



The feedback practices of intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region

J.C. Manuel

 **orcid.org 0000-0002-2035-9112**

Dissertation accepted in fulfilment of the requirements for the degree *Master's of Education in Learning and Teaching* at the North-West University

Supervisor: Prof BW Geduld

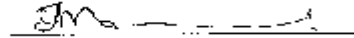
Co-Supervisor: Dr K Kaiser

Graduation: May 2020

Student number: 21983127

Declaration

I the undersigned, Jasmien Christine Manuel, hereby declare that the work contained in this dissertation entitled: *The feedback practices of intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region* is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



J.C. Manuel

Acknowledgements

- I would like to thank my Lord and Saviour, Jesus Christ for providing me with the strength to complete this study, even during hard times. Thank you Lord for your guidance and eternal love.
- A very big thank you to Professor Lombard, for working with me for these past few years. Thank you for your patience, guidance, and encouragement. It has been a sad year, and I will remember and treasure all the things that you have taught me. May your soul rest in perfect peace!
- My supervisor, Prof. Geduld – you were a God send! I enjoyed working with you and you are so hands-on, and feedback was provided on time. Thank you for the willingness to work with me.
- A very big thank you to my co-supervisor, Dr. Kaiser, thank you for assistance, guidance and willingness to assist me in completing this study. It was great working with you.
- A special thank you to my mommy, Katrina Manuel, for always praying for me. Thank you for always being there when I needed you, and for your kind words of encouragement. I love you!
- Thank you to my daddy, Michael Manuel, for never getting angry at me when I always sent you around, you are so humble – I truly love you so much!
- My two babies, Jordan and Jaylin, for understanding when mommy needs to work – I love you guys eternally!
- My partner, Thaddeaus Boshton, for being a financial support.
- A big thank you to my sister, Charlene Manuel, there are no words that can describe just how awesome you are. Thank you for lending me a shoulder when it got so tough that I needed to cry. Thank you for your love and support. I appreciate you!
- A very special thank you to all principals and teachers who took part in the study. Without you none of this would have been possible.
- Thank you to the staff at the library for assisting me. It is much appreciated.
- Thank you, Elrine Lawrence, for sitting with me during the coding process, your patience meant a lot.
- Thank you, Angelo Meyers, for taking time to act as my co-observer during the

collection of my data. Ek waardeer jou my maatjie!

- Thank you to everyone who contributed positively to this study.

Dedication

I dedicate this study to my two children, Jordan and Jaylin. You have shown me that nothing is impossible, and that hard work pays off. It has been tough working and giving you guys my undivided attention but through all this you gave me the ability to develop a multi-tasking skill. Thank you for your patience and understanding.

I love you eternally!

Abstract

In South Africa, the majority of learners are being taught in English (the language of teaching and learning in many schools), which is not their mother tongue. Learners come from different language and cultural backgrounds and are only exposed to English when they start their first year of schooling. Learners take English as Home Language, a first language subject, even though they are not native speakers. According to the notions of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, learners acquire conversational fluency in English within about 2 years and they generally take 5 – 10 years to develop academically in English. During teaching and learning, learners experience a variety of language challenges and therefore, teachers need to assist learners to overcome these challenges by providing sufficient and effective feedback. Through the provision of feedback, teachers can allow learners to reflect on mistakes, work towards improving their learning, and as a result, become self-regulated learners. Good feedback practice strengthens a learners' ability to self-regulate their performance and prepares them for learning throughout life. Therefore, the role of the teacher when providing feedback is of vital importance in order to encourage self-regulated learning in learners.

The purpose of this study was to understand the feedback practices of intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region. For the purpose of this study, self-regulated learning was observed through the lens of social cognitive theory. Feedback as an important part of assessment, the value of feedback in teaching and learning, characteristics of feedback, types of feedback, feedback from a sociocultural perspective, Pintrich's (2000) framework of self-regulated learning, how feedback can encourage self-regulated learning, and the self-regulated learning model of Zimmerman and Moylan (2009) formed the theoretical framework of this study. There are three phases in Zimmerman and Moylan's (2009) model, namely the forethought, volitional, and self-reflection phases. Each of the three phases involves processes and sub-processes representing the skills self-regulated learners need to demonstrate when they receive feedback. In addition, this study provided a discussion on the changing roles of English in South Africa's different curricula, and the role of English in the current South African

curriculum. Furthermore, this study outlined Second Language Acquisition (SLA) theories which includes Cummins' theory of SLA, the Social-Cultural Theory, Krashen's theory of SLA and the Interaction Approach. This was done in order to bring an understanding of what Second Language Acquisition entails and to find a link between SLA and SRL theories.

The empirical study was approached by means of a qualitative research design in the form of an instrumental case study. Observations and individual, semi-structured interviews were used to collect data from 15 purposively selected teachers from five different schools in the Ennerdale region. Fifteen English Home Language teachers participated in the study.

The research findings show that learners' proficiency levels vary from good to poor. The language proficiency levels of learners are influenced by factors such as levels of income, housing, employment, education, cultural and language backgrounds, as well as the standard of living. Due to the different language proficiency levels of learners, participants perceive certain challenges when providing feedback. Examples of these challenges are the influences of other languages on English; the parents of learners being unable to assist them because they themselves are not proficient in English; learners having limited vocabulary; learners having an inability to complete work; learners that are overly dependent on teachers; learners struggling to reason and motivate answers; teachers not having time for follow-up questions to consolidate and repeat work; learners that cannot read and write as their foundation was not laid properly; and no or limited resources to use when teaching and learning takes place.

Most of the participants have not received training in order to encourage learners to become self-regulated, therefore, they are still engaging in traditional transmission teaching approaches that do not always foster self-regulated learning. The findings show inconsistencies between participants' perceptions of self-regulated learning as seen in the interview data, and their observed teaching approaches to encourage self-regulated learning. The participants perceive themselves to encourage self-regulated learning skills through feedback. However, the findings of the lesson observations indicated that most of the participants encouraged only strategic planning; motivation and self-efficacy beliefs; task value and interest; task strategies; imagery; time

management; help-seeking; self-evaluation; self-satisfaction; and self-recording.

Recommendations are made to assist schools and teachers to improve the encouragement of SRL skills to enhance learners' academic achievements.

Keywords: encourage, English Home Language, feedback practices, intermediate phase, scaffolding, self-regulated learning, teachers, and zone of proximal development.

Opsomming

In Suid-Afrika word die meerderheid leerders in Engels (wat in talle skole die taal van onderrig en leer is) onderrig, wat vir die meerderheid leerders nie hul huistaal is nie. Leerders het verskillende taal- en kultuuragtergronde, en word eers aan Engels blootgestel tydens die eerste paar jaar van hul skoolloopbaan. Dit impliseer dat leerders Engels as 'n huistaal neem, al is hulle nie moedertaalsprekers nie. Volgens die konseptualisering van basiese interpersoonlike kommunikasievaardighede en kognitiewe akademiese taalvaardigheid, verwerf leerders binne twee jaar gespreksvlotheid in Engels, en neem hulle dan tussen vyf en tien jaar om Engels op akademiese vlak te ontwikkel. Leerders kom voor 'n verskeidenheid taalverwante uitdagings te staan tydens die proses van onderrig en leer, en derhalwe behoort opvoeders leerders te help om hierdie uitdagings die hoof te bied deur genoegsame en doeltreffende terugvoer te gee. Deur terugvoer te verskaf laat opvoeders leerders toe om oor hul foute na te dink, om aktief te werk met die doel om hul leer te verbeter, en as gevolg hiervan selfgereguleerde leerders te word. Goeie terugvoerpraktyke verbeter leerders se vermoë om self hul prestasie te reguleer en berei hulle vir lewenslange leer voor. Die rol van die opvoeder tydens die terugvoerproses is dus onontbeerlik vir die aanmoediging van leerders se selfgereguleerde leer.

Hierdie studie was gegrond op beide 'n literatuuroorsig en empiriese ondersoek, met die doel om die terugvoerpraktyke van intermediêrefase-Engels-huistaalonderwysers in die Ennerdale-streek wat selfgereguleerde leer aanmoedig, te ondersoek. Vir die doel van hierdie studie is selfgereguleerde leer vanuit die oogpunt van die sosiaal-kognitiewe teorie benader. Terugvoer as belangrike deel van assessering, verskillende soorte terugvoer, terugvoer vanuit 'n sosiokulturele perspektief, Pintrich (2000) se raamwerk van selfgereguleerde leer, hoe terugvoer selfgereguleerde leer aanmoedig, en Zimmerman en Moylan (2009) se model vir selfgereguleerde leer het die teoretiese grondslag vir hierdie studie gevorm. Zimmerman en Moylan se model bestaan uit drie fases, naamlik die voorbedagtheidsfase, die wilshandelingfase en die selfrefleksiefase. Elkeen van hierdie drie fases bestaan uit oorkoepelende prosesse en onderlinge prosesse wat die vaardighede wat selfgereguleerde leerders moet bemeester wanneer hulle terugvoer ontvang, verteenwoordig. Daarbenewens bied

hierdie studie 'n bespreking van die veranderende rol van Engels in Suid-Afrika se verskillende kurrikulums, asook die rol van Engels in die huidige Suid-Afrikaanse kurrikulum. Hierdie studie gee ook 'n oorsig van tweedetaalaanleringsteorieë (Second Language Acquisition, oftewel SLA), insluitend Cummings se SLA-teorie, die sosiokulturele teorie, Krashen se SLA-teorie en die interaktiewe benadering. Hierdie oorsig bied die raamwerk waarvolgens SLA geïnterpreteer word en wat dit behels, en poog ook om 'n verband tussen SLA- en SLR-teorieë te trek.

Die empiriese ondersoek se navorsingsontwerp was kwalitatief van aard, spesifiek in die vorm van 'n instrument-gevallstudie. Waarnemings en individuele, gedeeltelik gestruktureerde onderhoude is gebruik om data van vyftien doelbewus geselekteerde Engels Huistaal-onderwysers van vyf verskillende skole in die Ennerdale-streek in te samel.

Die bevindinge het onthul dat leerders se vaardigheidsvlakke wissel van goed tot swak, en dat hierdie vlakke beïnvloed word deur faktore soos inkomstevlak, behuising, beroep, opvoeding, kulturele en taalagtergronde asook lewenstandaard. Weens leerders se wisselende vlakke van taalvaardigheid, ondervind deelnemers sekere uitdagings wanneer hulle terugvoer gee. Voorbeelde van hierdie uitdagings is byvoorbeeld die invloed van ander tale op Engels, leerders se ouers wat nie in staat is om hulle te help nie omdat hulle self nie Engels magtig is nie, die beperkte woordeskat van leerders, leerders wat nie in staat is om hul werk te voltooi nie, leerders wat oormatig afhanklik is van onderwysers, onderwysers wat nie genoegsame tyd het vir opvolg vrae om werk saam te vat en te herhaal nie, leerders wat weens 'n gebrekkige taalgrondslag nie kan lees of skryf nie, en geen of beperkte hulpbronne vir onderrig en leer.

Die meeste van die deelnemers het nie opleiding ontvang wat hulle in staat stel om hul leerders toe te laat om selfgereguleerde leerders te word nie, en daarom gebruik hulle steeds tradisionele oordragetegniese wat nie altyd selfgereguleerde leer bevorder nie. Die bevindinge het 'n diskrepansie tussen die deelnemers se opvattinge van SRL (soos teenwoordig in die onderhouddata) en hul waargenome onderrigstrategieë om SRL aan te moedig, uitgewys. Die deelnemers voel dat hulle SRL-vaardighede ontwikkel wanneer hulle terugvoer aan leerders gee. Tog het die bevindinge van die

leswaarnemings aangedui dat die meeste van die deelnemers slegs strategiese beplanning, motivering, 'n gevoel van selfdoeltreffendheid, taakwaarde en taakbelangstelling, taakstrategieë, beeldvorming, tydsbestuur, hulpverkryging, selfevaluering, selfbevrediging en selfmonitering aanmoedig.

Ná afloop van die studie word aanbevelings om skole en onderwysers te assisteer om die aanmoediging van SRL-vaardighede ten einde leerders se akademiese prestasies te verbeter, gemaak.

Sleutelwoorde: aanmoedig, Engels-huistaal, terugvoerpraktyke, intermediêrefase, stellasie, selfgereguleerde leer, onderwysers, sone van proksimale ontwikkeling.

2 December 2019

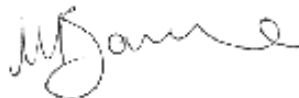
To whom it may concern

This letter serves to confirm that the document entitled *The feedback practices of intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region* has been edited by the *Centre for Translation and Professional Language Services (CTrans)*, in accordance with the NWU/CTrans's guidelines for editing academic articles and dissertations. CTrans is a registered corporate member of the South African Translators' Institute (SATI) that makes use of qualified and experienced language practitioners to provide professional translation and language editing services.

CTrans hereby acknowledges that the document has undergone a proper and professional language edit (including the checking of spelling, grammar, register and punctuation). The onus rests on the client to work through the proposed changes after the edit and accept or reject these changes.

Although the editor may make stylistic corrections to reference list entries and in-text citations, it remains the responsibility of the author and their supervisor to ensure that the references are correct, and that cited information conforms to the standards for acceptable academic writing. CTrans will neither check for plagiarism nor make substantive corrections to citations and references.

Yours sincerely



Wendy Barrow

CTrans Coordinator

Table of contents

CHAPTER 1: ORIENTATION	1
1.1. Introduction	1
1.2. Background of the study	1
1.3. Problem statement and motivation for the study	2
1.4. Clarification of key concepts	7
1.4.1. BICS	7
1.4.2. CALP	7
1.4.3. Feedback practices	8
1.4.4. Scaffolding	9
1.4.5. The zone of proximal development	9
1.4.6. Self-regulated learning	10
1.4.7. The intermediate phase	10
1.4.8. English Home Language	11
1.4.8.1. Listening and speaking	11
1.4.8.2. Reading and viewing	12
1.4.8.3. Writing and presenting	12
1.4.8.4. Language structures and conventions	12
1.4.9. Encourage	12
1.5. Research questions	12
1.5.1. Main question:	13
1.5.2. Sub questions:	13
1.6. Aims and objectives of the study	13
1.6.1. Main aim:	13
1.6.2. Sub-Aims:	13
1.7. Research methodology	14
1.7.1. Research paradigm	14

1.7.2. Research design	14
1.7.3. Strategy of inquiry	14
1.7.4. Population and sample	15
1.7.5. Data collection methods	15
1.7.5.1. Observations	15
1.7.5.2. Individual semi-structured interviews	16
1.7.6. The role of the researcher	17
1.7.7. Data collection process	17
1.7.8. Data analysis and interpretation	18
1.7.9. Quality criteria	19
1.8. Ethical considerations	19
1.9. Contribution of the study to the subject area or discipline	20
1.10. Summary of Chapter 1	20
1.11. Chapter outline	21
CHAPTER 2: FEEDBACK AND SELF-REGULATED LEARNING	22
2.1. Introduction	22
2.2. Theoretical and conceptual frameworks	24
2.3. Feedback as an important part of assessment	24
2.3.1. Formative assessment	25
2.3.2. Summative assessment	27
2.4. The value of feedback in teaching and learning	29
2.5. Characteristics of feedback	29
2.5.1. Hattie and Timperley's Model of Feedback	30
2.5.1.1. Task level	31
2.5.1.2. Process level	31
2.5.1.3. Self-regulation level	31
2.5.1.4. The self-level	32

2.5.2. The Australian Institute for Teaching and School Leadership's characteristics of good feedback	32
2.6. Types of feedback	33
2.6.1. Formative feedback	34
2.6.2. Summative feedback	34
2.6.3. Oral feedback	34
2.6.4. Written feedback	34
2.6.5. Evaluative feedback	35
2.6.6. Descriptive feedback	35
2.6.7. Peer feedback	35
2.6.8. Self-feedback	35
2.7. Feedback from a socio-cultural perspective to investigate how feedback can be applied to encourage SRL.	36
2.7.1. The zone of proximal development	36
2.7.2. Feedback through contingent scaffolding	37
2.8. Self-regulated learning	39
2.8.1. Defining self-regulated learning.	39
2.9. Theoretical perspectives of self-regulated learning	41
2.9.1. Behaviourist theory's perspective on SRL	41
2.9.2. Phenomenological theory's perspective on SRL	42
2.9.3. Socio-cultural theory's perspective on SRL	43
2.9.4. Cognitive construct theory's perspective on SRL	43
2.9.5. Social cognitive theory's perspective on SRL	44
2.10. Zimmerman's (2000) and Zimmerman and Moylan's (2009) model of self-regulation.	46
2.10.1. Phase 1: forethought phase	47
2.10.2. Phase 2: Volitional phase	49

2.10.3. Self-reflection phase	50
2.11. Pintrich's Framework of SRL	51
2.11.1. The forethought, planning, and activation phase	52
2.11.2. The monitoring phase	53
2.11.3. The control phase	53
2.11.4. The reaction and reflection phase	54
2.12. The conceptual link between feedback and self-regulated learning.	55
2.13. Conclusion	57
CHAPTER 3: ENGLISH AS HOME LANGUAGE IN SOUTH AFRICA	58
3.1. Introduction	58
3.2. The changing roles of English in South Africa's different curricula	58
3.3. The role of English in the current South African curriculum	60
3.3.1. English Home Language (EHL)	61
3.3.1.1. Listening and speaking	61
3.3.1.2. Reading and viewing	62
3.3.1.3. Writing and presenting	63
3.3.1.4. Language structures and conventions	65
3.3.2. Language of Learning and Teaching (LoLT)	66
3.4. Cummins's theory of SLA	67
3.4.1. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in language development.	67
3.4.2. The Threshold Hypothesis (TH)	69
3.4.3. The implications of Cummins's theory for feedback and SRL	70
3.5. Other SLA theories and their links to feedback and SRL	71
3.5.1. Social Cultural Theory (SCT)	72
3.5.1.1. The Zone of Proximal Development (ZDP)	72
3.5.1.2. Scaffolding	73

3.5.1.3. Mediation	73
3.5.1.4. Self-regulation	73
3.5.2. SCT, feedback, and SRL	74
3.5.3. Krashen's Theory of SLA	74
3.5.3.1. The Acquisition-Learning hypothesis	75
3.5.3.2. The Monitor hypothesis	75
3.5.3.3. The Input hypothesis	76
3.5.3.4. The Affective Filter hypothesis	76
3.5.3.5. The Natural Order hypothesis	77
3.5.4. Krashen, feedback and SRL	78
3.5.5. The Interaction Approach	78
3.5.6. Interaction Approach, SRL, and feedback	80
3.6. Conclusion	82
CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY	84
4.1. Introduction	84
4.2. Research paradigm	84
4.3. Research approach	86
4.4. Strategy of inquiry	87
4.5. Population and sampling	89
4.5.1. Participants' contextual information	89
4.5.1.1. Inclusion criteria	89
4.5.2. Participants' biographical information	90
4.5.3. Description of research sites	91
4.6. Data collection methods	92
4.6.1. Observations	92
4.6.1.1. Observations procedure	93
4.6.2. Individual, semi-structured interviews	93

4.6.2.1. Interview procedure	94
4.7. Data collection process	94
4.7.1. Step1: Getting permission	95
4.7.2. Step 2: Preparation of data collection instruments	95
4.7.3. Step 3: Preliminary arrangements to collect data	95
4.7.4. Step 4: Analysis of data	96
4.8. Role of the researcher	96
4.9. Quality criteria	97
4.9.1. Credibility	98
4.9.2. Confirmability	98
4.9.3. Dependability	98
4.9.4. Transferability	99
4.10. Ethical considerations	99
4.10.1. Ethical issues in the research problem	99
4.10.2. Ethical issues in the purpose and questions	99
4.10.3. Ethical issues in data collection	100
4.10.4. Ethical issues in data analysis and interpretation	100
4.10.5. Ethical issues in writing and disseminating the research	100
4.10.6. Storage of data	101
4.11. Summary of the chapter	101
CHAPTER 5: DATA ANALYSIS AND INTERPRETATION	102
5.1. Introduction	102
5.2. Process of analysing qualitative data	103
5.3. Biographical information of participants	103
5.4. The analysis and interpretation of observational data	105
5.4.1. Discussion of theme 1: Nature and type of feedback	105
5.4.1.1. SRL skills enhanced in the forethought phase	108

5.4.1.2. SRL skills enhanced in the volitional phase	112
5.4.1.3. SRL skills enhanced in the reflection phase	115
5.4.2. Discussion on theme 2: Promptness of feedback	117
5.4.3. Conclusions with regard to the interpretation of the observations	118
5.5. Analysis and interpretation of individual, semi-structured interviews	119
5.5.1. Process of analysis and interpretation of individual interview data	120
5.5.2. Discussion and analysis of semi-structured, individual interview data	122
5.5.2.1. Sub-themes created from Theme A, perceptions of learners' English Language proficiency	122
5.5.2.2. Sub-themes created from theme B, feedback practices	127
5.5.2.3. Sub-themes created from theme C, feedback that develop SRL	135
5.5.3. Conclusions with regard to the interpretation of the individual semi-structured interviews	146
5.5.4. Comparison of observation and interview data	147
5.6. Conclusion	149
CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	151
6.1. Introduction	151
6.2. Conclusions of the research	151
6.2.1. Conclusions with regard to the first sub-question (<i>cf.</i> 1.4)	152
6.2.2. Findings with regard to the second sub-question (<i>cf.</i> 1.4)	153
6.2.3. Findings with regard to the third sub-question (<i>cf.</i> 1.4)	155
6.2.4. Findings with regard to the fourth sub-question (<i>cf.</i> 1.4)	158
6.2.4.1. SRL skills developed in the forethought phase	158
6.2.4.2. SRL skills developed in the volitional phase	160
6.2.4.3. SRL skills developed in the self-reflection phase	161
6.3. Recommendations	163
6.3.1. English Home Language teachers	163

6.3.2. Schools	163
6.3.3. Curriculum designers	163
6.3.4. The Department of Basic Education	163
6.4. Contributions of the study	164
6.5. Limitations of the research	164
6.6. Recommendations for further research	164
6.7. Conclusion	164
REFERENCES	166
ADDENDUM A: ETHICAL CLEARNCE CERTIFICATE	186
ADDENDUM B: GAUTEN DEPARTMENT OF BASIC EDUCATION CONSENT	187
ADDENDUM C: INFORMED CONSENT FOR PRINCIPALS	188
ADDENDUM D: INFORMED CONSENT FOR TEACHERS	192
ADDENDUM E: OBSERVATION SCHEDULE	196
ADDENDUM F: INDIVIDUAL SEMI-STRUCTURED INTERVIEW SCHEDULE	197
ADDENDUM G: TRANSCRIBED AND CODED INTERVIEW DATA	199

List of tables

Table 2.1: The characteristics of good feedback (AITSL, 2015:8).	32
Table 2.2: Pintrich's framework of SRL (Pintrich, 2000: 454).	51
Table 2.3: A summary of different feedback types and results in different self-regulatory skills.	56
Table 3.1: The link between SLA theories and SRL theories.	81
Table 5.1: Biographical information of participants.	103
Table 5.2: Coded data on the nature and type of feedback provided by participants.	105
Table 5.3: Promptness of feedback.	117
Table 5.4: Sub-themes created from semi-structured interviews with English Home Language participants.	121

List of figures

Figure 2.1: The applications of formative and summative assessment (Mahmud, 2019).	28
Figure 2.2: A model of feedback to enhance learning (Hattie & Timperley, 2007:86).	30
Figure 2.3: Self-regulation as a triadic and cyclic process (Pajares, 2005:341).	45
Figure 2.4: Current version of cyclical phases model (adapted from Zimmerman & Moylan, 2009:5).	47
Figure 2.5: An illustration of how feedback can enhance self-regulated learning.	55
Figure 3.1: Examples of cognitive undemanding and cognitive demanding tasks and context-embedded and context-reduced tasks	69

List of abbreviations

ALL	Academic Language and Learning
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
DoBE	Department of Basic Education
DoE	Department of Education
EAL	English as Additional Language
EFAL	English as First Additional Language
EFL	English as a Foreign Language
EHL	English Home Language
EOL	Ease of learning
ESL	English as a Second Language
ETS	Educational Testing Service
FAL	First Additional Language
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
HL	Home Language
LoLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
MKO	More Knowledgeable Other
NCS	National Curriculum Statement
NPPPR	National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12.
NWU	North-West University
PBL	Problem Based Learning
PIRLS	Progress in International Reading Literacy Study
RDP	Reconstruction and Development Programme
SCT	Social Cognitive Theory
SGB	School Governing Body
SLA	Second Language Acquisition
SRL	Self-regulated learning
ZPD	Zone of proximal development

CHAPTER 1: ORIENTATION

1.1. Introduction

Chapter one introduces the study of the feedback practices of intermediate phase English Home language teachers to encourage self-regulated learning (SRL) in the Ennerdale region. It begins by presenting a background of the study (*cf.* 1.2); the problem statement and motivation for the study (*cf.* 1.3) are outlined, followed by the clarification of the key concepts used in the study (*cf.* 1.4). The research questions (*cf.* 1.5), and aims and objectives of the study (*cf.* 1.6) are clearly specified. The research methods used in the study are outlined (*cf.* 1.7) whereby the research paradigm (*cf.* 1.7.1), research design (*cf.* 1.7.2) strategy of inquiry (*cf.* 1.7.3) and the population and sampling strategy (*cf.* 1.7.4) are presented together with data collection methods (*cf.* 1.7.5) and the role of the researcher (*cf.* 1.7.6). The data collection process (*cf.* 1.7.7), analysis and interpretation of data (*cf.* 1.7.8) and the quality criteria (*cf.* 1.7.9) are also explained in this chapter. This chapter further indicates the ethical considerations (*cf.* 1.8), contribution of the study (*cf.* 1.9), summary of the chapter (*cf.* 1.10) and the outline of chapters (*cf.* 1.11).

1.2. Background of the study

Ennerdale is situated in Gauteng, south of Johannesburg. The area is predominantly populated by coloured people, but had an inflow of Africans from Orange Farm, Sebokeng, and Finetown in the past seven years (Booyesen, 2018:79). According to Booyesen (2018:79), Ennerdale is not as developed as neighbouring areas such as Lenasia and is battling with social problems like teenage pregnancy as well as alcohol and drug abuse. There are nine schools in the area of which five are primary schools.

English is taught as a subject in the South African schools and is offered on mother tongue or first language (called Home Language in the South African curriculum) and second language level (called First Additional Language). English is also the medium of instruction (called Language of Learning and Teaching, LoLT) in most schools, especially after grade 3 (DoBE, 2011a:8). In this study English is taught as a Home Language for the learners residing in Ennerdale and is also the language of teaching and learning. Ennerdale is a coloured community and it is generally perceived that

everyone's home language is English regardless the influx of other first language speaking learners. Given the learners backgrounds, English as a subject should have been taught on the second language level, since most of the learners residing in Ennerdale are second or even third language learners of English. However, English is offered at the Home Language level and is the LoLT at all primary schools in Ennerdale. This means that parents do not have a choice as to the language level the learners will be exposed to at school. As a language teacher, teaching at one of the primary schools, I have experienced several difficulties faced by the schools such as overcrowded classrooms, social problems (such as alcohol and drug abuse), and learners having difficulty grasping English during teaching and learning due to the fact that English is not their Home Language.

Schools need to accommodate a great number of learners in the area regardless of the language barriers learners might experience. The purpose of this study is to determine how teachers' feedback to learners can help learners become self-regulated. Feedback that encourages SRL is important because in the intermediate phase, learners are expected to read, gather information, and comprehend many subject areas (Little, 2005). In order for the performance standards to be met across all content areas, learners need to transact meaning from content; they are expected to locate and paraphrase information found in lengthy and complex passages. In the intermediate phase, the competencies learners need to have include the ability to connect interrelated ideas, synthesise information, and draw conclusions about main ideas. Self-regulated learners are learners who will take the initiative to put in more effort in order to self-reflect on work given by the teacher, and to evaluate themselves, taking responsibility for their successes and failures (Hadwin & Oshige, 2011). They will set their own learning goals in order to excel in their school grades and to overcome the language barriers they are facing.

1.3. Problem statement and motivation for the study

Many school going learners in South Africa are currently not being instructed in their native language, but are rather instructed in English, as English is the most commonly spoken language in official and commercial public life (Makoni, 2017:1). Latchman, (2014:2) states that it is important for South African learners to have well-developed

English proficiency as it enables them to communicate effectively and to achieve their full potential in formal learning settings. English benefits the South African learner both socially and economically (Makoni, 2017:1). Makoni (2017:1) further highlights that one should not be astonished that parents throw their children into the deep end by allowing them to receive their whole education through the medium of English even if their children's environment does not have any English stimuli, and they as parents do not offer sufficient support at home since they are also not English speakers. Makoni (2017:1) states that parents do this to provide their children with a better chance of success in life.

As a language educator, this has been my lived experience. The majority of learners I teach in my classroom are not English native speakers, they come from diverse language backgrounds. For example, in this study a learner might have a SeSotho speaking mother and an IsiZulu speaking father who migrated to Johannesburg. In this instance, English should be a second additional language for the learner, but instead English becomes the language of teaching and learning in school, even though the learner has no prior exposure to the English language and no sufficient support at home to acquire the language. Internationally, the terms ESL (English as a Second Language) or EFL (English as a Foreign Language) are used, but these are not descriptive or helpful in terms of the language repertoires of learners in a multilingual country such as South Africa, and that is why our curriculum refers to the term "Additional Language".

Many learners' English proficiency is limited to Basic Interpersonal Communication Skills (BICS), which does not envisage their Cognitive Academic Language Proficiency (CALP) as far as this language is concerned (Cummins, 2000(b):67). This means that the learner might have good language fluency during social interactions, but might not be academically proficient when having to read or write. Van der Walt, Evans and Kilfoil (2009:14 -15) indicate that although many learners may sound fluent and generally do not struggle to express themselves because they developed sufficient BICS, they are lacking CALP in English. With regard to English Home Language, many learners may be competent in BICS, however, this competency would primarily enable learners to provide correct answers rather than to inquire; to distinguish between right and wrong and to explore alternative answers or ideas

(Costa, 2011:15).

As an English language educator, my experiences are supported by Van der Walt *et al.*, (2009). Learners who are competent in BICS and lack CALP will, for example, be able to greet and have a basic conversation in the language, but will have problems with CALP. I have noticed that learners who have problems with CALP struggle to read since they do not have sufficient phonetic skills to recognise and identify words. In addition, these learners cannot relate words to meanings, making comprehension impossible. Furthermore, due to their poor CALP they struggle to express themselves in writing. The above example is supported by literature, which states that “the consequences of lacking CALP are that learners have increased difficulty in phonological awareness, cognitive-linguistic and pre-reading skills, word identification skills, syntactic awareness, and spelling” (Cummins, 1984; Van Staden, 2011; Theron & Nel, 2008; Latchman, 2014:1). Nel and Müller (2010:636) report that South African learners who participated in the Progress in International Reading Literacy Study (PIRLS, 2016) had the lowest mean scores compared to the other countries that participated in the PIRLS. According to the PIRLS (2016) 78% of learners in Grade 4 cannot read for meaning, resulting in South Africa obtaining the last position in reading out of 50 countries.

Cummins (1999:3) and Lemmer (2002:44) maintain that it takes a learner two years or even more to acquire BICS and up to seven years to acquire CALP. The consequences are that learners lacking CALP are faced with challenges to learn English as an additional language and to use the language to master curriculum content. The consequence of poor language acquisition influences a learner’s academic self-concept. Learners who lag academically and socially might even regard themselves as challenged and less intelligent than their peers (Jimerson, Burns & Van Der Heyden, 2016:36).

My opinion that teachers’ feedback practices in English Home Language classrooms can encourage SRL to enable learners to monitor and improve their language proficiency, and as a result, improve their CALP, is aligned with many researchers (Butler & Winne, 1995:245; Winne & Hadwin, 1998:279; Pintrich, 2000:452; Nicol & Macfarlane-Dick, 2006:199). Feedback can also be advantageous if teachers provide

learners with statements that describe a task and the assessment criteria to achieve in a particular task (Chung & Yuen, 2011:23). My assumptions about feedback are supported in literature. Kluger and DeNisi, (1996:256); Black and William, (1998:1); Rust, Price & O'Donovan, (2003:147); Zimmerman and Campillo, (2003:239); Hattie and Timperley, (2007:81); as well as Fisher and Frey, (2009:20) also consider feedback as one of the most important strategies to enhance the development of self-regulation. In this study, the primary focus will be on the feedback practices of intermediate phase English Home Language teachers, as I have training and teaching experience in English Home Language in the intermediate phase.

According to Zimmerman (2000:14), self-regulation refers to, “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to attain personal goals.” In the context of schools, self-regulation is evident not only when learners control their own behaviour in and out of the classroom (self-discipline or self-control), but also when they are able to set their own learning goals, plan suitable approaches for achieving these goals, monitor, evaluate and adjust their own actions, and control their effective use of available learning time and resources (Ormrod, 2010:57). There is a large body of empirical evidence, mainly published in the United States of America (USA), showing that learners who are more self-regulated are more effective learners: they are persistent, resourceful, confident, and higher academic achievers (Zimmerman & Schunk, 2001:371; Bramucci, 2013). As a language educator, it is my assumption that second language learners lack self-regulatory skills needed to be high academic achievers. The second language learners are not persistent, resourceful, confident and high academic achievers. The more learning becomes self-regulated, the more learners can control their learning, and the less reliant they are on teacher support when engaging in SRL tasks (Zimmerman & Schunk, 2004:323).

During feedback, it is communicated to learners what to consider in order to improve their learning (Nicol & Macfarlane-Dick, 2006:204). Consequently, learners need to understand, construct, and internalise these communications if it were to have a weighty influence on succeeding performances (Ivanic, Clark & Rimmershaw, 2000: 47). Feedback, thus, “serves a ‘scaffolding’ purpose in advancing learning” (Eggen & Kauchak, 2009:36). Considering Vygotsky’s (1978:86) sociocultural perspective on

learning, scaffolding can be thought of as narrowing the zone of proximal development (ZPD), which is defined as “the distance between the actual developmental level of the learner, and the level he or she can achieve under adult or capable peer guidance.” In practical terms, this implies that feedback should show a connection with the assessment goals or criteria, otherwise the feedback will remain disconnected and irrelevant.

Even though it can be regarded that most forms of feedback are powerful enticements for learning and for fostering more independent learners (Hawk & Shah, 2008:67; Fisher & Frey, 2009:22), not all forms of feedback are equally effective for fostering more independent learners (Hattie & Timperley, 2007:86; Lipnevich & Smith, 2008:1). For example, according to the State of New South Wales, Department of Education and Communities (2015:2) “evaluative feedback, in the form of grades or brief general comments, (e.g., “well done”), provides some information about learning, but does not convey the information and guidance that learners can use to improve”. Research has shown that narrative feedback is the most effective in promoting improved learning (Lipnevich & Smith, 2008:3). Narrative feedback, in the form of explaining information, provides essential clues and settings to assist learners to narrow the gap between goals and performance (Nicol & Macfarlane-Dick, 2006:200).

Feedback allows teachers to treat learner’s errors in SLA classrooms. Researchers such as Gass and Mackay (2006) and Vygotsky (1978), from a cognitive and sociocultural perspective, believe that corrective feedback can enhance language acquisition and learning. Krashen’s (1988) theory of SLA explains that corrective feedback may hamper second language development as it is believed to strike at learners’ confidence and stir up the affective filter. On the whole, Krashen restrained the role for corrective feedback in acquisition but he accepted that corrective feedback could play an editing role in learning. In comparison to Krashen’s theory, the interaction approach accounts for language learning through input, output, and feedback, all of which occur during interaction (Gass & Mackey, 2006). During the process of interaction, feedback provides negative evidence, which is needed for learners to understand what unacceptable language is. On the one hand, positive evidence alone is not sufficient for acquisition as negative evidence provided by corrective feedback is needed for learners to monitor and modify their output. On the

other hand, according to Sociocultural Theory, mental activities including language learning are mediated through social interactions between learners and more capable peers. More importantly, language development takes place within learners' ZDP and is only useful in second language learning if it aligns with the learners' ZDP. From the above mentioned, it can be concluded that SLA and SRL theories have similarities.

Together with my own observations and experiences as a language teacher, there appears to be a scarcity of information in existing literature with reference to feedback and SRL, as most research on feedback practices were internationally conducted. Although there is some research, such as the study by Du Toit (2012) who focused on constructive feedback as a learning tool to enhance SRL and performance in higher education; Hemerda (2016) who focused on the effectiveness of feedback types and the connection with student performance; and Mubuuke, Louw & Van Schalkwyk (2017) who focused on feedback and SRL in a PBL environment, there is no evidence that can be found regarding the feedback practices of intermediate phase teachers specifically in Ennerdale, quintile 1 to 4 schools. In addition, there are no studies on promoting CALP through feedback practices, or studies that link feedback and SRL to SLA theories. Against this background, this study aims to fill the gap by exploring the feedback practices of English Home Language teachers in the intermediate phase to encourage SRL in the Ennerdale region.

1.4. Clarification of key concepts

The key concepts were guided by accounts found in existing literature, which were related to BICS and CALP, feedback practices, scaffolding, ZPD, SRL, intermediate phase, English Home Language and encourage.

1.4.1. BICS

BICS (Basic Interpersonal Communication Skills) refers to "conversational fluency in a language" (Cummins, 1984).

1.4.2. CALP

CALP (Cognitive Academic Language Proficiency) refers to "learners' ability to understand and express in both oral and written modes, concepts and ideas that are

relevant to success in school” (Cummins (a), 2000:71). CALP is specifically based on the academic context of a school.

1.4.3. Feedback practices

Krause and Hartley (2005:89) maintain that creative methods for ensuring that learners receive rapid and thorough feedback on their learning are crucial for enhancing learner performance. According to Naylor, Baik, Asmar & Watty (2014:3), feedback can be found in a well-designed curriculum, assessment, self-reflected classroom discussions, group discussions in guided reading, and the interaction with colleagues. For feedback to be a success, feedback should be appropriate and timely in order for learners to reflect on their learning, to identify areas of improvement, and serve as guidance towards improvement. Examples of such feedback practices would include, amongst others, constructive feedback for their efforts, feedback on how to independently or collaboratively tackle learning tasks, and also how to self-monitor their own learning. When considering feedback, a useful distinction between summative and formative feedback can be made (Naylor *et al.*, 2014:4).

Formative feedback is constructive in nature, and it aims at the improvement of learning. It takes place during learning for learners to act on it. During formative feedback, understanding of learners’ mistakes is advanced through the identification and correction of errors, and by drawing relevant attention to these for future avoidance (Naylor *et al.*, 2014:4). Summative feedback is used to rank a learner through a mark or grade and can be regarded as the final judgement of a learner’s achievement (Naylor *et al.*, 2014:4).

When looking at the benefits of learning, formative feedback is important. In fact, Fritz and Morris (2000:493) and Poulos and Mahony (2008:143) affirm that summative assessment provided without any formative feedback can be harmful to learners’ learning, as it can be disturbing and cause concern.

According to The South African Oxford School Dictionary (1996:290) narrative can be defined as “a spoken or written version of something which provides descriptive information focusing on how to improve and overcome difficulties.” The nature of a verbal or written narrative could be improved through the demonstration of a skill or

process, which would help the learner close the gap between what they can already do unassisted (Chung & Yuen, 2011:23). Tacitly referring to SRL, Hawk and Shah (2008:68) postulate that narrative feedback that is supportive and non-judgemental, could foster positive motivation for the development of learners' autonomy and could also boost teacher and learner dialogue.

According to Shute (2008:153) there are seven guidelines on how to use feedback to enhance learning. The teacher needs to focus feedback on the task and not the learner, so the feedback provided needs to clarify what was done wrong in the task. The teacher needs to provide elaborated feedback, clearly explaining to the learner where improvement is needed in manageable units. When providing feedback, it is necessary to be clear and specific with the feedback messages and to keep it simple. The teacher needs to reduce uncertainty between performance and goals; provide unbiased, objective written or verbal feedback; promote a learning goal orientation via feedback; and provide feedback after learners have attempted a solution.

1.4.4. Scaffolding

From the above mentioned, it is evident that feedback serves to support learning. It can be said that feedback relates to the scaffolding of learning. If the learning environment is supportive, learners are free to pose questions, provide feedback, and support their peers when learning new material. When scaffolding is integrated in the classroom, the teacher moves away from being the main content expert and becomes more of a facilitator and mentor of knowledge. Scaffolding also affords the learners with the enticement to take a more active role in their own learning. Learners then share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels, and through this they are enabled to take ownership of the learning event (Larkin, 2002:2).

1.4.5. The zone of proximal development

According to Vygotsky (in Christmas, Kudzai & Josiah, 2013:371) the ZPD refers to, "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration of more capable peers". The ZPD could

be collaboratively generated by knowing when to give help and when to withhold it through the interaction of the teacher and the learner; successful ZPDs make the learner assume responsibility and be less dependent. According to Hyland (2000:52) feedback given within the ZPD is more effective than the feedback given without bearing in mind of the learners' ZPD.

1.4.6. Self-regulated learning

Pintrich (2000:453) states that SRL is, “an active, constructive process whereby learners set goals for their learning and then try to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual structures in the environment”.

It can be regarded that the basic elements of SRL include activities such as attending to and focusing on instruction; organising, coding, and practising information to be remembered; instituting a productive work environment that effectively uses resources; having positive beliefs about one's capabilities; understanding the value of learning; factors influencing learning and the expected outcomes of actions; and the experiences of one's pride and satisfaction with efforts (Schunk, 1994:75).

1.4.7. The intermediate phase

The intermediate phase covers grade 4 – 6 where the age groups are usually between 9 – 12.years According to the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (NPPPR, 2012:16), the following requirements for grades 4-6 are applicable. A learner must complete the following six subjects for each of the grades:

- Two official languages, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and further provided that one of the two languages is the language of teaching and learning; in other words, the language in which learning, teaching, and assessment take place;
- Mathematics;
- Natural Science and Technology;
- Life Skills; and

- Social Sciences (DoBE, 2010:3).

According to the NPPPR (2012:16) learners must obtain adequate achievement (level 4) in one of the official languages at Home Language level, moderate achievement (level 3) in the second required official language at First Additional Language level, moderate achievement (level 3) in Mathematics and moderate achievement (level 3) in any other two subjects of the remaining approved subjects to be promoted in the consecutive grades of the intermediate phase. It is also indicated that Home Language and Mathematics require more instructional time (six hours) than the other four remaining subjects.

1.4.8. English Home Language

According to the Curriculum and Assessment Policy Statement (CAPS) (DoBE, 2011a:8), Home Language and First Additional Language refer to the proficiency levels at which the language is offered, and not the native (home) or acquired (as in the additional languages) language. In this study English is the Home Language of the learners taught.

On the Home Language level there is a focus on language proficiency that reflects basic interpersonal communication skills which is essential in social situations, and the cognitive academic skills essential for learning as prescribed in the curriculum. There is emphasis on the teaching of listening, speaking, reading, and writing skills. The Home Language level provides learners with a fictitious, visual, and imaginative skill providing them with the ability to reconstruct, imagine, and empower learners' own understanding of the world in which they live (DoBE, 2011b:8).

According to the CAPS (DoBE, 2011a:9-12), the rationale for including the four components in the Home Language curriculum includes the following:

1.4.8.1. Listening and speaking

Critical listening skills allow learners to distinguish between values and attitudes rooted in texts, and to challenge unfair and unscrupulous language. Skills such as collecting and synthesising information, constructing knowledge, solving problems, and expression of ideas and opinions can be developed through effective listening and speaking.

1.4.8.2. Reading and viewing

Successful learning can take place if learners' reading and viewing skills are well developed. Through the use of extensive literary and non-literary texts, including visual texts, learners' proficiency in reading and viewing can be developed, and through classroom and autonomous reading they can become critical and creative thinkers.

1.4.8.3. Writing and presenting

Writing can be regarded as a powerful tool for communication that allows learners to consistently construct and communicate thoughts and ideas. Regular writing practice across a range of contexts, tasks, and subjects enables learners to functionally and creatively communicate. Competent writers, who will be able to use their skills to develop and present suitable written and visual texts for multiple purposes, can be created if writing skills are appropriately scaffolded.

1.4.8.4. Language structures and conventions

For Home Language level, a good knowledge of vocabulary and grammar can provide the foundation for skills development (listening, speaking, reading, and writing) and in the intermediate phase, learners will build on the foundation that was laid in grades R – 3.

1.4.9. Encourage

According to the Oxford Dictionary of Current English (1992:285) the word *encourage* can be defined "as persuading someone to do or continue to do something by giving support and advice." For example, when learners need to complete a transactional text by designing an invitation, the teacher can make use of practical examples such as colour, stickers, etc. encouraging the learners to be creative.

Based on the aforementioned concept clarification, the study was guided by a range of research questions.

1.5. Research questions

The following are the research questions of the study:

1.5.1. Main question:

What are the feedback practices of intermediate phase English Home Language teachers to encourage SRL in the Ennerdale region?

1.5.2. Sub-questions:

- *How are English Home Language and the language of teaching and learning contextualised within the South African Basic Education system according to literature?*
- *How do learners' proficiency levels of BICS and CALP influence language teaching according to literature?*
- *What is the relation between feedback, SRL, and Second Language Acquisition theories according to literature?*
- *According to the empirical data, what types of feedback practices do intermediate phase teachers use to enhance language teaching and learning in order to encourage learners' use of SRL skills?*

1.6. Aims and objectives of the study

The aims of the research undertaken are:

1.6.1. Main aim:

To explore to what extent the feedback practices of intermediate phase English Home Language teachers in the Ennerdale region encourage SRL.

1.6.2. Sub-Aims:

- To contextualise English Home Language and the language of teaching and learning within the South African Basic Education system on the basis of a literature study.
- To determine, on the basis of a literature study, how learners' proficiency levels of BICS and CALP influence language teaching and learning.
- To explore the relation between the concepts of feedback and SRL, and Second Language Acquisition theories through a literature study.
- To determine, by means of empirical data, the feedback practices that intermediate

phase teachers use to enhance language teaching in order to encourage learners' use of SRL skills.

1.7. Research methodology

1.7.1. Research paradigm

The research paradigm that guided the execution of this study was Interpretivism. "Interpretivism has its roots in hermeneutics, the study and the practice of interpretation" (Nieuwenhuis, 2007:58). The goal of the research was to rely as much as possible on the participants' views of the situation being studied (Creswell, 2009:8). In an Interpretivist paradigm, the research outcome is ultimately the product of the researcher's subjective interpretation of the data (Dörnyei, 2007:38). This means that I used the interpretive approach to focus on participants' perceptions and their understanding of the phenomena being studied. I was essentially the "measurement device" in the study (Dörnyei, 2007:38). The reason for using this approach was to understand and explore the extent to which feedback practices of intermediate phase teachers teaching English Home Language in the Ennerdale region encouraged learners' self-regulation.

1.7.2. Research approach

In line with the Interpretivist paradigm, I chose a qualitative approach to conduct this study. "Qualitative research is concerned with subjective opinions, experiences, and feelings of individuals" – to explore the participants' views of the situation being studied (Dörnyei, 2007:38) was the explicit goal of this research.

1.7.3. Strategy of inquiry

I used an instrumental case study as a strategy of inquiry for this qualitative research. "A case study observes a bounded system, or a case, over time in depth, using numerous sources of data found in the setting. The case may be a program, event, activity and a set of individuals bounded in time and place." (McMillan & Schumacher, 2014:371). In this research, the case could be described as English Home Language teachers teaching intermediate phase learners in the Ennerdale region. The reason for selecting this case study was so that an in-depth examination of the extent to which

these teachers' feedback practices encouraged their learners' SRL would be possible. This strategy of inquiry related to the research paradigm and design because I was dependent on the evidence provided by the teachers regarding their feedback practices in their natural teaching contexts (intermediate phase, English Home Language classrooms).

1.7.4. Population and sample

The population of this study comprised of 24 English Home Language teachers in the Ennerdale region. The Ennerdale region was conveniently selected since I live and teach in the same region. For logistical reasons, such as the time frame of the study, the scale of the study, and its financial implications, the sample only included teachers in the intermediate phase, teaching English Home Language in the said region. All teachers teaching grades 4–6 English Home Language in all five primary schools in the Ennerdale region were invited to voluntarily participate in the study. There are five primary schools in the Ennerdale region, and three grades in the intermediate phase. Therefore, I decided to select three teachers from each of the five primary schools. Thus, in total the sample size was 15.

Stratified purposive sampling was used to select the participants. According to Nieuwenhuis (2007:79) stratified purposive sampling means “selecting participants according to pre-selected criteria relevant to a particular research question.” This was realised through visits to schools within the Ennerdale region and identifying all the teachers teaching English Home Language in the intermediate phase. In the case of this study, the relevant criteria for stratified purposive sampling were encapsulated in the purpose of the study: teachers teaching English Home Language in the intermediate phase in the Ennerdale region.

1.7.5. Data collection methods

The data collection methods used in the study comprised of observations and individual, semi-structured interviews. The observations were done first and then followed by individual, semi-structured interviews.

1.7.5.1. Observations

Observation is a way for a researcher to see and hear what is certainly happening at the research site. Observation allows the researcher to gain a deeper understanding of the phenomenon being observed (Nieuwenhuis, 2007:84). There are different roles the researcher could play during observation i.e. complete observer, observer as participant, participant as observer, and complete participant. In this study, I acted as observer as participant, where I got into the research situation as a participant, with the main focus on being an observer in the situation (Nieuwenhuis, 2007:85). The purpose of the observations was to observe the feedback practices of intermediate phase English Home Language teachers in order to understand and make sense of the extent to which their feedback practices encouraged learners' SRL. The observations were structured by making use of running records or narratives, where detailed, constant, and consecutive descriptions of the observations were recorded. The observations were structured to focus on the qualitative descriptions of the actions of the participants, which were applicable to the focal point of the research, namely the feedback practices of intermediate phase English Home Language teachers, and how these feedback practices encouraged SRL. The observations took place during pre-arranged classroom visits to observe the selected intermediate phase English Home Language teachers while teaching.

1.7.5.2. Individual semi-structured interviews

Individual, semi-structured interviews, which were audio recorded, were used to gain information from the research participants' use of feedback to encourage SRL skills. According to Dörnyei (2007:136) semi-structured interviews are open-ended, and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner even though there is a set of pre-prepared guiding questions. In other words, the interviewer asks key questions but could supplement these with probing or prompting questions to enhance the quality of interviewees' responses. Although 20 minutes were planned for each interview, the duration of interviews depended on how participants responded to the key questions, which centred on the purpose of the research, thus, times ranged from 20 - 40 minutes. The interviews focused on the feedback practices that intermediate phase English Home Language teachers used to encourage SRL.

1.7.6. The role of the researcher

I played a vital role in the gathering, analysing and interpreting of the data, as it is important that the possible impact of assumptions made in these processes are explored (Creswell, 2009:177). Since I was teaching at one of the primary schools in the region in which the research took place, I had certain assumptions and experiences that might have influenced the way data were gathered and interpreted. It was, therefore, important that I took precautions to avoid making pre-emptive judgements about the feedback practices of the sampled teachers. I gained entry to the different schools through gatekeepers, who in this case, were the Department of Basic Education, and the principals of the different schools. The DoBE has total oversight over schools; this includes the Ennerdale schools where the research was conducted and, therefore, the DoBE needed to grant permission to execute the research. Written permission was granted (see Addendum B). The principals are the managers of the respective schools and thus their permission was required to enter specified schools to conduct research (see Addendum C). I was responsible for protecting and upholding the rights of the research participants. For this reason, I obtained participants' informed consent (see Addendum D) to participate in the research and took steps to ensure that the research will not have any negative impact on participant's' contact time with learners, or their individual well-being. I also constructed and administered the data collection instruments. After data collection, I analysed and interpreted the data in an objective manner.

1.7.7. Data collection process

The data collection process consisted of the following steps –

Step 1: Permission to conduct research was acquired from relevant institutions and stake holders such as the Department of Basic Education, the North-West University, and school principals and their school governing bodies, where after informed consent were obtained from all potential research participants.

Step 2: A literature review was conducted to gather information on which the study was theoretically grounded, and which guided the construction of the data collection instruments such as the observation criteria and interview questions.

Step 3: I made appointments with the respective principals of the five different schools to brief the participating teachers on the purpose of the study. For the duration of the briefing sessions, the teachers were informed about the purpose and objectives of the study and were encouraged to participate in the study. The participants were assured that the information collected would only be used for the purpose of research. The teachers were given informed consent letters to read and sign before participation in the observations and individual semi-structured interviews, which were audio recorded.

Step 4: After all the consent forms had been signed, the participants and I decided on the dates to begin with the observations and interviews.

Step 5: Observations were conducted in the classrooms of the sampled teachers.

Step 6: After conducting the observations, individual, semi-structured interviews were administered, after school hours, with the same teachers. The participants were audio recorded with their permission.

1.7.8. Data analysis and interpretation

I primarily relied on content analysis to analyse the data. According to Nieuwenhuis (2007:101) content analysis refers to “the analysis of things such as books, brochures, written documents, transcripts, news reports, and visual media.” It is a process of looking at data from diverse angles to view keys in the text that will help the researcher to understand and interpret the raw data. “Qualitative data analysis is primarily an inductive process of organising data into codes and categories, and identifying patterns and relationships among the categories” (McMillan & Schumacher, 2014:395). “Inductive analysis is the process in which the qualitative researcher synthesises and makes meaning from the data, starting with specific data and ending with categories and patterns” (McMillan & Schumacher, 2014:395). The relevant steps in analysing the qualitative data for this research, included organising the different sets of data, transcribing, coding and categorising the interview data, and developing tendencies and patterns from the data obtained from the observations. (McMillan & Schumacher, 2014:397).

1.7.9. Quality criteria

Trustworthiness is important for good qualitative research, which refers to ‘the neutrality of the findings or decisions’ (Babbie & Mouton, 2001:276). In order to ensure that the research is trustworthy, I had to obey to criteria for credibility, transferability, dependability, and confirmability.

“Credibility is ensured by getting members in the field to check the data and interpretations” (Babbie & Mouton, 2001:277). This was ensured in the study, through audio recordings, to capture the precise words of the participants, which were then transcribed. The participants were asked to check the transcripts to confirm credible data, in other words: to authenticate that the transcripts reflected what they said during the interviews.

Transferability refers to ‘the extent to which the findings can be applied in other contexts or with other participants’ (Babbie & Mouton, 2001:277). This was ensured in the study through thick descriptions and triangulating multiple sources of data.

Dependability refers to ‘the notion that an inquiry must also provide its audience with evidence that, if it were to be repeated with the same or similar participants in the same context, its findings would be similar’ (Babbie & Mouton, 2001:278). Dependability was ensured in the study where my study leader did an inquiry audit.

‘Confirmability is the degree to which the findings are the product of the focus of the inquiry and not the biases of the researcher’ (Babbie & Mouton, 2001:278). I grounded all interpretations only on the raw data gathered from recorded information.

1.8. Ethical considerations

Researchers engage with research participants, therefore, it is necessary to guard the participants from harm, to cultivate trust among them, to promote the integrity of the research, and to protect the participants against misconduct and obscenity (Creswell, 2009:87). I complied with the following ethical principles according to the view of Creswell (2009:88 - 92) –

- When identifying the research problem, it is important to identify a problem that will benefit the research participants; in this case, English Home Language teachers in

the intermediate phase.

- Informed consent was obtained from all participants, and the role of the participant in the research was conveyed to all involved to ensure that the participants are not confused or misapprehend their participation within the research.
- Permission to conduct the research was obtained from the Department of Basic Education, the NWU Ethics Committee (ethics clearance number NWU-HS-2017-0117), and the principals of the involved schools.
- The sampled research participants gave their consent before the empirical study commenced. No participant was forced to take part in the research and participants had the option to withdraw from the research at any time, without any consequences.
- Before collecting data in the form of observations and interviews, participants' anonymity was assured.
- Confidentiality was also assured as only the study leader and I had access to the data.
- Findings, which arose from the data, were shared with the participants.
- During the empirical research process, I avoided words or language that was prejudiced against the research participants due to gender, cultural group, or age differences.

1.9. Contribution of the study to the subject area or discipline

The information gathered from the research was of great value because the feedback practices of intermediate phase, English Home Language teachers in the Ennerdale region in order to encourage SRL will be known. Furthermore, the problems teachers experience with feedback practices can be addressed, and strategies to improve feedback to encourage SRL can be implemented. Feedback practices that are most valuable can then be used to improve problems regarding feedback. Teachers' perceptions regarding feedback can also be changed if they are told about the different strategies that can be used to improve feedback practices.

1.10. Summary of chapter 1

The chapter presented the background as well the aims of the study. The background regarding the role of English Home Language in schools were presented; that helped

in forming the problem statement of the study. The clarification of key concepts used in the study were presented. The research questions and aims, together with objectives of the study, were deliberated. Thereafter, the research methodology was outlined. The ethical aspects and the contribution of the study were also outlined.

1.11. Chapter outline

Chapter 1: Orientation

Chapter 2: Feedback and SRL

Chapter 3: English Home Language

Chapter 4: Research design and methodology

Chapter 5: Data analysis and interpretation

Chapter 6: Summary, findings and recommendations

In chapter 2 which follows, feedback and SRL, will be discussed.

CHAPTER 2: FEEDBACK AND SELF-REGULATED LEARNING

2.1. Introduction

According to the South African National Policy on Assessment and Qualifications for schools in the General Education and Training Band (DoE, 2007:8), “continuous assessment is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback.” Furthermore, the review committee (DoE, 2009:29) stated that, “assessment should provide feedback on what learners know relative to what they should know.”

The above mentioned implies that feedback strategies should highlight good practice, identify shortcomings, and bring about recommendations for the use of constructive feedback, for learners to improve their performance in English.

SRL refers to “self-generated thoughts, feelings, and actions that are planned and systematically adapted to affect a learner’s academic motivation and learning” (Schunk & Ertmer, 2012:632). Some of the processes of SRL include setting goals, attending to instruction, using operational strategies to organise, effectively using resources, monitoring performance, engaging in tasks, and working harder (Schunk & Ertmer, 2012:632).

According to Andrade (2016:21), effective assessment articulates learning goals, provides feedback to teachers and learners about performance, stimulates changes to teaching by teachers as well as changes to learning, and the revision of work by learners. Regulation is a concept that can be summarised as feedback and adaption. Assessment, as a regulatory process, is continuous with establishing views of SRL, which emphasises on understanding the process by which learners set goals and then plan, perform, and reflectively adjust learning (Andrade, 2016:21). Good feedback practice can strengthen the learners’ ability to self-regulate their performance (Nicol & Mcfarlane-Dick, 2006:205). If assessment and feedback are only in the hands of the teacher, learners will be less likely to develop self-regulation skills, which are needed to prepare them for learning throughout life.

In other words, the teacher needs to make provision for formative assessment, check

on learners' performance, and provide feedback in such a way that learners could reflect on the feedback, which eventually enable learners to become self-regulated. For example, after a lesson in nouns, a teacher might provide learners with a practice opportunity, a short activity requiring learners to use nouns as per the lesson, to attend to on their own. Following the practice opportunity, the teacher can provide learners with the correct answers, for the activity which learners attempted on their own, in the form of corrections (feedback). The corrections allow the learners to determine their understanding of nouns by checking their answers against model answers, thereby practising reflection and self-evaluation which are SRL skills.

This chapter focuses on the theoretical and conceptual framework of feedback and SRL as the two main concepts of the study (*cf.* 2.2). Firstly, literature about feedback as an important part of assessment are reviewed (*cf.* 2.3) through formative assessment (*cf.* 2.3.1) and summative assessment (*cf.* 2.3.2). The value of feedback in teaching and learning (*cf.* 2.4) and the characteristics of feedback (*cf.* 2.5) by looking at Hattie and Timperley's model of feedback (*cf.* 2.5.1) as well as the Australian Institute for Teaching and School Leadership's characteristics of good feedback (*cf.* 2.5.2) are provided. Further the types of feedback (*cf.* 2.6) are discussed. Feedback from a sociocultural perspective (*cf.* 2.7) is discussed by looking at the ZPD (*cf.* 2.7.1) and feedback through contingent scaffolding (*cf.* 2.7.2). Secondly, SRL (*cf.* 2.8) is discussed. Self-Reflective Learning provides the bases for motivation in all areas of life and has a vital impact on learning and academic achievement. Different definitions of SRL (*cf.* 2.8.1) from different authors are provided. The theoretical perspectives of SRL (*cf.* 2.9) also form part of this chapter. In this study, SRL from Zimmerman's (2000) and Zimmerman and Moylan's (2009) model of self-regulation (*cf.* 2.10), and Pintrich's framework of SRL (*cf.* 2.11) are presented. To conceptualise the feedback practices of intermediate phase English Home Language teachers to encourage SRL, and how feedback can encourage SRL (*cf.* 2.12) is presented to explain the interrelation between the two conceptions, followed by the conclusion (*cf.* 2.13).

2.2. Theoretical and conceptual frameworks

A theoretical framework is guided by the way in which a researcher views reality, which influences the way the research problem is seen and a study is conducted (Plano, Clark & Ivankova, 2016). The framework provided me with a basis of how society functions through explanations and concepts i.e., providing explanations on what assessment, feedback, and self-regulation entail (Neuman, 2006:74). The theoretical conceptual framework of this study includes feedback as an important part of assessment; the value of feedback in teaching and learning; characteristics of feedback; types of feedback; feedback from a sociocultural perspective; conceptualising SRL; Zimmerman's (2000) and Zimmerman and Moylan's (2009) model of self-regulation; Pintrich's (2000) framework of SRL; and how feedback can encourage SRL.

In the next section, feedback as an important part of assessment will be discussed.

2.3. Feedback as an important part of assessment

Du Plessis, Conley and Du Plessis, (2009:69) define assessment as, "an omnibus term which primarily includes all the processes and products describing the nature and extent of learners' learning and the degree of correspondence between learning and the aims and objectives of teaching". Within the South African education system, assessment can be explained as "a process involving collecting, analysing, synthesising, and interpreting information to support teachers, parents, and other stakeholders when making decisions regarding the progress of learners" (DoBE, 2011(a):4). McNamara (2004:763) conceptualises assessment as "to find understandings of the learner's learning capability", whereas Harlen (2007:12) defines assessment as "a process of collecting evidence and creating judgements in relation to learning objectives." De Witt (2008:37) suggests that assessment is "a technique used to find out what a learner knows, understands, values, and what a learner can do." Derivative from aforementioned definitions, I corresponds with Lombard (2010:35) who suggests that cyclically, assessment can be well-defined as, "gathering, analysing, interpreting, recording, reporting and using information related to learners' learning".

Falchikov (2005:1) argues that assessment can be clarified by considering the seven

pillars on which it is founded, which include –

- Pillar one asks the question, *why assess?* It includes not only the purpose but the results of assessment.
- Pillar two asks the question, *how to assess?* It includes the nature of information produced by assessment.
- Pillar three asks the question, *what to assess?* It focuses on the forms of assessment, e.g., observations.
- Pillar four asks the question, *when to assess?* It states the frequency of assessment.
- Pillar five asks the question, *who assesses?* It considers whether assessment is done by the teacher, individual learners or by peers.
- Pillar six asks the question, *how well do we assess?* It refers to validity and reliability from insinuations made from assessment.
- Pillar seven asks the question, *what's next?* It considers improvement of teaching and learning from assessment results.

Assessment and feedback can influence a learner's tactic to learning and the motivation for learning; therefore, without assessment feedback cannot occur as assessment provides feedback (Assessment and Feedback in Teaching and Learning Policy (AFTLP), 2013:1). It is further stressed by the AFTLP (2013:1), that assessment outlines how learning outcomes can be demonstrated; and that feedback on and for assessment gauges the learners' ability to monitor, assess, and control their own learning. The development of SRL is, therefore, part of assessment, since the abilities to monitor, assess, and control own learning are SRL skills.

There are different assessment types e.g., formative summative. Formative and summative assessment will be discussed next.

2.3.1. Formative assessment

Formative assessment occurs during teaching and learning where information is provided to learners for developmental purposes, and it occurs throughout the learning process. Formative assessment can guide learners in their own learning and can provide teachers with an overview as to how to modify their teaching methods in order to best address learners' needs, interest, and capabilities (Afitska, 2014:30). In order

to enhance the learning of learners, teachers need to make sure learners receive constructive feedback. An important facet of feedback is to advise learners on their strengths and weaknesses, thereby providing opportunities for improvement (Garrison & Ehringhaus, 2013:1).

According to Afitska (2014:30) formative assessment provides information on learners' strengths and weaknesses, therefore it is ongoing in order to evaluate learners' progress in order to provide feedback. Formative assessment provides active interaction between the teacher and learner as well as learner to learner, where the teacher can help learners with what is taught next, and the types of material to be taught, and the learners will then be able to self-evaluate and monitor their progress. According to Naroth (2010: 52), the provision of feedback to learners is central to the process of formative assessment. In order to achieve noteworthy learning, new ways to develop feedback between teacher and learners and new modes of instruction, which necessitate change in classroom practice, need to continuously be developed. It can be concluded that assessment holds the following characteristics –

- Assessment is rooted in instruction (Rea-Dickens, 2001:434).
- Assessment addresses learning processes and outcomes (Lombard *et al.*, 2010:17).
- It involves both teachers, when judging the learners progress, and learners, when monitor and assessing own work (Rea-Dickens, 2003:82). Assessment is used in teaching as well as learners' learning (Lombard, 2010:17).
- Assessment expectations are visible to the learners (Lombard, 2010:17).
- The focus is on the development of learners (Harlen & Winter, 2004:390).
- The learners are active in evaluating their own work (Lombard *et al.*, 2010:17).
- Assessment develops learners' skills such as reflective skills and it develops self- and peer assessment, during reflection (Rea-Dickens, 2001:452-453).
- Assessment targets the improvement of learning rather than only measuring learning (Rea- Dickens & Gardner, 2000:238).
- It gathers information on the progress of learners over time (Gardner & Rea-Dickens, 2002:8).
- Assessment is used throughout teaching and learning to support learners during learning (Lombard, 2010:17).

- It offers learners an opportunity to be involved in continuous interaction with the teacher (Rea-Dickens, 2001:452-453).
- Assessment is an ongoing process, integrated with instruction (Lombard, 2010:17).

2.3.2. Summative assessment

Summative assessment, according to Afitska (2014:30), is understood through the use of tests to perceive learner performance, and is considered to be assessment that measures learners' achievement. Summative assessment is related to quantitative feedback, grading learners, and can be seen as advantageous for teachers as it helps teachers to know how well learners accomplish specific tasks under specific conditions. (Afitska, 2014:30).

At district and classroom level, summative assessment is an accountability measure usually used for the rating process, which includes examples such as state assessments, district provisional assessments, end-of-unit tests, and end-of-term exams. Scores that are recorded from these assessments are used for accountability of schools and learners report cards (Garrison & Ehringhaus, 2013:1).

Brekke and Zambulionis (1995:66) and Garrison and Ehringhaus (2013:1), postulate that though information gathered from summative assessment is important, it only helps in the evaluation of particular facets of the learning process. Summative assessments are tools to assist in the evaluating of the effectiveness of programs, school improvement objectives, orientation of the curriculum, and learner placement in specific programs, therefore, it only occurs after instruction.

Below is an illustration of the applications of formative and summative assessments, which can be utilised in classroom.

Formative vs. Summative Assessment

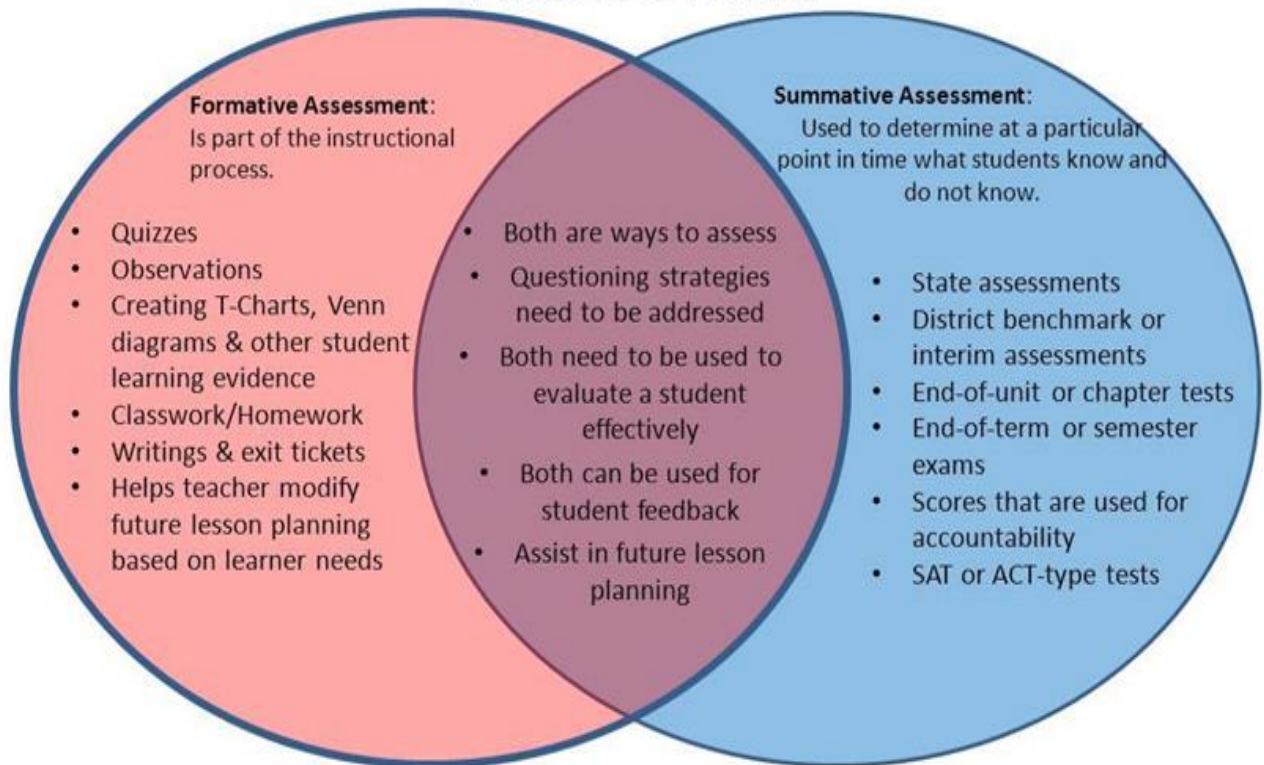


Figure 2.1: The applications of formative and summative assessment (Mahmud, 2019).

Figure 2.1 illustrates different ways in which formative and summative assessment can be applied. Assessment can be used formatively through the use of observations, classwork, homework, etc. and summatively through formal tasks, end of term tests, exams etc. The inter-link between formative and summative assessment, is that both forms assessment can be applied to assess the learner's potential, to provide learners with feedback, enabling learners to partake in the learning process, and achieve to their full potential. Both are ongoing as it forms an integral part of teaching and learning and denotes functional learning since the focus is on learner's engagement with learning material and learning habits (Lombard, 2010:51).

In the next section, the value of feedback in teaching and learning will be provided.

2.4. The value of feedback in teaching and learning

According to Mvelase (2014:36) “feedback enables learners to realise the gap between actual and intended performance and should therefore be current, accurate, and focused in order to assist learners.” Feedback, furthermore, plays an important role in helping learners close the gap between present and wanted understandings, by clarifying misunderstandings, and finding defects in learning strategies and skills (Sadler, 1989:119). It also contributes to SRL: the planning, monitoring, and evaluation of learning as well as the modification of learning strategies to task demands and progress (Pekrun, Goetz, Titz & Perry, 2002:92). For example, when the learners are given an activity at the end of the lesson (summative assessment) by reading the instructions, the learners plan their responses, then complete the activity through answering. The teacher provides feedback in the form of corrections helping the learners to evaluate their learning by monitoring their responses against model answers. This enables the learner to identify gaps and modify their learning, which will lead to a different approach when given an extended opportunity leading to more correct answers.

Feedback should be provided timeously and not only at the end of the year as it would not be beneficial to the learner (Erfani & Nikbin, 2015:128). Timeous and immediate feedback allows the learners a better opportunity to evaluate and monitor their learning as the learning experience is still fresh in their memory, furthermore, the learners are better able to track their learning progress. If feedback is successful, it will be beneficial since it builds self-assurance in learners; encourages learners to improve their learning; modifies errors; and identifies strengths and weaknesses (Erfani & Nikbin, 2015:128).

In the next section, the characteristics of feedback will be discussed.

2.5. Characteristics of feedback

The framework of Hattie and Timperley (2006:86) in which feedback can be considered, will be used in this research to illustrate the ways in which feedback reduces the gap between current and desired understandings of learners and the levels at which feedback should be provided.

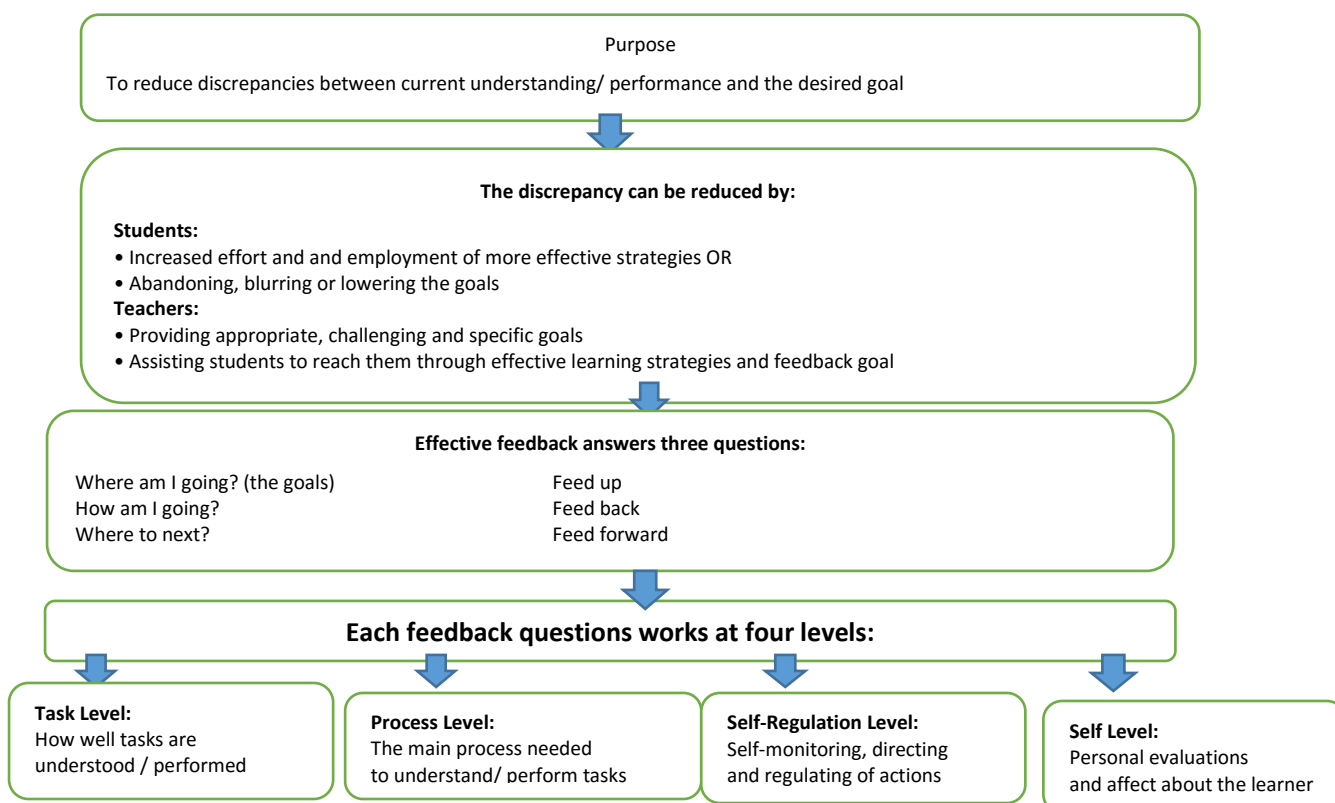


Figure 2.2: A model of feedback to enhance learning (Hattie & Timperley, 2007:86).

2.5.1. Hattie and Timperley’s model of feedback

Figure 2.2 presents Hattie and Timperley’s (2007) model of feedback to enhance learning. According to Hattie and Timperley (2007:86) the main purpose of feedback is to decrease inconsistencies between current understandings, performance, and a goal. Strategies used by learners and teachers in order to reduce an inconsistency may be more or less effective in improving learning, therefore, it is important to understand the circumstances that result in the different outcomes. For instance, during an explanation on verbs, capable learners can be left to complete an activity following the explanation given by the teacher. With the weaker learners, the teacher should explain and use more practical examples to bring understanding and only after that allow learners to complete the activity. The stronger learners grasp much faster than the weaker ones, therefore, they should have more practice opportunities. Effective feedback has to answer three major questions asked by a teacher and/or by a learner: Where am I going? (What are the goals?); How am I going? (What progress is made toward the goal?); and Where to next? (What tasks need to be taken on to

make better progress?). The above mentioned questions do not work in isolation but together, closing the gap between where the learners are and where they aim to be which empowers feedback (Hattie & Timperley, 2007:90).

The focus of feedback is important and there are four major levels of feedback which consist of the level of task performance, the level of process of understanding how to do a task, the regulatory or metacognitive process level, and the self or personal level (Hattie & Timperley, 2007:90).

2.5.1.1. Task level

Feedback can be about a task, such as whether or not work is correct or incorrect and is provided immediately. This level of feedback may include directions to acquire more, different, or correct information on a task. This level provides corrective feedback on errors made e.g., “The word terrible does not sound appropriate in the sentence rather use the word poor”, provoking the learners to improve. (Hattie & Timperley, 2000:91).

2.5.1.2. Process level

This kind of feedback involves acquisition, storing, reproduction, use of knowledge, and changes in performance from previous efforts and it relates to feedback of the task. At this level, learners need to construct meaning (understanding) when completing more complex tasks. For example, the teacher may say to a learner, “Make use of the strategies mentioned in the reader to complete your writing in order for me to understand what you meaning”. Learning at the process level is more effective as it enhances deeper learning (Hattie & Timperley, 2000:93).

2.5.1.3. Self-regulation level

Feedback to learners at this level develops greater skill in self-evaluation and confidence to engage further in a task. This level also allows for reflection, planning, and monitoring. For example, “ok now you know the steps to follow when writing your essay, now see if you have integrated it in your essay”. This type of feedback influences self-efficacy, self-regulatory proficiencies, and self-beliefs in a learner about their learning so that the learners are encouraged to better a task (Hattie & Timperley, 2000:90).

2.5.1.4. The self-level

Feedback can be personal in the sense that it is focussed to the “self”. Positive feedback like “very good answer” expresses positive evaluation and affect about the learner which will allow the learner to take ownership and responsibility for their learning. This level includes little task-related information and can only have an influence if there is change in a learner (Hattie & Timperley, 2000:96).

2.5.2. The Australian Institute for Teaching and School Leadership’s characteristics of good feedback

In addition to Hattie and Timperley’s (2006:86) framework, this study also applied the characteristics of good feedback according to the Australian Institute for Teaching and School Leadership (AITSL, 2015:8) to analyse observation and interview data in order to answer the research questions of the study.

Taken from the AITSL (2015:8), below is a table that illustrates the characteristics of good feedback divided into effective and ineffective feedback.

Table 2.1: The characteristics of good feedback (AITSL, 2015:8).

Area	Effective feedback	Ineffective feedback
Setting a goal	A precise and challenging goal is set for good performance on a task.	Goals are unclear.
	The goal is explained in order for learners to understand it.	Learners do not understand the goals.
	Feedback addresses the goals of the task directly.	
Kind of feedback	Focused on positive elements of performance e.g., correct answers.	Only focused on incorrect responses.
	Feedback involves constructive criticism, inciting the learner to improve task performance.	Feedback that does not provide information or support to develop performance.
	Feedback refers to modifications in performance from previous efforts.	There is a focus on associations with other learners, marks, and

		grades.
	Feedback includes a component of self-assessment by learners (including peer assessment) as part of the process of boosting learner autonomy and responsibility.	A dependency on extrinsic rewards (stickers or stars). Feedback includes punishment.
Level of feedback	Feedback offers information about a task, how well it was performed, and how to do it more effectively.	Non-specific feedback is given: e.g., praise or criticism for task performance without detail.
	Feedback at the process level: how can the learner improve to understand and execute the task?	Feedback at the self-level: comment on the personal talents of the learner, either positive or negative. Provides little or no information about performance.
	Feedback allows consideration on how the learner can do a better job at planning, monitoring and managing their actions and using approaches in approaching the task. This is also termed as 'metacognitive' feedback.	

In the following section, the types of feedback will be discussed.

2.6. Types of feedback

The types of feedback are discussed below through the views of Naylor *et al.*, (2014:4), Lombard (2010:57) and The State of New South Wales, Department of Education and Communities (2015:1-4).

2.6.1. Formative feedback

Formative feedback is constructive and is used to improve teaching and learning, and transpires during learning so learners can act on it in order to improve. Learners improve their understanding through making mistakes and then learning to correct or avoid making those mistakes (Naylor *et al.*, 2014:4).

2.6.2. Summative feedback

Summative feedback is usually used at the end of a teaching period in the form of tests or end of year exams, and provides the final judgement of learner performance. It is used to rank or accredit learners in the form of a mark and may or may not be complemented by formative feedback (Naylor *et al.*, 2014:4).

It is important to keep in mind the purpose of an assessment because different assessments during a term can shift the balance between formative and summative purposes, for most of the assessment learners undertake is formative and summative in nature as comments are provided with the final mark (Naylor *et al.*, 2014:4). According to Meyer *et al.*, (2010:57) learners can plan revisions more effectively when engaged in reflective review of summative results.

2.6.3. Oral feedback

Oral feedback usually transpires during a task and can be very powerful and effective as it can be provided easily and in a timely way. For example, if a teacher asks a learner a question and the learner answers, the teacher can advise learners as to why the answer was incorrect or even praise learner if a correct answer is provided (State of New South Wales, Department of Education and Communities, 2015:1).

2.6.4. Written feedback

Written feedback is provided after a task and provides learners with a guideline as to what they are doing well and where improvement is needed. Written feedback should be timely, it should be written in a manner that is understandable to the learner and actionable so that the learners can make corrections. Written feedback should include learning intentions, provide clear information as to where improvement is needed, and a way which allows learners to come up with their own answers (State of New South

Wales, Department of Education and Communities, 2015:1).

2.6.5. Evaluative feedback

Evaluative feedback is usually provided as a mark (ranking a learners work), which does not provide sufficient information as to how the learner can improve. This has an effect on learners to the extent that good learners feel good and learners that are not able, feel bad about themselves. Providing feedback should be realistic as regular, extensive praise is harmful and can lead to resentment (State of New South Wales, Department of Education and Communities, 2015:2).

2.6.6. Descriptive feedback

Descriptive feedback should provide information as to *where am I going, how am I going and what do I need to improve and how do I do it*. An example of descriptive feedback is “That’s a good essay because you have covered the main. Now ... which points do you think you should expand on?” (State of New South Wales, Department of Education and Communities, 2015:2).

2.6.7. Peer feedback

Peer feedback affords learners the opportunity to provide and receive feedback about ongoing work, especially when the focus is more on improvement rather than grading. This type of feedback improves interpersonal relationships (Lombard, 2010:57). It is the responsibility of the teacher to model how to provide constructive feedback, to explicitly teach the learners how to provide feedback, and hold them accountable for the ways they have provided feedback, nurturing self-regulated learners (reliance on teacher is reduced) (Lombard, 2010:57). The teacher can also use scaffolds like peer feedback forms that can be checked by the teacher. Peers can also provide teachers with feedback such as what was done well with the learning intentions and what can be done to improve on the learning intentions (State of New South Wales, Department of Education and Communities, 2015:4).

2.6.8. Self-feedback

Self- feedback is the ultimate goal of feedback for learning. An example of self-

feedback is where learners gain a sense of ownership of their learning and take responsibility for their learning behaviour through setting their own learning goals in order to improve their learning (Lombard, 2010:57). Teachers have the opportunity to help learners to self-assess and to attain desired goals, in order for learners to reach this, the teacher can clearly identify and share learning goals and success criteria, use samples to model the application of criteria, afford guided opportunities for self-feedback, teach learners as to how to use feedback to regulate next steps, and set goals and allow time for self-reflection (State of New South Wales, Department of Education and Communities, 2015:4).

In order to ensure that these feedback types are successful, the main responsibility does not lie with the teacher to deliver the feedback but with the learner to self-regulate their own work (Lombard, 2010:57).

2.7. Feedback from a sociocultural perspective to investigate how feedback can be applied to encourage SRL.

Feedback can be viewed through contingent scaffolding and the ZPD, discussed below.

2.7.1. The zone of proximal development

Vygotsky's (1978) sociocultural view proclaims that cognitive development centres on social interaction and the development of language. Vygotsky considered the social setting critical for learning and thought the incorporation of social factors with personal factors produced learning. Vygotsky suggested the concept of a ZPD, in which children in perplexing situations can develop their own thinking skills through timely, appropriate direction and support from teachers or peers, called scaffolding. Assisted learning is the process of providing suitable scaffolding within the learner's ZPD. The ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or that of more capable peers" (Vygotsky, 1978). Children are working within their ZPD when they are involved in tasks that they cannot complete on their own, because of the difficulty level, but they can complete the tasks with the assistance of peers or adults.

For example, if a learner cannot find the verb in different sets of sentences by

himself but can do so with some assistance from his teacher, then finding verbs is probably in his ZPD.

Another concept derived from Vygotsky's emphasis both on the social nature of learning and on the ZPD, is *cognitive apprenticeship*.

Cognitive apprenticeship refers to “the process by which a learner gradually acquires expertise through interaction with an expert, either an adult or an older or more advanced peer.” (Vygotsky, 1978). In many professions, new workers (beginners) learn their jobs through a process of apprenticeship, in which a new worker works closely with an skilled colleague, who provides a model, gives feedback to the less experienced worker, and progressively socialises the new worker into the norms and behaviours of the profession (Schunk, 2000:246; Slavin, 2000:257).

Feedback as seen from a sociocultural viewpoint, is primarily an interaction between a teacher and learners that enables the teacher to fine-tune the support that the learners receive as well as to get learners actively involved in their own learning process (Anton, 1999:83). The ZPD, therefore, allows for opportunities to be provided where the gap between the learners' current adapted knowledge and skills, and the knowledge and/or skills that still need to be developed, can be linked when assisted (via scaffolding method) by a more advanced classmate or teacher. The ZPD should be jointly created by knowing when to offer assistance and when to withhold it during the interaction between the teacher and the learner. Successful ZPDs allow the learner to take responsibility and be less dependent (Aljaafreh & Lantolf, 1994:78).

2.7.2. Feedback through contingent scaffolding

Contingent scaffolding refers to support that is designed according to learners' understanding i.e. decreasing support so that the learner can take responsibility for their learning or increasing support to assist learners who are struggling (Van De Pol, Volman, Oort & Beishuizen, 2015). According to Wilson and Devereux (2014:93) contingent scaffolding is a way that enables learners to complete the tasks valued by the school. It encourages them to be task-focused in their learning as opposed to product-focused. That is, the action of implementing the task is created by both learners and teachers as a learning opportunity, rather than as a task-fulfilment activity. The scaffolding metaphor highlights that learners should gradually become

independent, where the teacher models the required learning strategy, then progressively moves responsibility to the learners for learners to become self-reliant rather than dependent on peer and teacher support. As independent learners, they are then able to transfer their knowledge to other related tasks (Wilson & Devereux, 2014:93).

A vital aspect of Vygotsky's scaffolding theory is the belief that learning takes place in social settings. As learners share insights on a particular task with others, they develop the ability to deal with similar challenges independently in future. For this reason, scaffolding is identified in a three-stage process:

- Teacher and learners work together to solve a problem.
- Learners work together to solve a similar problem.
- Individual learners solve the problem unassisted (Wilson & Devereux, 2014:93).

In order to grasp the fundamentals of scaffolding there were two kinds of support created namely, designed-in and contingent support. Designed-in scaffolding transpires mainly through intended selection and sequencing of sub-tasks within the structure of a challenging task. Contingent scaffolding on the other hand, involves the teacher's direct contact with learners in the classroom, providing feedback on their work. Contingent scaffolding can be provided in group settings with the class as a whole, individually, or to scaffold learners' contributions as well as to develop their capacity to self-evaluate their learning (Wilson & Devereux, 2014:94-95).

Scaffolding relates to feedback because both can be regarded as interactive processes to assist learners to become independent. Scaffolding is a straight forward interaction from teacher to learner, using feedback (Price, Uandley, Millar & O'Donovan, 2010:277). Thorough feedback involves learners' in-depth, productive learning as opposed to concentrating mainly on correcting surface errors. Providing thorough feedback contributes to advancing learners into the ZPD, assisting them in forming suitable conclusions about their performance. Thorough feedback also allows them to become self-regulated in their progress (Poehner, 2012:610).

Feedback given within the boundaries of the ZPD is more operative than the feedback given regardless of the learners' own ZPD (Hyland, 2000:52). Hyland (2000:52) presents what can occur when the teacher and the learner fail to create a much

needed inter-objectivity to build a ZPD. Through evaluating feedback practices and the learner reactions of two teacher--learner pairs in terms of peer feedback, Hyland (2000:52) revealed a noteworthy difference between the goals and views of teachers and learners concerning feedback. Hyland (2000:52) observed that the teachers perceived feedback on learners' performance as "finished pieces" that needed "fixing up," whereas, the learners saw the feedback as strategies to improve their work.

Feedback, therefore, is said to be mediating if it encourages learners to self-correct and move away from depending on the teacher and instead move towards depending on themselves to notice and initiate possible improvements. In other words, "language-mediated scaffolds applied in the learner's ZPD are effective when, the learner's performance and corrective behaviour is self-generated and atomised and mistakes come from reasonable slips of the tongue, or the pen, rather than from inadequate learning" (Aljaafreh & Lantolf, 1994:78). Critical to my grasp of feedback is the opinion that feedback needs to change understanding. Consequently, feedback needs to be clear and specific to learners for learners to grasp a better understanding of their shortcomings and of how they can improve.

As the main aim of this study was to explore English Home Language teachers' feedback practices to encourage self-regulated learning, SRL will be discussed in the following section.

2.8. Self-regulated learning

According to Schutte (2012:4) SRL exists in classrooms where learners are provided with an opportunity to engage in open-ended activities, make their own choices, control, challenge, and evaluate themselves as well as others. Teachers can make the above mentioned possible through the provision of support in the form of questioning, clarifying, modelling, and the provision of opportunities for learners to support each other.

2.8.1. Defining self-regulated learning.

Corno and Mandinach (1983:88) postulate that SRL refers to "the deliberate planning and monitoring of the rational and emotional processes involved in successful

completion of academic tasks.” Zimmerman (1989:329) defines SRL as “a process where learners are meta-cognitively, motivationally, and behaviourally active in their own learning.” Zimmerman (2013) further explains that SRL refers to a “self-directive process through which learners transform their mental abilities into task-related academic skills.”

Pintrich (2000:453), who also views SRL from a social cognitive perspective, defines SRL as “an active and constructive process whereby learners set goals for their learning and attempt to monitor, regulate and control their cognition motivation and behaviour, guided and constrained by their goals and the contextual features in the environment”. According to Nicol and Mcfarlane-Dick (2006) SRL is the situation in which learners can regulate aspects of thinking, motivation, and behaviour during learning.

Even though there are various definitions of SRL, the most commonly used definitions stem from Zimmerman (1989:329) which states that “learners are meta-cognitively, motivationally, and behaviourally active participants in their own learning.” Meta-cognitively, self-regulated learners are those who plan, set goals, organise, self-monitor, and self-evaluate their learning at different levels in the process of the execution of knowledge. Motivationally, self-regulated learners report high self-efficiency, self-acknowledgement and fundamental interest, while behaviourally they create a structured environment, which contributes to optimal learning (Zimmerman, 1990:5). According to Tsemrekal, (2013:34) self-regulated learners are independent. They have the ability to prosper at their learning because they are more focused on their learning. They schedule their studies ahead of time in order to achieve the highest marks in tests, and they use applicable strategies to remember important facts.

An analysis of the above mentioned definitions of SRL indicate that SRL is, in summary, a process whereby learners have the ability to work independently and with others, set their own learning goals, plan task strategies, have the ability to self-reflect, and evaluate their progress using metacognitive awareness, and maintain their motivation and self-control in order to turn their learning into success. In the next section, the theoretical perspectives of SRL will be discussed as SRL can be described and understood from numerous theoretical orientations. Through the different

perspectives, I want to conceptualise SRL through the view of the social cognitive theory.

2.9. Theoretical perspectives of SRL

SRL can be interpreted from numerous theoretical perspectives. The most prominent perspectives of SRL in educational research include the behaviourist theory, phenomenological, sociocultural, cognitive constructivist and social cognitive theory.

In the following paragraph, different theoretical perspectives of SRL will be discussed. For the purpose of this study, the social cognitive theory of SRL will be deliberated on more than the other views, since it was the theoretical framework on which this study focused.

2.9.1. Behaviourist theory's perspective on SRL

Behaviourism is concerned with observable and measurable aspects of human behaviour which emphasise change in behaviour that result from stimulus-response associations made by the learner (Zhou & Brown, 2015:6). The focus is strongly on behaviour, which can be observed, rather than thoughts and emotions. Behaviourists believe that learned behaviours that are unacceptable, can be replaced by acceptable behaviour.

The founder of the behaviourist theory is the work of Skinner who focused on operant conditioning. The operant theory maintains that “internal reward or punishment determines a learner’s choice to become self-regulated or not” (Zhou & Brown, 2015:6).

The behavioural theory of SRL highlights “self-monitoring, self-instruction, and self-reinforcement as instruments to develop SRL” (Zhu & Brown, 2015:6). Self-monitoring refers to “deliberate attention to some aspect of one’s behaviour and often is accompanied by recording its frequency or intensity” (Schunk, 2012:401). Self-monitoring creates awareness in learners of existing behaviours and helps them in assessing and improving those behaviours (Schunk, 2012:403). Self-reinforcement refers to “the process whereby individuals reinforce themselves contingent on their performing a desired response, which increase the likelihood of future responding”

(Schunk, 2012:405).

In the behaviourist theory of learning, free-choice and self-directedness is not emphasised in the learning process (Geduld, 2014:12). Geduld (2014:13) further explains that teachers are still using behaviouristic principles, which emphasise teacher-centred traditional approaches and not SRL, and the behavioural principles cannot effectively clarify the acquisition of higher-level skills like problem solving and critical thinking.

In summary, the behaviourist theory works from the belief that learners will put in more effort into learning if they are reinforced. Learners choose which behaviours to control and set discriminative stimuli for their incidence to develop SRL.

2.9.2. Phenomenological theory's perspective on SRL

The phenomenological theory asserts that SRL is informed by a shared sense of self-actualisation and self-confidence. This theory assumes that learner's self-concept can motivate them to be self-regulated (Zimmerman & Schunk, 2001:292). McCombs (2001) explains that self-concept generates motivation in learning and that a positive self-concept develops constructive expectations and feelings contributing directly to the inspiration to learn and attain self-regulation.

A distinction is made by domain specific and global self-concept. Domain specific self-concept is the learners' general beliefs regarding their ability to control their thought and motivation in the setting of learning. Global self-concept is the assumptions learners hold to control their cognitive affect and motivation during learning. A global self-concept can be moulded into the learner's perceptions of their personal characteristics (McCombs, 2001).

The phenomenological theory has three steps namely goal-setting (a learner sets goals and identifies what is important to know and produces true expectations by one self); planning and selecting strategies. "In planning and selecting strategies the learners have the opportunity to implement the actions by assessing their personal plans, and to select strategies to attain their goals" (McCombs, 2001).

Phenomenologists believes that SRL develops as a learner develop their "self-

awareness, self-monitoring, and self-evaluation processes” (McCombs, 2001).

2.9.3. Sociocultural theory’s perspective on SRL

Vygotsky is best known for his Sociocultural Theory. This theory advocates that social interaction leads to changes in learners’ thoughts and behaviour that can differ from culture to culture (Zhou & Brown, 2015:32). Three ways are identified to pass a cultural tool from one individual to another. The first one is imitative learning. Instructed learning is the second way, which involves remembering instructions provided by the teacher and using the instructions to self-regulate. The final way is through collaborative learning, learning in a group to master a specific skill.

According to Schunk (2012) the Sociocultural Theory includes processes namely “memory, planning, synthesis, and evaluation; and these processes do not operate independently.”

According to Schunk (as cited in Sikwanga, 2018:28) the learner change from behaviours regulated by others to behaviours regulated by themselves in the ZPD. Therefore, learners learn to self-regulate through the control of their own actions.

2.9.4. Cognitive construct theory’s perspective on SRL

According to Schunk, (as cited in Sikwanga, 2018) “the cognitive theory in the construct theory has integral features of a constructive account of learning, cognition, and motivation; and as learners develop, their thinking becomes more organised, adaptive, and less tied to concrete events.”

The construct theory of SRL states that “self-regulation involves the coordination of mental functions, such as memory, planning, evaluation, and synthesis” (Sikwanga, 2018:26). Self-regulation and motivation are related in a way that goal-setting, self-efficacy, and outcome expectations are vital motivational variables that affect self-regulation. SRL motivates learners to set new goals and learn to achieve their desired results. In the constructive view of learning the role of the teachers is to be a facilitator of learning and constructor of the learners’ knowledge. The construct theory emphasises that content and the curriculum as important features for learning as the learner engages in learning. The theory is allied with the following features:

organisation small assessment activities, ownership of own learning, and problem solving (Wong & Kerr, 2009).

2.9.5. Social cognitive theory's perspective on SRL

Social cognitive theory claims that “learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behaviour” (Zhou & Brown, 2015:19). Social cognitive theory posits that people are not simply shaped by their environment; they are active participants in their environment (Zhou & Brown, 2015:19). Bandura (1986) changed the name social learning theory to social cognitive theory to emphasise the major role cognition plays in coding and performing behaviours. Social Cognitive Theory (SCT) is a learning theory based on the idea that learners learn by observing others (Zhou & Brown, 2015:20).

The social cognitive theory specifies that the self-regulatory development of learners can be introduced by teacher modelling and support, hence the learners are able to observe and directly or indirectly learn from the goals or self-regulated strategies modelled by the teacher (Tsemrekal, 2013:35).

Social learning theory emphasises that behaviour, personal factors, and environmental factors are all equal, interlocking determinants of each other (Zhou & Brown, 2015:20).

The foundation of the social cognitive theory's view on SRL is that human functioning results in self-motivation through interaction, in classifications of joint interactions between the personal, environmental, and behavioural determinants (*cf.* 2.3) below (Zimmerman, 1989; Zimmerman 2000; Bruning *et al.*, 2011). Zimmerman (2013) and Woolfolk (2013) conclude that “although the three determinants (personal, behavioural, and environmental) of SRL are distinctive, they are interdependent and are in constant interaction.”

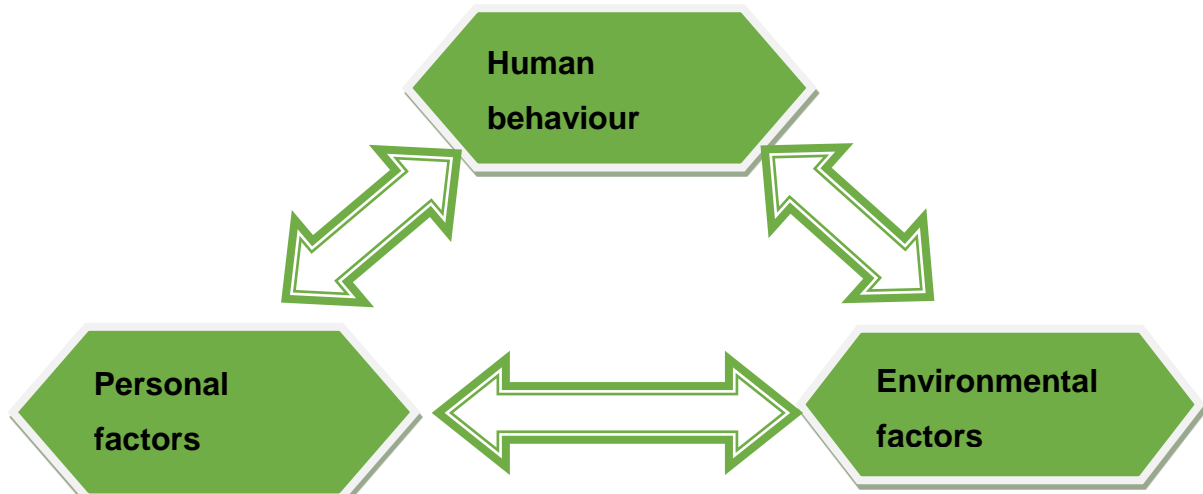


Figure 2.3: Self-regulation as a triadic and cyclic process (Pajares, 2005:341).

The personal factors include the learner’s knowledge, beliefs and goals, which affect behaviour determinants such as perseverance, self-observation, and study approaches used in order to achieve goals (Zimmerman, 1989). In addition, Schunk *et al.*, (2008) explain that personal factors within the social cognitive theory demonstrate that learners do not always respond inactively to environmental factors but are active participants who are attentive to stimuli around them.

Behavioural determinants refer to “processes such as self-observing and strategically adjusting performance processes such as one’s method of learning or the responses one makes in a given situation” (Zimmerman, 2000:14). For example, improving on a poor test score by studying with greater effort (Zimmerman 2013; Bruning *et al.*, 2011).

The third determinant is the environmental determinant, which stresses the use of social and physical constructions such as friends who function as social support and models for SRL (Schunk, Pintrich & Meece, 2014). Environmental and personal determinants subsequently influence a learners’ behavioural determinants such as their perseverance to attain more effective learning.

During classroom interaction between teachers and learners, learners learn through observing and imitating the actions of the teacher. This supports the learners to become goal-directed and to actively engage in learning. The social cognitive theory provides a clear explanation of how, in social contexts new knowledge is acquired (Schunk, 2001; Zimmerman, 2000). I viewed the social cognitive theory suitable to

explore participant's feedback practices in order to encourage SRL. The personal determinants represent, particularly in this study, participants' teacher training, and pedagogical knowledge of feedback and SRL, along with thoughts, feelings, beliefs, and other motivational forces that enable them to develop SRL skills through feedback in learners. The environment determinants in this study, include the home language of learners, the LoLT of the learners and the parents of the learners, all of which contribute to the social and physical working environment of participants in this study. Behavioural determinants refer to participants' teaching strategies, their choice of tasks, and their efforts to develop learners' SRL skills through feedback in English Home Language classrooms in the intermediate phase.

In the following section, Zimmerman's (2000) and Zimmerman & Moylan's (2009) model of SRL will be discussed as it forms the base on which this study focused.

2.10. Zimmerman's (2000) and Zimmerman and Moylan's (2009) model of self-regulation.

The socio-cognitive model focuses on four main properties of human agency in which a learner's learning practices and motivational beliefs fall into three self-regulatory phases: the forethought phase, the performance or volitional phase, and the reflection phase (Zimmerman, 2013).

Zimmerman's SRL model is based on strategies such as "planning time, resources, reading or learning strategies, interpreting feedback and self-monitoring, adjusting strategies or objectives as needed, managing motivation and emotions, and self-assessing strategies and outcomes" (Zimmerman, 2013). Figure 2.5 indicates the cyclical phases and sub-processes of Zimmerman's (2000) and Zimmerman & Moylan's (2009) model of SRL (Zimmerman 2002, 2013; Bembenutty, 2015) which will be discussed next.

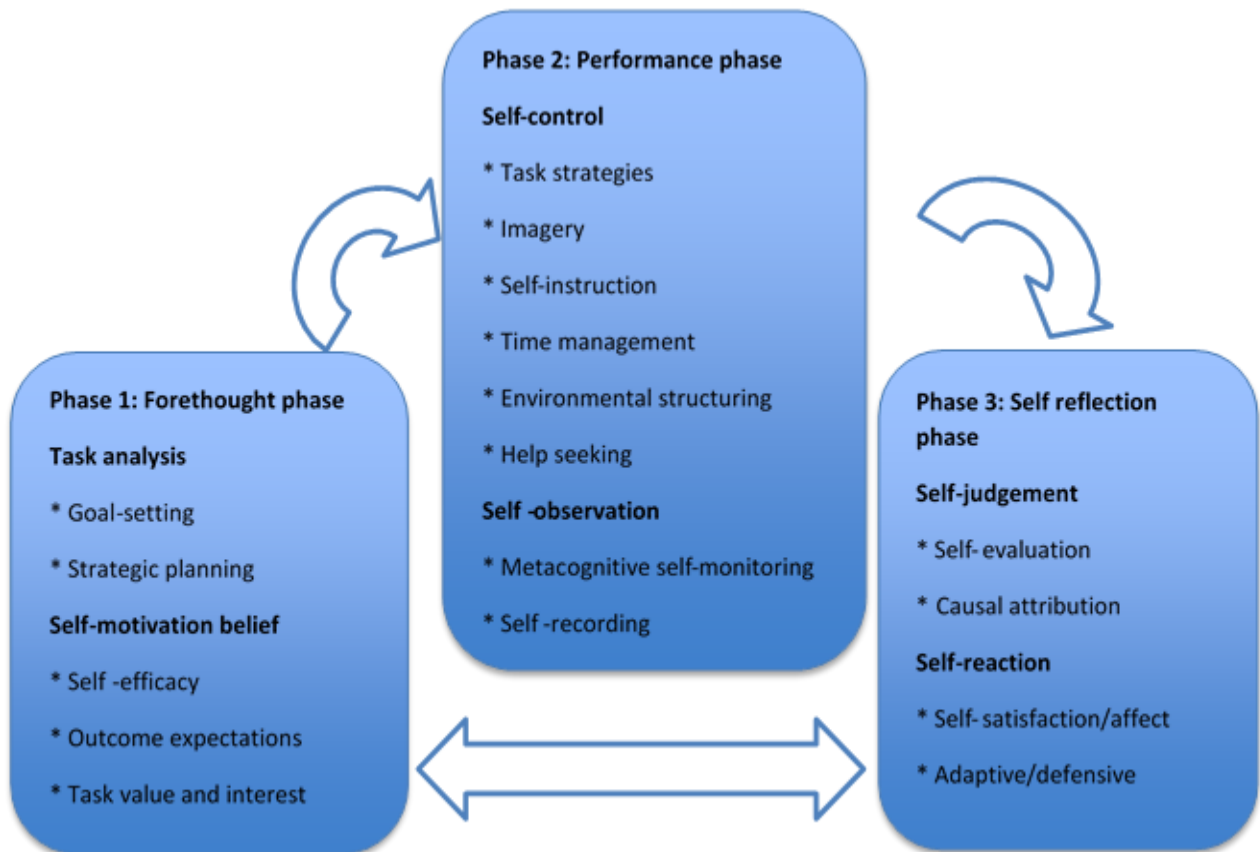


Figure 2.4: Current version of cyclical phases model (adapted from Zimmerman & Moylan, 2009:5).

2.10.1. Phase 1: Forethought phase

As shown in figure 2.4, the first phase is the forethought phase and it refers to “practices and views that occur before learning” (Zimmerman, 2000:16). The forethought phase has two main processes, goal-setting and task analysis, which consist of sub-processes that will be discussed next.

One of the key processes in the forethought phase is task analysis. According to Zimmerman (2013:143) a learner should first try to understand a task through analysis before the completion of the task. The learner should set goals for the specific outcomes and thereafter plan strategically. The sub-processes under task analysis include goal-setting and strategic planning. Goal-setting are the decisions learners make concerning results they wish to achieve. The learner clearly sets out the purpose of their performance through the identification of the aims of their learning (Schunk, 2001). Through goal-setting, a learners’ self-motivation and self-efficacy beliefs are enhanced when they monitor and self-evaluate their progress. Schunk (2003)

indicates that “the teacher should set clear, realistic, and achievable academic goals to boost the learner’s academic performance.”

Strategic planning is the second sub-process under task analysis. Zimmerman (2013:143) states that, “planning is a key self-regulatory process and a good predictor for academic success”. A learner that is self-regulated adapts plans and strategies to adjust to their personal, behavioural, and their environmental situations. “Planning allows learners to make choices about the strategies they consider work the best to achieve their intended goals” (Zimmerman, 2000). An example of planning is where a learner can draw up a timetable to manage their time effectively when engaging in learning tasks.

The second main process under the forethought phase is self-motivation beliefs and involves the learners’ beliefs about the importance of activities, the extent of intrinsic interest in the activities, and the extent of their belief within their self-efficacy. The sub-processes are self-efficacy, outcome expectations, task value, and interest and goal orientation.

Self-motivation involves “the learners’ beliefs about the importance of activities, the extent of intrinsic interest in the activities, and the extent of their belief within their self-efficacy” (Tsemrekal, 2013:38). “Self-efficacy is the belief or judgement of one’s ability to complete a task successfully” (Tsemrekal, 2013:38). Learning strategies, time management, and resistance of peer pressure, self-monitoring, self-evaluation, and goal-setting influences self-efficacy. For example, if people believe in their capabilities, they set higher goals for themselves and they are committed to achieving those goals. Outcomes expectations has to do with a learners’ own belief regarding the consequences of their learning. If a learner has a positive outcome expectation, they will work hard and not be demotivated during learning. According to Schunk *et al.*, (2014), task interest is when a task is related to learners’ everyday life being aware that the task might help them in future making them more interested in learning. Zimmerman (2002) highlights that outcome expectations influences the value of a task, the motivation a learner has, and the effort a learner will put into task analysis, planning, and goal-setting. Goal orientation is the reason why learners engage in a task. According to Schunk, *et al.* (2014), learners who have goal orientations are

inspired to learn, put in greater effort, and view failure as being part of learning.

Next, the performance or volitional phase will be discussed.

2.10.2. Phase 2: Performance phase

The second phase in the model is the performance phase or volitional control phase, which consists of “self-control and self-observation”. In the self-control process, “learners concentrate on a task and adjust their strategies ensuring tasks are understood and completed in a meaningful way” (Puustinen & Pulkkinen, 2001). In the self-control phase, there are eight sub-processes such as task strategies; self-instruction; imagery; time management; environmental structuring; and help-seeking. These sub-processes are essential to enhance learners’ performance by monitoring the attention they give to their school work and how they use their efforts in an effective manner (Zimmerman, 2002:18). Task strategies refer to different strategies a learner can make use of if they have clear comprehension of the task. Examples of task strategies include writing a summary or using a mind map and taking notes. Imagery involves “learners’ mental pictures that organise the information and assist them to concentrate.” (Zimmerman, 2002:19) The use of pictures increases learners’ interests to visualise circumstances (Panadero & Alonso-Tapia, 2014). Imagery allows the learner to create a picture about what something that is being taught, looks like. Self-instruction refers to “self-directed orders or descriptions about the task that is being performed” (Panadero & Alonso-Tapia, 2014:455). Time management refers to “the methods a learner uses on how to use time effectively to complete learning tasks.” Panadero and Alonso-Tapia (2014: 455) stated that learners use time management in order to recognise the effectiveness of a learning task executed. Environmental structuring requires a learner to create an environment which is not distracting, allowing them to complete their learning tasks (Panadero & Alonso-Tapia, 2014:455). A learner makes the decision of where to complete a learning task, whether it is a social or physical environment. Help-seeking is when a learner asks for help from the teacher or more capable peer when they experience a learning problem as a strategy to self-regulate their own learning.

Self-observation is the second main process of the performance phase and consists of two motivational strategies such as interest incentives and self-consequences. Self-

observation means that learners carefully monitor their own performance, to see if they are making progress and if they have grasped the anticipated learning outcomes. Self-observation requires learners' self-recording of performance to discover their possible causes of failure or success. Self-monitoring is another form of self-observation that is done personally, and refers to the cognitive tracking aspect of performance (Tsemrekal, 2013:39). An example of self-monitoring is where a learner will draw up a tracking schedule of performance from which they can seek help or information of their strengths and weaknesses in order to master learning. This will help the learner to know exactly where he/she went wrong and will prevent them from repeating the same mistake.

Next the third phase, the self-reflection phase, will be discussed.

2.10.3. Self-reflection phase

Self-reflection refers to the "process which occurs following the performance effort" (Tsemrekal, 2013:39). Self-judgement and self-reaction are the two main processes in this phase (Zimmerman, 2000). Self-judgement refers to a "method through which learners evaluate and assess their performance by applying their personal standards and set goals as criteria" (Panadero & Alonso-Tapia, 2014). Self-evaluation is the comparison of self-monitored information with a goal (Schunk *et al.*, 2014). If a learners' performance is linked against their goals, it is called self-judgement (Schunk & Zimmerman, 2003:67).

Causal attribution refers to "the reasons that learners have with regard to the cause of the errors they have made, or the success they have experienced" (Zimmerman, 2002:68). Self-reaction indicates the learner's response according to the goals they have or have not accomplished. If the learners judge their progress against a set of goals, they are more motivated to complete the given task. When the learners believe they have the competence to improve on their learning, their motivation does not deteriorate even though there may have been a negative appraisal (Schunk & Zimmerman, 2003:68).

Defensive reactions refer to "the efforts that learners make to protect their image after the failure of a task, such as blaming others for their mistakes or giving up on difficult

tasks. Defensive reactions can be caused by factors such as apathy, lack of interest, or learned helplessness” (Panadero & Alonso-Tapia, 2014) and is harmful as learners limit their growth with defensive reactions. Adaptive reaction involves decisions learners make on their own after failure to improve their efforts and success. For example, they can adapt their learning strategies to perform better, or maintain their motivation or focus while doing learning tasks in future (Tsemrekal, 2013:40).

Apart from Zimmerman’s (2000) and Zimmerman & Moylan’s (2009) model of SRL, the Pintrich model was found to be just as important as it tries to incorporate several processes and activities that are helpful in improving SRL (Montalvo & Torres, 2004:4). In the next section, the model will be explained.

2.11. Pintrich’s framework of SRL

Pintrich (2000:453), who also views SRL from a socio-cognitive perspective, states that there are four phases of self-regulation namely: forethought, planning and activation; monitoring; control; and reaction and reflection. There are four factors that play a role in each of these four phases namely: condition, motivation, behaviour, and context.

Table 2.2: Pintrich's framework of SRL (Pintrich, 2000: 454).

	Areas of self-regulation			
Phases	Cognition	Motivation/affection	Behaviour	Context
Forethought, planning and activation	Target goal-setting Prior content knowledge activation Metacognition knowledge activation	Goal orientation adoption Efficacy judgement Ease of learning judgements (EOLs); perception of task difficulty Task value orientation Interest activation	(Time and effort learning) (Planning for self-observations behaviour)	(Perception of task) (Perception of context)
Monitoring	Metacognitive Awareness and monitoring of	Awareness and monitoring of motivation and	Awareness and monitoring of effort, time	Monitoring changing task and context

	cognition	effect	use, need for help	conditions
Control	Selection and adaption of cognitive strategies for learning, thinking	Selection and adaption of strategies for managing motivation and effect	Increase/decrease effort	Change/reneegotiate task
Reaction and Reflection	Cognitive judgements Attribution	Affective reaction Attribution	Choice behaviour	Evaluation of task Evaluation of context

The forethought, planning and activation phase, the monitoring phase, the control phase, and the reaction and reflection phase are discussed below.

2.11.1. The forethought, planning, and activation phase

The forethought, planning, and activation phase of the model involves the planning, goal-setting, and activation of the opinion of the task and the task environment, and personal knowledge of the learner of the task (Pintrich & Zusho, 2002:65).

Goal-setting can be done at any time at a given time frame, for learners to perform their tasks through setting specific goals for learning, and time use, which can be altered by monitoring control and reflection processes (Pintrich, 2000:457). The activation process happens automatically. However, by using prompts and self-questioning, this process can be regulated, e.g. “What do I know about this subject area, topic, problem type, etc.?” (Pintrich, 2000:457).

“Metacognitive knowledge implies understanding about knowing and learning” (Woolfolk, 2010:270). It includes three types of knowledge, namely declarative knowledge, referring to “learning strategies like rehearsal strategies and note taking”; procedural knowledge, which refers to “the way that learning strategies are implemented”; and self-regulatory knowledge, referring to “the time and reason for use of different approaches” (Woolfolk, 2010:270).

The motivational aspect of the forethought phase includes “goal orientation, self-efficacy, the perception of the difficulty of the task, the value of the task, and interest”

(Ireson, 2008:64). Task value beliefs refer to “learners’ perceptions of the importance, relevance, and usefulness of a specific learning task” (Wigfield & Eccles, 2000:72). The behavioural area of forethought includes learners’ tasks, when they plan on effective management of their time, the efforts that are needed for the tasks, and how to self-observe (Pintrich, 2000:466).

Time management and effort-planning involve planning a schedule for studying and creating a time for various activities. Planning for self-observation refers to “the choices that are made by the learners on the methods they use in order to evaluate their progress and regulate their behaviour” (Schunk, 2005:86). The context area of forethought contains learners’ understanding of the tasks and the settings in which these tasks will occur. These perceptions result in cognition. However, the focus of these perceptions is external, from the individual’s own understanding of or motivation for the tasks and contexts. The understanding of the tasks refers to “the nature of the tasks that are accomplished according to classroom norms, the type of task, and the grading practices of the task” (Pintrich & Zusho, 2002:84).

2.11.2. The monitoring phase

Cognitive monitoring refers to the attentiveness and monitoring of the learner’s view which is related to metacognition. Pintrich (2000:456) categorises two main types of monitoring activities, namely judgement of learning – this implies the purpose of the learners’ achievement when they learn; and a feeling of knowing – this is when the learners are sure that they know an answer but are unable to recall it immediately (Moseley, Baumfield, Gregson, Miller, Higgins & Newton, 2005:237).

“Motivational monitoring requires that the learners become aware of their self-efficacies, values, attributions, interests, and anxieties: (Schunk, 2005:86). Behavioural monitoring consists of the degree of monitoring effort and behaviour in relation to the progress that they make (Moseley *et al.*, 2005:239). The learners can note their time management and try to adjust their efforts to suit the task.

2.11.3. The control phase

“The learners try to control their cognition, their motivation, their behaviour, and the contextual factors through the information gained by monitoring with the aim of

boosting their learning in this phase” (Schunk, 2005:86). Cognitive control and regulation are critically linked to cognitive monitoring, which encompasses the selection and use of cognitive approaches for remembering, reasoning, and problem solving (Pintrich, 2004:393).

Kadhiravan and Suresh (2008:129) suggest that different approaches can be used to control motivation and effect. One of the approaches that are used in this area is self-efficacy, which involves selecting positive self-talk, choosing positive outcomes, concentrating on the probability of high academic performance, and controlling nervousness.

The behavioural control area encompasses willpower, exercising effort, and asking for assistance when needed. If the learners are good self-regulators, they know when they need to ask for assistance. The learners are then selective in asking for support rather than usually asking. Learners ask for assistance when they want to understand a particular argument, or to understand the information from an educational source (Schunk, 2005:87).

The contextual area of control allows for a setting which is favourable in learning, which involves avoiding distractions and efforts to discuss requirements of a task (Schunk, 2005:87).

2.11.4. The reaction and reflection phase

In this phase, the cognitive area involves “learners’ judgements, assessment with regards to their performance in the task, and their attributions for performance” (Pintrich & Zusho, 2002:75).

Motivation reactions refer to “the efforts that are made to nurture motivation when the learners discover that they have lost their motivation” (Schunk, 2005:87). Behavioural reaction and reflection refer to “the cognition of behaviour that entails the efficient use of time or the utilisation of adequate effort” (Schunk, 2005:87). Contextual reaction and reflection include the evaluation of what the task demands and its contextual factors (Kadhiravan & Suresh, 2008:129).

Mutually, Pintrich’s (2000) and Zimmerman’s (2000) models centre on goal-setting and learners’ beliefs regarding their ability to learn, and the use of strategies like self-

efficacy. The differences are that Zimmerman’s model comprises task analysis in the forethought phase, and Pintrich’s model clearly states that task analysis is a component in the first phase of SRL, while the central focus of task analysis is on goal-setting and planning. This comparison of the two models shows similarities.

In the next section, I created a figure (cf. 2.5) to illustrate my understanding of the two concepts, feedback and self-regulation, in order to understand how feedback can enhance SRL.

2.12. The conceptual link between feedback and SRL.

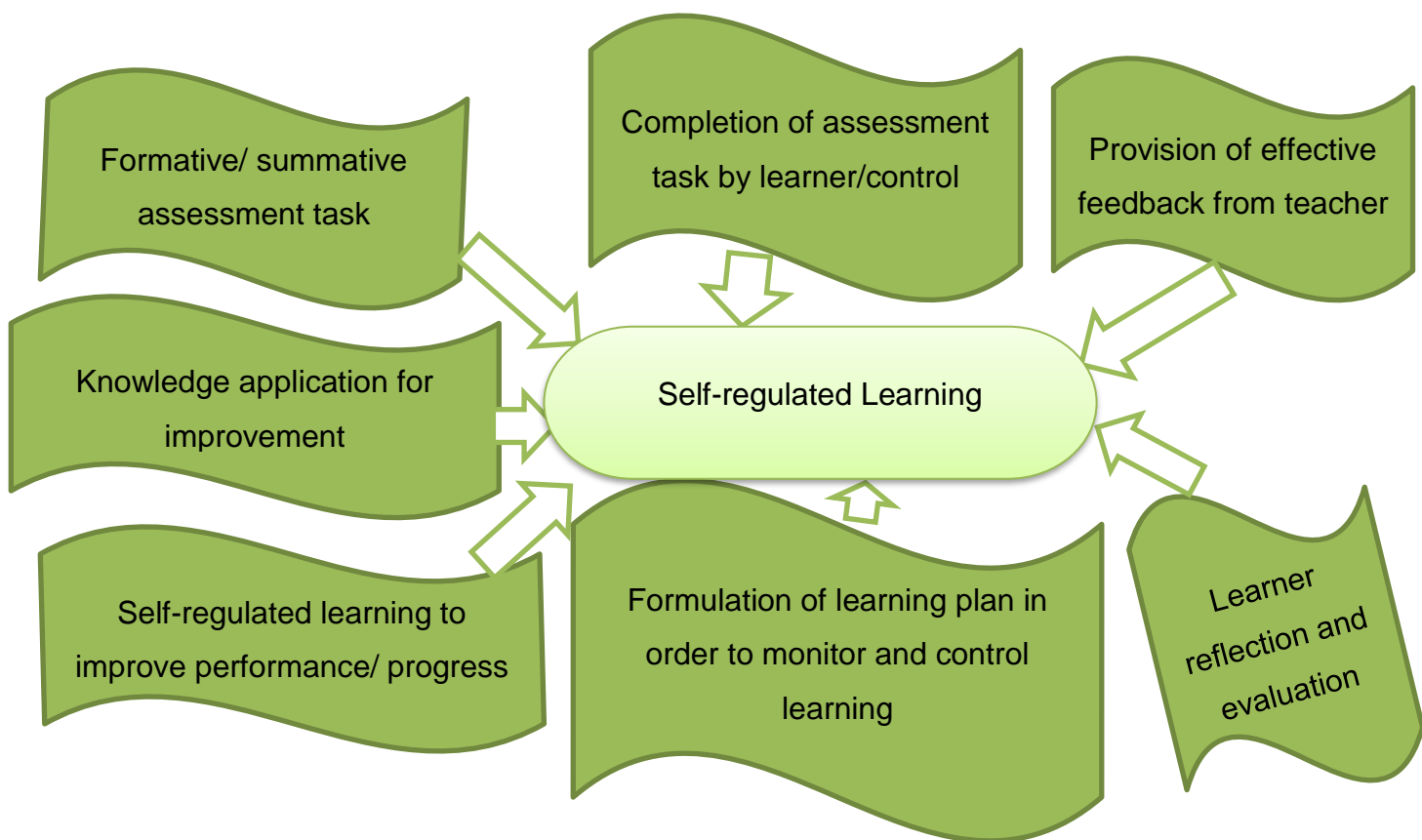


Figure 2.5: An illustration of the conceptual link between feedback and self-regulated learning.

Assessment allows for feedback on learners work to enable learners to take control of their own learning. During assessment, the teacher facilitates a learner’s learning to ensure that it is aligned with the intended learning objectives by ensuring learners understand the learning concepts. For example, the teacher needs to explain the concept of adjectives before learners can apply their understanding in activities. Thereafter, the teacher can assess whether or not the intended learning objectives in

the teaching of adjectives were reached. Assessment enhances the activation of prior knowledge through the learner's SRL processes. Self-regulated learners are seen as learners that are proactive and take control of their learning. As posted by Zimmerman and Schunk (2001:38) in SRL, learners should actively participate in learning rather than being passive recipients of knowledge.

The learner actively participates during assessment that is within their ZDP, with or without support, which results in the teacher having to provide support (feedback) on assessment tasks completed. The teacher can make use of different ways during the provision of feedback, which can be formatively (clear and specific feedback) or feedback by self or peers. Making use of different feedback strategies results in different self-regulatory skills. Feedback identifies strengths and weaknesses, as well as learning gaps that need to be addressed.

Table 2.3 illustrates which feedback type enhances which self-regulatory skill.

Table 2.3: A summary of different feedback types and results in different self-regulatory skills.

Feedback type	Self-regulation skill
Formative and summative feedback	Monitoring, controlling, planning, and reflection
Oral feedback	Interaction, the skill to question in order to make sense of learning
Written and descriptive feedback	Reflection, planning, and goal-setting Finding strategies to improve learning
Self / peer feedback	Interaction, goal-setting, monitoring, reflecting, and evaluating

Feedback acknowledges the learner's progress in relation to addressing learning objectives. Teachers need to allow learners to reflect and act upon the feedback received, therefore, it can be said that the teacher also indirectly facilitates the learner's self-regulatory skills.

Effective feedback should be clear, specific, and timely and should identify learning gaps. Self-regulated learners are described as learners who set goals and find strategies, drawing up a plan to address their goals while monitoring, evaluating and

reflecting on their learning. This is supported by Hattie and Timperley (2007:81) who state that SLR is vital to effective learning, and feedback offers the opportunity for learners to practice SLR. From the literature, it can be identified that feedback of performance with regard to assessment has the potential to promote SLR and improve further learning assessments.

From figure 2.5, one can observe that SLR involves many activities, of which teacher feedback is vital. Each of these activities contributes to promoting SLR processes in learners.

2.13. Conclusion

In this chapter of the literature review, I have synthesised a wide range of literature and conceptualised it in order to build up evidence of what feedback and SRL entails and to what extent it can be used to be beneficial to the learner as well as the teacher. There is evidence within the literature that for a learner to become self-regulated, the learner needs to move away from depending on a teacher and aim to build on what they have learned. Pintrich's (2000:454) and Zimmerman's (2000:67) model of self-regulation were conceptualised to clearly illustrate how a learner can become self-regulated and what self-regulation entails. Throughout the literature, there is evidence that feedback and self-regulation have a strong connection because through feedback practices provided, coherent ways will enable a learner to self-regulate. It is also important to provide feedback within the learner's ZPD through the use of scaffolding tasks, which will enable a learner to better self-regulate their learning. If assessments are reviewed without giving constructive feedback, the learner will be unable to reflect on and evaluate their work, which will not allow the learner to become self-regulated. In chapter 3 which follows, the English Home Language intermediate phase context will be discussed to understand what feedback practices could be used to encourage SRL.

CHAPTER 3: ENGLISH AS HOME LANGUAGE AND SECOND LANGUAGE ACQUISITION IN SOUTH AFRICA

3.1. Introduction

In chapter 2, feedback and SRL were discussed in order to understand what feedback practices intermediate phase English Home Language teachers could use to encourage SRL. This chapter provides literature regarding the changing roles of English in South Africa's different curricula as well as the role of English in the current South African curriculum. Furthermore, Cummins's (1979) theory of SLA is discussed with specific reference to BICS, CALP, and the Threshold Hypothesis (1976). In addition, the Social-Cultural Theory (1978), Krashen's theory of SLA (1988), and the Interaction Approach (Gass & Mackey, 2006) to language learning are examined in terms of how these theories link to feedback and SRL. This was done in order to create a basic understanding of what language and language proficiency entail in relation to feedback and SRL.

3.2. The changing roles of English in South Africa's different curricula

Language is an important part of education and has cognitive, scholastic, social, and emotional implications as far as educational development is concerned (Donald, Lazarus & Lolwana, 2006:195). According to the CAPS (DoBE, 2011a:8) language is used as a means to think and communicate, and it is also used culturally and visually among people to make better sense of the world they live in.

During apartheid, language was used to create linguistic division between black and white South Africans. According to Kashula (1996:650), this division was caused by the government not facilitating English proficiency amongst black South Africans, instead indigenous languages as the Language of Learning and Teaching (LoLT) were encouraged. According to Alexander (2006:8) the youth of South Africa protested against the use of Afrikaans as a medium of instruction for black learners in 1976. These learners wanted English as the medium of instruction as the political system used their indigenous languages to limit their access to higher education. After the uprising in 1976, mother tongue education was reduced to three years, and Afrikaans was eliminated as a medium of teaching (Alexander, 2006:8).

In 1994, South Africa became a democratic country and 11 official languages were acknowledged (South Africa, 1996). This resulted in a significant change in the curriculum of schools as well as the LoLT of the schools. Even though learners have the constitutional right to learn through the medium of their mother tongue, English is still preferred as the LoLT, as it is perceived as a global language that is spoken and understood throughout the world (UNESCO, 2010, 2011).

In 1997, Outcomes Based Education was introduced to overcome divisions of the past, however, implementation prompted a review in 2000 which resulted in the Revised National Curriculum Statement Grades R – 9 and the National Curriculum Statement Grade 10 – 12. Another review took place in 2009 and again in the year 2012; the National Curriculum Statement Grades R – 12 was introduced and it represented a policy statement for learning and teaching. The focus was on introducing all the official languages as mother tongues in the curriculum rather than on developing English as a LoLT (DoE, 2009:42).

In the latest curriculum documents, the National Curriculum Statement comprises a Curriculum and Assessment Policy Statement (CAPS), the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement R – 12 and the National Protocol for Assessment Grades R – 12 (DoBE, 2011(a):3). The role of English as a subject in the mentioned curricula, is that English is used and understood globally as a communicative medium in a multilingual and multicultural world, and the world of work. As the LoLT for 80% of the learners, English serves as a means of preparation for academic learning across the curriculum (DoBE, 2014:68)

The language policy in South Africa follows an additive approach to multilingualism, whereby the first language is used as a foundation to acquire other languages (DoBE, 2002). This, however, does not happen in the schools of South Africa. According to Dyers (2003:61) the ineffective implementation of the current South African Language in Education Policy (LiEP, 1997) is contributing to failure amongst learners as teachers are experiencing increased linguistic diversity amongst learners in the classroom. In other words, increased linguistic diversity amongst learners has made it difficult for teachers to introduce a common first language amongst learners, as learners already have different first languages. This means that any common first language is

essentially a second language and it is taught without the use of a first language.

In the next section, the role of English in the current South African curriculum will be discussed.

3.3. The role of English in the current South African curriculum

The Department of Education (2009:42) selected a panel of experts to examine the challenges that were experienced in the implementation of the National Curriculum Statement (NCS). One of the challenges identified was that there was no clear curriculum guidance as to how mother tongue languages, together with English as a LoLT, would be mastered (DoE, 2009:42). Another factor included that there were no precise criteria and pedagogical steps on the differences between Home Language instruction and English as a First Additional Language (FAL) (DoE, 2009:42). Furthermore, the intermediate phase curriculum did not provide enough time to adequately address the language needs of most learners (DoE, 2009:42). More time needed to be made available in preparing learners for English as medium of instruction, and the use of English across the curriculum. Thus, the CAPS was designed and implemented in 2012.

The CAPS is a policy document designed for each subject in order to replace subject statements, learning programme guidelines, and assessment guidelines in grades R – 12 (DoBE, 2011a: 3). CAPS comprises topics, subject matter skills, and texts, which enable learners to master and use English in social contexts (McCusker, 2014). It provides a clear distinction between the Home Language level and the First Additional level. Furthermore, there are clear guidelines to assist teachers to respond to diverse learners in the classroom during planning and teaching (DoBE, 2011a, SIAS, 2014:1 – 2). In the majority of schools in South Africa, English is the LoLT even though it is not the mother tongue for the majority of learners (Nel & Theron, 2005). According to Uys, Van der Walt, Van den Berg and Botha (2007:77) not all teachers are proficient in the mother tongue of the English second language learner. Thus, the teacher will have to employ varied strategies, e.g., to use another second language learner as a support structure, who has the same mother tongue of the struggling learner, to explain instructions or content, and to apply second language medium of instruction methodologies (Baker 2006: 297; Uys, *et al.*, 2007).

Below, the different roles and aspects of English within the school context as described in the CAPS are conceptualised in order to identify and outline practices that intermediate phase teachers can use for the development of learners' language acquisition.

3.3.1. English Home Language (EHL)

On a Home Language level, language proficiency entails basic interpersonal skills required in both social situations and cognitive academic skills, which are important for learning across the curriculum, as well as literary, visual and visionary abilities to recreate, imagine, and allow learners to better navigate their world (DoBE, 2011a:8). According to the CAPS (DoBE, 2011a:9-12) the EHL curriculum is packaged to advance learners' listening and speaking, reading and viewing, writing and presenting skills, and language structures and conventions (vocabulary). Learners need to master these in order to progress from one grade to another. The skills are explained below:

3.3.1.1. Listening and speaking

Listening and speaking are the most natural way of practising listening comprehension, since this is the combination of skills demanded most from a learner in normal, everyday communication (Van der Walt, Evans & Kilfoil, 2009:139). In the intermediate phase, Home Language learners will use listening and speaking skills to interact and exchange meaning. They will build on skills developed in the foundation phase to carry on more sustained conversations, discussions, and short oral presentations (DoBE, 2011a:9).

It is further stressed in the CAPS document (DoBE, 2011a:9) that in the intermediate phase, learners' spoken language still needs to be strengthened (i.e. modelled and supported, for example, with vocabulary and sentence frames). The teacher needs to make sure that all learners get opportunities to speak in their home languages in order to strengthen the language. As learners progress at a different pace, the teacher needs to modify speaking opportunities (e.g., the questions she asks) to the level of the individual learner (DoBE, 2011a:9). However, this becomes problematic as it assumes that learners have a common Home Language.

As learners move through the intermediate phase, the teacher should expect learners

to speak more and their vocabulary should grow and become more complex. The expectation is that learners will transmit these skills to their additional languages (DoBE, 2011:9). However, very often in South Africa, learners opt to take English as a Home Language even though their proficiency is on an additional or second language level.

Van der Walt *et al.* (2009:139) postulate that listening and speaking can be taught by asking learners to complete sentences orally, to summarise what has been said, or to respond appropriately to questions. Other ways in which teaching and learning can be taught, as described by Vandergrift (1999:264) and Van der Walt *et al.* (2009:139), are through group discussions and panel discussions where a matter is debated. Osanda (2004:56) adds that teachers should encourage the repetition of passages, make use of pre-listening activities, and the use of videotapes instead of audiotape.

3.3.1.2. Reading and viewing

According to Kearns (2008:3) reading is solving a puzzle through using different skills to understand what the writer is saying; it involves problem solving, predicting, visual and auditory perception, prior knowledge, and language. The reading process according to the DoBE (2011a:10) and Van der Walt *et al.* (2009:155) includes:

- Pre-reading, which means 'before' and neither the teacher nor the learner should read the whole text. The main purpose is to activate learners' content and formal schemata.
- Reading and focused reading where the learner reads silently through the text and depending on the type of text, they could first skim for global overview, then read the complete text.
- Post-reading means 'after'; when learners have done the reading, they discuss what they have read.

The aim of the intermediate phase is to develop comprehensive understanding and critical language awareness by setting writing and speaking tasks beyond sentence level.

Reading and viewing can be taught using methods such as reading with and to the whole class, group reading, pair reading, and gradually independent reading. The

teacher will also set a variety of comprehension activities to ensure that learners understand what they have read (DoBE, 2011a:10).

Furthermore, Barrett's taxonomy has become the standard for developing frameworks for learning, teaching, and assessment construction in the South African curriculum. Barrett's taxonomy consists of four categories related to reading comprehension which are: literal comprehension, inferential comprehension, evaluation, and appreciation (Barrett, 1976).

- Literal comprehension requires the recall of information, which requires the learner to identify explicit statements in the reading material or in exercises, for example, the recognition of details, main ideas, sequence, and comparison (Gichuhi, 2014).
- Inferential comprehension is when learners can successfully synthesise the content of the reading matter. The learner's personal knowledge and imagination are the bases for assumptions made, for example, when the learner is required to read a part of the text and guess the outcome of the text (Gichuhi, 2014).
- Evaluation requires learners to make judgements regarding the content of the reading. A learner makes judgements about the reading text by comparing it with external criteria received from outside the text, for example, the learner may be asked to comment on the suitability of a character's action in a particular incident (Gichuhi, 2014).
- Appreciation includes the learner's awareness of the literary techniques, forms, styles, and structures used by the author to stimulate the desired response, for example, learners' emotional responses to a plot (Gichuhi, 2014).

In addition, Van Der Merwe and Nel (2012:139) add that there are five components of teaching reading which include "explicit teaching of reading, systematic teaching of phonemic awareness and phonics, guided oral reading to improve fluency, direct and indirect vocabulary building, and exposure to a variety of reading comprehension strategies."

3.3.1.3. Writing and presenting

According to the DoBE (2011a:11), writing is important because it forces learners to think about grammar and spelling. Writing and presenting encourages learners to

process the language, speed up language acquisition, and increase accuracy. Learners will learn to write a range of creative and informational texts, initially using writing frames as support and gradually learning to write text types independently. Klimova (2013:9) adds that writing is essential as it helps with expressing personality, fosters communication, develops thinking skills, and prepares for school and employment.

Learners will also employ the writing process to produce well organised, grammatically correct writing texts. Kellogg (2008:6-7) states that there are three main skills that need to be addressed during the writing process, which are crucial for acquiring academic writing skills: knowledge telling, knowledge transforming, and knowledge crafting. Knowledge telling involves creating what the writer wants to say and then creating a text to say it. Knowledge transforming includes changing what the writer wants to say as an outcome to create the text. Knowledge crafting is when the writer forms what to say and how to say it having the potential reader in their thoughts.

The (DoBE, 2011a:10) stipulates the following steps in the process of writing:

- Pre-writing/planning: the learner starts thinking about the topic given, this may be done as a whole-class activity or in groups so that learners benefit from each other. The teacher writes on the board every idea that comes from learners, without eliminating any.
- Drafting: once the ideas are put randomly on the board, learners choose what idea they will use and start to draft the idea.
- Revision: learners write their plans and there are always mistakes either in the grammar or the choice of vocabulary and this leads to revision.
- Editing/proofreading: editing refers to “what you write”, whereas proofreading refers to “how you write”. It is logical to start dealing with the paper’s organisation and content (editing) since the sentences may change with the help of feedback. While proofreading, the paper is checked for any spelling, punctuation mistakes, lack of parallelism in the structures, flaws in the style (formal/informal), and grammar mistakes.
- Publishing/presenting: it is quite clear that writing a paper once is never enough, now that learners have feedback on the spelling and grammar mistakes, learners

write again.

3.3.1.4. Language structures and conventions

According to the DoBE (2011a:12) learners will learn how language structures and conventions are used and will develop a shared language for talking about language (a meta-language). This will enable learners to evaluate their own and other texts critically in terms of meaning, effectiveness, and accuracy. It is further stressed in the CAPS (DoBE, 2011a:12) that learners will be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts as well as to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of language structures and conventions.

It is expected that language structures and conventions should be taught in context as other language skills such as listening and speaking, reading and viewing, and writing and presenting are taught and developed. The teaching plans contain a list of language structures and conventions (items) that should be covered in each grade of the intermediate phase (DoBE, 2011A:12). For example, in Grade 4, term 2, auxiliary verbs, modal verbs, moods, future tense, word division, and dictionary use are listed to be covered during weeks 7 to 8 (DoBE, 2011a:44).

When selecting listening and reading texts for each two-week cycle, the teacher needs to ensure that the listening and reading texts contain some of the language items that need to be covered and provide learners with guidance and formal practice. In the intermediate phase, 30 minutes per week is set aside for formal instruction and practice in language structure and conventions (DoBE, 2011a:12).

According to Ellis (2005) there are ten principles for instruction. These principles include: the development of both a rich repertoire of formulaic expressions and a rule-based competence; instruction needs to ensure that learners focus predominantly on meaning and form; instruction needs to be mainly directed at developing implicit knowledge of the second language while not neglecting explicit knowledge; instruction needs to take into consideration the learner's 'built-in syllabus'. Furthermore, successful instructed language learning requires extensive second language input and

opportunities for output. The opportunity to interact in the second language is central to developing second language proficiency. Instruction needs to take into account individual differences in learners, and when assessing learners' second language proficiency, it is important to examine free as well as controlled production.

3.3.2. Language of Learning and Teaching (LoLT)

According to the National Protocol for Assessment Grades R-12 (DoBE, 2011b:5) the LoLT of a school is determined by the School Governing Body in consultation with parents of the school and is the language used for teaching and assessment. De Wet (2002:119) added that the number of speakers and perceptions of the functions of language in particular areas of life also determine the choice of the LoLT.

Based on the above concepts, it is clear that there are different levels of language in teaching and learning. English becomes the LoLT of learners even though isiZulu or Sesotho is their home language. On a Home Language level, language proficiency provides basic interpersonal skills required in both social situations as well as cognitive academic skills, which is important for learning across the curriculum (DoBE, 2011(a):8). Due to a lack of exposure to the English language, many second language learners are struggling to understand the language as well as to communicate through it. These second language learners, as stated by Donald *et al.* (2006:196) need to learn in an unfamiliar language, which differs from theirs socially and culturally. The consequence is that it becomes extremely challenging for a learner to learn and acquire a second language without receiving support in their home language (Nel & Müller, 2010). However, learners with a rich vocabulary in their home language tend to find it easier to read and write when they start school. With a well-established mother tongue, learners might have a linguistic score of 7000 or more words (Yazici, Binnur & Glover, 2010).

In South Africa, learners in the intermediate phase are not acquiring the knowledge and skills needed to function effectively in the global economy. This is supported by evaluation reports, the 2016 PIRLS, SACMEQ 111 (2011) studies, and the 2014 Annual National Assessments. Grade 6 learners averaged 38% for Language (LoLT); 27% for mathematics; and 41% for natural sciences. According to (Kruger, 2011), the SACMEQ III (2011) results indicated that the Grade 6 learners in South Africa, who

are from poor backgrounds, are the second-worst readers from a group of 15 countries in southern and eastern Africa. In the 2014 Annual National Assessments, the average performance of Grade 4 learners in Home Language was 56.5%, and 62.7% in Grade 6. In the FAL, the average performance in Grade 4 was 41%, and in Grade 6 45.4% (DoBE, 2014).

Manyike and Lemmer (2010:43) explain that if second language learners enter the intermediate phase, they should be able to demonstrate academic language proficiency on grade 4 - 6 level. Learners should have good comprehension skills and have the ability to analyse and evaluate subject material. However, if English as LoLT is introduced before the mother tongue has been mastered, learners' ability to achieve CALP in the second language can be hampered (Cummins, 2000). This means that if a learner has to acquire English as LoLT and at the same time use it to master subject matter without an established mother tongue, it can result in learners struggling with proficiency in the LoLT.

The implication for these second language learners is that they need a 50% (level four) in order to pass the Home Language level (National Protocol Pertaining to the Programme and Promotion Requirements of the NCS (NPPPPR), 2012:16). This implies that if learners cannot master CALP in English Home Language, they will not be able to progress from one grade to another.

In order to conceptualise a better understanding of acquiring BICS and CALP, Cummins's theory of SLA will be discussed next.

3.4. Cummins's theory of SLA

Cummins (1979) distinguishes between second language "surface fluency" and cognitive and academic aspects of language proficiency. He claims that in order to assess a learner's language proficiency, both surface fluency (BICS) and academic competence (CALP) need to be considered. In the next sub-section, the notions of BICS and CALP will be discussed, followed by the Threshold Hypothesis.

3.4.1. BICS and CALP in language development.

Cummins's (1979) research was conducted on English First Language (EFL) learners

in intermediate phase classrooms. The research he conducted is very similar to the situation in SA, where English is taught as home language to second language speakers. He first coined the terms BICS and CALP (Cummins, 1984), where BICS refers to “conversational fluency in a language” and CALP refers to “a learners’ ability to express themselves in both oral and written methods, concepts and ideas that are relevant to success in school” (Cummins, 2000:67).

When a child starts school, language proficiency becomes more complex as learners’ basic communication skills need to become more advanced for them to become academically literate and proficient. According to Grosser and Nel (2013), second language learners should be able to communicate effectively, and have general problem solving skills in order to express their needs, feelings, and thoughts. Possessing these critical thinking demands are founded on high levels of mental thinking and reasoning skills, which are influenced by a learner’s language ability. Therefore, learners in the intermediate phase need to have abstract and critical thinking, as well as logical reasoning skills in order to manage linguistic demands.

There are various cognitive demands and contextual support involved in language tasks as highlighted by Cummins (1981(a):132), which include context-embedded tasks, context-reduced tasks, cognitively undemanding tasks, and cognitively demanding tasks.

Context-embedded tasks include communication using cues such as gestures and expressions to help tell the meaning in a shared context of understanding. Context-reduced tasks involve more academic communication where there are few clues about the meaning of the communication, as language is abstract and academic, e.g., textbook reading.

Cognitively undemanding tasks make use of prior knowledge and do not necessitate thinking, e.g., oral presentations, participating in a physical education class, and listening to an audio presentation about reading. In figure 3.1, cognitively demanding tasks necessitate the analysis of information, making connections, and drawing conclusions. With the above mentioned, it can be concluded that what is context-embedded or cognitively demanding for one learner may not be the same for another learner as a result of differences in prior knowledge or interest (Cummins,

1981(a):132). Figure 3.1 indicates examples of cognitive undemanding and cognitive demanding tasks and context-embedded and context-reduced tasks.

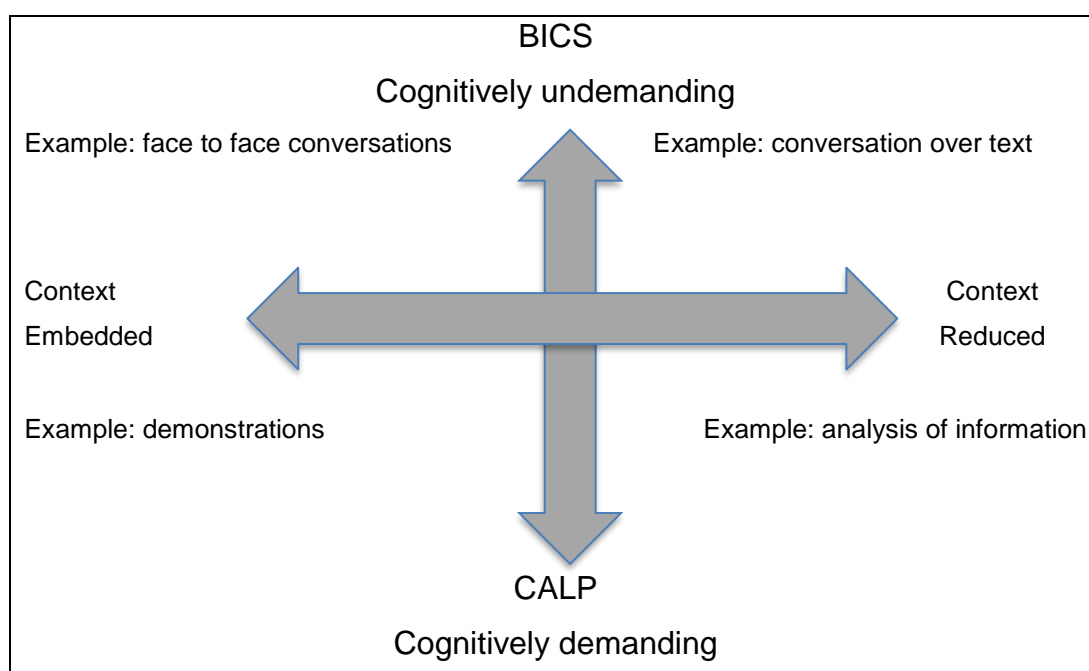


Figure 3.1: Examples of cognitive undemanding and cognitive demanding tasks and context-embedded and context-reduced tasks (Cummins, 1981(a):132)

I conclude that, specifically in the Ennerdale region, not all learners are proficient on the same levels. Also, it is important to understand that a learner may display language, which seems self-assured in general conversational settings, but may still have difficulty in the academic context. The learner might have the basic fluency to be successful with cognitively undemanding tasks but may lack the knowledge required for academically and cognitively demanding tasks. If teachers are aware of English learners' needs, they will be able to provide support needed during instruction. With this support, learners will be able to perform cognitively demanding tasks with success. In the following sub-section, the Threshold Hypothesis (Cummins, 1976) will be discussed in order to highlight the importance of the development of the mother tongue, which can result in cognitive and academic competency in second language proficiency.

3.4.2. The Threshold Hypothesis (TH)

According to Cummins (1976) the Threshold Hypothesis explains that positive effects

of multilingualism can only be observed once a learner has attained a certain level of competence in the first and second language. Therefore, when the learner has low levels of proficiency in both the first and second language, it may result in weak cognitive and academic competency.

During teaching and learning, multilingual classes should be conducted in such a way that the learner's CALP addresses the three mechanisms of construct, namely cognitive, academic, and language. The instruction should be cognitively challenging for learners, which will require them to use higher-order thinking skills. The academic content should be integrated with the instruction of language. Critical language awareness should be fostered throughout the learning programme. Furthermore, Cummins (2000:38) explains that during instruction, teachers should focus learners' attention on language and assist them in becoming skilled at manipulating language in abstract academic situations.

In other words, CALP relates to a proficiency needed to successfully use a language as medium of instruction. Second language learners who were not exposed to the use of English as LoLT, need to be taught in the language they know best in order to learn new concepts and content effectively in the intermediate phase. This is supported by McDonald (1993) who suggested the introduction of a subject called English as medium of instruction, distinct from English as a subject for learners who do not have English as a Home Language. In addition Kaiser, Reyneke & Uys (2010) and Kaiser (2016) propose a new English curriculum from grade 1 to 12 in all South African schools where English is used as medium of instruction.

3.4.3. The implications of Cummins's theory for feedback and SRL

The BICS and CALP distinction has been criticised by many scholars. These criticisms are as follows: "the BICS and CALP distinction reflects an autonomous perspective on language which ignores its position in social practices and power relations" (Edelsky *et al.*, 1983; Troike, 1984; Wald, 1984; Romaine, 1989; Wiley, 1996; Valdes, 2004). "CALP is an artefact of the inappropriate way in which it has been measured (Edelsky *et al.*, 1983; Martin-Jones & Romaine, 1986; MacSwan, 2000; Edelsky, 1990, 2006). "The notion of CALP promotes a deficit theory as it attributes the academic failure of bilingual/minority learners to low cognitive/academic proficiency rather than to

inappropriate schooling” (Edelsky *et al.*, 1983; Martin-Jones & Romaine, 1986; MacSwan, 2000; Edelsky, 1990, 2006; Rolstad & MacSwan, 2008).

Cummins (2000) responded to these criticisms. He referred to the elaborate socio-political framework in which the BICS/CALP distinction was placed. Further, Cummins used Biber’s (1986) study, which found significant differences between English speech and written texts as evidence to justify the reality of the BICS and CALP distinction. In addition, Cummins used Corson’s (1995) study, which found differences between conversational interactions and academic uses.

It can be concluded that regardless of all the criticism against the notion of CALP, insight was deepened into minority language bilingualism. The importance of Cummins’s theory is that it explicitly identifies the way in which linguistic and cognitive development must be perceived in a sociocultural context.

From the above mentioned, it can be derived that teachers in mainstream schools should not assume that learners who attained high fluency in everyday spoken English are academically proficient. This will help avoid the labelling of learners who display this disparity. Teachers should also encourage learners to continue developing their Home Language through extensive reading in their Home Language. This is supported by Cummins (2000) who asserts that conceptual knowledge developed in the home language comprehensibly helps in input in the second language. It will be more difficult for the learner to acquire both languages. Teachers in mainstream schools should also demonstrate to learners that their culture and language are valued. Therefore, teachers should explore every possibility to incorporate different cultural backgrounds of learners in their teaching.

The next sub-section discusses other-theories that link to feedback and SRL.

3.5. Other SLA theories and their links to feedback and SRL

This section provides three theories that are relevant to this particular study about language development. These three theories will underpin the strategies that can be used to enhance feedback and SRL, and they were chosen for this study due to their unique reference to English language development. The focus will be on the SCT of Vygotsky (1978); Krashen’s theory of Second Language Acquisition (Krashen, 1988); and the Interaction theory (Gass & Mackey, 2006).

3.5.1. Social-Cultural Theory (SCT)

Social constructionism originated from social constructivism and has been greatly used in writing and composition (Congjun, 2005:3). Social constructivists examine the extent to which the human environment affects learning. Vygotsky (1976), a twentieth-century Russian theorist in psychology, focused on the role that social interaction plays in the development of individuals. Vygotsky indicates that social interaction is essential for learning and sets the social constructivist approach apart from other instructional approaches, which aims at guiding learners' thoroughly to master learning skills successfully (Wessels, 2010:2)

Social constructivists maintain that learning happens through the interaction of text, people, and knowledge. Learning does not happen in isolation (McKinley, 2015:5-15; Nystrand, 1989:76-77; Congjun, 2005:3). According to Mackinnon and Scarff-Seatter (1997:38-55) constructivist theory is limited as it is a theory of learning and not teaching; it simply ignores the role of the teacher in the classroom who carries out activities such as teaching and learning.

Acquiring a language is not only a cognitive process but also a social activity in which a learner constructs knowledge (Kao, 2010:114). According to the social constructivist theory, learners are the constructors of their own learning (Kao, 2010:114). The Social-Cultural Theory involves concepts of the ZPD (ZDP), scaffolding, mediation, and self-regulation.

3.5.1.1. The zone of proximal development

The ZPD is conceptualised as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978:86) (*cf.* 1.1). In the ZPD, a teacher or more capable peers assist struggling/weak learners to build comprehension. This relates to scaffolding where the learner's ability to complete a task independently is developed, whereas the learner previously did not have the ability to complete tasks independently (*cf.* 2.7.2).

3.5.1.2. Scaffolding

The more the learner receives motivation and encouragement, the more likely the learner would want to try to use English (Jones & Nimmo, 1994). When the learner has developed sufficient confidence, the first language then acts as a mediator. Teachers can make use of imagery, e.g. the use of familiar pictures or objects which the learner knows in their home language which will a picture of a glass, learners will know that it is a glass in their first language and this will assist learners to acquire the English language (Lantolf, 2000). A learner would not acquire English language immediately, however, through constant practice and motivation, the learner can master the language.

3.5.1.3. Mediation

Mediation forms the basis of the Social-Cultural Theory (SCT) (Lantolf, 2000). According to Vygotsky (1978) the process of mediation refers to the use of tools to solve a problem. Language is regarded as a mediating process in SLA. Mediation is the principle construct of SCT and is imbedded in the observation that humans do not act directly on the world. They act on cognitive and material activities that are mediated by symbolic artefacts. These symbolic artefacts include language, literacy, numeracy, and concepts. Through learners participating in a culturally organised activity with their teacher or peers, higher-order mental functions, i.e., voluntary memory, logical thought, learning, and attention, are organised and improved (Lantolf, 2000). In other words, mediation is the use of tools and/or assistance from a capable peer, to cognitively develop a learner.

3.5.1.4. Self-regulation

After a learner gains confidence, he/she is able to proceed from being dependent in completing a task, to completing it independently after assistance from a More Knowledgeable Other (MKO) (Vygotsky, 1978:86). Learning opportunities such as work, school, play, etc. are provided to a learner within a specific society. During individual development, the learner is dependent on the MKO (mostly parents) (Vygotsky, 1981). The culture of the parents is passed onto the learner through language and communication. The parents organise the learner's world, teaching the

learner to do things and this continues until the learner can do it on his/her own.

3.5.2. SCT, feedback, and SRL

The Social-Cultural Theory links to feedback and SRL, as feedback allows learners to overcome learning difficulties they experience. Through social interaction, the teacher plays a mediating role assisting learners during their learning by encouraging and motivating learners to improve on their learning. A teacher can make use of learning tools such as workbooks, posters, readers, etc. to assist learners (*cf.* 2.7.1, 2.7.2). Through the mediating role that a teacher plays, a learner can become independent and take responsibility for his/her own learning. Learners will also be able to transfer acquired knowledge to complete future tasks (*cf.* 2.7.2). When a teacher plays a mediating role, learners will be able to self-correct and move away from being dependent on teacher support. Self-reflective learning is a process where learners are involved in their own learning (Zimmerman, 2013).

The Social-Cultural Theory suggests imitative learning, instructed learning, and collaborative learning (*cf.* 2.9.3). For example, in a lesson of verbs the teacher produces the action and learners pronounce the words (imitative learning). Thereafter, the teacher writes it in a sentence and the learner needs to identify verbs (instructed learning), and learners can then work collaboratively to cut out pictures of verbs. Schunk (2012) states that learners learn through the behaviours of others to regulate their own behaviours, allowing them to take control of their own actions (*cf.* 2.9.3). Learners learn directly or indirectly from the goals modelled by the teacher, which develops self-motivation.

In the next sub-section, Krashen's theory of SLA will be discussed.

3.5.3. Krashen's theory of SLA

According to Lui (2015:139) Stephen Krashen, a theorist in the field of SLA, has made considerable contributions to the understanding of the language learning process. Krashen's theory, regardless of critique, is considered one of the most controversial theoretical perspectives in SLA in the last quarter of the twentieth century (Brown, 2000:277). His theory of SLA is very relevant to the theories of feedback and SRL.

Krashen's theory of SLA (1988) comprises of five hypotheses of SLA namely: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, the Affective Filter hypothesis, and the Natural Order hypothesis. Each of the hypotheses will be discussed next.

3.5.3.1. The Acquisition-Learning hypothesis

Krashen (1988) distinguishes between two independent methods of SLA performance: the acquired system (acquisition) and the learned system (learning). Acquisition is a subconscious process that learners undergo when they acquire their mother tongue. During acquisition, interaction takes place in the mother tongue and second language where concentration is on communicating and not on utterances (Schütz, 2019).

Learning results from formal teaching and encompasses a conscious process. This results in conscious knowledge about the language, for example, knowledge on the application of language structures and conventions.

3.5.3.2. The Monitor hypothesis

The Monitor hypothesis clarifies the relationship between acquisition and learning. The monitoring function is the practical result of the learned language structures and conventions. According to Krashen (1988), the acquisition system is the utterance creator, while the learning system executes the role of the editor. The monitor acts in a planning, editing, and correcting function when three specific conditions are met:

- The second language learner has sufficient time at his/her disposal.
- They think about correctness.
- They know the rules.

The role of conscious learning is limited in second language performance. Krashen (1988) explains that the role of the monitor is minor as it only corrects deviations from normal speech and gives the speech a polished appearance.

Krashen (1988) also suggests that there are individual differences amongst language learners with regards to monitor use. There are learners who over-use the monitor,

learners who prefer not to use their conscious knowledge, and learners who use the monitor appropriately.

In the English Home Language classroom, teachers are confronted with challenges such as helping learners develop their own monitors that will help them in language acquisition. Teachers should keep the balance between over-use and under-use of monitoring. A learner's communication competence is affected by the balance between the level of language communication skills and the accuracy and fluency of the language use.

3.5.3.3. The Input hypothesis

The Input hypothesis is Krashen's effort to explain how Second Language Acquisition takes place and how it can influence language teaching methodology. The Input hypothesis is only concerned with acquisition and not with learning. Krashen called this level of input "i+1" (Krashen, 1988), where i is learners' interlanguage and one is the next stage of language acquisition. Krashen's construct of i + 1 is similar to Vygotsky's ZPD. According to this hypothesis, a learner improves and progresses when the learner receives second language input that is beyond the learner's current linguistic competence. Not all learners are equal in their linguistic competence and therefore Krashen (1988) suggests natural communicative input to plan a syllabus ensuring that learners get input that is suitable for their present stage of linguistic competence.

The purpose of English in the curriculum is for learners to communicate effectively. Teachers, therefore, need to provide learners with sufficient comprehensible input opportunities, and create chances for language acquisition even outside of the classroom. Teachers should also provide input at the correct level i + 1 and not i or i + 10. The more opportunities learners have to speak freely, the more confident and self-assured they become.

3.5.3.4. The Affective Filter hypothesis

The Affective Filter hypothesis exemplifies Krashen's view that affective variables play a facilitative role in Second Language Acquisition. These variables include: motivation,

self-confidence, anxiety, and personalities (Krashen, 1988). Krashen (1988) asserts that learners with “high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion” are better prepared for success in Second Language Acquisition as their affective filters are lowered and they have free access to the input provided. In contrast, low motivation, low self-esteem, anxiety, introversion, and inhibition raises the affective filter and prevents them from accessing much of the comprehensible input for the use of acquisition.

In order for learners to verbally express themselves in an English classroom, the classroom environment should be welcoming and safe. Learners should feel that it is acceptable to make errors and take communication risks when communicating in a second language. Through this process, learners develop metacognition, self-efficacy, and confidence.

Learners need to be encouraged and motivated to use English without being focused on the errors that they make when speaking. Second language learners might be concerned about the level of their language, which can prevent them from speaking English. Therefore, it is important for learners develop their language proficiency so that they can be communicatively competent, as communicative competence is one of the pillars in the CAPS. in the English classroom.

3.5.3.5. The Natural Order hypothesis

The Natural Order hypothesis is grounded on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which claimed that the acquisition of grammatical structures follows a natural order which is predictable. Some grammatical structures are acquired early and others later. The result of this is dependent on the learner’s age, first language background, and the conditions of exposure.

In the English Home Language classroom, learners will not always be able to acquire certain language practices since they are not ready. Learners work at a different pace and have different individual needs and therefore language structures should be taught in a manner conducive to language learning. A teacher should firstly teach relatively easy and understandable language concepts. This may contribute to better

understanding of learner's readiness in acquiring certain communication skills as learners learn through constructing knowledge out of experiences (constructivism).

3.5.4. Krashen, feedback and SRL

Krashen's theory of SLA suggests that instruction should be comprehensible, which results in learners learning subject content as well as acquiring English. The teacher should ensure a favourable environment and create interesting tasks.

Krashen's hypotheses are essential in SLA and are expressed in different phases of language development. For instance, in the Monitor hypothesis, learners need to monitor and edit their corrections, which results in fluency. Self-correction through monitoring is beneficial in Second Language Acquisition. This allows second language learners to be aware of their own strategy towards the development of communicative competence. Teachers should consider the way they correct learners' mistakes. Apart from intelligence and motivation, the affective filter informs teachers whether or not learners form positive or negative attitudes towards monitoring their own learning. No matter how comprehensible teachers are in input, Second Language Acquisition does not guarantee success (Ferrer, 2015).

In the next sub-section, the Interaction Approach will be discussed.

3.5.5. The Interaction Approach

The Interaction Approach to SLA (Gass & Mackey, 2006) advocates the exposure to improved input, output, and negotiation for meaning through the provision of positive and negative corrective feedback, which remains important for language development.

Input could be well-defined as language usage that a learner is exposed to through listening, reading, writing, speaking, and other mediums. This is conceptualised as the positive evidence learners receive about the target language (Gass *et al.*, 1998). Input can be adapted during communication to be made more understandable. Therefore, one could amend language instruction, for example, to cater for the needs of learners of varying proficiencies during the negotiation of language instruction (Mackey, 2012). Mackey (2012) indicates that it is the way in which learners engage with input and their utterings through the interactional processes of negotiating intended for meaning,

giving and receiving corrective feedback, and producing adapted output, which eventually contributes to second language development (Mackey *et al.*, 2011).

According to Swain (2005), the opportunity to be successful in language usage and correct non-target-like construction language after feedback, offers learners with an opportunity to experiment with hypotheses regarding the target language. It directs them to attend to target language forms and constructs. In addition, it helps them to identify any gaps between their interlanguage and the target language, thus promoting fluency and accuracy. This modified output, which is described as the reconstruction of a learner's utterance in response to feedback (Mackey, 2012), facilitates language development by motivating learners to familiarise their language progression in a more target-like manner (McDonough & Mackey, 2006). Nevertheless, Mackey (2012) suggests that the process of modifying output is significant for language development as the actual modification allows learners to still benefit whether they acquire the correct target forms or not. In other words, teachers can make tasks more context-reduced and cognitively undemanding to assist learners to grasp the content of the task.

Negotiation for meaning made during conversation establishes the achievement of understanding between conversers, which comprises the elements of input, output, and corrective feedback, and is also a key component of the Interaction Approach. Negotiation during interaction and learner communication facilitates language learning by offering learners comprehensible input and the opportunity to modify their own output to better understand and comprehend language learning (Mackey, 2012). Negotiation may lead or direct learners to be more attentive to future input, nurturing their awareness of particular features of the target language and afford them with multiple opportunities to approve or disprove hypotheses they have formed regarding language development. Research has shown that receiving feedback and contributing in negotiation may develop learners' language development for meta-analyses (Lyster & Saito, 2010; Li, 2010).

The Interaction Approach in language learning is essential as it results in cognitive development. Learners are able to improve their cognitive abilities and productive skills in language. According to Vygotsky (as cited in Ormrod, 2003:38) interaction

assists learners in improving their language proficiency through the help and guidance of others when they cannot improve on their own, slowly steering away from support resulting in autonomy. Learners are provided with opportunities to orally produce language and engage in negotiation when engaged in face-to-face interaction (Ellis, 2003). Interaction can be regarded as a form of mediation through which learners collaboratively create new forms and functions.

3.5.6. Interaction Approach, SRL, and feedback

The Interaction Approach allows for the scaffolding of tasks, the negotiation of meaning, the flexibility of group work, and a learner-centred environment, which are beneficial for the development of self-regulatory skills. It promotes learners to engage in productive activities both inside and outside the classroom. During the teaching of English Home Language, teachers should provide circumstances that encourage oral discussions where learners can interact freely, expressing their ideas, and take responsibility for their own learning. Language is best constructed or developed through social-mediated interaction. This allows learners to construct own meaning, share ideas, develop metacognition, develop self-efficacy, and to help them become independent and responsible learners. Table 3.1, illustrates the links between the SLA and the SRL theories.

Table 3.1: The link between SLA theories and SRL theories.

Second Language Acquisition theories	Self-regulation theories	The link between SLA and SRL theories
<p>Cummins' theory of SLA BICS (Cummins, 1984) (Social interaction) CALP (Cummins, 1984) (Cognitive development) Threshold Hypothesis (Cummins, 1976) (Cognitive development and social interaction)</p>	<p>Social Cognitive theoretical perspective of SRL (Zhou & Brown, 2015:20) Social interaction Cognitive construct theory's perspective of SRL (Schunk, 2012) Cognitive development</p>	<ul style="list-style-type: none"> • encourages communication in social settings • learners learn through observing others • teacher modelling of instruction and support • self-motivation developed through interaction • coordination of mental functions i.e. memory, evaluation and synthesis • teacher facilitates to construct learners knowledge
<p>Social-Cultural theory of SLA (Congjun, 2005:3). ZPD (Vygotsky, 1978:86) Scaffolding (Lantolf, 2000) Mediation Lantolf, 2000 MKO (Vygotsky, 1978:86) Self-Regulation (Vygotsky, 1978:86)</p>	<p>Social-Cultural Theory's perspective of SRL (Schunk, 2012)</p>	<ul style="list-style-type: none"> • social interaction through people • learners are constructors of their own knowledge • learners work independently after receiving support • collaborative learning • learner changes behaviour regulated by others to regulate themselves • mediated learning to cognitively develop learners
<p>Krashen's theory of SLA (Krashen, 1988)</p>	<p>Social-Cultural Theory's perspective of SRL</p>	<ul style="list-style-type: none"> • instruction formal and direct

<p>The acquisition-learning hypothesis (Krashen, 1988)</p> <p>The monitor hypothesis (Krashen, 1988)</p> <p>The input hypothesis (Krashen, 1988)</p> <p>The affective filter hypothesis (Krashen, 1988)</p> <p>The Natural Order hypothesis (Krashen, 1987)</p>	<p>Behaviourist theory (Schunk, 2012:405).</p>	<ul style="list-style-type: none"> • teacher-centred • creates task interest and task value • self-motivational beliefs and self-efficacy • metacognitive awareness and metacognitive knowledge • self-monitoring and self-instruction • unconscious learning • related to the ZPD - learner receives support and gradually move away in order to work independently • social interaction for language development
<p>The Interaction Approach (Gass & Mackey, 2006)</p> <p>Input (Gass, <i>et al.</i>, 1998)</p> <p>Processing (Mackey, 2012)</p> <p>Output (Mackey, 2012)</p>	<p>Social-Cultural Theory's perspective of SRL</p>	<ul style="list-style-type: none"> • face-to-face interaction • help and guidance of others leads to improvement • after receiving support learners slowly moves away from being dependent on teacher • reconstruction of learning • developing of metacognition and positive self-efficacy beliefs • interaction leads to changes in learners thoughts and behaviours • learners control own actions • learners take responsibility for own learning

3.6. Conclusion

The chapter provided a discussion of the changing roles of English in the South African curriculum as well as the role of English in the current curriculum. Further, the chapter

examined SLA theories and their links to SRL. Cummins's theory of SLA links to the socio-cognitive theoretical perspective and the cognitive construct theory's perspective of SRL. Social interactions are encouraged, where learners learn through observing others. The teacher plays a key role in constructing learner's knowledge, which develops self-motivation. Furthermore, the Sociocultural Theory of SLA and the Social-Cultural Theory's perspective of SRL allows learners to construct their own knowledge by working independently after receiving support. Krashen's theory of SLA links to the Social-Cultural Theory's perspective of SRL as well as the behaviourist theory. Teaching is formal and learners learn unconsciously. Learners are able to self-monitor and self-instruct, which develops self-motivational and self-efficacy beliefs. The Interaction Approach and the Social-Cultural Theory's perspective of SRL allows the reconstruction of knowledge during face-to-face interaction. This results in change in learners' thoughts and behaviours. Learners also develop metacognition and self-efficacy beliefs and learn to take responsibility for their own learning.

In the next chapter, chapter 4, the research methodology will be discussed.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction

Chapter 3 provided a review of the literature relating to English as Home Language in South Africa. In order to clarify what English Home Language entails, literature regarding the changing roles of English in the past curricula and the current curriculum of South Africa was discussed. Further, SLA theories were discussed, which were relevant to the chapter. The focus of the study was to explore the feedback practices of intermediate phase English Home Language teachers to encourage SRL skills in the Ennerdale region.

In this chapter, the methodological aspects of the investigation are discussed. Methodological aspects include the research paradigm (*cf.* 4.2), research design (*cf.* 4.3), strategy of enquiry (*cf.* 4.4), population and sampling (*cf.* 4.5) including participants' contextual information (4.5.1), participants' biographic information (*cf.* 4.5.2), and the description of the research sites (*cf.* 4.5.3). The data collection methods (*cf.* 4.6), and data collection process (*cf.* 4.7) are discussed. Furthermore, in this chapter, the role of the researcher is explained (*cf.* 4.8), as well as the quality criteria (*cf.* 4.9) and the ethical considerations (*cf.* 4.10) adhered to during the course of the study. Finally, the summary (*cf.* 4.11) of the chapter is provided.

4.2. Research paradigm

According to Bertram and Christiansen, (2014:22) a research paradigm characterises a particular worldview that defines what is acceptable to research and how the research should be conducted based on a specific world view held by the researcher. I used a constructivist worldview with an interpretivist approach. A constructivist worldview is described as a position which allows a researcher to use multiple meanings of individual experiences. Constructivist approaches are subjective and are concerned with the uniqueness of each particular situation (Maree, 2016). Nieuwenhuis (2012:48) suggests that paradigms "serve as the lens or organising principles by which reality is interpreted". Bertram, *et al.* (2014:22) explains that a paradigm determines choices regarding the kind of questions to be asked, what can be observed and investigated, how to collect data, and how to interpret the data. There

are three main paradigms: Positivism, Interpretivism, and Pragmatism. This study was philosophically founded on Interpretivism and social constructivism . This paradigm is concerned with understanding events through a mental process of interpretation, which is influenced by interactions within a social context. Human interaction allows constructions of meaning and realities within Interpretivism. According to Allen-Collinson (2012:1), interpretivists also assume that there is no reality outside of people's social construction, and therefore, the researcher and the researched mutually influence and co-construct data, which is eventually understood through a process of interpretation (Goldkuhl, 2012:6). "The Interpretivist paradigm gives consideration towards the researcher's professional judgements, perspectives, experiences, and background in the interpretation of data" (McMillan & Schumacher, 2010:6; Creswell, 2009:9). I will next briefly explain the ontological and epistemological characteristics of interpretivism.

According to Bakkabulindi (2015:7) many researchers view ontology as a philosophical paradigm which investigates the nature of being. "Ontology is concerned with the nature of what exists in the real world". It also deals with questions of whether reality is objective or subjective (Bakkabulindi, 2015:7). Interpretivist believe that reality and the individual who observes it cannot be separated. Instead the social world is largely what people perceive it to be. Social life exist as people experience it and give it meaning. Thus for the interpretive researcher, the only reality is that construed by the individuals involved in the research situation (Bakkabulindi, 2015: 23). According to the interpretive paradigm multiple realities exist in any given situation. In this study ontology reflects the feedback practices of intermediate phase English Home Language teachers in order to encourage self-regulated learning.

Epistemology focuses on how researchers construct or deconstruct facts or knowledge in their respective fields of study. Interpretivists recognise that the knowledge they build reflects their particular goals, culture, experience and history. Interpretive researchers interact with those they study by living with and observing the participants in their research for a considerable amount of time (Bakkabulindi, 2015: 23).

The epistemology in this study relates to the perceptions, knowledge, and skills of intermediate phase teachers teaching English Home Language in the Ennerdale region regarding the feedback practices to encourage SRL skills were explored and interpreted. I believe that individuals seek understanding of the world in which they live and work. Each of the fifteen participants in this study created their own truth based their personal experiences and views regarding the feedback practices in order to encourage self-regulated learning. This means that the participant's experiences and views might be different and might be influenced by various environmental, behavioural and personal factors such as, each participant's education level, their working experience, their teaching method preferences and many other factors. The goal of the research was to rely as much as possible on the participants' views of the situation being studied. The researcher's intent was to make sense of (or interpret) the meanings others have about the world (Maree, 2016).

4.3. Research approach

A research design is a “plan of how the researcher will systematically collect and analyse the data that is needed to answer the research question” (Nieuwenhuis, 2007:70). Through a qualitative research design, a researcher aims to understand the life-worlds of research participants through the meanings and understandings they attach to their context (Allen-Collinson, 2012:1). The aim in this research was to gain a clear understanding, through observations, interviews, and document analysis, of the feedback practices of intermediate phase teachers teaching English Home Language in the Ennerdale region to encourage SRL skills. As the research involved teachers who have personal experiences in the classroom with regard to their feedback practices, qualitative research suited my aim to obtain direct experience from the teacher participants by observing their practices and interviewing them. According to Merriam (2009:14-16) there are four key characteristics in which the nature of qualitative research is embedded. These characteristics are related to this study in the ways mentioned below.

- The research focus in qualitative research is on the process of creating meaning and understanding. The key concern is to understand the phenomenon of interest from participants' perceptions, and not the perceptions of the researcher. In this study, I tried to understand the perceptions of participants regarding the feedback

practices to stimulate SRL.

- In qualitative research, the researcher is the primary instrument. The human instrument, which is able to be immediately responsive and adaptive, would seem to be the ideal means of collecting and analysing data. In this study, I was the primary instrument for collecting data. I personally did the observations and conducted the individual, semi-structured interviews.
- An inductive process of data analysis is followed in qualitative research. An inductive process is where the researchers gather data to build concepts or theories obtained from collected data rather than deductively testing hypothesis as in quantitative research. Findings from an inductive data analysis are typically in the form of themes and categories. In this study, I collected data from observations and individual, semi-structured interviews and used the collected data to form themes and categories, which lead to answering of the research question related to the feedback practices of intermediate phase English Home Language teachers to stimulate SRL.
- Rich descriptions are a feature of qualitative research. The product of a qualitative inquiry is richly descriptive in the form of words as opposed to numbers that are used in quantitative research. Within this study, narrative reports of the data from observations and individual, semi-structured interviews were included in the support of the findings of the study regarding the feedback practices to stimulate SRL, and these findings contributed to the descriptive nature of qualitative research.

4.4. Strategy of inquiry

“Strategies of inquiry are types of qualitative, quantitative, and mixed-method designs to provide specific direction for procedures in a research design” (Creswell, 2009:11). In an Interpretivist paradigm, which favours a qualitative research design, the strategy of inquiry for research could include narrative biography, phenomenology, grounded theory, ethnography, content analysis, or a case study (Johnson & Christensen, 2012:394). Yin (2013:18) describes a case study in terms of the process of research, stating, “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” “A case study can be further defined

as particularistic, meaning that it focuses on a particular situation, event, programme, or phenomenon.” It is also descriptive in that the end product of a case study is a rich and thick description of the phenomenon under study” (Creswell, 2009:13). Johnson and Christensen (2012:395) indicate that a case study is the best strategy of inquiry to exemplify a specific issue because a case study involves thorough and in-depth research.

I used an instrumental case study as I aimed to “capture the reality of participants’ lived experiences and thoughts” (Bertram *et al.*, 2014:42) about the feedback practices used in English Home Language in order to stimulate SRL. There are different types of case studies that qualitative researchers often study (Creswell, 2015:469).

- Intrinsic case studies: this type of case is undertaken when the researcher is interested in a particular case itself. The purpose is not to understand some abstract construct but rather because of an intrinsic interest in, for e.g., a curriculum (Merriam, 2009:48).
- Instrumental case studies: this case study is used to provide insight into an issue or to redraw generalisations, it plays a supportive role and facilitates understanding (Merriam, 2009:48).
- Collective case studies (multiple case studies): in a multiple case study, “a number of cases are studied to investigate a phenomenon, population, or general condition” (Merriam, 2009:48). When using multiple case studies, each case is treated as a single case. The conclusion from each case is then used as information contributing to the study as a whole, referring to the purpose of the study as well as the research questions posed (Yin, 2013:26).

Considering the above-mentioned explanations and definitions of case study research, I accepted the instrumental case study as strategy of inquiry since it was the intention to discover and come to an understanding (in-depth research) of the feedback practices of English Home Language teachers in Ennerdale (within a specific context) to stimulate SLR (a particular instance). I was more concerned in understanding the phenomenon than concentrating only on a specific situation. Each of the five centres with its teachers, presented an instrumental case study as described by Yin (2013:26).

4.5. Population and sampling

Population refers to the total number of people, groups or organisations that can be included in a study (Bertram *et al.*, 2014:59). For this study, the population was 24 English Home Language teachers in five primary schools in Ennerdale.

Sampling, on the other hand, involves making decisions about which people, settings, events, or behaviours to include in the study (Bertram *et al.*, 2014:59). Two types of sampling can be distinguished: probability and non-probability sampling. Probability sampling refers to the fact that every member of the population to be studied has an equal chance to be included in the sampling, while non-probability sampling refers to the researcher making specific choices about which people, groups or objects to include in the sample (Bertram *et al.*, 2014:60). Non-probability sampling methods are more often used when conducting qualitative research.

A purposive, criterion sampling strategy was used to select the teacher participants for the study. From the population only English Home Language teachers in the intermediate phase formed part of the study. The total number of teachers participating in the study was 15 teachers. The intermediate phase consists of grades 4, 5 and 6. One teacher from each grade in the intermediate phase in each of the five schools were selected. The 15 participants in the study, thus consisted of five Grade 4 teachers, five Grade 5 teachers and five Grade 6 teachers teaching English Home Language at the selected schools.

4.5.1. Participants' contextual information

The study was conducted in the Ennerdale region, south of Johannesburg. Five schools were selected because of their accessibility to me. Participants in the study were intermediate phase English Home Language teachers. The selection criteria below were of importance for participants in the context of this study. All participants were willing to take part in the study.

4.5.1.1. Inclusion criteria

Participants had to be qualified teachers teaching intermediate phase English Home Language at one of the five selected schools because in the context of the study, the

focus was purposively on intermediate phase English Home Language teachers. Therefore, I only selected participants that qualified to suit the purpose (Nieuwenhuis, 2007: 79). Criterion sampling implies that participants need to meet certain criteria such as age, gender, and class.

The selection criteria for the schools or research sites in the study were:

- It should be public government, schools in the Ennerdale region in the Gauteng Province.
- English must be the Home Language of learners and the LoLT.

4.5.2. Participants' biographical information

The selected teachers who participated in the study were coincidentally all female teachers. All the teachers were permanently employed at the schools.

Participant 1 in school A has a B.Ed Honours Degree in Education and has been teaching English for 22 years; participant 2 in school A has a B.Ed Degree and has been teaching for two years; and participant 3 in school A has a Higher Diploma in Education and has been teaching English for nine years.

Participant 1 in school B has a B.Ed Honours Degree in Education and has been teaching English for five years; participant 2 in school B has an Advanced Certificate in Education and has been teaching English for six years; and participant 3 in school B has a Senior Primary Diploma in Education and has been teaching English for 14 years.

Participant 1 in school C has a Higher Diploma in Education and has been teaching English for 32 years; participant 2 in school C has an Advanced Certificate in Education and has been teaching English for 30 years; and participant 3 in school C has a Diploma in Education and has been teaching English for 20 years.

Participant 1 in school D has a B.Ed Degree and has been teaching English for 30 years; participant 2 in school D has an Advanced Certificate in Education and has been teaching English for four years; and participant 3 in school D also has an Advanced Certificate in Education and has been teaching English for 10 years.

Participant 1 in school E has a Higher Diploma in Education and has been teaching

English for 26 years; participant 2 in school E has a B.Ed Honours Degree and has been teaching English for six years; and participant 3 in school E has a Post-Graduate Certificate in Education and has been teaching English for 2 years.

The highest qualification that participants have is an Honours Degree in Education and the lowest qualification is a teacher's diploma. Participants that have been in the teaching profession for 14 – 32 years still have a Higher Diploma in Education, and the younger participants have degrees. The average teaching experience amongst participants is 14 years.

4.5.3. Description of research sites

There are nine schools in the Ennerdale region in Johannesburg of which five are primary schools. The area is predominantly populated by coloured people, but most learners enrolled at the schools are black learners from neighbouring areas such as Fine Town, Orange Farm, and Sebokeng. All the schools are public schools, of which three are quintile 4 and two are quintile 1 primary schools that offer classes to full-time learners. The Department of Basic Education categorises schools in quintiles (one to five) based on communities it represents. Quintile 1, 2 and 3 schools are representative of communities with high poverty rates and low education, and quintile 4 and 5 schools are schools with wealthy communities (National Norms and Standards for School Funding, Act, 1998). All five schools' participants confirmed their willingness and availability to participate in the study. The five schools are referred to as School A, School B, School C, School D and School E, respectively.

School A

School A is a quintile 4, fee-paying public school. The teacher to learner ratio is 1:40 – 45. This school consists of a diverse group of learners from different cultural, language, and socio-economic backgrounds. English is the LoLT. Most learners are from black communities and English is a third or even fourth language to them.

School B

School B is a quintile 1 school, with a teacher to learner ratio of 1:46. This school is a non-paying school and relies on support provided from the DoBE. The majority of learners are black and are taught in English. The school has two Learners with Special

Educational Needs (LSEN) classrooms, which provide support to learners with learning barriers.

School C

School C is also a public, quintile 1 school. This school is also a non-paying school and relies on support provided from the DoE. The teacher to learner ratio is 1:48. There are mostly black learners at the school traveling from the neighbouring areas to attend school. There are 1438 learners and 35 teachers at the school.

School D

School D is a quintile 4 school, and was one of the first schools in Ennerdale, and is also the biggest school amongst the research sites. The teacher to learner ratio is 1:47. This school has a diverse set of learners, but the majority of learners are coloured. English is the medium of instruction in School D.

School E

School E is a fee-paying school and is classified as quintile 4. The school has 1454 learners with 38 teachers and a teacher to learner ratio of 1:46. There are diverse learners in terms of language and cultural backgrounds at the school, and the LoLT is English.

4.6. Data collection methods

Two types of data collection methods were used to obtain data relevant to the purpose of the research. These methods were observations and individual, semi-structured interviews with teachers. The observations were done first in order to prevent teachers from adjusting their teaching practice for social desirability. Thereafter, the individual, semi-structured interviews took place. The data collection methods are discussed in depth below.

4.6.1. Observations

“Observation means that the researcher goes to the site of the study, which may be a school, a classroom, a staff room, or community meeting space and observes what is actually taking place there in order to obtain first-hand data” (Bertram *et al.*, 2014:84). Observations enable the researcher to gather information about a wide range of

phenomena pertaining to schools, e.g., the physical setting of the school, the interaction amongst school staff, the organisation of the school, the educational environment, teachers' classroom practices, interactions that take place, and the atmosphere of the school (Bertram *et al.*, 2014:85).

4.6.1.1. Observations procedure

One lesson of each of the 15 participants was observed with a co-observer, who is also an English teacher, to examine how the teachers implemented feedback to stimulate SLR. The co-observer was used to jot down main points to make the findings richer. The observer and co-observer then compared and discussed what they had written down during the observations. Both the observer and co-observer were seated at the back of the classroom to avoid distracting learners. The observation schedule was structured because I had a very clear idea of what I was looking for (Bertram *et al.*, 2014:85), namely the feedback practices used by the selected intermediate phase English Home Language teachers to encourage SRL. Classroom observations lasted for double periods of 2 x 30 minutes (one hour) in each participant's classroom. I made use of an observation schedule (Addendum E) to record data observed. Class visits were announced so that teachers were aware of the visits. This was done to allow teachers time to make necessary arrangements if there were to be any other activities occurring at that specific time or to reschedule the lesson observations. Before the observations, the teachers introduced the observer and co-observer to learners and also explained to them why we were visiting the class to put them at ease with our presence.

4.6.2. Individual, semi-structured interviews

An interview is a conversation between the researcher and the respondent (Bertram *et al.*, 2014:80). According to Nieuwenhuis, (2007:87), interviews can be open-ended (unstructured), semi-structured, and structured. "An unstructured interview often takes the form of a conversation with the intention that the researcher explores with the participant his/her views, ideas, beliefs, and attitudes about certain events or phenomena. Unstructured interviews are usually spread over a period and consist of a series of interviews" (Nieuwenhuis, 2007:87).

In structured interviews, the wording and ordering of questions are pre-determined as in survey research, and these are usually used to obtain biographic information from participants (Merriam, 2009:89). Semi-structured interviews are more openly worded and make use of both closed- and open-ended questions, although precise information is desired. The main part of the interview is directed by questions, which allow participants to describe their thoughts and opinions. Semi-structured, one-on-one interviews are usually used to gain a thorough picture of participants' perceptions on a specific topic (Greeff, 2005:292-297).

Based on the nature of this study, individual, semi-structured interviews were conducted in order to acquire information on the research participants' implementation of feedback practices to stimulate SLR. A semi-structured interview basically defines the line of inquiry. I had to be attentive to the responses of participants so that she could identify new emerging lines of inquiry that were directly related to the phenomena of SRL and feedback in the EHL classroom and explore and probe these emerging lines of inquiry (Nieuwenhuis, 2007:87). Merriam (2009:89) states that this type of interview allows the researcher to respond to a situation at hand and allows the views of the participant to emerge and shed light on any new ideas related to the topic.

4.6.2.1. Interview procedure

After obtaining consent from participants, individual interviews were conducted with the 15 purposively sampled teachers using predetermined criteria (Addendum F). Each interview was planned to last at least 20 – 40 minutes depending on how participants responded to the key questions. Interviews took place at agreed-upon times, after school hours, in the staff room, where there were no distractions. The interviews were audio recorded, with the permission of participants, to ensure that data were available to be transcribed for analysis, interpretation, and verification purposes. I transcribed the data (Addendum G) and stored it on her computer.

4.7. Data collection process

Below, the steps of the data collection process followed in this study are explained. This process included several steps such as gaining permission, the preparation of

the data collection instruments, the preliminary arrangements for data collection, and data collection in the form of observations and individual, semi-structured interviews. Each stage was operationalised by specific actions.

4.7.1. Step1: Getting permission

- I prepared documentation for submission to the ethics committee.
- I applied and obtained ethical approval from the ethics committee, with approved certificate ethics clearance number NWU-HS-2017-0117, to continue with the research (see Addendum A).
- I obtained permission to conduct the research from the Department of Basic Education (see Addendum B).
- After the ethics approval, I obtained permission from the school principals to conduct the research (see Addendum C).

4.7.2. Step 2: Preparation of data collection instruments

- A literature review was conducted to gather information, which guided the construction of the data collection instruments such as the observation criteria and interview items.
- I checked for congruence between questions for individual semi-structured interviews and observations by allowing my supervisor to check the questions of the interview and observation schedules. To make provision for triangulation the individual semi-structured interview and observational data were compared.

4.7.3. Step 3: Preliminary arrangements to collect data

- The study leader checked for clarity to determine the trustworthiness of the data collection instruments applicable to the observations and interviews.
- An independent person assisted me to approach and get approval from the sampled participants to participate in the research, through a consent form, (see Addendum D).
- An independent person made arrangements with participants and the school principals to conduct observations during arranged double periods of 30 minutes, observing one lesson of each participant, using a predetermined observation

schedule (see Addendum E).

- After observations were concluded, arrangements were made for the individual semi-structured interviews where participants were audio recorded, with their permission, using predetermined interview questions (see Addendum F).

4.7.4. Step 4: Analysis of data

- The observational data were analysed through coding the data to find emerging themes.
- The individual, semi-structured interview data were transcribed and coded (see Addendum G).

The data analysis process is discussed in detail in chapter 5.

4.8. Role of the researcher

Nieuwenhuis (2012:84-85) distinguishes between four types of observations, which include the following:

- The researcher acts as complete observer. In this case, the researcher is a non-participant in the observed activities and observes the situation from a distance.
- Observer as participant, where the researcher becomes absorbed in the situation but remains detached by only concentrating on observing.
- Participant as observer, where the researcher is involved in the situation by participating and observing.
- Complete participant, where the researcher is totally absorbed in the situation and observes in a secret manner.

In this research I acted as observer as participant (Nieuwenhuis, 2007:85), where the main focus on being an observer was the SRL and feedback practices of EHL teachers in the classroom situation.

“The role of the researcher is very critical to qualitative research” (Lichtman, 2013:25). This claim is evident in the subsequent reasons: the researcher is the one who decides who to study and what to study; the researcher is the one who formulates the questions to be asked; the researcher gathers the information, analyses, and interprets it and, based on the research results, and reaches assumptions and makes recommendations. McMillan and Schumacher (2006:344) describe the role of the

researcher as, “a relationship acquired by and ascribed to the researcher in interactive data collection”. I recognise that the following aspects could have compromised the collection of qualitative data:

- I played a vital role in the gathering, analysing and interpreting the data. It was, therefore, important that I explored the possible impact of personal assumptions in these processes.
- Since I was teaching at one of the primary schools in the region in which the research was done, I had certain assumptions and experiences that might have influenced the way data were gathered and interpreted. With regards to this particular research, thoughts regarding the feedback practices of teachers had already been shaped by individual experience and the literature covered. I am also a language teacher. To have avoided the assumptions clouding interpretations of data, I had to be open to unforeseen results that might go against the prevalent assumptions (Creswell, 2009:177).
- I gained entry to the different schools through gatekeepers, who in this case were the Department of Basic Education and the principals of the different schools.
- I used an independent person to administer an informed consent form to the research participants that partook in the research.
- I was aware that it is her responsibility to protect and uphold the rights of the research participants.
- I also needed to construct and administer the data collection instruments. In this particular research, I developed the respective interview questions and the elements to be observed.
- After the data collection process, I had to analyse and interpret the data in an objective manner. With regards to the data analysis and interpretation, the results emerged naturally.
- The role of the co-observer was to sit with me during observations in each of the participant’s classroom and to observe what he saw during the teaching lesson. This was done to make the data richer and more credible.

4.9. Quality criteria

Trustworthiness in qualitative research is the equivalent of reliability and validity in

quantitative research (Babbie & Mouton, 2007:276-278). “Trustworthiness is simply the process in which the researcher can persuade his or her readers that his or her findings are worth paying attention to and worth taking account of”(Lincoln & Guba, 2000:290). Trustworthiness in qualitative research includes credibility, confirmability, dependability, and transferability (Bertram *et al.*, 2014:188).

4.9.1. Credibility

It is important that the research is credible: it must reflect the participant’s reality (Bertram *et al.*, 2014:188). In the case of this study, the interviews were audio recorded making the transcripts more accurate than jotting down notes during the interviews. Participants were asked to check transcripts which lead to increased awareness on faults and to determine if transcripts reflected what had been said in the interview. Shenton (2004:64) suggests that in order to ensure credibility, a researcher should adopt well-established research methods and follow the specific procedure that will generate valid data. In the case of this study, the research problem, the purpose of the, the research questions and objectives, the literature study, and the research design (which includes the sampling processes, the data collection tools, and the data collection process) permitted the credibility of the research.

4.9.2. Confirmability

“Confirmability can be improved by making the research process transparent, with enough details for the reader to check if the reader would have reached the same or a similar conclusion” (Bertram *et al.*, 2014:190). To allow for confirmability, I relied solely on the emerging results by “clearing any researcher bias” that could interfere with the collection or analysis of the data and apply inter-coder reliability ensuring consistency in the coding and categorising of data (Bertram *et al.*, 2014:190).

4.9.3. Dependability

Dependability refers to when the researcher can account for why there may be variations in the study, for instance between cases (Bertram *et al.*, 2014:188). The researcher must review previous studies and highlight their findings, those that are similar and those that are different to his or hers (De Vos, 2007:346). Furthermore,

Shenton (2004:71) adds that describing one's procedures and referring to similar and different findings from previous studies will enable a future researcher to repeat the study if there is a need to confirm the reported findings.

4.9.4. Transferability

Transferability of the research can be increased to the extent to which it will also apply to other situations with similar characteristics (Bertram *et al.*, 2014:191). In this study, I used data triangulation in the form of multiple data collection sources to strengthen the transferability of the study's findings and provided thick descriptions where every situation was described in rich detail.

4.10. Ethical considerations

McMillan and Schumacher (2010:338) allege that, "a credible research design involves not only selecting informants and effective research strategies but also adhering to research ethics". I complied with the following ethical principles according to the view of Creswell (2009:88-92):

4.10.1. Ethical issues in the research problem

When identifying the research problem, it is important to identify a problem that will benefit the research participants. In this case, the answer to the question "What are the feedback practices of intermediate phase Home Language teachers to encourage SRL in the Ennerdale region in Johannesburg?" This may be beneficial because the types of feedback practices that participants engage in can strengthen or improve the feedback practices of other teachers.

4.10.2. Ethical issues in the purpose and questions

Informed consent was obtained from all participants after the purpose of the study and participants' role in the research were conveyed to all involved so as to ensure that participants did not become confused or misunderstood their involvement within the research.

4.10.3. Ethical issues in data collection

Permission to conduct the research was obtained from the Department of Basic Education, the relevant NWU Ethics Committee (ethical clearance number NWU-HS-2017-0117) and the principals of schools to carry out the research within the D11 district, as five schools within the district were sampled. This permission was granted and I was able to continue to the next step of approaching the schools themselves. The research participants gave their consent before the empirical study commenced. No participant was forced to take part in the research and participants had the option to withdraw from the research at any time without consequences. Before the collection of data, in the form of observations and individual, semi-structured interviews, participants' anonymity was assured where the names of research participant and schools were not disclosed, instead, the research participants and schools received pseudonyms. Confidentiality was guaranteed as only I, the co-observer and the study leader had access to the data. The role of the co-observer was to assist in completing the observation schedules while observing the participants to strengthen the findings. Due to the nature of this study, protection from harm was not considered a serious matter, however, I ensured that participants would not experience unusual stress or embarrassment (Leedy & Ormrod, 2005:101) during the observations and interviews. This was ensured through making participants comfortable before starting the process of individual, semi-structured interviews and observations.

4.10.4. Ethical issues in data analysis and interpretation

Findings arising from the data were shared with participants at the respective schools and reported to the Department of Basic Education. I made the findings of the study available to participants once the data collection process had been completed. The findings were shared with participants and school principals.

4.10.5. Ethical issues in writing and disseminating the research

During the empirical research process, I avoided words or language that are biased against the research participants due to gender, ethnic group, or age differences. Researchers must also avoid falsifying or inventing findings, as this is regarded as scientific misconduct (Creswell, 2009:92). This research is based on sound data and

findings, obtained from the actual empirical study.

4.10.6. Storage of data

I ensured that all captured data were stored on my laptop, which has a password only known to me. The hard copies of all the data collected are stored in a locked cupboard, at my house and will be stored for five years.

4.11. Summary of the chapter

In this chapter, an overview of the empirical study was provided. The research purpose, research paradigm, research design, strategy of inquiry, population, sampling, and the data collection methods were discussed. In addition, attention was also given to the data collection process, the role of myself as the researcher, quality criteria, and the ethical considerations that governed the research.

Chapter 5 will outline the data analysis and interpretation of data collected in this study.

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION

5.1. Introduction

In chapters 2 and 3, the concepts of feedback, SLR, and SLA theories, which formed a theoretical and conceptual framework for this research study, were presented. Chapter 4 presented the research methodology used in the study, which included the research paradigm, qualitative research approach, case study as strategy of inquiry, sampling strategy, data analysis, trustworthiness, and ethical aspects of the study. As seen in chapter 4, observations and individual, semi-structured interviews were conducted with 15 English Home Language teachers. This chapter focuses on reporting the empirical investigation by providing answers to what extent the feedback practices of intermediate phase teachers teaching English Home Language in the Ennerdale region encourage SLR.

This study centred on the following primary research question (*cf.* 1.5):

What are the feedback practices of Intermediate phase English Home Language teachers to encourage SRL skills in the Ennerdale region?

Embodied in the primary research question, the following secondary research questions (*cf.* 1.5.2) guided the empirical research:

- *How are English Home Language and the Language of Learning and Teaching contextualised within the South African Basic Education system according to literature?*
- *How do learners' proficiency levels of BICS and CALP influence language teaching according to literature?*
- *What is the relation between feedback, SRL, and Second Language Acquisition theories according to literature?*
- *According to the empirical data, what types of feedback practices do intermediate phase teachers use to enhance language teaching and learning in order to encourage learners' use of SRL skills?*

The first three secondary research questions were answered in the literature provided in chapters 2 and 3. Chapter 5 will be focusing on answering the fourth secondary research question.

5.2. Process of analysing qualitative data

The data were collected by using qualitative methods, which involved observations and individual, semi-structured interviews. The observations were coded and all the individual, semi-structured interviews were transcribed and the data were analysed using thematic content analysis (*cf.* 1.7.8, 4.6). The processes recommended by Creswell (2013:180) were followed, which consist of preparing and organising data for analysis, then reducing data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or discussion. Through inductive analysis, I could identify themes as they emerged from the data collected. The data analyses and interpretations will be structured according to the order in which data collection took place, namely observations and thereafter individual, semi-structured interviews (*cf.* 1.7.5 and 4.6).

5.3. Biographical information of participants

A total of 15 participants from five different schools, a number of three teachers per school, took part in the study (*cf.* 4.5.2). All of participants were observed while they were teaching and participated in individual semi-structured interviews. Table 5.1 offers the biographical information of participants. To preserve anonymity of participants, participants received pseudonyms, which refer to them by number and school, for example SAP1 refers to participant 1 in school A.

Table 5.1: Biographical information of participants.

SCHOOLS	PARTICIPANTS	HIGHEST QUALIFICATION	TEACHING EXPERIENCE	TEACHING GRADES
School A:	Participant 1	B.Ed Honours	22 years	Grade 6
	Participant 2	Bachelor degree	2 years	Grade 4
	Participant 3	Higher Diploma in Education	9 years	Grade 5
School B	Participant 1	B.Ed Honours	5 years	Grade 5
	Participant 2	Advanced	6 years	Grade 4

	Participant 3	Certificate in Education Senior primary Diploma	14 years	Grade 6
School C	Participant 1	Higher Diploma in Education	32 years	Grade 6
	Participant 2	Advanced Certificate in Education	30 years	Grade 5
	Participant 3	Diploma in Education	20 years	Grade 4
School D	Participant 1	Bachelor Degree	30 years	Grade 6
	Participant 2	Advanced Certificate in Education	4 years	Grade 5
	Participant 3	Advanced Certificate in Education	10 years	Grade 4
School E	Participant 1	Higher Diploma in Education	28 years	Grade 4 Grade 6
	Participant 2	B.Ed Honours	6 years	
	Participant 3	Post-Graduate Certificate in Education	2 years	Grade 5

It can be concluded from table 5.1 that participants' teaching experience ranged from 2 to 32 years. Their teaching qualifications consisted of Advanced Certificates of Education, Post-Graduate Certificates, Higher Diplomas in Education, and Bachelors and Honours degrees. It can be concluded that most of participants are experienced

in the teaching profession.

5.4. The analysis and interpretation of observational data

The first source of data involved observations. Observations were planned to observe the English Home Language teacher's lessons during scheduled periods to gain deeper insight on the research participants' implementation of feedback to encourage SLR skills. Consequently, one lesson, presented by each of the 15 selected research participants, was observed by myself and co-observer who acted as 'observer as participant' (*cf.* 4.8). Data for the observations were collected by means of running records. With running records, the observer records detailed and sequential information while the event is happening in a specific length of time (Aussie Childcare Network (ACN), 2016), to clarify predetermined elements suggested for observation. The predetermined elements observed were the nature of feedback, ways in which feedback is provided, when feedback is provided, the frequency of feedback, and learners' reaction to the feedback. The following two themes were created based on the observed elements:

Theme 1: The nature and type of feedback

Theme 2: The promptness of feedback

A summarised version of my running records as observational notes of the sampled teachers' lessons is reflected in tables 5.2 and 5.3 on the following pages. The notes account for the elements identified for observation.

Firstly, the nature and type of feedback, will be discussed.

5.4.1. Discussion of theme 1: Nature and type of feedback

Table 5.2 illustrates the coded data of the nature and type of feedback. A discussion of the nature and type of feedback observed in the lessons will follow the table.

Table 5.2: Coded data on the nature and type of feedback provided by participants.

School A			
Teacher code	SAP1	SAP2	SAP3
Element 1:	Oral feedback	Oral feedback	Oral feedback

nature and type of feedback	<ul style="list-style-type: none"> * practical demonstration on how to break words into syllables * by re-explaining the meanings of the words and how to use in sentences * by asking questions to engage learners, allowing them to provide reasons when answering questions * revisits phonics when sounding words * teacher provides feedback to answers answered wrong <p>Summative feedback</p> <ul style="list-style-type: none"> *on spelling test <p>Descriptive feedback</p> <ul style="list-style-type: none"> *where the teacher goes through each word and explains errors made <p>Written feedback</p> <ul style="list-style-type: none"> *through corrections on the board 	<ul style="list-style-type: none"> *explanations on previous work done *Constant repetition of words and definitions *Reflects back on subjects, verbs and objects <p>Asking questions</p>	<ul style="list-style-type: none"> *through explanations on the use of punctuation marks *Corrects learners *Helps learners to pronounce a word correctly *Asking questions *Explaining what words mean *Teacher re-reads to convey the message <p>Self-feedback</p> <ul style="list-style-type: none"> *learners complete an activity taking into consideration oral feedback provided
School B			
	SBP1	SBP2	SBP3
	<p>Peer feedback</p> <ul style="list-style-type: none"> *group reading where stronger learners can assist weaker learners during reading <p>Summative feedback</p> <ul style="list-style-type: none"> *learners receive a mark after reading for the teacher <p>Oral feedback</p> <ul style="list-style-type: none"> *teacher monitors and asks questions as she moves around groups *After learners are done reading teacher explains them where to improve and how to 	<p>Oral feedback</p> <ul style="list-style-type: none"> *Teacher explains what a dialogue is *Answers learners' questions *teacher talks as she's moving around providing clarity to uncertain learners 	<p>Written feedback</p> <ul style="list-style-type: none"> *Rubric to assess reading <p>Oral feedback</p> <ul style="list-style-type: none"> *Teacher explains and discuss as she moves between desks *Teacher tells learners what they are doing correct and incorrect *Teacher praises learners when correct answers are provided *She provides opportunity for weaker learners to pose questions. <p>Descriptive feedback</p> <ul style="list-style-type: none"> *Makes examples of frequent

	improve Self-feedback Learners have the opportunity to reflect on reading mistakes		errors learners tend to make
School C			
	SCP1	SCP2	SCP3
	<p>Oral feedback</p> <ul style="list-style-type: none"> *asks questions about the reading text before essay writing exercise *relates text to learners' everyday situation *acknowledges answers of learners *re-reads a sentence if learners read incorrectly *As teacher explains she asks questions *She makes comments on common mistakes learners make *Checks on weak learners and provides assistance during first draft *reminds learners how to start introduction, body and conclusion *learners plan using a mind map *Teacher motivates learners to think 	<p>Oral feedback</p> <ul style="list-style-type: none"> *discusses the story sentence by sentence *Teacher asks questions based on text *Corrects learners if an answer is wrong *acknowledges correct answers *learners complete a written activity 	<p>Oral feedback</p> <ul style="list-style-type: none"> *Asks questions about the outline of an essay *Acknowledges correct answers *Explains content of essay writing *Provides correct answers if learners answered wrong Assist learners during the planning of the essay *learners write a mind map as planning
School D			
	SDP1	SDP2	SDP3
	<p>Written feedback</p> <ul style="list-style-type: none"> *Checks on mistakes and corrects and assist learners in need of help through marking and commenting on homework *Teacher writes corrections on 	<p>Oral feedback</p> <ul style="list-style-type: none"> *questions about the reading text *Teacher summarises to clarify questions 	<p>Written feedback</p> <ul style="list-style-type: none"> *Teacher writes corrections of homework on the board *reviews peer marking Peer feedback *Learners mark each other's

	<p>the board</p> <p>Oral feedback</p> <p>*Discusses answers and explain why some answers were wrong</p> <p>*Praises learners if all answers are correct</p> <p>*Revise with learners</p>		<p>books before completing the corrections</p> <p>Oral feedback</p> <p>*Teacher constantly tests learners' prior knowledge</p> <p>*Teacher praises learners on correct answers given</p>
School E			
	SEP1	SEP2	SEP3
	<p>Summative feedback</p> <p>*teacher revise exam question paper with learners</p> <p>Oral feedback</p> <p>*praises learners on correct answers provided</p> <p>*Discusses a diary entry.</p> <p>Written feedback</p> <p>*corrections in books</p> <p>Self-feedback</p> <p>*learners complete follow-up activity after doing corrections</p> <p>Peer feedback</p> <p>*teacher provides learners with opportunity to write answers on the board and if wrong peers corrects and explains why it is incorrect if correct learners claps hands</p>	<p>Oral feedback</p> <p>*corrects learners when wrong answer is provided</p> <p>*provides explanations using practical examples</p> <p>Peer feedback</p> <p>Discussions in groups of important aspects during listening and speaking, comparing and discussing</p> <p>*teacher praise learners</p>	<p>Oral feedback</p> <p>*teacher asks questions testing learners' prior knowledge on subject and predicate,</p> <p>*discusses complex sentences</p> <p>*praises learners on correct answers</p> <p>Peer feedback</p> <p>*learners write answers on the board and the rest of the learners explain why answer is correct or incorrect</p> <p>*follow-up activity on work discussed</p>

The above coded data is discussed in terms of the three phases and self-regulated learning skills or processes identified in Zimmerman's (2000) and Zimmerman and Moylan's (2009) model of SRL.

5.4.1.1. SRL skills enhanced in the forethought phase

During the observations, participants encouraged self-regulated skills when they provided oral, written, self, peer, descriptive, and summative feedback. In the

forethought phase, strategic planning, motivational and self-efficacy beliefs, task value, and interest were encouraged through the aforementioned feedback. These SRL skills form part of the processes and sub-processes in Zimmerman (2000) and Zimmerman and Moylan's (2009) model of SRL (*cf.* 2.10). Goal-setting and goal orientation are also SRL skills in Zimmerman and Moylan's (2009) model of SRL but none of participants displayed feedback to encourage goal-setting and goal orientation.

Developing strategic planning

During the observations, participants (SCP1 and SCP3) assisted learners during the planning phase of their essay writing and thereafter learners planned, using a mind map, and wrote the first draft of their essays before producing the final drafts of their essays. Participants made use of oral feedback by explaining and discussing important facets when planning an essay. Oral feedback can be regarded as powerful as it transpires during a task or lesson activity where learners can immediately know the mistakes they made and try to improve on them (*cf.* 2.6.3). Participant SEP2 read a story and learners had to take notes on important aspects, which will assist them with discussions in their groups. Participant SCP1 indicated that she makes use of a reading text as resource before learners engage in the planning of their essays. Through this action, the teacher provides an opportunity for comprehensible input, where the learner can build acquisition on how to write their essays, resulting in confidence and self-assurance in learners (*cf.* 3.5.3.3).

This theme revealed that participants guided learners when planning for essay writing and discussions. This links to Vygotsky's ZPD where the learner receives support from the teacher to build comprehension on how to plan for essay writing (*cf.* 3.5.1.1). According to Zimmerman (2000), literature planning develops learners' SRL skills, because it allows learners to make choices on the strategies they consider to work the best.

Developing motivational and self-efficacy beliefs

Through oral feedback, participants encouraged learners and inspired them to improve their learning during the task. Participants made use of positive reinforcements and extrinsic motivation to develop learners' SRL skills, with an expectation for learners to

be intrinsically motivated. According to Krashen (1988) learners who have high motivation, are self-confident, have a good self-image and a low level of anxiety, and extroverted learners are better equipped for success in their learning (cf. 3.5.3.4).

Participants (SBP3, SCP3, SDP1, SDP3, SEP1, SEP2, and SEP3) praised learners when they provided correct answers when questions were asked. Participant SEP1 provided an opportunity for learners to clap hands if a learner wrote a correct answer on the board.

Through using oral feedback, participants acknowledged learners' efforts by praising learners and encouraging them to think before engaging in writing.

According to the literature, when learners know they have the capability to improve their work, their motivation does not decline even if the feedback was negative (cf. 2.10.1). Participants motivated and praised learners on their efforts e.g., "very good answer", "well explained" and also allowed learners to acknowledge each other's efforts through clapping hands, which builds the learners' beliefs in their capabilities. The positive oral feedback participants gave, developed learners' self-efficacy and kept learners motivated because learners believed in their ability to complete a task successfully (cf. 2.10.1). High self-efficacy and motivation develop outcome expectation, which is a self-regulatory skill. However, the feedback can be regarded as ineffective as participants praised learners on performance without detail (AITSL, 2015:8). This can be linked to Krashen's idea of $i + 1$, where a learner improves and progresses when the learner receives second language input that is beyond the learner's current linguistic competence, as not all learners are equally linguistically competent (cf. 3.5.3.3). Furthermore, learners will only benefit from input if it is comprehensible. This also links to Vygotsky's idea of the ZPD and the fact that learners can only progress with the help of a MKO (cf. 3.5.1.1).

Developing task value and interest

Task interest helps to develop and improve SRL skills, because if learners have well-prepared teachers, learners are interested in learning tasks making them persist and work harder (Schunk *et al.*, 2014).

During the observations participant SAP1 made use of practical demonstrations,

where learners clap their hands, to break up words into syllables. Participant SBP1 allowed learners to read in groups; participant SCP1 used examples of learners' everyday life situations when she read the text before learners planned their essay writing such as what they do when they come from school, and motivated learners to be creative during writing. Participant SEP2 used practical examples to keep learners' attention, for example, the participant read a text while learners had to sit and take notes, thereafter, the participant provided evidence, using practical objects, a letter, a knife, cloth etc. and learners had to plan their discussion based on the text using the evidence the participant presented them with. The abovementioned feedback provided can be linked to comprehensible input and scaffolding as learners were assisted during learning through practice and the use of resources, helping them to become confident and self-assured (*cf.* 3.5.1.2 and 3.5.3.3).

Participant SBP1 made use of peer feedback, where the stronger learners assisted the weaker learners with their reading and provided summative feedback by giving a mark for the reading; and participant SEP3 made learners write answers on the board and the rest of the class should say whether it was correct or incorrect and explain why (*cf.* table 5.2). According to the Interaction theory of SLA, interaction assists learners to improve their language proficiency through the help and guidance of others when they cannot improve on their own, slowly moving away from support, resulting in autonomy (*cf.* 3.5.5).

These teaching strategies of participants revealed that they engaged in interesting learning tasks like essay planning, discussions, practical demonstrations, spelling words, and reading tasks to keep learners motivated, as implied by Krashen's Affective Filter hypothesis (*cf.* 3.5.3.4) and focused during learning. According to Zimmerman (2013) when tasks are related to learner's everyday life situations, they become motivated and self-regulated and so improve their performance.

Participants provided feedback in the forethought phase that relates to the task level in Hattie and Timperley's (2007) model of feedback (*cf.* 2.5.1). Participants engaged in the task by discussing a story sentence by sentence, asking questions, correcting learners, and acknowledging correct answers (*cf.* table 5.1). At this level, the feedback is focused on the task and directions are given on how to acquire correct information

on a task.

The nature and type of feedback in the forethought phase relates to the characteristics of effective feedback as according to the AITSL (2015:8). The feedback focuses on positive elements of performance, the feedback provides information about the task and allows for changes in performance from previous efforts (*cf.* 2.5.2). However, the feedback provided by participants can be regarded as insufficient as participants did not set clear goals.

Next, SRL skills enhanced through feedback in the volitional phase will be discussed.

5.4.1.2. SRL skills enhanced in the volitional phase

The volitional phase occurs after the forethought phase in Zimmerman and Moylan's (2009) model for SRL. The two main processes in the volitional phase include self-control and self-observation (*cf.* 2.10.2). The encouragement of the following SRL skills were observed: task strategies, imagery, time management, and help-seeking skills. The encouragement of self-instruction skills and environmental structuring skills were not observed.

In the next section, the encouragement of task strategies will be discussed.

Task strategies

Task strategies encompass different types of learning strategies that a learner can use to make learning more successful (Panadero & Alonso-Tapia, 2014). Participant SCP1 and SCP3 had learners write an essay. Through oral feedback, participants explained to learners the important facets of writing an essay and thereafter allowed learners to write their planning, starting with a mind map. Participant SEP2 allowed learners to take notes as a task strategy that they can use during their discussions. The feedback participants provided were oral feedback and peer feedback as learners engaged with each other as they planned their discussions. Through oral feedback, participant SDP2 read through a story and summarised the story to clarify higher-order questions learners had. The feedback provided from participants was during a task, but it is on the process level as it involves the acquisition, reproduction, and use of knowledge in order to plan and discuss.

The above participants made learners aware of the different strategies that can be used in order to solve a problem. Participants from all the schools did not engage in more complex strategies such as self-instruction, a reason for this can be that participants are comfortable in only using a few strategies.

Developing imagery

When participants were observed during the observations, only one participant (SBP3) made use of imagery as a self-regulatory skill. The participant allowed learners to predict through using pictures what will happen next in a story. This allowed learners to create a picture as to what might happen, to focus attention, and to keep interest in the lesson.

This strategy of the participant is supported in literature as the use of pictures increases learners' interests to visualise circumstances (Panadero & Alonso-Tapia, 2014) (cf. 2.10.2).

Time management

Time management is very important in teaching and learning as it develops lifelong learners and allows learners to achieve academically (Panadero & Alonso-Tapia, 2014). Through self-feedback, participants (SAP3 and SEP3) gave learners follow-up activities to complete after the oral feedback they have provided. Participant SAP3 saw learners for two periods. She used the first period to provide oral feedback and allowed them to finish an activity in the second period, and learners were told to manage their time so that they complete the activity before the end of the period. Participant SEP3 gave learners five minutes to underline the subject and predicate in sentences. Two participants (SCP1 and SCP3) gave learners an opportunity to write the planning of their essays but did not indicate time. Participants (SAP1, SDP1, SDP3 and SEP1) provided time for learners to complete their corrections but they did not indicate how long learners had to finish with the corrections. Participants (SDP1 and SDP3) provided homework where learners could manage their time at home to complete their homework but did not say what amount of time they should spend completing their homework.

It was observed that only two of participants provided learners with specific time to complete class activities after oral feedback was provided. Four of participants gave

learners time to complete corrections and two gave learners homework, but they did not indicate specific time as to when they should complete. Participants did not use feedback to encourage time management skills in learners as not all participants indicated specific time for completion of work, which could have encouraged learners' time management.

Encouraging help-seeking skills

During help-seeking, learners seek for assistance from peers or teachers in order to develop their own SRL skills. Help-seeking relates to contingent scaffolding (*cf.* 2.7.2). Through oral and descriptive feedback participants (SBP2 and SCP1) encouraged learners to raise their hands and ask higher-order questions. Higher-order questions require reasons and explanations, to seek clarity regarding the outline of an essay, and the writing of a dialogue. Learners raised their hands to ask questions, and participants responded. In a reading lesson, learners engaged in peer feedback where the stronger learners assisted the weaker learners with their reading (SBP1).

This theme revealed that participants, during the observations, encouraged learners to seek for help from more capable peers to assist them with reading and from the teacher to assist them when they need clarity.

Developing self-observation of learning

Self-observation is an important skill in SRL (Zimmerman, 2000). A learner who engages in self-observation has an understanding of what they are doing when engaging in learning and self-observation can be achieved through metacognition and self-recording (*cf.* 2.10.2). Participants (SAP3, SBP2, SBP3, SCP1, SCP3, SEP1, and SEP2) allowed self-feedback where they allowed learners to work on their own after the provision of teacher feedback. While learners were busy completing their activities, participants provided oral feedback through explanations and discussions. Participants made use of higher-order questioning where learners had to provide reasons and explain why they say an answer is correct or incorrect (*cf.* table 5.1). Participants provided descriptive feedback through explanations using examples describing errors, written feedback through corrections, and peer feedback where learners assisted each other. Most of participants observed did not provide opportunity for learners to self-observe and self-record their performances in order to find possible

causes of success or failure. Reasons can be that participants never focus on metacognition and self-recording required in self-observation of learning, in their everyday teaching.

The feedback provided during the volitional phase relates to the process level in Hattie and Timperley's (2007) model of feedback (*cf.* 2.5.1). At the process level, the feedback involves the use of knowledge in order to change performance from previous efforts and is related to feedback of the task e.g., after the oral, written, peer and descriptive feedback that participants provided to learners, learners had to apply the feedback by completing activities, homework, or writing essays. Learners could apply the information provided by participants through oral, written, peer, and descriptive feedback, when they complete their work (*cf.* 2.5.1.2).

The nature and type of feedback, oral, written, peer, descriptive, summative and self-feedback, in the volitional phase hold the characteristics of effective feedback as according to the AITSL (2015:8). The feedback focuses on improvement on performance (*cf.* 2.5). For example, participants provided corrections on errors made by learners, learners had to write the corrections, and after the corrections, learners completed follow-up activities in order to bring improvement and not to repeat the same mistakes (*cf.* Table 5.1).

In the next section, SRL skills enhanced in the reflection phase will be discussed.

5.4.1.3. SRL skills enhanced in the reflection phase

The reflection phase takes place after the volitional phase and enables learners to judge their own performance and give reasons for their successes or failures (Panadero & Alonso-Tapia, 2014). Participants developed self-evaluation, self-judgement, and self-satisfaction skills in learners. During the observation, the encouragement of giving realistic, causal attributions and adaptive or defensive behaviour was not observed.

Opportunity for self-evaluation and self-judgement

Participants (SAP1 and SEP1) provided written feedback through writing corrections on the board and learners completing corrections in their books. Participants (SAP3,

SBP1, SCP2, and SEP3) provided self-feedback where learners complete a follow-up activity after they have received feedback in the form of corrections and reflect on their reading mistakes after they received a summative mark. Participants encouraged self-reflection by instructing learners to mark their own activities in books (SDP1 and SDP3). Participants (SEP1 and SEP3) incorporated peer feedback in their lessons where they allowed learners to write answers on the board and the peers had to identify whether the answer is correct or incorrect, and also explain why. These teaching strategies encouraged learners to self-evaluate and monitor their own performance (Panadero & Alonso-Tapia, 2014) against goals or lesson outcomes set by participants (Schunk *et al.*, 2014) (*cf.* 2.10.3).

Self-satisfaction

During the observations, participants displayed knowledge of the importance of self-satisfaction after the successful completion of a task and achievement learning goals. As indicated by Karshen's Affective Filter hypothesis, they used praise (SBP3, SCP1, SCP2, SCP3, SDP1, SDP3, SEP1, and SEP2) as positive reinforcement to make learners experience positive feelings towards learning (*cf.* 2.10.3 and 3.5.3.4).

Oral feedback on the task level were utilised the most by participants. Oral feedback is immediate and easily communicated to learners when providing information regarding the task. Feedback mostly occurred on the task level because participants provided corrective information regarding the specific task that learners engaged in, in order for learners to immediately act upon the feedback provided to them.

In addition to oral feedback, the feedback provided during the reflection phase relates to the self-regulation level in Hattie and Timperley's model of feedback (*cf.* 2.5.2). At this level, the feedback involves greater skill in self-evaluation, confidence to engage further in a task, and reflection, planning and monitoring (*cf.* 2.5.1.3).

The nature and type of feedback in the reflection phase holds the characteristics of effective feedback (AITSL, 2015:8) since the feedback allows reflection, planning, monitoring, and managing actions when engaging in a task (*cf.* 2.5).

In the next section, theme 2, the promptness of feedback, will be discussed.

5.4.2. Discussion on theme 2: Promptness of feedback

Table 5.3 illustrates the coded data of the promptness of feedback following a discussion on the table.

Table 5.3: Promptness of feedback.

School A			
Teacher code	SAP1	SAP2	SAP3
Element 2: promptness of feedback	Provides feedback immediately as lesson progresses	Immediately if a question was asked and learners answered wrong	Immediately as learners engage actively
School B			
	SBP1	SBP2	SBP3
	throughout the reading lesson	When wrong answer is provided	As teacher discusses
School C			
	SCP1	SCP2	SCP3
	Feedback is provided as lesson progresses	Throughout the reading lesson	Provides feedback immediately if wrong answers are given
School D			
	SDP1	SDP2	SDP3
	Immediately when a learner provided the wrong answer	Only when a wrong answer is provided	Throughout the writing of the corrections
School E			
	SEP1	SEP2	SEP3
	When a wrong answer is provided	While teacher monitors through oral interaction	When a wrong answer is given

According to literature, feedback and guidance can only be regarded as effective if it is provided timeously (*cf.* 2.7.1) and (*cf.* 2.13) therefore, it should be provided not only at the end of the year (*cf.* 2.4). Participants during the observations generally provided feedback immediately after a task or class work so that learners can immediately act upon it. This is good as learners know where they should improve and it also allows learners to complete a follow-up activity.

Seven participants provided feedback immediately throughout the progression of the lesson (SAP1, SAP3, SBP1, SBP3, SCP1, SC P2, and SEP2). Feedback provided immediately allows learners to immediately act on their mistakes, improving their learning, as the feedback is still fresh in their memory. Seven participants provided feedback only when a wrong answer was provided by learners (SAP2, SBP2, SCP3, SDP1, SDP2, SEP1, and SEP3). This is not beneficial to learners as the learner will only focus on the wrong answer and how to fix the wrong answer rather than to explore more alternative answers. Six participants provided feedback throughout the progression of the lesson, while monitoring learners as they write corrections and throughout the reading lesson (SBP1, SBP3, SCP1, SCP2, SDP3, and SEP1). The provision of feedback throughout the progression of the lesson is beneficial to learners as it keeps learners focused and interested in the lesson, and participants could control the attention of learners. Metacognitive monitoring as an SRL skill can be developed in learners as learners will be able to explain why an answer is correct or incorrect; learners can constantly check if they have made any mistakes while being monitored by participants; and learners can monitor their own progress. During the observations, participants mostly provided feedback about the task and provided immediate feedback, which resulted in faster acquisition of information by learners, which they can store and use to complete follow-up activities (Hattie & Timperley, 2007: 98) (*cf.* 2.5.1.1). Most of participants provided feedback to only check the correct or incorrect responses of learners, and that is ineffective feedback as the goals are unclear (*cf.* 2.5.2).

5.4.3. Conclusions with regard to the interpretation of the observations

Conclusions with regards to the research participant's feedback practices to encourage self-regulation are made based on the data obtained during lesson observations.

Participants in the different schools engaged in different forms of feedback, which reflects in the literature review. However, the most common type of feedback used by participants was oral feedback. All 15 participants engaged in oral feedback, where they made use of the questioning technique (higher-order questioning e.g., why, how), explaining concepts and words, discussing learners' performance (errors made) and

what to do to avoid these errors or improve them, and praising learners' efforts. Oral feedback is timely and can be provided immediately. Most of participants provided feedback immediately throughout the progression of the lessons and discussed correct or incorrect answers in order for learners to act on it while it is still fresh in learners' memory and the learner can later use it to complete future tasks.

Participants encouraged most of the SRL skills when they provided feedback to learners as per Zimmerman and Moylan's (2009) model of SRL. In the forethought phase of the first theme, nature and type of feedback, participants guided learners through feedback how to plan strategically, they motivated learners through using positive reinforcement if learners did well, and also encouraged them to improve on their learning, which enhanced learners' self-efficacy beliefs. However, they were dependent on praise without detailed information. Participants also made learners aware of the value of the task, which encouraged learners to have an interest in learning. However, the SRL skill, goal-setting, was not encouraged. Participants did not set clear goals as to what they want learners to achieve and did not encourage learners to set their own goals. In the volitional phase of the first theme, participants made use of different task strategies and developed imagery in learners. Not all participants developed time management in learners as only two participants clearly indicated the amount of time learners has to spend on completing classwork. Participants encouraged learners to seek help if needed, and meta-cognitively learners could monitor themselves. However, participants did not allow learners to self-instruct and environmental structuring was not practiced. In the reflection phase of the first theme, participants allowed learners to self-evaluate and self-judge, which resulted in self-satisfaction. There were no causal attributions visible and it was also not observed if learners would adapt their learning or be defensive towards their failures. Some of the SRL skills, such as goal-setting, goal orientation, self-instruction, environmental structuring, and the encouragement of giving realistic causal attribution, was not develop by learners.

In the next section, the individual, semi-structured interviews will be discussed.

5.5. Analysis and interpretation of individual, semi-structured interviews

The same 15, purposively selected participants who participated in observations

participated in the semi-structured, individual interviews. The semi-structured, individual interviews were intended to gather information on the research participants' perceptions of their feedback practices, and how it encourages SLR skills (*cf.* 1.5.2.2.4).

5.5.1. Process of analysis and interpretation of individual interview data

The semi-structured, individual interview data, which were captured and archived on auditory tape, were transcribed. During the transcription process I critically engaged with the data to understand the meaning of the data. To ensure trustworthiness in the study, an independent, competent person was invited to check if the transcriptions had been done according to procedure. Participants could also read through the transcribed interviews to ensure if what had been transcribed was what they had said. None of participants made any alterations. This was done to guarantee dependability in the study. In this study, I went back and forth through the transcribed interviews to find patterns that emerged from the responses concerning the feedback practices of English Home Language teachers in the intermediate phase in order to encourage SLR skills according to literature discussed in chapters 2 and 3. Codes were identified and highlighted into phrases and were later grouped to create main themes and sub-themes. I categorised the coded data by grouping them together under their sub-themes and this continued until all the coded data were analysed. After detailed analysis of the data, I interpreted the data and made conclusions based on the responses of participants.

See the interview schedule in Addendum F for the questions asked during the individual, semi-structured interviews.

Table 5.4 shows the sub-themes under the three main themes: perceptions of learners' English language proficiency; feedback practices; and feedback that develop SRL skills.

Table 5.4: Sub-themes created from semi-structured interviews with English Home Language participants.

Theme A: Perceptions of learners English language proficiency	Theme B: Feedback practices	Theme C: Feedback that develop SRL skills
Sub-theme 1: Participants' rating of learners' English proficiency level Sub-theme 2: Language-related challenges perceived by participants	Sub-theme 1: Understanding of the concept feedback Sub-theme 2: The intentions held when providing feedback Sub-theme 3: The level of feedback Sub-theme 4: Types of feedback Sub-theme 5: Contingent scaffolding	Sub-theme 1: Understanding of the concept SRL Sub-theme 2: Feedback in the forethought phase Sub-theme 3: Feedback in the volitional phase Sub-theme 4: Feedback in the reflection phase

As indicated in the table 5.4, under the first theme, perceptions of learners' English language proficiency, two sub-themes were created based on participants' responses: participants' rating of learners' English proficiency level and language-related challenges perceived by participants. Under the second theme, feedback practices, four sub-themes were created: understanding of the concept feedback, the intentions held when providing feedback, types of feedback and contingent scaffolding. Lastly, under the third theme, feedback that develop SRL skills, four sub-themes were created: understanding of the concept SRL, feedback in the forethought phase, feedback in the volitional phase, and feedback in the reflection phase. The three main themes were created based on the phenomena to be studied and they formed the umbrella for the sub-themes that were created. New emergent themes were identified during text coding of the transcribed interviews (Addendum G) in the data analysis process. I believe that the sub-themes that were created are significant to answer the last sub-question regarding the feedback practices of English Home Language teachers to encourage SLR in the Ennerdale region.

5.5.2. Discussion and analysis of semi-structured, individual interview data

The data collected from the participant interviews gave me rich information to understand how the participants provide feedback in order to encourage SRL skills.

The findings of the feedback practices of intermediate phase English Home Language teachers to encourage SLR skills in the Ennerdale region will be presented. Similar to the analysis of observations above, I used pseudonym codes placed after the verbatim quotations to represent participants and their schools as follows: SAP1 indicating the responses of participant one from School A. Verbatim quotes, printed in italics were used to provide a rich description of participants views.

Next, the sub-theme of theme A, perceptions of learners' English Language proficiency, will be discussed.

5.5.2.1. Sub-themes created from Theme A, perceptions of learners' English Language proficiency

The two sub-themes created from the perceptions of learners' English language proficiency are: participants' rating of learners' English proficiency level, and language-related challenges perceived by participants and will be discussed next.

Participant rating of learners' English proficiency level

Cummins (2008:72) explains that a learner's basic communication skills need to be developed in order to be academically proficient to progress from one grade to another, given language proficiency becomes complex considering progression (*cf.* 3.4.1). It emerged from participants' responses that the proficiency levels of learners varied, depending on learners' Home Language and cognitive ability to understand the language. Participants also indicated that learners' standard of English Home Language is not what teachers expect it to be. The ratings of learners' English proficiency level range between good, satisfactory, average, moderate, and poor. These ratings were based on the perceptions of the teachers. The learners varying English proficiency levels will, therefore, affect the level of the input provided by the teacher as there are differences in the current levels of learners' respective competence.

These are the responses of participants regarding the proficiency levels of learners:

Two participants agreed that proficiency varies and it depends on learners' Home Language and cognitive abilities to understand the language:

... it ranges from excellent to good, to not so good to rather poor...(SAP1).

... English is not their 1st, 2nd or 3rd language so it depends on the learners. Learners tend to take long to grasp English if it's not given on their level (SCP1).

Three participants, who are from quintile 4 schools, indicated that learners' English language proficiency is good:

Proficiency is very, very high. (SDP2)

I think that some learners are quite proficient at it (SAP2)

...they have a good understanding of the English language, a good command of the English language so if it's maybe out of 10 I would say 8 or 9 out of 10. (SEP1).

One participant from a quintile 4 school indicated that learners' proficiency levels are satisfactory:

Satisfactory, it is not so good because learners is struggling, they battling with the language. (SAP3).

Another added that it is moderate:

Eighty percent of the learners are just moderate (SBP3).

Four participants (SBP1, SDP1, SDP3, and SEP2) were in agreement that their learners' English language proficiency levels are average:

...the level currently is average, but you have a few who are above average. (SDP3).

Four participants (SBP2, SCP2, SCP2, and SEP3) indicated proficiency is very, very poor:

... It's poor because we are teaching the African children and they cannot speak English at home they just speak English here at school (SBP2).

...the proficiency rate is very weak, very low... (SCP2).

The sub-theme revealed that learners have different levels of proficiency during English language teaching ranging from good to poor. This can be linked to Cummins' Interdependence hypothesis (Cummins, 1979:233) where learners' acquisition in a second language can be influenced by their level of development in their Home Language (*cf.* 3.2). Teachers are experiencing increased linguistic diversity amongst learners in the classroom

As researcher living in the Ennerdale region, certain contextual factors had been observed. These factors influence language proficiency in the Ennerdale region. Ennerdale is not only divided geographically by extensions but also socio-culturally. These sociocultural divisions are characterised by different levels of income, housing, employment, education, cultural and language backgrounds as well as the standard of living. For example, the region SA block (which is a geographical extension) is characterised by expensive housing valued from R1 million onwards. Thus, individuals who live there have higher levels of income, higher levels of employment and are usually young and established professionals such as teachers, bankers, etc. Learners living in this extension, are more proficient in English as they are exposed to English both at home and at school.

In contrast, Extension 8 (geographical extension) is characterised by low-cost housing, which includes Reconstruction and Development Programme (RDP) houses. RDP houses are small houses built as part of a government funded housing project. Individuals who live here are unemployed or have unskilled jobs such as a domestic worker. Learners living in this extension do not often speak English in their homes and always communicate using their mother tongue. They only use English at school. The ratings participants gave learners from Extension 8 are supported in literature. Donald *et al.* (2006:196; *cf.* 3.3.2) state that it becomes extremely difficult for learners to learn in a language which is not their Home Language, as according to the notions of BICS and CALP, the language of instruction differs from the language they use socially and culturally (*cf.* 3.4.1). The social regions in Ennerdale are feeder areas to the different quintiles. Regions such as SA block, Extension 1, Extension 2, and Extension 3 feed quintile 4 schools; and Extension 8, Extension 5, and Mid-Ennerdale feed quintile 1

schools.

These socio-economic factors mentioned above play a role in why three participants in quintile f4 schools indicated learners' language proficiency as being good. The average rating of all f15 participants are that learners' language proficiency is moderate to poor. Learners with the moderate to poor ratings live in Extension 8, 5 and Mid-Ennerdale.

In the next section, language-related challenges perceived by participants will be discussed.

Language-related challenges perceived by participants

Participants' responses revealed that they experience various language-related challenges amongst learners. Some of the challenges include the influences of other languages on English in our South African multicultural context. Teachers see this as a drawback, but Cummins views this interdependence as a condition for SLA. For example, learners tend to transfer language rules from one language to another because English is a second or even third language to learners. This is what one participant explained:

...There are various different language backgrounds in the South African context it does affect language proficiency a great deal. If a learner's Home Language is a particular language they often transfer those rules of that language into English. For example, I am translating directly, the language rule is that you would say the boy he walked to school and then often also there is no specific male and female pronoun...(SAP1).

Participants also mentioned that the parents of learners are unable to assist them because they themselves are not proficient in English. There is a lack of scaffolding and also no MKO (*cf.* 3.5.1.4) at home. The following response encapsulate the views of many other participants:

..reading, writing... some of the parents are not so good in the language maybe the parents are Sotho at home so it becomes more of a problem also to assist the child with the work. Access to libraries are limited (SBP1).

Another challenge is the difference between BICS and CALP, learners use media which influence the way they learn.

...they on to media...yes and especially when they are supposed to write the composition and all they even use the sms language (SBP3).

Additionally, participants indicated that learners have limited vocabulary, an inability to complete their work, are overly dependent on teachers, and learners struggle to reason and motivate answers. Participants with 14 - 32 years of teaching experience who were teaching long before CAPS was introduced, further elaborated on challenges such as what they have learned at university is not feasible in schools, since the curriculum is structured in such a way that it does not allow time to provide prompt, meaningful, and frequent feedback. Due to time constraints to complete curriculum coverage, participants revealed that they do not have time for follow-up questions to consolidate and repeat work, and they are always lagging behind in completing the curriculum. Participants perceived the Department of Basic Education to be only focused on pass rates and good percentages, therefore, learners also become competitive and only focus on their final summative marks. The focus is, therefore on output and not on the whole interaction process of SLA (*cf.* 3.5.5). The following are responses of participants from a quintile 1 and a quintile 4 school when asked about the challenges they experience to give feedback.

...learners become overly dependent on me so instead of doing things on their own they will do a piece and then they will ask me if its right and then they will do another piece and ask me if it is right and then learners also get mixed up when there are multi step instructions so it becomes difficult to complete the work... (SEP2)

...if time allows, which does not happen often because our schedule is very full...with this new CAPS, the pace of work is ridiculous... result I am forever behind, you do not get to finish the curriculum (SCP2).

Another common challenge amongst participants is that learners cannot read and write as their foundation was not laid properly and CALP takes longer to acquire than BICS (Cummins, 2000). According to the Natural Order hypothesis (*cf.* 3.5.3.5)

learners work at a different pace and have different individual needs and therefore, language structures should be taught in a manner conducive to language learning. Resulting from this, they experience challenges with learners who cannot communicate effectively and lack interest in learning. Participants also elaborated that there are no or limited resources to use when teaching and learning takes place.

The way teachers provide feedback, whether summative, written, or oral feedback can result in defensive causal attributions and low self-efficacy beliefs, as stated in Krashen's Affective Filter hypothesis (*cf.* 3.5.3.4), in weaker learners. One participant explained her views in the following response:

They feel ok next time I am going to listen, next time I am going to study but then you get that on many of their faces that helpless look...I'll never, I'll never accomplish anything...(SAP1).

The sub-theme revealed that teachers are faced with different challenges during teaching and learning and it is supported in literature (*cf.* 3.3.2).

In the next section, the sub-themes of theme C feedback practices, will be discussed.

5.5.2.2. Sub-themes created from theme B, feedback practices

The four sub-themes created from feedback practices are: understanding the concept feedback, the intentions held when providing feedback, types of feedback, and contingent scaffolding, and will be discussed next.

Understanding the concept feedback

When participants were asked what the concept feedback means to them in the context of English Home Language teaching, their responses were vague, they could only mention a few characteristics of feedback.

These are some of the responses of participants:

One participant indicated that feedback is:

...reporting back on your findings saying what you found out, what are their strengths? What are the weaknesses?...trying to remedy that...it would be reporting back on your findings after having assessed a particular concept... I think feedback to parents is also very, very beneficial because of that one on

one that, they have more one on one with the learner. (SAP1).

Another participant added:

To me it's more of making the child aware of his or her mistakes... in a way that the child would know that this was not correct the first time so it means I need to do it in a certain way. (SBP1).

Another participant agreed that feedback is to identify strengths and weaknesses:

It is information given back to learners to help them, to guide them on improving what they are currently busy with. So if I give you feedback then it means I am telling you what you are doing right and what you are doing wrong (SEP2).

The sub-theme revealed that participants' view of feedback is that of reporting back, identifying strengths and weaknesses, to bring improvement, guiding learners, and creating awareness. Participants have a good understanding of the concept but did not include other purposes such as feedback should allow learners to monitor and evaluate their learning (*cf.* 2.4), feedback should enhance deeper learning (*cf.* 2.5.1.2), and feedback should allow learners to take ownership and responsibility (*cf.* 2.5.1.4). Teachers, therefore, need to provide learners with sufficient, comprehensible input and output opportunities (*cf.* 3.5.3.3). Their understanding of feedback is supported in literature as according to Sadler (1989:119) and Vygotsky's ZPD (1978); feedback plays an important role in helping learners close the gap between present and wanted understandings, by clarifying misunderstandings, and finding defects in learning strategies and skills (*cf.* 2.4 and 3.5.1.1).

In the next section, the second sub-theme, the intentions held when providing feedback, under the theme feedback practices will be discussed.

The intentions held when providing feedback

Participants' responses indicated that they hold different intentions when they do provide feedback. The responses included intentions such as making learners aware of their mistakes, to acknowledge their hard work, to bring improvement, to provide feedback to the parents regarding learners' progress, for learners to understand, for growth, to build learners' confidence and not hurting their feelings, for learners to be

able to read, write and communicate effectively, for learners to be able to give information, for learners to think and reason, and to see the effectiveness of the lesson. When learners are motivated and confident they are better equipped for SLA. Learners' affective filters are lowered and they have access to the input provided (cf. 3.5.3.4). According to the data, participants are lacking some intentions, which include modifying errors, being able to monitor and self-evaluate and building self-assurance in learners (cf. 2.4). Other intentions include the reproduction and use of knowledge (cf. 2.5.1.2), confidence to engage further in a task (cf. 2.5.1.3), and to reflect, plan monitor and building self-efficacy beliefs (cf. 2.5.1.3). This is necessary for learners to take ownership and responsibility for their learning (cf. 2.5.1.4) and to attain their desired goals during learning (cf. 2.6.8).

Below are some of participants' responses on their intentions when they provide feedback:

One participant indicated that she wanted to rectify problems encountered in order for learners to improve and also providing parents with information regarding learners' progress:

...to attend to remedy some of the problems that I've encountered...helping them find ways of improving. I think feedback to parents is also very, very beneficial because of that one on one that, they have more one on one with the learner (SAP1).

Another participant agreed:

I need the learners to learn from their mistakes and the learners to see where they can improve themselves... That is why you need to encourage them to go in that direction so that the learner can work on its own (SCP3).

Another added:

...it's not only to tell them listen this is what you are doing wrong but also to tell them what they are doing right so that it motivates them to now try harder with the things that they got wrong and then take it from there to become better (SEP2).

Another participant added:

...the learners must be able to communicate confidently and effectively in their Home Language. They must be able to read and give information for enjoyment. They must be able to write different types of texts and for different purposes. They must also be able to use the language to think and to reason (SEP1).

The sub-theme revealed that most of participants want to bring improvement in learners' English language proficiency for learners not to repeat their mistakes. The intentions of participants are supported in literature, according to Garrison and Ehringhaus (2013:1), teachers need to ensure that learners receive constructive feedback, advise the learners on their strengths and weaknesses, and provide opportunity for improvement (*cf.* 2.3.1). Learners learn through making mistakes and then learn to correct or avoid them (*cf.* 2.6.1).

In the next section, the third sub-theme, the level of feedback, under the theme feedback practices will be discussed.

The level of feedback

According to Hattie and Timperley's model of feedback (2007:86), feedback can be provided on four levels i.e., the task level, process level, regulatory process level, and the self-level (*cf.* 2.5.1). Firstly, participants' perceptions of how they give feedback on the task level will be discussed, followed by the other three levels.

Participants' responses indicated that they provided feedback on the task level where feedback is about the task and is usually provided immediately (*cf.* 2.5.1.1).

During a reading task one participant indicated:

...when we doing reading I let them understand that they also need to have their punctuation marks, they need to read in a way that it also reflects their expression the person that is listening to them will also be interested in listening to them further (SBP1).

The participant further said that she taught learners to be persistent on the task level in order for learners to experience success because of their effort and practice:

...it's more of practice, practice on all the way... (SBP1).

Another participant added:

I will call them, speak to them and indicate where they have made the errors and thirdly is by positive encouragement (SDP3).

Participants' responses are indicative that they provided feedback on the task as it is focused on correcting errors made during the completion of the task, making learners practice in order for the task to be a success, and is provided immediately. According to participants' responses they provided oral feedback on a reading task, poetry and a class activity, focusing on correcting learners' faulty interpretations through discussions and explanations. Participants wanted learners to see where they have made errors and how to fix the errors they made.

Participants' responses also indicated that they provided feedback on the process level (*cf.* 2.5.1.2) and the Interaction theory of SLA (*cf.* 3.5.5) where feedback involves acquisition, storing, reproduction, use of knowledge, and changes in performance from previous efforts.

One participant indicated that:

...in a way that the child would know that this was not correct the first time so it means I need to do it in a certain way (SBP1).

Another added:

...written activities after each lesson. To also assess. I mark their books timeously and the learners do corrections and I observe also in the class where the learners communicate and answer questions and then we also do revision often to check on their progress (SEP1).

Participants' responses indicate the acquisition and use of knowledge by learners to bring changes and improvement in their learning.

Only two participants' responses indicated that they provide feedback on the regulatory process level, which allows learners to reflect, plan, monitor, self-evaluate, and engage further in a task (*cf.* 2.5.1.3).

One participant indicated:

... then reflection on the story it helps a lot (SBP3).

And the other participant added:

...evaluate whatever they have with them and then redo or look at new ways that they can perform it...(SEP2).

The responses of participants indicated that they allow learners to evaluate, reflect, and engage further in a task which, are necessary at the regulatory process level. This also relates to Barrett's taxonomy, which consists of four levels: recall, inferential, evaluation, and appreciation (Blair, Helman & Rupley, 1981:242).

Lastly, participants' responses indicated that they provided feedback on the self-level, which is feedback about the self and allows the learner to take ownership and responsibility for their learning (*cf.* 2.5.1.4).

One participant indicated:

...see if they made mistakes and they can do it in the form of corrections in that where the learner is self understands that look I did this wrong and I did that wrong and I can improve here and this is all I did not read the question there...(SCP3)

Another participant agreed:

...they are able to see for themselves where is my shortcomings I need to address a b c and d I need to improve, I need to work a little harder...(SDP1).

Another participant added:

...they can stand up, take the initiative and say no this is my point of view and maybe this is what I got wrong and you know that gives them the opportunity to reflect now on what they've done (SEP2).

Participants' responses indicated that they provided feedback that allows learners to take ownership and responsibility for their learning by understanding their

shortcomings in order to bring improvement.

The sub-theme revealed that participants used all four levels of feedback according to Hattie and Timerley (2007:86). Their feedback practices are supported in literature as feedback on the task level provides constructive criticism and provokes learners to improve (*cf.* 2.5.1.1); the process level allows for changes in performance from previous efforts (*cf.* 2.5.1.2); the regulatory process level allows for reflection, planning, and monitoring (*cf.* 2.5.1.3); and the self-level allows for the learner to take responsibility and a sense of ownership (*cf.* 2.5.1.4). Participants provided the most feedback on the task level, focusing on the correctness of the task. A possible reason is that feedback at the task level is immediate.

In the next section, the fourth sub-theme, types of feedback, under the theme feedback practices will be discussed.

Types of feedback

Participants indicated that they made use of different types of feedback strategies. They provided oral feedback through discussions, written feedback by writing the corrections, descriptive feedback providing more in-depth detail on mistakes made, formative feedback throughout the lessons, summative and evaluative feedback through marks, and peer feedback where the peers look at each other's work. They, however, did not indicate how learners engaged in self-feedback.

Below are some of the responses of participants on the types of feedback they engage in.

One of the participant's responses indicated that she provided evaluative feedback on written work. Her response can be related to Cummins Threshold Hypothesis, when a learner has low levels of proficiency in both the first and second language, it may result in weak cognitive and academic competency (*cf.* 3.4.2).

...many of them never get that nine out of 10, 10 out of 10, 8 out of ten because they just don't have the basics. They just have not mastered the basics and they do not have the skills... (SAP1).

She further added that she adds on to her evaluative feedback by using descriptive

feedback, describing the areas of concern and complimenting the learner:

I usually also write a little note if there is a big area of concern or else if there's a big compliment on work you've worked neatly, you've exceeded the expectation or you've met the requirements so that is generally...(SAP1).

Two other participants added how they use oral and motivational feedback:

...so I do encourage, I do tell them that they must check each other's work or tell this person that what you're doing is wrong... (SAP2).

I give them a lot of stamps in their books to encourage them, to motivate them. I don't just use marks because they themselves gage themselves against those marks... (SDP1).

The sub-theme revealed that participants do engage in feedback though making use of different types of feedback. This is supported in literature (*cf.* 2.6.1) (*cf.* 2.6.2) (*cf.* 2.6.3) (*cf.* 2.6.4) (*cf.* 2.6.5) (*cf.* 2.6.6) and (*cf.* 2.6.7).

Contingent scaffolding

Contingent scaffolding has to do with the provision of support, which is designed according to the understanding of learners for learners to gradually become independent (Vygotsky, 1978:86; Wilson & Devereus, 2014:93). Participants indicated that they provided contingent scaffolding through support. Support, in the form of extra classes, are offers where the weak learners receive support in the areas they struggle with through using adapted tasks and Gauteng Primary Literacy and Mathematics Strategy (GPLMS books). GPLMS books are aimed at improving the quality of language and Mathematics in Gauteng. There is also opportunity for the more advanced learners to assist weaker learners when engaged in a task, helping the learner complete a class activity, and parents to assist weaker learners at home by taking them to the library to complete a task. The responses of participants exemplify their perceptions of the support they provide through contingent scaffolding.

One participant indicated:

...we have support, remedial classes that we do for the very, very weak

learners... (SAP1).

Another participant added:

...if they did not understand we will go on with support. I will give them additional support now in that case (SAP3).

Another participant added:

...we use those GPLMS books for the slower learners (SCP3).

Another participant indicated:

I also plan the adapted tasks for the ones that are, that are weak... at the level of the learners (SBP3).

The sub-theme revealed that participants engaged in contingent scaffolding, after initial feedback, as they have support (remedial) classes providing support to the weaker learners, they plan adapted tasks through comprehensible input and + 1 for the weaker learners, and they use GPLMS books (books aimed at improving language) where learners complete extra activities. Contingent scaffolding can only occur after feedback is provided. After teachers have provided feedback, whether it is oral, written, evaluative etc. they know the shortcomings, they will be able to identify the areas of concern of learners and will know where and when to provide support, therefore, contingent scaffolding is important as it addresses the areas of concern after feedback.

In the next section, the sub-themes of theme D, feedback that develop SRL skills, will be discussed.

5.5.2.3. Sub-themes created from theme C, feedback that develop SRL

The four sub-themes created from theme D, feedback that develop SRL skills are: understanding of the concept SRL, feedback in the forethought phase, feedback in the volitional phase, and feedback in the reflection phase and will be discussed next.

Understanding the concept SRL

According to Zimmerman (2013) SRL is a directive process where learners transform

their mental abilities into task-related academic skills. Pintrich (2000:453) indicated that SRL is where learners set their own goals and monitor, regulate, and control their motivation and behaviour (*cf.* 2.8.1). The purpose of the study was to understand the feedback practices of intermediate phase English Home Language teachers to encourage SRL in the Ennerdale region. Based on the purpose of the study, it was important for participants to understand the concept SRL.

Below are some of the responses of how participants conceptualised SRL.

One participant indicated that SRL is:

... When learners help each other and self in the learning process and it is not just teacher-centred... (SAP2).

Another participant indicated:

...self-regulated is a learner who can work independently on him, herself on her own so not dependent on me to give them all the answers (SAP3).

Another participant indicated:

For me it means that they are able to sit down, read a passage, grasp the knowledge of and the context of that passage and be able to answer the questions without depending on the next person (SCP1).

Another participant indicated:

...they can work on their own without the help of the teacher... (SEP1).

One participant indicated:

Hmm that is quite a foreign concept to me... (SCP2).

The sub-theme revealed that participants could mention some SRL skills and characteristics of SRL, even if they sounded very unsure.

Next, the sub-theme feedback in the forethought phase will be discussed.

Feedback in the forethought phase

During the interviews, participants mentioned the following SRL skills that they develop in the forethought phase. The skills that participants engaged learners in to develop SRL are goal-setting, strategic planning, self-efficacy beliefs, outcome expectations, and task value and interest. Participants, however, did not indicate how they will develop goal orientation in learners. The first strategy of goal-setting will be discussed followed by the other strategies.

Goal-setting

The responses of participants indicated that they provide constructive feedback in order for learners to aim high, they motivate learners, building their confidence in order to perform better and they also allow learners to create their own rubrics where they write down their own goals. Below are some of the responses of participants that illustrate how they encourage learners to set goals to encourage the use of SRL skills.

Participants explained that they provide constructive criticism, they motivate learners and they encourage learners to set up their own rubrics and to have a vision where they want to be:

...me giving them constructive criticism by making them feedback they would aim higher... (SAP2).

I motivate them so that in future they know I need to do more so that I can get to that level whereby I will also get a star (SBP1).

I encourage the learners to set up a rubric for their group and the best group, the group with the best rubric win like a chocolate or whatever but the rubric game it, they set down their goals and they try to achieve those goals (SCP1).

...the vision, to see the how can I put this where they actually want to be in life... (SDP1).

During goal-setting, participants encouraged learners to be persistent and put effort into their learning in order to achieve their goals (Zimmerman, 2000:16). A rubric communicates expectations and clarifies learning targets, which results in autonomy in learners and assists them during planning, monitoring, and achieving goals.

Learners will, therefore, be able to take action towards learning goals and evaluate their progress. Participants also indicated that they want learners to envision where they want to be in future; this relates to outcome expectations and self-motivational beliefs as it builds the learner's own beliefs in their capabilities and encourages them to reach their future dreams (Zimmerman, 2002).

Strategic planning

Participants allowed learners to plan strategically through setting timetables, which they can use when they study and participants also help learners on how to plan their first draft in essay writing. Below are the responses of participants on how they encourage learners to plan strategically.

One participant indicated:

...telling them to set themselves a timetable, when to do your homework, when to study what it is you...the end point where do you want to be, the outcome... (SDP1).

Another added:

... With writing when the learner works on their own and they do the planning and editing... (SDP3).

The responses of participants indicate that they perceived themselves to be encouraging learners to be strategic planners through setting up a timetable to manage their learning when completing homework or studying and it relates to time management as an SRL skill. Planning and editing of work helps to refine what you want to say, allowing you to modify and adjust mistakes, and gives directions on how your essay should be structured. As a learner, you will be able to make choices on suitable strategies to reach goals (*cf.* 2.10.1).

Motivation and self-efficacy beliefs

Participants perceive themselves as encouraging motivation and self-efficacy beliefs through positive reinforcement. Participants indicated that they complimented learners, e.g., they made use of concrete reinforcements such as stickers and stars to

build learners' self-efficacy beliefs. They say they furthermore acknowledge learners' efforts with praise and encouragement. These forms of positive reinforcement boost learners' self-confidence and self-esteem. Below are some responses from participants.

One participant indicated how she builds motivation and self-efficacy beliefs through recognition of learner's efforts:

... I think important in feedback is also complimenting the learners. I think feedback also giving them the sticker and acknowledging the good that they done... (SAP1).

Another participant indicated:

...when I stamp their books and I say 100% congratulations and you give them a certain kind of comment and a certain stamp that says wow, excellent, well done it boost their self-confidence and their self-esteem so much that there is only positives that comes out of it (SDP1).

Outcome expectations

Participants indicated that they have good expectations for learners when they complete school one day. They want them to be good readers and listeners so whatever participants engage with in class they want learners to remember for future use. Participants also want learners to be active and conscious thinkers to make a difference in the world.

One participant indicated:

...to be good readers, good listeners... whatever that I do with them in class they take it to their heart and their mind and they use it in future (SBP1).

Another participant indicated:

...the child knows what not to do in future... (SDP3).

For learners to have similar positive outcome expectations for themselves as the teachers have for them participant (SBP1) corrects learners by encouraging them to

do their best and to accept critique in order to improve. She also praises learners for their confidence to grow making them believe in their capabilities. Participant SDP3 does corrections through correcting errors in learner's books. The participant also calls learners, speaks to them, indicating their errors and positively encourages them to improve in order to be their best.

Task value and interest

Participants indicated that through interest, a learner values a task, meaning a task should be interesting to keep learners interested. Some participants also indicated that they made use of a compact disc where learners listened to a story and used visuals like pictures to encourage task interest and to help learners see the value of tasks.

One participant explained that completion of tasks come from interest and interest come from what they see:

Completion of tasks comes from interest and interest comes from what they see a lot... many of the text that they have are oral texts. Texts that are on a compact disc, where there is a narrator that tells the story, they really enjoy that and then it, it sort of captures their interest and that interest will then encourage them to complete their tasks (SAP1).

Other participants added:

...if you give them the pictures they can tell you the story about that picture ... (SBP2).

Easy. Visuals. Visuals it helps a lot (SCP1).

Through pictures, learners are able to use their imagination when making up a story regarding the picture, increasing their cognitive ability to think creatively, which results in the development of imagery as an SRL skill. Visuals, in the form of posters and reading books in the classroom, can also keep learners interested in tasks (Schunk *et al.*, 2014).

The sub-theme revealed that participants encouraged learners to use SRL skills in the forethought phase, except goal orientation. This is supported in literature as through

goal-setting participants allowed learners to make decisions regarding the results they want to achieve. They assisted learners in strategic planning where they allowed learners to modify strategies and use plans, which can assist them in their learning. Participants developed learner's self-efficacy through positive reinforcement, encouraging learners to believe in their abilities when completing tasks. Participants expected the outcomes to make learners successful in future and they kept learners' interest in mind when completing tasks (*cf.* 2.10.1).

Next, feedback in the volitional phase will be discussed.

Feedback in the volitional phase

During interviews, participants mentioned some skills that they developed in the volitional phase. The skills that participants engaged in were task strategies, imagery, metacognitive self-monitoring, and help-seeking. Participants did not indicate how they developed self-instruction, time management, environmental structuring, and self-recording. The first strategy, namely task strategies, will be discussed next.

Task strategies

During interviews participants indicated that they engaged in different task strategies, they mentioned that they incorporated games in learning, they made use of dictionaries, they made use of rubrics to assess learners, they have word searches, they allow parents to assist learners by accompanying them to the library to read, and afterwards summarise what they have read, they engage in practical work and also make use of flash cards.

Participants explained they create learning games, give rubrics to clarify aspects, engage in practical work, make use of flash cards, and do word searches:

I also create games, learning games just for them to be active enough in class... common task to evaluate the whole class (SBP3).

...encourages learners to use dictionaries... we have, we have a little game called the rubric game... (SCP1).

...with the assessments whatever assessment we give they get the rubric that

goes with it so that they can see ok for that aspect that is... (SCP2).

...we have like word search. Not every learner ok we do, I know we have word searches on our poems... I allow them I sent them to ask the parents to take them to the library and then when they done I make them write their stories, summarise what the story was about... (SCP3).

...then I do practical work with them so I let them do the activities practically in class and then maybe give also you know flash cards for the words explaining (SEP1).

Imagery

Participants engaged in imagery by encouraging learners to use their imagination through using pictures to create their own stories and also to make use of visuals, such as posters, in the classroom for the completion of tasks.

These are the responses of two participants:

...if you give them the pictures they can tell you the story about that picture ... (SBP2).

Easy. Visuals. Visuals it helps a lot (SCP1).

Help-seeking

During the development of help-seeking as an SRL skill participants allowed learners to seek help at the libraries, use dictionaries, the Internet and engage with peers to bring more understanding.

One participant indicated:

I do sent them out occasionally for them to get books from the library... (SAP2).

Another added:

...they will question it with the peer and the peer will explain to them why I said so if they don't understand and they'll come together (SCP1).

Another added:

...and use what you have available to...you have your dictionary, you have your textbook and you have your reader and the internet (SDP2).

Metacognitive self-monitoring

Participants indicated that learners are able to metacognitive self-monitor their work by self-assessing their performance.

When they on their own time that is where...in that where the learner is self understands that look I did this wrong and I did that wrong and I can improve here and this is all I didn't read the question there... (SCP3).

...the child needs to know it's about me. I need to, to, to regulate, I need to have a pattern, I need to have a system, I need to be regular with myself so that as me myself I can, I can monitor how I am going to learn, when am I going to do my work u know (SDP1).

...after giving them feedback they are now able to criticise and evaluate their own work. It also guides them to become conscious, active thinkers so that when they enter the world they are prepared to make a difference to not just go with the flow (SEP2).

Through metacognitive self-monitoring, learners are aware of their mistakes through self-assessment in order to improve performances.

The sub-theme revealed that participants only engaged in four SRL skills during teaching and learning: task strategies, imagery, metacognitive self-monitoring, and help-seeking. This is supported in literature as participants used different strategies in order to bring clear comprehension of the task, they encourage learners to use imagery as an SRL skill, learners were encouraged to metacognitive self-monitor through self-assessment, and participants allowed learners to seek for help if they were uncertain (cf. 2.10.2). A possible reason for participants not to engage in all the SRL skills like time management, self-instruction, environmental structuring, and self-recording in the volitional phase could be that participants are still making use of the

traditional transmission teaching (cf. 2.9.1). These responses of participants are supported in literature as free-choice and self-directedness is not emphasised in the learning process in traditional transmission teaching approaches where the behavioural principles cannot effectively clarify the acquisition of higher-level skills like problem solving and critical thinking skills (Geduld, 2014:12).

Feedback in the self-reflection phase

During interviews, participants mentioned some skills that they develop in the self-reflection phase. The skills that participants encouraged were self-evaluation and self-satisfaction. They also indicated that learners do demonstrate defensive behaviours and that they encourage adaptive strategies to improve learner performance. An SRL skill not indicated by participants in the self-reflection phase includes self-judgement. The first strategy self-evaluation, will be discussed followed by the adaptive and defensive behaviours learners display.

Self-evaluation

Participants indicated that they use peer assessment for evaluation, classwork where peers can assist each other, formal assessments such as reading and language structures and conventions for learners to self-evaluate. This is what participants indicated:

I do the peer assessment and then I go for the common task to evaluate the whole class... (SBP3).

...they will question it with the peer and the peer will explain to them why I said so if they don't understand and they'll come together (SCP1).

...the formal assessments that they do will show them how they work so they are able to evaluate themselves and see that at least here I got this and this and this and this yes full marks yes (SDP2)

...when they done their class work they have activities where they can carry on, on they own...here they amongst themselves especially with peer learning they try to improve themselves... (SDP3).

...after giving them feedback they are now able to criticise and evaluate their own work. It also guides them to become conscious, active thinkers so that when they enter the world they are prepared to make a difference to not just go with the flow (SEP2).

When learners are engaged in peer and self-evaluation they are meta-cognitively aware of their mistakes and are better able to find solutions to their mistakes in order to improve their performances.

Self-satisfaction

One participant indicated that it is visible in learners that they are satisfied in their learning.

One participant indicated:

...from the feedback that you provide it's obvious from that they sort of know ok well I've mastered the concept... (SAP1).

The participant continued by adding:

You actually see it in many learners where they nod their head, they smile, they so sort of show you they've received it, they've internalised it and this is now how they going to go about it, remedying it and improving... (SAP1)

Adaptive behaviour

Only one participant mentioned that learners displayed adaptive behaviour after acknowledging the good that they had done. This encourages the learners to continue what they are doing. Methods of encouragement include to write a little note if there is a big area of concern or else if there is a big compliment on work done. This was her response of what learners say when she encourages them:

... I haven't done well and I need to improve on that... (SAP1)

Defensive behaviour

The same participant indicated that learners also display defensive behaviour when

they are struggling. When trying to assist the struggling learner, they display a never-minded attitude and become playful and disruptive in class, not wanting to accept help and/or be disciplined. This was her response:

...In this case I hate this teacher; I hate this subject because I am doing bad... (SAP1).

The sub-theme revealed that participants' responses on the development on SRL skills in the reflection phase are very vague. Very little participants engaged in the encouragement of SRL skills in the reflection phase. A reason can be that participants are still very traditional in their teaching and do not have the necessary knowledge to develop skills needed for self-evaluation and self-judgement (cf. 2.9.1).

5.5.3. Conclusions with regards to the interpretation of the individual semi-structured interviews

The following conclusions with regard to the research participants' feedback practices to enhance self-regulation are concluded as derived from the responses of participants during the individual, semi-structured interviews:

Learners' proficiency ranged from good to poor, therefore, there are language-related challenges within the classroom when teaching and learning takes place. The most common forms of challenges are the language and cultural backgrounds of learners, which result in poor reading, writing, and comprehending skills. The 2014 ANA and 2016 PIRLS reports indicated that learners are not acquiring the knowledge and skills needed to function. Most learners who are displaying poor reading, writing, and comprehending skills are from poor backgrounds. Participants indicated that they engage in feedback mostly to report back on the strengths and weaknesses of learners and to bring improvement in learners. Participants provided different types of feedback, which includes formative feedback, summative feedback, oral feedback, written feedback, descriptive feedback, evaluative feedback, self-feedback, and peer feedback. From the results, it can be derived that participants provide much more oral feedback. This can be regarded as significant as learners are struggling to read, so oral feedback is more effective. They also provided support to learners who experience learning difficulties during teaching and learning. The responses of participants on what the concept SRL means were very vague. They had some

knowledge of the concept. In the forethought phase, participants indicated that they engaged in all the SRL skills in the phase except goal orientation. In the volitional phase, they only indicated the development of task strategies, imagery, help-seeking, and metacognitive self-monitoring. Participants did not indicate how they developed time management, self-instruction, environmental structuring, and self-recording. In the reflection phase, participants did not indicate the development of self-judgement.

5.5.4. Comparison of observation and interview data

Participant SAP1 indicated that feedback is to identify strengths and weaknesses and to remedy mistakes; this was observed during the classroom observations as the participant provided feedback on a spelling test – she identified errors that learners made and she tried to remedy the mistakes through practical demonstrations, breaking words into syllables and re-explaining meanings to words. Participant SBP1's indication of what feedback is, was observed during the classroom observations as the participant made learners aware of their reading errors and how to improve them through reflecting on their reading mistakes. During the classroom observations, participant SEP2 did not provide information to guide learners to improve and the participant did not tell learners what they were doing right and wrong – as she indicated in the interviews, she merely provided a correct answer when learners' answers were wrong.

There are discrepancies noted between what participants perceived themselves to do and what was observed during their lessons. For example, during the classroom observations only participant SAP1 tried to remedy errors learners made and find ways to improve the errors. The other participants (SCP3, SEP1, and SEP2) did not show learners where to improve, did not encourage learners in the right direction, did not tell them what they are doing right, did not motivate learners to try harder, did not allow learners to communicate effectively, did not allow learners to read and give information for enjoyment, did not allow learners to write different texts, and did not allow learners to think and reason as they indicated during the interviews.

Participants indicated that they made use of evaluative, descriptive, oral, and motivational feedback during the interviews, however, they did not indicate engaging in written, peer and self-feedback. During the observations, it was observed that

participant SAP1 made use of evaluative, motivational and descriptive feedback. She also engaged using oral and written feedback but engaged more in using oral feedback during the lesson observed. Participant SAP2 only engaged in oral feedback by using explanations and repetition during the observations, as she indicated in the interviews, however, it was not observed that she encouraged learners to check each other's work as she mentioned in the interviews. Participant SDP1 indicated that she gave learners a lot of stamps and encouraged and motivated them, but during the lesson observation it was not observed as the participant provided written feedback in the form of corrections, oral feedback through discussions, and just praised learners when they provided a correct answer. In general, participants engaged more in oral feedback, as learners are struggling to read, when providing feedback.

During the interviews, participants' responses highlighted that they encouraged SRL skills in the forethought phase such as goal-setting by encouraging and motivating learners to aim high, building learners' confidence and encouraging them to create their own rubrics, which they can use to set goals. However, during the observations it was not observed that participants encouraged goal-setting as an SRL skill. Participants also indicated that they encourage learners to plan strategically through setting up their own timetables for learning and to plan their first drafts of essay writing, which was observed during the lesson observations. Participants used practical demonstrations for learners to plan and discuss, however, they had not mentioned it. It was observed that participants encourage motivational and self-efficacy beliefs through positive reinforcement like motivation and praise, and this was also their responses during the interviews. The responses of participants during the interviews indicated they encourage outcome expectations where they encourage learners to accept critique, making them believe in their capabilities, which can result in them being good readers, listeners and conscious thinkers, however, this was not observed during the observations. With task value and interest, participants mention the use of compact discs when listening to stories and the use of visuals like posters to keep learners interested in a task during the interviews, but during the observations participants engaged in group reading, stronger learners assisting weaker learners, and practical demonstrations.

In the volitional phase, participants' responses during the interviews indicated they

encourage task strategies such as learning games, word searches and flash cards but during the observations they engaged in essay writing, note taking, and summarising stories. With imagery as an SRL skill, their responses indicated the use of pictures to tell a story and visuals like posters, which were observed during the observations. During help-seeking, their responses indicating seeking help from dictionaries, accessing libraries and seeking help from a peer. However, during the observations they encouraged help-seeking by encouraging learners to raise their hands to ask questions for clarity. Participants did not indicate the encouragement of time management as an SRL skill but during the observations they gave learners a specific time frame to complete class activities. Through metacognitive self-monitoring, participant's responses indicated the encouragement for learners to self-monitor their work through critique and during the observations they allowed learners to complete a follow-up activity to monitor their understanding after receiving feedback.

In both the observations and interviews participants encouraged self-evaluation and self-judgement as SRL skills in the reflection phase. However, during the interviews their responses merely indicated peers assisting each other in reading and in the observations it was observed that they allow learners to complete corrections in books, to complete follow-up activities as well as learners marking own books and reflection after reading. With self-satisfaction participants' responses indicated that it can be seen on a learner's face that they smile or nod their heads to show they know what to do and in the observations participants encourage learners through praise, developing positive feelings. During the observations, adaptive or defensive behaviour was not observed as participants' responses indicated in the interviews. The above implies that there are contradictions in what participants say and what they actually do.

5.6. Conclusion

In this chapter the data analysis and discussions were presented. The data from the observations and individual, semi-structured interviews were thematically analysed, interpreted, and discussed in an integrated manner.

The chapter highlights the feedback practices of intermediate phase English Home Language teachers in order to encourage SRL. It is crucial as it provides direction on which recommendations to make for feedback, Second Language Acquisition, and

SRL.

In the next chapter, chapter 6, the research questions are answered and the conclusion and recommendations are made from the data analysis.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

The purpose of this qualitative study was to understand how intermediate phase English Home Language teachers in the Ennerdale region use feedback to encourage SRL skills. In addition to this purpose, secondary research questions and objectives were formulated (*cf.* 1.4, 1.5). These were addressed by means of a literature review and an empirical study.

Chapter 1 provided the orientation of the study; in chapter 2, the literature was reviewed regarding feedback and SRL. Chapter 3 provided an overview of the literature on English teaching in South Africa. The research design and methodology were discussed in chapter 4. Chapter 5 presented the thematic content analysis of the research and the themes and sub-themes created were discussed. In this chapter, an overview of the study is provided by linking the gathered information to the purpose, secondary questions and objectives of the study. An explanation of the most projecting findings from the literature review and empirical study is provided with a view to formulate recommendations for practical educational practice. The chapter concludes by recognising limitations of the research and by making suggestions for further research.

6.2. Conclusions of the research

The conclusions discussed below are prepared on the basis of the literature review as well as the analysis of the collected data. The primary research question of this study is shown below:

- *What are the feedback practices of intermediate phase English Home Language teachers to encourage SRL in the Ennerdale region? (cf. 1.4).*

In order to answer the primary question, sub-research questions were formulated (*cf.* 1.4).

The sub-questions will be answered next.

6.2.1. Conclusions with regard to the first sub-question (cf. 1.4)

- *How are English Home Language and the Language of Teaching and Learning contextualised within the South African Basic Education system according to literature?*

Language is a crucial tool in education (Donald *et al.*, 2009). It is used to think, communicate, and make better sense of the world (DoBE, 2011a:8). In the latest curriculum document (CAPS) the role of English is stated to be a subject used as a medium of communication in a multilingual and multicultural life, and the world of work. Further, as a LoLT, it serves to get learners ready for academia across the curriculum (DoBE, 2014:68). This is in contrast to South Africa's history in which language was used to create linguistic divisions among people. Lack of English proficiency excluded black people by limiting their access to further education and opportunities (Alexander, 2006:8). Thus, CAPS provides a clear distinction between English as Home Language and First Additional Language. Clear guidelines exist for teaching and responding to a diversity of learners. The English Home Language level is packaged to advance listening and speaking, reading and viewing, writing and presenting, and language structures and conventions.

With the rise of democracy, significant changes took place, which affected language policy in South Africa and although constitutionally every South African has the right to education in their respective mother tongues, English is preferred as it is regarded as a global language (UNESCO, 2010, 2011). Furthermore, the LoLT of the school is determined by the school and the SGB. According to De Wet (2002:119) perceptions of the functions of language in particular areas of life determine the choice of the LoLT. In addition, English benefits the South African learner both socially and economically (Makoni, 2017:1). This speaks to why the previously disadvantaged parents want their children to learn in English, as a Home Language and a LoLT, as they perceive it as a vehicle to further education and opportunities. Makoni (2017:1) further highlights that it is not a surprise that parents allow their children to receive their whole education through the medium of English, even if their children's environment does not have any English stimuli and they, as parents, do not offer sufficient support at home since they are also not English home language speakers. Makoni (2017:1) states that parents do

this to provide their children with a better chance of success in life.

This, however, is problematic because the curriculum and policies promote additive multilingualism. On paper, first language should be used to teach an additional language, however, practically this does not happen. Thus, learners have to acquire English as a LoLT and master it as a subject without an established mother tongue, resulting in learners not being proficient in the LoLT (Cummings, 2000). Furthermore, learners lack language exposure (Donald *et al.*, 2006:196). In addition, not all teachers are proficient in the Home Language of the second language speaker. These are all factors that affect the acquisition of English as a Home Language as learners need to obtain a 50% in order to pass English Home Language (NPPPPR, 2012:16), implying that if learners cannot master CALP in English Home Language, they are not able to progress to the next grade.

6.2.2. Findings with regard to the second sub-question (cf. 1.4)

- *How do learners' proficiency level of BICS and CALP influence language teaching according to literature?*

The second sub-question is answered from the literature of chapters 1 and 3 as well as participants' responses in the semi-structured interviews (cf. 5.5.2).

According to the literature, BICS refers to conversational fluency in a language, and CALP is the learner's ability to express him or herself academically in both oral and written methods (cf. 1.3.1). As soon as a child starts school, language becomes complex (meaning at home the learner might speak and respond orally in English, whereas at school the learner is required to read, write, and speak in English) which requires a learner's BICS to become advanced in order to be academically proficient in CALP, which allows the progression from one grade to another (cf. 3.4.1). However, this is only feasible if the learner's mother tongue is well developed (Cummins, 1976). According to NPPPPR (2012:16) a learner needs to obtain 50% to pass a grade, however, due to language barriers, like learners coming from diverse Home Language backgrounds and English not being the learners' Home Language (cf. 1.1), most learners have difficulty obtaining this mark. The consequences of lacking CALP are that learners have increased difficulty in phonological awareness, cognitive-linguistic

and pre-reading skills, word identification skills, syntactic awareness, and spelling (Cummins, 1984; Van Staden, 2011; Theron & Nel, 2008; Latchman, 2014:1). These consequences influence learners' academic self-concepts, because learners might regard themselves as learners who are unable to progress academically and less intelligent than their peers (Jimerson, Burns & Van Der Heyden, 2016:36).

Learners are not equally proficient, as participants' responses indicate that the proficiency levels of learners vary, depending on learners' Home Language and cognitive ability to understand the language. Thus, English language proficiency ranges from good to poor. This can be linked to Cummin's interdependence hypothesis (Cummins, 1979:233) where the learner's acquisition in a second language can be influenced by the learner's level of development in their Home Language (*cf.* 3.2).

To address poor proficiency, language tasks should be divided into context-embedded tasks, which include communication using cues such as gestures and expressions to help communicate the meaning in a shared context of understanding. In addition, cognitively undemanding involves oral presentations, which does not require thinking.

For learners with a high proficiency level, learning tasks should be context-reduced, involving more academic communication where there are few clues about the meaning of the communication, as language is abstract and academic e.g., textbook reading. Fewer gestures should be used when teaching but learning tasks should be cognitively demanding. Examples of more cognitively demanding learning tasks are the analysis of information, drawing conclusions and making connections (*cf.* 3.4.1). It is important for the development of learners' mother tongue as well as the use of resources in the mother tongue of the learners (*cf.* 3.4.2)

Possible reasons for the varying language proficiency are that Ennerdale is divided into social regions where factors such as levels of income, housing, employment, education, cultural and language backgrounds, as well as the standard of living play a role in the proficiency levels of the learners (Kruger, 2011). The SACMEQ III (2011) results indicated that Grade 6 learners in South Africa, who are from poor backgrounds, are the second-worst readers from a group of 15 countries in southern and eastern Africa (*cf.* 5.5.2.2.1).

Participants also indicated that they experience language-related challenges in their teaching. Challenges that participants experienced include the influences of other languages, for example, transferring language rules from one language to another. This seems to be supported by Cummins's interdependence hypothesis where he views this interdependence as a condition for SLA in English. Cummins (1979:233) sees learners' acquisition in their second language as being influenced by the development of their home language. For example, where teachers make use of concrete objects familiar to the learner to teach new concepts in the second language. Further, parents (MKO) of learners are unable to assist them because they themselves are not proficient in English. More challenges include learners having limited vocabulary, an inability to complete their classwork or homework, over-dependence on teachers, and learners who struggle to reason and motivate answers. According to Barrett's taxonomy (1979) a learner needs to be competent in the five categories, which are "literal comprehension, reorganisation, inferential comprehension, evaluation, and appreciation" in order to overcome such difficulties. Consequently, due to time constraints to complete curriculum coverage, teachers do not have time for follow-up questions to consolidate and repeat work and they are always lagging in completing the curriculum.

According to evaluation reports (DoE, 2005), the 2016 PIRLS, SACMEQ 111 (2011) studies, and the 2014 Annual National Assessments indicate that Grade 6 learners averaged 38% for Language (LoLT); 27% for Mathematics; and 41% for Natural Sciences. Most learners cannot read and write at the appropriate level for the intermediate phase as their foundation was not laid properly, and there are no or limited resources to use when teaching and learning takes place (*cf.* 5.5.2.2.2).

6.2.3. Findings with regard to the third sub-question (*cf.* 1.4)

- *What is the relation between feedback, SRL and Second Language Acquisition theories according to literature?*

Through using assessment, teachers are able to provide feedback that highlights good practice, identify shortcomings, and suggest recommendations for improvement (*cf.* 2.1). Feedback allows learners to close the gap between current and desired understandings by clarifying misconceptions (*cf.* 2.4). Assessment articulates learning

goals and provides feedback to teachers and learners regarding progress. This allows learners the ability to track their performance. Assessment and feedback influence a learner's approach and motivation to learn. Therefore, feedback cannot occur without assessment (*cf.* 2.3). Assessment outlines, learning outcomes, and feedback acknowledge learners' progress in order to address learning objectives. Learners reflect and act upon the feedback received through monitoring, assessing, and controlling their own learning, which are referred to as SRL skills (*cf.* 2.3). According to Hattie and Timperley (2007:81) feedback allows learners to practice SRL. In addition, feedback also provides information regarding performance after the completion of an assessment task. Therefore, feedback can be seen as promoting SRL and improving further learning.

SRL could be explained as "self-generated thoughts, feelings, and actions that are planned and systematically adapted to affect a learner's academic motivation and learning" (*cf.* 2.1). Feedback helps in exercising self-generated thoughts by allowing learners to critique their own performance, e.g., the use of corrections. Further feedback develops understanding and the ability to transfer knowledge, enabling learners to better their actions systematically. Feedback teaches a learner SRL skills. This includes goal-setting for learning new material as well as task strategies in order to solve problems. In addition, self-monitoring progress and revising knowledge and beliefs helps learners to learning difficulties and conform to new content. Therefore SRL can be seen as a result of implementing feedback.

In Second Language Acquisition, the Sociocultural Theory maintains that through social interaction, learning occurs, as learning cannot take place in isolation. Language acquisition is a cognitive as well as a social activity as learners are constructors of their own learning (*cf.* 3.5.1). Teachers are able to assist struggling learners in order to build comprehension through providing feedback, thereafter, learners will develop the ability to work independently and take responsibility for their own learning. For learners to acquire a second language, teachers can communicate using their mother tongue when providing feedback until learners understand and become confident in using English. The mother tongue acts a mediator, assisting learners to acquire English (Jones & Nimmo, 1994; Lantolf, 2000). Feedback in SLA also implies meaningful interaction in English where the focus is on learners' understanding and

not on the mistakes they make in their utterances (*cf.* 3.5.2). For example, when doing a lesson in verbs, the teacher focuses on whether or not learners can identify the verb, rather than on the incorrectness of their utterances in order to see if they understand what verbs are. Feedback allows learners to understand what acceptable language is. This allows learners to modify their performances (*cf.* 3.5.3).

During immediate and timeous feedback, which relates to Krashen's theory of SLA (1988) and the sociocultural perspective of SRL (Schunk, 2012), the teacher plays a key role in constructing learners' knowledge, which develops self-motivation. The feedback provided to learners allows them to self-monitor and self-correct their learning in order to keep track of their learning progress. The Monitor hypothesis (Krashen, 1988), indicates that self-correction through monitoring makes learners aware of their own strategies to develop communicative competence. This results in learners developing self-motivational and self-efficacy beliefs. Feedback as a social interaction activity allows improvement and progression when learners receive comprehensible input ($i + 1$), which is beyond their linguistic competence (Vygotsky, 1978; Krashen, 1988). Krashen (1988) asserts that learners with "high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in SLA."

Furthermore, feedback provided on the different levels of Hattie and Timperley's (2007) model of feedback can be incorporated with the Social-Cultural Theory of SLA (Vygotsky, 1978) and the Interaction Approach (Gass & Mackey, 2006). Interaction assists learners to improve their language proficiency through the help and guidance of others when they cannot improve on their own, slowly steering away from support, resulting in autonomy. Interaction can be regarded as a form of mediation through which learners create new forms and functions collaboratively, resulting in the development of self-evaluation, which builds confidence in learners to engage further in a task (Hattie & Timperley, 2000:90). Furthermore, learners become less dependent on teacher support, taking responsibility and ownership for their own learning, thus becoming more self-regulated (Meyer *et al.*, 2010:57). Feedback can be regarded as mediating (Lantolf, 2000) if it encourages learners to self-correct and become dependent on their own capabilities in order to bring improvement. Through the use of questioning, modelling, and opportunities for learners to support each other (Lantolf,

2000), learners will engage in open-ended activities, make choices, control challenges, and evaluate themselves in order to be a self-regulated learner (Schutte, 2012:4).

SLA theories link to SRL theories (*cf.* Table 3.1), in that both sets of theories encourage support from the teacher or MKO providing learners with support through guidance, collaborative learning, and the reconstruction of learning. Teachers facilitate learning by modelling instructions and support allowing learners to learn through observation. The instructions are formal and direct. Teachers create tasks that are of interest and value, which consider the cognitive development of learners, often presented face-to-face. Social interaction is encouraged as a means of language development, communication, and the facilitation of learning. This results in learners who are less dependent on teachers, are self-motivated, and work independently. Further, learners are able to self-monitor and self-construct their learning. Learners take responsibility for their own actions, further developing their metacognition and their self-efficacy beliefs.

6.2.4. Findings with regard to the fourth sub-question (*cf.* 1.4)

- *According to the empirical data, what types of feedback practices do intermediate phase teachers use to enhance language teaching in order to encourage learners' use of SRL skills?*

To answer this sub-question, data from the observations and individual, semi-structured interviews were analysed and interpreted. Discrepancies were noted in what some participants said in their interviews and what was observed during the lesson observations. These discrepancies will be pointed out in the discussion that follows.

6.2.4.1. SRL skills developed in the forethought phase

The forethought phase sets the stage for learning. This phase refers to all the motivational beliefs and processes that self-regulated learners engage in before they start with a task (*cf.* 2.10.1). The feedback provided by participants were formative, oral, written, descriptive, and self-feedback. The feedback was given on the task,

process and self-level of Hattie and Timperley's (2007) model of feedback. According to participants' perspectives in the individual, semi-structured interviews they encourage the following SRL skills in the forethought phase: goal-setting, strategic planning, motivation and self-efficacy beliefs, outcomes expectations, and task value and interest.

Participants indicated that they encouraged learners to set goals through motivating them to aim high and by building their confidence. An example of this is allowing learners to create their own rubrics. In doing so, learners write down goals, in the form of outcomes that they want to achieve on the rubric. However, the encouragement of these SRL skills was not observed during the lesson observations. Participants did not model goal-setting by stating the lesson outcomes before they engaged in teaching and learning. A possible reason for this might be that they were busy with revision lessons which started the previous day and no new concepts were introduced. If participants had modelled the outcomes they wanted the learners to achieve, it could have helped the learners to set goals pertaining to the knowledge and skills they should acquire at the end of the lessons. This could have led to better proficiency in the language and improved SRL.

Participants perceived themselves to encourage strategic planning through the planning and editing of essay writing. Furthermore, participants indicated that they taught learners to set timetables for study purposes. During the lesson observations, it was observed that the participants assisted in planning through oral feedback by explaining and discussing important facets when planning an essay. It was not observed that teachers encouraged the setting of timetables that can be used for study purposes as it was not time for exams.

During both the lesson observations and the individual, semi-structured interviews, most of participants engaged in strategies like praise, motivation, and the use of positive reinforcement. Positive reinforcement was used for learners to be motivated, to boost their self-confidence and self-efficacy. This allowed learners to engage further in a task. These strategies participants used are vital to develop learners' self-efficacy beliefs, which can improve their academic success.

It can be concluded that participants perceive themselves to be encouraging positive

outcome expectations when they encourage learners' belief in their capabilities. This results in learners being good readers, listeners and conscious thinkers, which will help them in future. However, this encouragement of positive outcome expectations was only observed from a few participants.

Regarding the encouragement of task value and interest, the participants during the interviews mentioned the use of compact discs when listening to stories and the use of visuals like posters to keep learners interested in a task. During the observations, task value and interest took the form of group reading, where stronger learners assisted weaker learners (scaffolding). Further practical demonstrations (utilising props when reading stories) were also used.

From comparing individual, semi-structured interviews with the observational data, it seems that participants' perspectives on how they encourage SRL skills, such as strategic planning, outcomes expectations, and task value and interest, differ from SRL skills they develop in class.

6.2.4.2. SRL skills developed in the volitional phase

The volitional phase occurs after the forethought phase. It allows learners to construct meaning and reproduce and store knowledge.

In the individual, semi-structured interviews, participants indicated encouraging the following SRL skills in the volitional phase: task strategies, imagery, metacognitive self-monitoring, and help-seeking when providing oral, written, formative, and self-feedback.

During the individual, semi-structured interviews participants indicated that with regards to task strategies they implemented learning games, flash cards, summaries, the use of dictionaries and the Internet, and word searchers. During the observations, participants assisted learners to write their planning through using a mind map. Participants also assisted learners when summarising main points during a reading task.

During the individual, semi-structured interviews participants indicated that with regards to imagery, they utilised visuals to assist learners with the prediction of stories.

This was also observed during the lesson observations.

During the individual, semi-structured interviews participants indicated that with regards to help-seeking, learners were encouraged to seek help from libraries, the use of a dictionary and the Internet. During the observations, participants encouraged help-seeking by allowing learners to raise their hands and ask questions.

During the individual, semi-structured interviews participants mentioned encouraging metacognitive self-monitoring. However, during the observed lessons, none of these strategies were observed.

During the lesson observations, participants encouraged time management as an SRL skill by providing a specific time frame against which an activity should be completed. However, the participants did not mention the encouragement of time management in the interviews.

Furthermore, in both the lesson observations and the individual, semi-structured interviews participants did not encourage learners to self-instruct, to plan for favourable learning environments, or to self-record their progress.

6.2.4.3. SRL skills developed in the self-reflection phase

The self-reflection phase occurs after the volitional phase. Learners are encouraged to self-evaluate and take ownership and responsibility for their learning. Participants engaged in oral, peer, self and summative feedback.

In the interviews, participants indicated encouraging the following SRL skills in the self-reflection phase: self-evaluation, self-satisfaction, building realistic attributions for success or failure, adaption of behaviour, and defensive behaviour.

Participants indicated that they encourage self-evaluation through peer assessment. After learners receive feedback, they get an opportunity to complete an activity in order to self-evaluate whether or not they understood the feedback provided.

Through self-satisfaction, participants indicated that they can see on the expressions of learners' faces that they understood a task. The learners would nod their heads or even smile.

The participants did not indicate how they encourage self-judgement. During the observations, all the previously mentioned SRL skills were observed except for the encouragement to build realistic attributions where learners display adaptive or defensive behaviours.

The findings indicate that not all sub-processes in Zimmerman and Moylan's (2009) model were mentioned as SRL skills by participants during the individual, semi-structured interviews. None of the responses by participants indicated the encouragement of goal orientation, self-instruction, time management, self-recording, or self-judgement. Participants mostly monitored learners' understanding through questioning and explanations.

The findings of the lesson observations indicate that participants encourage the use of SRL skills such as strategic planning, motivation and self-efficacy beliefs, task value and interest, task strategies, imagery, time management, help-seeking, self-evaluation, self-satisfaction, and self-recording. The development of these SRL skills are supported in literature (*cf.* 2.12.1), (*cf.* 2.12.2) and (*cf.* 2.12.3). Participants did not mention encouraging time management but during the lesson observations, it was observed that they provide learners with specific time to complete activities.

Eight of the participants are still very young and have teaching experience that range from 2 – 5 years. Therefore, one could have expected them to use more learner-centred, constructivist teaching approaches, which complements the encouragement of SRL skills. These learner centred and constructivist teaching approaches are underpinned in the CAPS document that teachers are implementing in South African public schools. Furthermore, in most higher education institutions student teachers are taught how to implement constructivist teaching approaches that benefits the development of SRL skills. Based on the lesson observations and individual, semi-structured interviews, it can be concluded that all participants utilise mostly traditional, transmission teaching approaches. It can also be concluded that participants have limited understanding of the concept of SRL, and lack pedagogical knowledge on how to apply it in their teaching practice.

6.3. Recommendations

The current research made me aware of issues that can be considered for further research. In this regard, the following are worth mentioning:

6.3.1. English Home Language teachers

Training should be provided to teachers on how to improve their pedagogical knowledge to encourage and develop SRL skills. Teachers should also be encouraged to attend professional development courses to keep up with new concepts and strategies on how learners can be taught to become self-regulated. Training should be provided to teachers in SLA and English as a LoLT. The administration workload of teachers should be decreased in order for them to focus on teaching, assessing, and providing feedback. Teachers should ensure conducive learning environments for the encouragement of SRL through modelling and explicitly teaching skills such as strategic planning, goal-setting, time management, task strategies and help-seeking in order to make learners aware of these SRL skills.

6.3.2. Schools

Professional learning communities should be established at schools for EHL teachers in order to share insights on best practices for the improvement of teaching and learning, feedback, and the encouragement SLR skills.

6.3.3. Curriculum designers

The curriculum can be reviewed in order to make provision for time to provide learners with sufficient and effective feedback. Barrett's taxonomy should be utilised better to promote SRL and SLA.

6.3.4. The Department of Basic Education

The DoBE should improve on efforts to provide resources in schools. These resources can include workbooks, reading books, and visuals that can assist learners when engaging in feedback to improve their learning and to become self-regulated learners. There should be support services for learners with proficiency difficulties, such as support systems, which will eventually decrease the literacy problems in primary

schools.

6.4. Contributions of the study

In this study, the research findings made me aware of the contribution of the study:

- Awareness in teachers that feedback is an important facet in the promotion of learner's progress and helping them to become self-regulated learners.

6.5. Limitations of the research

This study is limited because the study only focused on a small group of teachers (intermediate phase teachers) who were situated in one area (Ennerdale). A potentially bigger group of research participants teaching English Home Language at other schools and who are located in different areas may respond differently to the research question. Due to my limited interview experiences, it was realised that interview skills could be improved to enable interviewees to expand on responses.

6.6. Recommendations for further research

I make the following recommendations for future research. Firstly, similar research in other schools in the Gauteng Province on the feedback practices of English Home Language teachers to encourage SRL should be conducted. Secondly, the research could be expanded to include all Grade 4 learning areas to see if the findings will be the same in other Grade 4 learning areas since English is the LoLT in most schools.

6.7. Conclusion

The purpose of this study as outlined in chapter 1 was to understand the feedback practices of intermediate phase English Home Language teachers to encourage SRL in the Ennerdale region. Findings revealed some discrepancies in some participants' perspectives of how they develop SRL skills and the actual teaching strategies used during the lesson observations.

In line with the literature, it can be concluded that participants encourage most SRL skills, however, they lack pedagogical knowledge to encourage SRL skills through their teaching and feedback practices. Participants still apply traditional teaching

approaches that do not always foster or encourage SRL skills. There is a need for intervention like workshops in order to make participants aware of SRL skills needed in order to encourage SRL skills in learners.

The chapter provided a discussion of the findings within the framework of the research question. Recommendations for improvement in the encouragement of SRL were made, further studies were proposed, and the limitations of the study were provided.

References

- Afitska, O. 2014. Use of formative assessment, self- and peer assessment in the classrooms: some insights from recent language testing and assessment (Ita) research. *I-manager's Journal on English Language Teaching*, 4(1):29-31.
- Alexander, N. 2003. Language education policy, national and sub-national identities in South Africa. Council of Europe Press. (Language policy division, F-67075).
- Allen-Collinson, J. 2012. Interpretivism research paradigms. England: University of Lincoln.
- Aljaafreh, A. & Lantolf, J.P. 1994. Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*: 78. <http://dx.doi.org/10.1111/j.1540-4781.1994.tb02064.x> Date of access: 6 Jan. 2017.
- Andrade, H.L. 2016. The role of classroom assessment in supporting self-regulated learning. (In McMillan, J.H., ed. Sage handbook of research on classroom assessment. USA: Sage. p. 17 - 34).
- Anton, M. 1999. A learner-centred classroom: socio-cultural perspectives on teacher-learner interaction in the second language classroom. *The Modern Language Journal*, 83. <http://dx.doi.org/10.1111/0026-7902.00024> Date of access 6 Jan. 2017.
- Assessment and Feedback in Teaching and Learning Policy. 2013. Dublin City University.
- Australian Institute for Teaching and School Leadership. 2015. Spotlight: reframing feedback to improve teaching and learning. aitsl.edu.au Date of access: 2July 2017.
- Babbie, E. & Mouton, J. 2001. The practice of social research. New York: Oxford University Press.
- Baker, C. 2006. Foundations of bilingual education and bilingualism. 4th ed. Clevedon, UK: Multilingual Matters.
- Bandura, A. 1986. Social foundations of thought and action. Upper Saddle River, NJ:

Prentice Hall.

Barrett, T. C. 1976. Taxonomy of reading comprehension. (*In* Smith, R. & Barrett, T.C., eds. *Teaching reading in the middle grades*. Reading, MA: Addison-Wesley. p 228.)

Bertram, C. & Christiansen, I. 2014. *Understanding research: an introduction to reading research*. 2nd ed. Pretoria: Van Schaik Publishers.

Black, P. & Wiliam, D. 1998. Inside the black box: raising standards through classroom assessment. *Phi Delta Kappa*, 80:1-13.

Booyesen, R.M. 2018. *The perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement*. Vanderbijlpark: NWU (Unpublished dissertation).

Bramucci, A. 2013. *Self-regulation learning: theories and potential applications in didactics (I-Tutor)*. University of Macerata: Macerata.

Brekke, G. & Zambulionis, A. 1995. A comparison of school leaving math exams. (*In* Pehkonen, E., ed. *Proceedings of the Nordic Conference on Mathematics Teaching*. Finland: University of Helsinki. p. 66- 71).

Brown, H. D. 2000. *Principles of language learning and teaching*. 4th ed. White Plains, NY: Addison Wesley Longman, Inc.

Bruning, R. H., Schran, G. J., & Norby, M. M. (Eds). 2011. *Cognitive psychology and instruction*. 5th ed. Upper Saddle River, NJ: Pearson.

Butler, D.L. & Winne, P.H. 1995. Feedback and self-regulated learning: a theoretical syntheses. *Review of educational research*, 65(3), 245-281.

Chung, Y.B & Yuen, M. 2011. The role of feedback in enhancing students' self-regulation in inviting schools. *Journal of invitational theory and practice*, 17:22 – 23.

Congjun, M. 2005. A taxonomy of ESL writing strategies. (*In* Chen, M.P., Guo, L., Freebody, P. & Hedberg, J. eds. *Proceeding Redesigning Pedagogy: Research, Policy and Practice*. Singapore. p. 2-3).

Corno, L., & Mandinach, E.B. 1983. The role of cognitive engagement in classroom learning and motivation. *Educational Psychologist*, 18(2):88.

Costa. 2011. Why we need self-directed learners.

https://uk.sagepub.com/sites/default/files/upm-binaries/7126_costa_ch_1.pdf Date of access: 25 Sep. 2015.

Creswell, J.W. 2009. Research design: qualitative, quantitative, and mixed methods approach. 3rd ed. Los Angeles, Calif: Sage Publications.

Creswell, J. 2015. Educational research: planning, conducting and evaluating quantitative and qualitative research. 5th ed. Upper Saddle Hall, NJ: University of Nebraska-Lincoln.

Christmas, D., Kudzai, C. & Josias, S. 2013. Vygotsky's zone of proximal development theory: what are its implications for Mathematical teaching. *Greener Journal of Social Science*, 3(7):371 - 377.

Cummins, J. 1976. The influence of bilingualism on cognitive growth: a synthesis of research findings and explanatory hypotheses. Working papers on bilingualism, No 9. Bilingual Education project. The Ontario Institute for studies in education. April 1976.

Cummins, J. 1979. Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2):222-251.

Cummins, J. 1981. The role of primary language development in promoting educational success for language minority learners. (*In California State Department of Education., ed. Schooling and Language Minority Learners: A Theoretical Framework. Los Angeles: Evaluation, Dissemination and Assessment Center. California: State University. p. 132-133).*

Cummins, J. 1984. Bilingualism and special education: issues in assessment and pedagogy. Clevedon, London: Short Run Press Ltd.

Cummins, J. 2000. Language, Power and pedagogy: bilingual children in the crossfire. England: Clevedon.

Department of Basic Education. 2007. The South African National Policy on Assessment and Qualifications for schools in the General Education and Training Band. Pretoria.

Department of Basic Education. 2010. Dictionary of Education Concepts and terms. Unpublished report. Department of Basic Education.

Department of Basic Education. 2011a. Curriculum and Assessment Policy Statement. Pretoria.

Department of Basic Education. 2014. Report on Annual National Assessments of 2014: Grades 1 to 6 & 9. 4 December.

Department of Education. 1997. Language in Education Policy. Retrieved from <http://www.education.gov.za/Documents/policies/LanguageEducationPolicy1997.pdf>
Date of access: 11 Oct. 2019.

Department of Education. 2002. Revised National Curriculum Statement, Grade R-9 (schools) Policy: Languages: English Home Language. Pretoria

Department of Education. 2005. The Revised National Curriculum Statement. Pretoria.

Department of Education. 2009. Report of the Task Team for the Review of the Implementation of the National Curriculum Statement. Pretoria.

Department of Basic Education. 2014. Report on Annual National Assessments of 2014: Grades 1 to 6 & 9. 4 December.

Department of Basic Education. 2014. Policy on screening, identification, assessment and support. Pretoria.

De Vos, A.S. 2007. Qualitative data analysis and interpretation. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L., eds. Research at grassroots for the social sciences and human service professions. Pretoria: Van Schaik Publishers. p. 346 - 352*).

De Wet, C. 2002. Factors influencing the choice of English as LoLT: a South African

perspective. *South African Journal of Education*, 22(2):119.

De Witt, M.W. 2008. Assessment in pre-school and foundation phase. (In Dreyer, J.M., ed. *The educator as assessor*. Pretoria: Van Schaik. p. 30-51).

Donald, D., Lazarus, S. & Lolwana, P. 2006. *Educational psychology in social context*. South Africa: Oxford University Press.

Dörnyei, Z. 2007. *Research methods in applied linguistics*. New York: Oxford University Press.

Dulay, H.C. & Burt, M.K. 1974. Natural sequences in child Second Language Acquisition. *Language Learning*, 24(1). <https://doi.org/10.1111/j.1467-1770.1974.tb00234.x> Date of access: 11 Nov. 2019.

Du Plessis, P., Conley, L. & Du Plessis, E. 2009. *Teaching and learning in South African schools*. Pretoria: Van Schaik.

Du Toit, E. 2012. Constructive feedback s a learning tool to enhance students' self-regulation and performance in higher education. *Perspectives in Education*, 30(2), 32 – 40.

Dyers, C.N. 2003. Intervention and language attitudes: the effects of one development programme on the language attitudes of primary school educators. *Journal for Language Teaching*, 37(1):60- 73.

Eggen, P., & Kauchak, D. 2009. *Educational psychology: windows on classrooms*. 8th ed. Upper Saddle River, NJ: Merrill-Prentice Hall.

Ellis, R. 2003. *Task-based language learning and teaching*. Oxford: Oxford University Press.

Ellis, R. 2005. Principles of instructed language learning. *System*, 33(2):209-224.

Erfani, S.S., & Nikbin, S. 2015. The effect of peer-assisted mediation vs. tutor-intervention within dynamic assessment framework on writing development of Iranian intermediate EFL learners. *English Language Teaching*, 8(4):128.

Falchikov, N. 2005. Improving assessment through student involvement: practical solutions for aiding learning in higher and further education. New York: Routledge.

Fathman, A. 1975. The relationship between age and second language productive ability. *Language Learning*, 25(2). <https://doi.org/10.1111/j.1467-1770.1975.tb00244.x> Date of access: 11 Nov. 2019.

Ferrer, R. 2015. Importance of Second Language Acquisition and learning. Manila: De La Salle University.

Fisher, D., & Frey, N. 2009. Feed up, back, forward. *Educational leadership*, 67(3), 20-25.

Fritz, C.O. & P.E. Morris. 2000. When further learning fails: stability and change following repeated presentation of text. *British Journal of Psychology*: 493-511.

Garrison, C. & Ehringhaus, M. 2013. Formative and summative assessments in the classroom. *Association for middle level education*: 1.

Gardner, S. & Rea-Dickens, P. 2002. Focus on language sampling: a key issue in EAL assessment. Occasional paper 15. National Association for Language Development in Curriculum: NALDIC Publications Group.

Gass, S. M., Mackey, A. & Pica, T. 1998. The role of input and interaction in Second Language Acquisition: introduction to the special issue. *The Modern Language Journal*, 82(3), 299–307.

Gass, S. M., & Mackey, A. 2006. Input, interaction and output: an overview. *AILA Review*, 19, 3-17.

Geduld, B. 2014. Re-thinking the value of learning theories to develop self-directedness in open distance students. *Journal of Educational and Social Research*, 4 (6):12.

Gichuhi, C. 2014. Teachers' competence in test construction within Bloom's Taxonomy for effective learning assessment: a case study of Kikuyu district, Kiambu County. Kiambu County: UN. (Dissertation- M. edition).

- Goldkuhl, G. 2012. Pragmatism vs Interpretivism in qualitative information systems research. *European Journal of Information Systems*, 21(2): 6.
- Greeff, M. 2005. Information collection: interviewing. (In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grass roots for the social sciences and human service professions. Pretoria: Van Schaik. p. 292-297).
- Grosser, M.M. & Nel, M. 2013. The relationship between the critical thinking skills and the academic language proficiency of prospective teachers. *South African Journal of Education*, 33(2):1-17.
- Hadwin, A. & Oshige, M. 2011. Self-regulation, coregulation and socially shared regulation: exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113(2), 243.
- Harlen, W. & Winter, J. 2004. The development of assessment for learning: learning from the case of science and Mathematics. *Journal of language testing*, 21(3): 390.
- Harlen, W. 2007. Assessment of learning. London: SAGE Publications.
- Hattie, J., & Timperley, H. 2007. The power of feedback. *Review of Educational Research*, 77, 81-112. <http://interactiveachievement.com/wp-content/uploads/formative-and-summative-assessment.png> Date of access: 5 July 2017.
- Hawk, T.F., & Shah, A.J. 2008. A revised feedback model for task and self-regulated learning. *The coastal business journal*, 7(1):66-81. http://www.coastal.edu/business/cbj/pdfs/articles/spring2008/hawk_shah.pdf Date of access: 25 Sep. 2015.
- Hermerda, J.M. 2016. Maximizing feedback for self-regulated learning. Walden University. (Dissertation: PhD). <http://www.Aussiechildcarenetwork.com/early-years-learning-framework.php> Date of access 15 Oct. 2018
- Hyland, K. 2000. Teaching and researching writing. London: Longman.

Ireson, J. 2008. *Learners, learning and educational activity: founders and futures of education*. New York: Taylor & Francis.

Ivanic, R., Clark, R. & Rimmershaw, R. 2000. What am I supposed to make of this? The messages conveyed to students by tutors' written comments. (*In* Lea, M.R & Stierer, B., eds. *Student Writing in Higher Education: New Contexts*. Buckingham SHRE: Open University Press. p. 47-65).

Jimerson, S.R., Burns, M.K. & Van Der Heyden, A. 2016. *Handbook of response to intervention: the science and practice of multi-tiered systems of support*. 2nd ed. New York: Springer.

Johnson, B. & Christensen, L. 2012. *Educational research: qualitative, quantitative and mixed approaches*. 4th ed. Thousand Oaks: Sage.

Jones, E. & Nimmo, J. 1994. *Emergent curriculum*. Washington, D.C.: National Association for the Education of Young Children.

Kadhiravan, S. & Suresh, V. 2008. Self-regulated behaviour at work. *Journal of the Indian Academy of Applied Psychology*, 34:126-130.

Kaiser, K., Reyneke, M. & Uys, M. 2010. Eating soup with a fork – why the EFAL syllabus cannot promote learning across the curriculum. *Journal for Language Teaching*, 44(2):52-67.

Kaiser, K. 2016. Do the EFAL CAPS and workbooks prepare Grade 4 learners adequately for the demands of English as LoLT? *Journal for Language Teaching*, 50(2):143-165.

Kao, P. 2010. Examining second language learning: taking a sociocultural stance. *Annual review of education, communication & language sciences*, 77:113-131.

Kaschula, R.H. 1999. South Africa's language policy in relation to the OAU's language plan of action for Africa. *International Journal of Social Languages*, 136:650.

Kearns, H. 2008. *Shining the light on literacy*. (Handout).

Kellogg, R.T. 2008. Training writing skills: a cognitive development perspective. *Journal of Writing Research*, 1. 10.17239/jowr-2008.01.01.1_Date of access: 11 Nov. 2019.

Klimova, B. 2013. The importance of writing. *Indian Journal of Research*, 2. 10.15373/22501991/JAN2013/4 Date of access: 11 Nov. 2019

Kluger, A.N., & DeNisi, A. 1996. The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2): 256.

Krashen, S.D. 1987. Principles and practice in Second Language Acquisition. UK: Prentice Hall International.

Krashen, S.D. 1988. Second Language Acquisition and second language Learning. UK: Prentice Hall International.

Krause, K.L. & Hartley. 2005. The first year experience in Australian universities: findings from a decade of national studies: centre for the study of Higher Education. University of Melbourne: Melbourne.

Kruger, C. 2011. SA pupils fail to make the grade. News 24, April. Available: <http://www.news24.com>_Date of access 12 Oct. 2019

Lantolf, J.P. 2000. Sociocultural theory and second language learning. Oxford: Oxford University Press.

Larkin, M. 2002. Using scaffold instruction to optimize learning. http://www.niu.edu/facdev/resources/guide/strategies/instructional_scaffolding_to_optimize_learning.pdf Date of access: 01 May 2015.

Latchman, D. Intermediate phase educators' perceptions about the barriers to learning that occur in an ESL classroom. Vanderbijlpark: NWU. (Dissertation – M).

Leedy, P.D. & Ormrod, J.E. 2005. Practical research: planning and design. 8th ed. New Jersey: Pearson.

Lemmer, E. 2002. Fostering language development in multicultural schools in South Africa: *Africa Education Review*, 31 (1-2): 38 – 62.

Li, S. 2010. The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning*, 60(2). <https://doi.org/10.1111/j.1467-9922.2010.00561.x> Date of access: 14 Oct. 2019.

Lichtman, M. 2013. *Qualitative research in education a user's guide*. 3rd ed. California: Sage Publications.

Lincoln, Y.S. & Guba, E.G. 2000. Paradigmatic controversies, contradictions, and emerging confluences in *Handbook of qualitative research*. Thousand Oaks: Sage.

Lipnevich, A. A., & Smith, J. K. 2008. Response to assessment feedback: the effects of grades, praise, and source of information. Research Report by the Educational Testing Service (ETS). <http://www.ets.org/Media/Research/pdf/RR-08-30.pdf> Date of access: 26 Sep. 2015.

Lombard, B.J.J. 2010. Outcomes-based assessment: exploring the territory. (*In Meyer, L., Lombard, K., Warnich, P. & Wolhuter, C., eds. Outcomes-based assessment for South African teachers*. p. 17-62).

Lui, D. 2015. A critical review of Krashen's Input hypothesis: three major arguments. *Journal of Education and Human Development*, 4(4):139.

Lyster, R. and Saito, K. 2010. Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32, 265–302.

Mabuuke, A.G., Louw, A.J.N. & van Schalkwyk, S. 2017. Self-regulated learning: a key learning effect of feedback in a problem-based learning context. *Afr J Health Professions Education*, 9(1): 34-38.

Mackey, A. 2012. Introduction-The role of conversational interaction in Second Language Acquisition. (*In Mackey, A. ed. Conversational interaction in Second Language Acquisition: A collection of empirical studies* Oxford: Oxford University Press. p. 1–26).

- MacKinnon, A. & Scarff-Seatter, C. 1997. Constructivism: contradictions and confusion in teacher education. (*In Richardson, V., ed. Constructivist teacher education: Building new understandings. Washington, DC: Falmer Press. p 38 – 55.*)
- Makino, T. 1980. Acquisition order of English morphemes by Japanese adolescents. Tokyo: Shinozaki Shorin Press.
- Makoni, M. 2017. Addressing language barriers is key to student success. *University World News*, 10 Mar. <https://www.universityworldnews.com> Date of access: 4 Aug. 2018.
- Manyike, T.V & Lemmer, E.M. 2010. English reading and writing performance of Xitsonga- speaking grade 7 learners in township schools: a case study. *University of South Africa*, 26(1): 43.
- Maree, K. & Van der Westhuizen, C.N. 2009. Headstart in designing research proposals in the social sciences. Juta and Company Ltd.
- Maree, K. (ed.). 2016. First steps in research. 2nd ed. Pretoria. Van Schaik.
- McCombs, B. L. 2001. Self-regulated learning and academic achievement: A phenomenological view. (*In Zimmerman, B.J. & Schunk, D.H., eds. Self-regulated learning and academic achievement: Theoretical perspectives. Mahwah, NJ: Lawrence Erlbaum. p. 67-123.*)
- McCusker, D. 2014. What is the CAPS package? A comparative study of the NCS and CAPS: FET phase English home language. Pretoria: Umalasi.
- McDonald, C. 1993. Using the target language. Cheltenham, UK: Mary Glasgow.
- Mckinley, J. 2015. Critical argument and writer identity: social constructivism as a theoretical framework for EFL academic Writing. *Critical Inquiry in Language Studies*, 12(3):5-15.
- McMillan, J.H. & Schumacher, S. 2006. Research in education. Evidence-based inquiry. 6th ed. Boston: Pearson.

McMillan, J.H. & Schumacher, S. 2010. Research in education: evidence-based inquiry. 7th ed. New Jersey: Pearson.

McMillan, J. & Schumacher, S. 2014. Research in education: evidence-based inquiry. 7th ed. Harlow: Pearson.

McNamara, T. 2004. Language testing. (In Davies, A. & Elder, C. eds. The Handbook of Applied Linguistics. Malden, MA: Blackwell. p. 763-765).

Merriam, S. 2009. Qualitative research: a guide to design and implementation. San Francisco, Calif: Jossey-Bass.

Moseley, D., Baumfield, V., Elliot, J., Gregson, M., Miller, J., Higgins, S. & Newton, D. 2005. Frameworks for thinking: a handbook for teaching and learning. New York: Cambridge University Press.

Mvelase, N.B. 2014. An exploration of the comprehension and implementation of assessment for learning by selected primary school Mathematics teachers. Vanderbijlpark: NWU. (Unpublished dissertation).

Naroth, C. 2010. Constructive teacher feedback for enhancing learner performance in Mathematics. Unpublished Masters Dissertation. University of the Free State. South Africa: Bloemfontein.

Naylor, R., Baik, C., Asmar, K. & Watty, K. 2014. Good feedback practices: prompts and guidelines for reviewing and enhancing feedback for learners. <http://www.cshe.unimelb.edu.au>_Date of access: 11 Mar. 2015.

Nel, N. & Muller, H. 2010. The impact of teachers' limited English proficiency on English second language learners in South African schools. *South African Journal of Education*, 30(4):636.

Neuman, W. L. 2006. Social research methods: qualitative and quantitative approaches. USA: Pearson Education Inc.

Nicol, D. J. & Macfarlane-Dick, D. 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher*

Education, 199-218.

Nieuwenhuis, J. 2007. Qualitative research designs and data gathering techniques. (In Maree, K., ed. *First steps in research*. Pretoria: Van Schaik. p. 58-79).

Nieuwenhuis, J. 2012. Introducing qualitative research. (In Maree, K. ed. *First steps in research*. Pretoria: Van Schaik. p. 48 - 122).

Nystrand, M. 1989. A social interactive model of writing. *Written Communication*, 6:76-77.

Ormrod, J.E. 2003. *Educational psychology: developing learners*. Merrill: Prentice Hall.

Bakkabulindi, F. 2015. Positivism and interpretivism: Distinguishing characteristics, criteria and methodology. (In Okeke, C. & Van Wyk, M., eds. *Educational Research: An African approach*. Oxford University Press: Cape Town. P. 19-38).

Ormrod, J. E. 2010. *Educational psychology: developing learners*. 7th ed. Upper Saddle River, NJ: Pearson-Prentice Hall.

Osada, N. 2004. Listening comprehension research. *A Brief Review of the Past Thirty Years. Dialogue*, 3:53-66.

Pajares, F. 2005. Self-efficacy during childhood and adolescence: implications for teachers and parents. (In Pajares, F. & Urban T., ed. *Self-efficacy beliefs of adolescents*. Greenwich, Conn: Information Age Publishing. p. 339-34).

Panadero, E. & Alonso-Tapia, J. 2014. How do student-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Annals of Psychology*, 30(2), 450-462.

Patton, M.Q. 2004. *Qualitative evaluation and research methods*. London: Sage Publications.

Pekrun, R., Goetz, T., Titz, W. & Perry, R.P. 2002. Academic emotions in learners' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2): 91-92.

Poehner, M. 2012. The zone of proximal development and the genesis of self-assessment. *The Modern Language Journal*, 96(4):610 - 622.

Pintrich, P. R. 2000. The role of goal orientation in self-regulated learning. (In Boekaerts, M., Pintrich, P.R & Zeidner, M., eds. Handbook of self-regulation. Amsterdam: Elsevier. p. 451-502.)

Pintrich, P.R. 2004. A conceptual framework for assessing motivation and self-regulated learning in college learners. *Educational Psychology Review*, 16(4):393 - 407.

Pintrich, P.R. & Zusho, A. 2002. Learners motivation and self-regulated learning in the college classroom. (In Smart, J.C. & Tierney, W.G., eds. Higher education: Handbook of theory and research (Vol. XVII). Norwell, MA: Kluwer Academic. p. 65-84).

PIRLS. 2016. International Results in Reading. International Association for the Evaluation of Educational Achievement (IEA). Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.

Poulos, A. & Mahony, M.J. 2008. Effectiveness of feedback: the learners' perspective. *Assessment & Evaluation in Higher Education*, 143 - 154.

Plano Clark, V. L., & Ivankova, N. V. 2016. Mixed methods research: a guide to the field. London: SAGE Publications Ltd.

Price, M., Uandley, K., Millar, J., & O'Donovan, B. 2010. Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3):277.

Puustinen, M. & Pulkkinen, L. 2001. Models of self-regulated learning: a review. *Scandinavian journal of educational research*, 45(3), 269-286.doi: 10.1080/00313830120074206 Date of access: 12 Feb. 2019.

Rea-Dickins, P. 2001. Mirror, mirror on the wall: identifying processes of classroom assessment. *Language Testing*, 18(4):452-453.

Rea- Dickens, P & Gardner, S. 2000. Snares and silver bullets: disentangling the

construct of formative assessment. *Journal of language testing*, 17(2):238.

Rea-Dickins, P. 2003. Exploring the educational potential of assessment with reference to learners with English as an additional language. (*In Leung, C., ed. Language and Additional/second language Issues for School Education: a reader for teachers*. York: York Publishing Services. p. 434).

Rust, C., Price, M., & O'Donovan, B. 2003. Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment and Evaluation in Higher Education*, 28(2):147-164.

Sadler, D.R. 1989. Formative assessment and the design of instructional systems. *Instructional Science*, 18(2):119.

Schunk, D. H. 1994. Self-regulation of self-efficacy and attributions in academic settings. (*In Schunk, D.H. & Zimmerman, B.J., eds. Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Lawrence Erlbaum Associates. p. 75).

Schunk, D.H. 2000. *Learning theories: An educational Perspective*. 2nd ed. New Jersey: Prentice Hall, Inc.

Schunk, D. H. 2005. Self-regulated learning: the educational legacy of Paul R. Pintrich. *Educational psychologist*, 40(2):85-94.

Schunk, D.H., Pintrich, P.R. & Meece, J.L. 2008. *Motivation in education: theory, research and applications*. Upper Saddle River, NJ: Pearson.

Schunk, D. H. 2012. *Learning theories: an educational perspective*. 6th ed. Boston, MA: Pearson.

Schunk, D.H. & Ertmer, P.A. 2012. Self-regulation and academic learning: Self-efficacy enhancing intervention. (*In Boekaerts, M., Pintrich, P.R. & Zeidner, M., eds. Handbook of self-regulation*. Amsterdam: Elsevier. p. 632 - 640).

Schunk, D. H., Meece, J., & Pintrich, P. 2014. *Motivation in education theory, research and application*. Upper Saddle River, N.J: Pearson.

Schunk, D.H. & Zimmerman, B.J. 2003. Self-regulation and learning. (*In* Weiner, I.B, Donald, K., Freedheim, D.K., Reynolds, W.M., Schinka, J.A., Miller, G.E. & Velice, W.F., eds. *Handbook of Psychology: Educational Psychology*. (Vol.9.). Hobken, New Jersey: John Wiley & Sons, Inc. p. 66-68).

Schunk, D. H, Pintrich, P. R., & Meece, J. R. 2014. *Motivation in education: theory, research, and application*. 4th ed. Boston, MA: Pearson.

Schunk, D.H. 2001. Self-regulation through goal-setting. ERIC digest. file http://G:\Self-RegulationthroughGoalSetting_ERICDigest.htm Date of access: 5 Jan. 2019.

Schunk, D.H. 2003. Self-efficacy for reading and writing: influence of modelling, goal-setting, and self-evaluation. *Reading and writing quarterly*, 19:159-172.

Schutte, S. 2012. The relationship between resilience, self-regulation and the academic performance of learners living in townships under adverse circumstances. Potchefstroom: NWU. (Unpublished - dissertation).

Shenton, A.K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22: 64-71.

Sikwanga, H.S. 2018. Perspectives of Namibian teachers' development of grade 8 learners' self-regulated learning. Potchefstroom: NWU (Unpublished-dissertation).

Shute, V.J. 2008. Focus of formative feedback. *Review of Educational Research*, 78(1):153.

Slavin, R.E. 2000. *Education psychology: theory and practice*. 6th ed. Boston: Allyn & Bacon.

South Africa. 1996. *Constitution of the Republic of South Africa*, 1996.

South Africa. Department of Basic Education. 2011. *Nation Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*. Pretoria.

State of New South Wales Department of Education and Communities. 2015. Types of feedback. Australia.

Swain, M. 2005. The output hypothesis: theory and research. (*In Hinkel, E., ed. Handbook of research in second language teaching and learning. Mahwah, NJ: Lawrence Erlbaum Associates. p. 471 – 483).*

The Oxford Dictionary of Current English. 1992. Oxford: Oxford University Press.

The South African Oxford School Dictionary. 1996. Oxford: Oxford University Press.

Theron, L. & Nel, M. 2005. The needs and perceptions of South African grade 4 educators, teaching ESL learners South Africa. *Education Review, 2(2):221-222.*

Tsemrekal, T.M. 2013. The relationship between parenting style, self-regulated learning and academic achievement in selected primary schools in Ethiopia. Ethiopia: University of South Africa. (Thesis: PhD).

UNESCO. 2010. Why and how Africa should invest in African languages and multilingual education. Hamburg: UNESCO Institute for Lifelong Learning.

UNESCO. 2011. Enhancing learning of children from diverse language backgrounds: mother tongue-based bilingual or multilingual education in the early years. Paris: UNESCO.

Uys, M., Van der Walt, J.L., Van den Berg, R. & Botha, S. 2007. English medium of instruction: A situation analysis. *South African Journal of Education, 27(1):77.*

Vandergrift, L. 1999. Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal, 53(3):168-176.*

Van der Merwe, Z. & Nel, C. 2012. Reading literacy within a teacher preparation programme: what we know and what we should know. *South African Journal of Childhood Education, 2(2):137-157.*

Van De Pol, J., Volman, M., Oort, F. & Beishuizen, J.J. 2015. The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support.

Instructional Science, 43(5):615-625.

Van der Walt, C., Evans, R. & Kilfoil, W.R. 2009. Learn to teach: English language teaching in a multilingual context. 4th ed. Pretoria: Van Schaik Publishers.

Van Staden, A. 2011. Put reading first: positive effects of direct instruction and scaffolding for ESL learners struggling with reading. *Perspectives in Education*, 29(4):10-21.

Vygotsky, L.S. 1978. Mind in society: the development of higher psychological processes. Cambridge, MA: Harvard University Press.

Vygotsky, L.V. 1981. The instrumental method in psychology. (*In* Wertsch, J.V., ed. The concept of activity in Soviet psychology. Armonk, N.Y.: M.E. Sharpe. p. 134-143.)

Wessels, F. 2010. Narrative reflections on a life that matters. Pretoria: University of Pretoria (Thesis – PhD).

Wigfield, A. & Eccles, J.S. 2000. Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25:72.

Wilson, K. & Devereux, L. 2014. Scaffolding theory: high challenge, high support in Academic Language and Learning (ALL) contexts. *Journal of Academic Language & Learning*, 8(3):93-95.

Winne, P. H., & Hadwin, A. F. 1998. Studying as self-regulated learning. (*In* Hacker, D.J., Dunlosky, J. & Graesser, A.C., eds. Metacognition in educational theory and practice. Hillsdale, NJ: Erlbaum. p. 279-306.).

Woolfolk, A. 2010. Educational psychology. 11th ed. Upper Saddle River, NJ: Pearson.

Woolfolk, A. 2013. Educational psychology. 12th ed. Upper Saddle River, NJ: Pearson.

Wong, Y. K. & Kerr, D. 2009. Applying constructivist self-regulating learning approach for ICT students. (*In* Cartelli, A. & Palma, M., eds. Encyclopeda of

Information Communication Technology (IGI). Hershey, PA: Information Science Reference. p. 40-43).

Yazici, Z., Binnur, G.I. & Glover, P. 2010. How bilingual is bilingual? Mother tongue proficiency and learning through a second language. *International Journal of Early Years Education*, 18(3):259-268.

Yin, R.K. 2013. Case study research: design and methods. 5th ed. Thousand Oaks: Sage.

Zimmerman, B.J. 1989. A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3):329-339.

Zimmerman, B.J. 1990. Self-regulated learning and academic achievement: an overview. *Educational Psychologist*, 25(1):5.

Zimmerman, B. J. 2000. Attaining self-regulation: a social cognitive perspective. (*In* Boekaerts, M., Pintrich, P.R & Zeidner. M., eds. Handbook of self-regulation. Amsterdam: Elsevier. p.14 - 39).

Zimmerman, B.J. 2002. Becoming a self-regulated learner: an overview. *Theory into Practice*, 41(2):65-68.

Zimmerman, B. J. 2013. From cognitive modelling to self-regulation: a social cognitive career path. *American Psychological Association*, 48(3):135–147. doi: 10.1080/00461520.2013.794676

Zimmerman, B. J., & Schunk, D. H. 2001. Self-regulated learning and academic achievement: theoretical perspectives. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Zimmerman, B. J., & Campillo, M. 2003. Motivating self-regulated problem solvers. (*In* Davidson, J.E., & Sternberg. R.J., eds. The nature of problem solving. New York: Cambridge University Press. p. 166 - 183.).

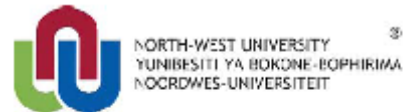
Zimmerman, B. J., & Schunk, D. H. 2001. Self-regulated learning and academic achievement: theoretical perspectives. 2nd ed. Mahwah, NJ: Lawrence Erlbaum.

Zimmerman, B.J., & Schunk, D.H. 2004. Self-regulating intellectual processes and outcomes: social cognitive perspective. (In Dai, D.Y., & Stenberg. R.J., eds. *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*. Mahwah, NJ: Erlbaum. p. 323 - 349).

Zimmerman, B. J., & Moylan, A. R. 2009. Self-regulation: where metacognition and motivation intersect. (In Hacker, D, J., Dunlosky, J. & Graesser, A.C., eds. *Handbook of Metacognition in Education*. New York: Routledge. p.299-315).

Zhou, M. & Brown, D. 2015. Educational learning theories: 2nd ed. *Education Open Textbooks 1*. <http://oer.galileo.usg.edu/education-textbooks/1> Date of access: 7 Feb. 2019.

ADDENDUM A: ETHICAL CLEARANCE CERTIFICATE



Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee
Tel: +27 18 299 4849
Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Basic and Social Sciences Research Ethics Committee (BaSSREC) on 28/08/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Project title:	The feedback practises of Intermediate English Home Language Teachers to encourage self-regulated learning in the Ennerdale region		
Project Leader/Supervisor:	Prof Lombard		
Student:	J Manuel		
Ethics number:	N	W	U - HS - 2017 - 0117
	Institution		Year
Project Number:	0117		
Application Type:	Single Study		
Commencement date:	2017-08-28	Expiry date:	2020-08-27
Risk:	Low		

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the BaSSREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the BaSSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via BaSSREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the BaSSREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via BaSSREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and BaSSREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- BaSSREC can be contacted for further information or any report templates via Charmaine.Lekorane@nwu.ac.za or 018 210 3483.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or BaSSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by Prof LA Du Plessis
Date: 2017.08.31 14:57:37 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM B: GAUTENG DEPARTMENT OF BASIC EDUCATION CONSENT



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. M2017/413

GDE RESEARCH APPROVAL LETTER

Date:	17 February 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017
Name of Researcher:	Manuel J.C
Address of Researcher:	9 Arcadia Road
	Extension 1
	Ennerdale , 1830
Telephone Number:	073 865 1844
Email address:	manueljasmiens@gmail.com
Research Topic:	The feedback practices of Intermediate phase English Home Language teachers to stimulate self-regulated learning in the Ennerdale region
Number and type of schools:	Five Primary Schools
Districts/HO	Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school's and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Manuel J.C 20/02/2017
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Fakh.Tshabalala@gauteng.gov.za
Website: www.education.gp.gov.za

ADDENDUM C: INFORMED CONSENT FOR PRINCIPALS



APPROVAL TO CONDUCT RESEARCH: SCHOOL PRINCIPALS

Dear Principal

Your school was selected as one of the five primary schools in the Ennerdale region to participate in the research for the Master's dissertation of the undersigned as outline below. Please take the time to read the information presented here which explains the details of this research. It is important that you clearly understand what this research is about and how your school would be involved. I trust that you will positively consider your schools participation and would like to thank you in advance for your cooperation.

1. TITLE OF DISSERTATION

The feedback practices of Intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region.

2. PROGRAM OF STUDY

Curriculum Studies.

3. RESEARCH QUESTION AND AIM

- **Research question**

To what extent do the feedback practices of Intermediate phase English Home Language teachers in the Ennerdale region encourage self-regulated learning?

- **Aim of the research**

To understand to what extent do the feedback practices of Intermediate phase teachers teaching English Home Language in the Ennerdale region encourage self-regulated learning.

4. POTENTIAL PARTICIPANTS

All Intermediate Phase teachers teaching English Home Language to learners in Grades 4-6 in the primary schools of the Ennerdale region.

5. DATA COLLECTION

After completion of the consent form by potential participants, data collection for this research will comprise the following:

- **Classroom observations**, in the form of running records where detailed, continuous and chronological descriptions of the sampled teachers' feedback practices during teaching will be recorded and which will take place during pre-arranged classroom visits.
- **Individual semi-structured individual interviews** with the participating teachers, which will be audio recorded to ensure authenticity. The duration of individual interviews will be approximately 20 minutes. You will be asked to verify the interview transcripts to ensure that they reflect what you said during the interview.

6. GENERAL ETHICAL PRINCIPLES OF THE RESEARCH

- Participation in this research is completely voluntary and participants may withdraw at any given time with no explanation required.
- The research will not hold any potential risks or discomfort for any participant.
- During all data collection processes and reporting of data, confidentiality will be ensured. The school and the participants will remain anonymous and only pseudonyms will be used to refer to schools and individual participants where necessary.

- Raw data will be safely stored in a locked cupboard for a period of five years and will only be accessible by myself and my supervisor.
- Data will be used for the completion of my Masters Dissertation and for the purpose of possible academic publications by myself and my supervisor.
- Participants will potentially benefit from this research where they will be alerted about the extent to which their feedback practices encourage self-regulated learning and how these practices could possibly be improved to promote self-regulated learning.
- By participating in this research, participants will not be compensated in any form.
- If so requested, the final outcomes of the research will be shared with participants.

7. CONTACT DETAILS OF THOSE INVOLVED IN THE RESEARCH

❖ **Research supervisor:** Prof. B.J.J. Lombard.

- E-mail address: Kobus.lombard@nwu.ac.za
- Telephone: 016 910 3067

❖ **Researcher:** Miss J.C Manuel

- E-mail address: manueljasmien6@gmail.com
- Cell phone: 073 865 1844

8. DECLARATION BY RESEARCHER

I, Miss. J.C. Manuel, declare that all reasonable efforts were made to ensure that:

- The principal adequately understands all aspects of the research, as outlined above.
- The principal was encouraged to ask any clarifying questions and that time was taken to answer these questions adequately.

Signed at (*place*)on (*date*)20.....

.....

Signature of researcher

APPROVAL TO CONDUCT RESEARCH BY THE SCHOOL PRINCIPAL

By signing below, I (*Full names and surname*) give my approval that selected intermediate phase English Home Language teachers at my school can participate in the research titled: *The feedback practices of Intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region.*

I declare that:

- I have read and understood the information contained in this form which is written in a language with which I am fluent and comfortable.
- I had the chance to ask questions to the researcher and my questions have been answered adequately.
- I understand that participation of selected intermediate phase English Home Language teachers at my school in this study is voluntary and that they will not be pressured to take part.
- I understand that what they will contribute (verbally or written) will form part of the research report, but without any reference to the schools or the participants identity.
- I may retract my initial approval for this study and that the school or potential participants will not be penalised or prejudiced in any way.

Signed at (*place*).....on (*date*)20.....

.....

Signature of participant

I would like a summary of the research findings YES NO

ADDENDUM D: INFORMED CONSENT FOR TEACHERS



INFORMED CONSENT: TEACHERS

Dear Teacher

You are invited to participate in the research for the Masters dissertation of the undersigned as outlined below. Please take the time to read the information presented here, which explains the details of this research. It is important that you clearly understand what this research is about and how you would be involved. I trust that you will positively consider participating and would like to thank you in advance for your cooperation.

1. TITLE OF DISSERTATION

The feedback practices of Intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region.

2. PROGRAM OF STUDY

Curriculum Studies.

3. RESEARCH QUESTION AND AIM

- **Research question**

To what extent do the feedback practices of Intermediate phase English Home Language teachers in the Ennerdale region encourage self-regulated learning?

- **Aim of the research**

To understand to what extent do the feedback practices of Intermediate phase teachers teaching English Home Language in the Ennerdale region encourage self-regulated learning.

4. POTENTIAL PARTICIPANTS

All Intermediate Phase teachers teaching English Home Language to learners in Grades 4-6 in the primary schools of the Ennerdale region.

5. DATA COLLECTION

After completion of the consent form by potential participants, data collection for this research will comprise the following:

- **Classroom observations**, in the form of running records where detailed, continuous and chronological descriptions of the sampled teachers' feedback practices during teaching will be recorded and which will take place during pre-arranged classroom visits.
- **Semi-structured individual interviews** with the participating teachers, which will be audio recorded to ensure authenticity. The duration of individual interviews will be approximately 20 minutes. You will be asked to verify the interview transcripts to ensure that they reflect what you said during the interview.

6. GENERAL ETHICAL PRINCIPLES OF THE RESEARCH

- Participation in this research is completely voluntary and participants may withdraw at any given time with no explanation required.
- The research will not hold any potential risks or discomfort for any participant.
- During all data collection processes and reporting of data, confidentiality will be ensured. School and participants will remain anonymous and only pseudonyms will be used to refer to schools or individual participants where necessary.

- Raw data will be safely stored in a locked cupboard for a period of five years and will only be accessible by the researcher and her supervisor.
- Data will be used for the completion of the researcher's Masters Dissertation and for the purpose of possible academic publications by the researcher and her supervisor.
- Participants will potentially benefit from this research where they will be alerted about the extent to which their feedback practices encourage self-regulated learning and how these practices could possibly be improved to promote self-regulated learning.
- By participating in this research, participants will not be compensated in any form.
- If so requested, the final outcomes of the research will be shared with participants.

7. CONTACT DETAILS OF THOSE INVOLVED IN THE RESEARCH

❖ **Research supervisor:** Prof. B.J.J. Lombard.

- E-mail address: Kobus.lombard@nwu.ac.za
- Telephone: 016 910 3067

❖ **Researcher:** Miss J.C Manuel

- E-mail address: manueljasmien6@gmail.com
- Cell phone: 073 865 1844

8. DECLARATION BY RESEARCHER

I, Miss. J.C. Manuel, declare that all reasonable efforts were made to ensure that:

- The participant adequately understands all aspects of the research, as outlined above.
- The participant was encouraged to ask any clarifying questions and that time was taken to answer these questions adequately.

Signed at (*place*)on (*date*) 20.....

.....

Signature of researcher

INFORMED CONSENT BY PARTICIPANT

By signing below, I (*Full names and surname*) give my informed consent to participate in the research titled: *The feedback practices of Intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region.*

I declare that:

- I have read and understood the information in the consent form which is written in a language with which I am fluent and comfortable.
- I have had the chance to ask questions to the researcher and my questions have been answered adequately.
- I understand that participation in the study is voluntary and I have not been pressured to take part.
- I understand that what I contribute (verbally or written) will form part of the research report, but without any reference to my identity.
- I may choose to leave the study and will not be penalised or prejudiced in any way.

Signed at (*place*).....on (*date*).....20.....

.....

Signature of participant

I would like a summary of the research findings

YES

NO

ADDENDUM E: OBSERVATION SCHEDULE



Classroom observations

School code: ___ Teacher code: ___

Observation date: _____ Start time: _____ End time: _____

Running record for observed feedback

Consider aspects such as the following: nature of feedback; ways in which feedback is provided; when is feedback provided; frequency of feedback; and learners' engagement with the feedback.

ADDENDUM F: INDIVIDUAL SEMI-STRUCTURED INTERVIEW SCHEDULE



Semi-structured interviews

Dear Teacher

I am currently busy with my Master's Degree at the North-West University, Vaal Triangle Campus. My research focuses on the feedback practices of Intermediate phase English Home Language teachers to encourage self-regulated learning in the Ennerdale region. Please note that the interview will be audio-recorded but that your responses will be treated anonymously and confidentially. You are welcome to inform me if you wish to withdraw from the interview at any stage.

You are given an opportunity to read through the questions before the interview commences to enable you to think about, and possibly structure your responses. The interview will take approximately 20 minutes of your time.

Thank you for your time to participate in this interview. Your cooperation is highly valued.

Miss J. Manuel

Questions

1. What is your highest qualification applicable to the teaching of English Home Language?
2. How many years of teaching experience do you have as an English Home Language teacher in the Intermediate Phase and which specific grade(s) do you currently teach?
3. How would you rate the English proficiency level of learners you are currently teaching?
4. Based on your experience, which particular language related challenges do learners encounter in your English Home Language classes?

5. What does the concept **feedback** mean to you in the context of English Home Language teaching?
6. Describe the ways in which you provide feedback to learners in your English Home Language classes.
7. What are your intentions when providing feedback to your learners?
8. Explain what does the concept **self-regulated learner** means to you.
9. How does the feedback you provide to your English Home Language learners encourage them to:
 - i. Set their own learning goals?
 - ii. Select the best strategies to improve their learning?
 - iii. Select the best resources for completing tasks?
 - iv. Evaluate the success of their own learning?
10. Is there anything else you would like to offer that I did not specifically ask about?

ADDENDUM G: TRANSCRIBED AND CODED INTERVIEW DATA

SCHOOL A: TEACHER 1

Row	Interview transcript School A Teacher 1	Codes
	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p>	
1 2	<p>Ok I've done...I think my highest qualification is a Bed Honours but that was specifically in learning support but it integrates with the teaching of English as such.</p>	
	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p>	
3 4 5	<p>Uhm all in all I've been teaching for 22 years...I've been teaching for 22 years, 21 of those years I've been teaching Home Language uhm I currently teach grade 6 English, But I taught a great amount, amount of years I taught grade 5 English.</p>	
	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p>	
6 7 8 9 10 11 12	<p>Uhm I would say in terms of proficiency uhm it varies you have uhm a vast number of learners who are not necessarily home language English Home Language learners but that doesn't uhm necessarily determine their proficiency uhm it, it ranges from excellent to good, to not so good to rather poor so we have a vast uhm proficiency of learners that we currently have to cater for. Uhm yes Home Language does play a role in the learners proficiency and as you know in the South African context we dealing with learners from various different backgrounds but uhm it doesn't necessarily proficiency, language proficiency and their ability to express themselves and their</p>	<p>Not English Home Language learners</p> <p>Vast proficiency of learners</p> <p>Learners from various different backgrounds</p>

<p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p>	<p>ability uhm to communicate uhm its not necessarily determined by Home Language only.</p> <p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Uhm like I said before uhm we dealing with various different language backgrounds so because we dealing with various different language backgrounds in the South African context it does affect language proficiency a great deal. I find that uhm if a certain language uhm is a... if a learners home language is a particular language they often transfer those rules of that language into the English uhm casing point uhm in, in Sotho uhm you would for example, I'm translating directly, the language rule is that you would say the boy he walked to school and then often also there is no specific male and female pronoun in, in vernacular do, do you get my point because there is no specific pronoun, there's no he or she so uhm he becomes she and she becomes he so that rule is very uhm uh uh it gets transferred into uhm directly into the language concept and then of cause the, the learner that comes from the Afrikaans background would uhm use the did the the, the hy het, hy het, het ,het het that rule gets transferred into English, which doesn't apply to the English, English Language uhm so you find that that did rule is used a lot by the Af..the learner from the Afrikaans background. You also find that learners uhm they categorise as Home language but the, the, the standard of Home Language is not uhm what one would expect it to be because of the influence of all the other languages and our multi-cultural context that we find ourselves in and if you compare uhm what you...if I compare myself or let me not use myself because I'm not the ... if I compare the kind of learner that I was uhm with at school I'm, I'm talking about when I was in this context say 30 years ago. We were strictly English/ Afrikaans</p>	<p>We dealing with various different language backgrounds in the South African context</p> <p>They often transfer those rules of that language into the English</p> <p>The influence of all the other languages and our multi-cultural context</p>
---	--	--

<p>32 33 34 35 36</p>	<p>there weren't other languages that influence us. We were like very uhm, so the standard with...because there were no other influences; there was a different standard and a different expectation it's all over the place. We have all, all these other multi-cultural uhm context and multi-lingual context that are influencing our learner's language proficiency. I dunno if I've capsulated it correctly.</p>	<p>Multi-lingual context that are influencing our learner's language proficiency.</p>
<p>37 38 39 40 41 42 43 44 45</p>	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p> <p>Ok generally not even in, in Home Language, feedback means uhm reporting back on your findings uhm saying what you found uh, uh what you found out, what are their strengths? What are the weaknesses? What are the areas of concern that you picked up and trying to remedy that and then obviously in English Home Language it would be reporting back on your findings after having assessed a particular concept whether it be a, a uh content a such or an activity or a task, general findings and reporting it back to, to the learners and even rep... feedback would be to parents because uhm uh, uh uhm they are the ones that that assist the learners or they are with the learners. I think feedback to parents is also very, very beneficial because of that one on one that, they have more one on one with the learner.</p>	<p>Reporting back on your findings Trying to remedy that General findings and reporting it back Feedback to parents</p>
<p>46 47 48</p>	<p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm you know feedback it is a challenge, it is a challenge because our curriculum is structured as such that uhm today you doing listening and speaking and then tomorrow you going to do language uhm structure and use and then the next day you perhaps going to do reading so uhm</p>	<p>Feedback it is a challenge It's not always possible to do it the</p>

<p>49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68</p>	<p>it, it, it, it becomes a challenge, it's not always, it's not always possible to do it the very next day or immediately and uhm the challenge with, with, with the volume of work and the time often makes feedback the next day or the very next day or, or whatever a, a challenge but one tries. Uhm its very difficult to give one on one feedback that is uhm very, very hard but one sort of gives feedback in terms of what are the general areas of concern that, that, that one has uhm picked up uhm in terms of maybe tenses or maybe misunderstanding of concepts or things like that and I think important in feedback is also complimenting the learners. I think feedback also giving them the sticker and uhm as feedback. acknowledging the good that they, they have done that is also uhm that is also included uhm as, Uhm continue what you're doing, what you've done was ok, it was above uhm the the, the, the requirements so uh continue what you are doing or this is how you can improve. Uhm I usually also write a little note if there is a big area of concern or else if there's a big compliment on work you've worked neatly, you've exceeded the expectation or you've met the requirements so that is generally how I...its its very, it's very broad. It's all encompassing uhm one would then give one on one feedback if, if there's a great, great area of concern. Uhm we have support classes that we do uhm for the very, very weak learners and uhm that also I think that also goes into feedback. I've noticed, I've picked up that you have a problem with the tenses so let's work on that uh the tenses or that kinda...so it's very broad ja it's very, very broad.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>I think I've, I've, I've answer that but I'll just answer it again. I answered that I'll answer it again.</p> <p>Uhm my intention with feedback will be uhm to (laughs) my intention with feedback would be to</p>	<p>very next day or immediately Important in feedback is also complimenting the learners.</p> <p>Giving them the sticker, acknowledging the good they have done</p> <p>I usually also write a little note if there is a big area of concern or else if there's a big compliment on work you've worked neatly, you've exceeded the expectation or you've met the requirements</p> <p>We have support classes</p> <p>to remedy or to attend to remedy some of the problems that I've</p>
---	--	--

<p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p>	<p>remedy or to attend to remedy some of the problems that I've encountered. Some of the common</p> <p>uhm uh, uh challenges that learners are accounting. With feedback one is in uh, uh attempting uh</p> <p>to how can I say to, to, to make them see the light, where they went wrong and uhm helping them</p> <p>find ways of, of improving that ja.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Ok a learner....self-regulated learning, self-regulated learning...what it means to me is that ok I</p> <p>have now given uhm general feedback whether it is general or whether it is specific I have now</p> <p>given this feedback, the learner is expecting it, the learner is receiving it, the learner is</p> <p>internalising it and finding ways of improving or, or, or remedying the, the mistakes that they have</p> <p>made uhm but it it, it, it obviously has to be independent because I see you mention self-</p> <p>regulation. So some uhm some uh sense of self, some part of the self of the, the, the learners</p> <p>uhm individuality needs to come into play, learner receives it.. ok this is why, this is what I have</p> <p>done and this is how I can remedy it. You actually see it in many learners where they nod their</p> <p>head, they smile, they, they, they so sort of show you they've received it, they've internalised it</p> <p>and this is now how they going to go about it, remedying it and improving so it, it, it's you start the</p> <p>process but it actually a lot of the sense of the self is needed from the learner to actually make,</p> <p>make it work because often you give feedback, often you tell them this is what I see and when</p> <p>you get, get back work the next time the same mistakes is still being made so it implies that, that</p> <p>self-regulation self a need for self-regulation was not uhm was not there.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p>	<p>encountered</p> <p>helping them find ways of</p> <p>improving</p> <p>The learner is expecting,</p> <p>receiving, internalising and</p> <p>finding ways to improve</p> <p>You actually see it in many</p> <p>learners where they nod their</p> <p>head, they smile, they, they, they</p> <p>so sort of show you they've</p> <p>received it, they've internalised it</p>
---	---	---

<p>87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105</p>	<p>Um I, I think I dunno if I'm gonna answer this correctly but I think with many of the learners the feedback becomes very competitive. I think for them the feedback is more about how much you got uhm how much the other one has gotten, how much the friend has gotten and uhm at this stage there isn't a bigger picture, the bigger picture for them is I want to be beat her, I want to uh...this is what I next time going to do...I'm better..Next time I also want a sticker so I think that feedback that you give I dunno if I'm on the right track the feedback...at this stage it's not about seeing the bigger, bigger picture it's not about I wanna become a lawyer it's about I, I wanna get a sticker the next time, the next time I want to do good...I wanna be better than her...and I think becomes very competitive with them. It's more about the, the, the, the mark and what everybody else got then what I learn from it at this stage.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>You know this is, this is, this is the difficult one because uhm, uhm at this stage and I think at this level of their schooling it, it sounds so uhm flat but they either know it or they don't. you know what I'm saying either at this stage they can either...many of them never get that 9 out of 10, 10 out of 10, 8 out of 10 because they just don't have the basics. They just haven't mastered the basics and they don't have the skills. Uhm so with many of them saying that they want to improve their learning, they know it's going to happen...they, they want it to happen but it may not necessarily happen but there is that, there is that, that, that hope in them, so next time I'm gonna study. There are that feel ok next time I'm gonna listen, next time I'm gonna study but then you get that uhm that, that, that uh, uh on many of their faces that helpless look...I'll never, I'll never</p>	<p>Feedback becomes very competitive</p> <p>Next time I also want a sticker</p> <p>Becomes very competitive</p> <p>many of them never get that 9 out of 10, 10 out of 10, 8 out of 10</p> <p>There is that hope in them, so next time I'm gonna study. There are that feel ok next time I'm gonna listen, next time I'm gonna study.. their faces that helpless look...I'll never, I'll never</p>
--	--	---

<p>106</p> <p>107</p> <p>108</p> <p>109</p> <p>110</p> <p>111</p> <p>112</p> <p>113</p> <p>114</p> <p>115</p> <p>116</p> <p>117</p> <p>118</p> <p>119</p> <p>120</p> <p>121</p> <p>122</p> <p>123</p> <p>124</p>	<p>accomplish anything, so it's, it's one or the other.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>I think many of our learners uh are very visual learners. They understand things best if there are pictures, there's a visual stimuli. So the best resources for them and, and, and they complete their tasks uhm best from interest. Completion of tasks comes from interest and interest comes from what they see a lot of its what they see, a nice thing what they have is, many of the text that they have are oral texts, texts that are on a CD, where there is a narrator that tells the story. They really enjoy that and then it, it sort of captures their interest and that interest will then encourage them to complete their tasks. I think they also uhm completing tasks encourage the learners by uhm by their peers right by the peers and there's often like I said before there's often this competition that goes on in terms of uhm what did you get and what did I get...ay let me complete my task because I'm not gonna complete my task, I'm not gonna get a mark and I'm not gonna get the required mark. We also distinguish between a formal and a informal assessment. Like the formal, the informal assessment is the day to day activities and they know that but if they know that this is a formal activity that counts for marks then they know ok I must, I must complete this I must because it counts for marks this is what I need to...this is what I need to determine whether I'm gonna get a good mark at the end of the term and then and I, I, I always like reinforce that. What I also do often is to encourage them to complete the task is I sort if give them preparatory preparation questions for homework before we do the task so that they get, the weaker one's can get help because lie I said you often find yourself in situations like no matter what you can stand</p>	<p>accomplish anything, so it's, it's one or the other.</p> <p>They understand things best if there are pictures, there's a visual stimuli.</p> <p>oral texts, texts that are on a CD, where there is a narrator that tells the story.</p> <p>We also distinguish between a formal and an informal assessment.</p> <p>they know ok I must, I must complete this I must because it counts for marks this is what I need to...this is what I need to determine whether I'm gonna get a good mark at the end of the term</p>
--	---	---

<p>125 126 127 128</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>129 130 131 132 133 134 135 136</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>137 138 139</p>	<p>on your head this child will never be able to write a sentence. This child will never...so to get them to complete their tasks also giving them these questions to work on at home so that by the time you come and do the task tomorrow you more, more or less prepared you got help from somebody you know that type of thing.</p> <p>So here we talking about how does feedback that you provide evaluate the success of their own learning...uhm they from feedback they sort of know...ok from the feedback that you provide it's obvious from that they sort of know ok well I've, I've, I've, I've mastered the concept, I've done well or I haven't done well and I need to improve on that. It can go either way, it can be either, either I internalise this and master the concept I've done well or else in this case because that is what you saw, that display that you saw now. In this case I hate this teacher; I hate this subject because I'm doing bad that could be...It can also go in that way uhm ja.</p> <p>Like to offer in terms of feedback...I, I, you know what I haven't thought about it I suppose if I've thought about it and if I've had u know time to go over it but right now I uhm, uhm if, if, if anything comes up then I'll let you know.</p>	<p>I sort if give them preparatory preparation questions for homework before we do the task so that they get, the weaker one's can get help from the feedback that you provide it's obvious from that they sort of know ok well I've, I've, I've mastered the concept, I've done well or I haven't done well and I need to improve on that</p> <p>I hate this teacher; I hate this subject because I'm doing bad</p>
---	--	--

SCHOOL A: TEACHER 2

Row	Interview transcript School A Teacher 2	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>I have a degree in teaching English Home Language... A Education degree.</p>	
2	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>This is my 2nd year of teaching English and I'm currently teaching grade 4.</p>	
3	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>I think that some learners are quite proficient at it however there are a few who struggle to speak</p>	Learners are quite proficient
4	<p>the language, read the language and write it.</p> <p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p>	
5	<p>I think (breaths) I think that with specific concepts they struggle like personification and similes</p>	With specific concepts they struggle
6	<p>those things are more difficult however with the reading majority of learners are ok with reading</p>	Those who are not EHL struggle to grasp the reading and the writing
7	<p>and writing, majority of learners are ok there are a few learners especially those who are not</p>	
8	<p>English Home Language that struggle to grasp the reading and the writing of the language</p>	
9	<p>perfectly.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home</p>	

<p>10 11 12 13 14 15 16 17 18 19 20 21 22 23</p>	<p>Language teaching?</p> <p>Right I think with feedback it's a way to see where you went wrong uh like constructive criticism. That's a way to uhm for the learner to realise what they need to change or where they need to grow. With the English Home Language it is how they can improve on the work and where they should do corrections, how they should do corrections because often times it is not just at their work its wrong actually how they did the work that is incorrect.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes</p> <p>Right so feedback is mostly provided verbally. There is times when we write our corrections on the board for them to write and then formal assessments obviously I mark it and then once it's marked we redo it again so that they can see where they went wrong.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>For them to grow and not make the same mistakes again.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Uhm self-regulated learning for me would be when learners help each other and self in the learning process and it's not just teacher centred.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Uhm I don't...I think I'm not sure if I'm answering this correctly that the way that I structured my classes that they know when they must set goals and for when so that is already laid, uh laid out prior to the goals and then as we are going through it I obviously monitor and say you done this</p>	<p>Feedback it's a way to see where you went wrong</p> <p>Constructive criticism.</p> <p>how they can improve on the work and where they should do correction</p> <p>Mostly provided verbally</p> <p>Corrections on the board</p> <p>Obviously I mark it and then redo it</p> <p>Grow and not make the same mistakes</p> <p>Learners help each other and self in the learning process</p> <p>they know when they must set goals</p>
--	--	---

<p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p>	<p>wrong or that wrong so that they can fix it within the second of the time.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Well I would hope I don't (laughing) I don't know if that actually happens but I would hope that by me giving them constructive criticism by making them feedback they would aim higher and that they would try to do better the next time when they do get the opportunity.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Uhm should I be honest? (Laughing) uhm well we have a lack of resources. I do sent them out occasionally for them to get books from the library but there's no actual for English there's no or dictionaries or, so there is a lack of resources actually. I do encourage them to do it on their own though.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>Uhm I don't know if they self-evaluate so much as they peer evaluate so I do encourage, I do tell them that they must check each other's work or tell this person that what you're doing is wrong so I think in that regard that my feedback does help them cause if you can see what then someone else is doing wrong or if you are encouraged by a learner it's a way that the feedback from the teacher.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>No</p>	<p>By me giving them constructive criticism by making them feedback they would aim higher and that they would try to do better the next time when they do get the opportunity.</p> <p>Lack of resources.</p> <p>I don't know if they self-evaluate so much as they peer evaluate</p>
---	--	--

Row	Interview transcript School A Teacher 3	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>My highest qualification is HDE 4.</p>	
2	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>I'm 9 years teaching English and I'm teaching currently in grade 5.</p>	
3	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>Satisfactory, it is not so good because learners is struggling, they battling with the language.</p>	Satisfactory progress, learners are battling with the language
4	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Ok number 1 is reading, the reading because in my case I will say because the learners the</p>	Ok number 1 is reading It is a 3 rd language now
5	<p>foundation wasn't laid properly so learners maybe it is a 3rd language now they struggling to read</p>	
6	<p>the language as well as to pronounce certain words as well some of them can't even write</p>	They can't even write sentences
7	<p>sentences.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	How learners react and understand lesson and report back
8	<p>Ok feedback for me is how the learners maybe when I taught the lesson how do they react to the</p>	
9	<p>lesson do they understand the lesson, how did they uh report back like the feeling back now for</p>	
10	<p>me. Did they understand what I'm trying to tell them or taught them so in that way ill regard it as</p>	

<p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p>	<p>feedback.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Ok sometimes it's verbally, most of the time it's verbally. Sometimes I'll give them a worksheet to do from there I'll also assess if they understand it when it's a worksheet but most of the time it's verbally, sometimes you'll come write some of the answers on the board. We will do corrections to see if they understand the questions.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>My intentions are to see that the learners are...that they understand it after that I will make myself...my baseline uh, uh my baseline assessment from there did they understand if they did not we will go on with support. I will give them additional support now in that case.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Self-regulated learning means for me the learners understand. Can they, can they assess themselves in that way self-regulated for me now. So for me self-regulated is a learner can work independently on him, on him or herself on her own so it's not dependent on me to give them all the answers.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Some of the learners can't set their own goals. They are too reluctant on the teacher; the teacher must give them everything.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners</p>	<p>Sometimes it's verbally</p> <p>Write some of the answers on the board and do corrections</p> <p>That they understand it</p> <p>We will go on with support</p> <p>The learners understand. Can they, can they assess themselves... a learner can work independently</p> <p>Can't set their own goals</p>
---	--	--

<p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p>	<p>encourage them to select the best strategies to improve their learning?</p> <p>I'm also...I provide the strategies for them as well because like I told you in the first question they can't.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>I also uh, uh, uh select their own resources for them self.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>Some of the learners can't even do that so I would do that and I will select my own stuff to rate whether they reached the goal or not.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>No. thank you.</p>	<p>I provide the strategies for them</p> <p>I also select their resources</p> <p>Learners can't even do that</p>
---	--	--

SCHOOL B: TEACHER 1

Row	Interview transcript School B Teacher 1	Codes
	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p>	
<p>1 2 3 4 5 6 7 8 9 10</p>	<p>OK...Uhm I think that it's more of uhm things have changed. In my case I started with my I'm having a Diploma qualification and but for you to enhance your knowledge you also need to keep on studying so that uh it also boost your confidence it boost your, your moral in a way so at this point I will say a person who is starting teaching will have to continue teaching up until you get your degree reason being when you continue (laughs) with the Masters unfortunately the Department doesn't uhm u know sometimes you also balance it with your finance so the finance part from the department is not working they just give you the acknowledgement "thank you" but for your own benefit it can also help you in future that if you want to breach out of teaching you can still go and do something else when you have your Masters uhm. My highest is uhm Honours.</p>	
<p>11 12 13 14</p>	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>Uhm I started with ABET teaching at ABET so counting from there I started when 9 uh 1998 teaching ABET and since then I've been teaching English uh even went to teach the grade 11 and 12 English uhm in ABET then when I started at Spectrum I also continued teaching English from 2006 up until now so ja from 1998 until now teaching English uhm at Spectrum</p>	

<p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p>	<p>I think I've been teaching grade 5 English from its now more than 5 years and I'm still teaching grade 5, still the same language also.</p> <p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>Uhm I would say its average reason being we, we have learners from outside our region if I can put it that way. It learners from different provinces and uh for the past 3 years I think what I have experience is that language seems to be a barrier, it its its difficult for them to understand and from they only start coping term 3 and thats where they grabbing, grabbing an understanding what you telling them.</p> <p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Uh reading, writing uhm understanding because you find that some can read but they don't understand what they've just read and as result there comes a challenge when they have to answer questions because they didn't get it it's more of yes I'm reading it but I don't understand what is the teacher uh asking from me. And just to add on that it also becomes a problem when, when you even call the parents in to come and assist because some of the parents they are not so good in the language maybe find that the parents are Sotho at home so it becomes more of a problem also to assist the child with the work that they have so even if you give the child homework and say ok go and do this the challenge is who is going to help the child at home.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home</p>	<p>I would say it's average</p> <p>Learners from outside our region and different provinces</p> <p>Reading</p> <p>Writing</p> <p>They don't understand what they read</p> <p>Not good in the language, parents are Sotho</p> <p>The challenge is who is going to help the child at home.</p>
---	---	--

<p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p>	<p>Language teaching?</p> <p>To me it's more of uh making the child aware of his/ her mistakes then taking it from that whatever that he or uh she has done that in future they don't repeat the same thing so feedback is very vital in a way that the child would know that this was not correct the first time so it means I need to do it in a certain way.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm I give them feedback uh through corrections. They will write corrections depending on what has been done in class the topic and uh verbal feedback also especially when we doing our reading or when we discussing something related to the topic in class so to me it's more important to give them feedback. For example, when we doing reading let them understand that uh they also need to have their punctuation marks, they need to uhm read in a way that it also reflects their expression uh the person that is listening to them will also be interested in listening to them further.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Uhm I expect that uh firstly to embrace when you give them feedback is not like you don't like them or because sometimes children are so sensitive. They think that maybe when you give uh feedback it's more of mam don't like my answers do you get my point? and it's not about that it's for them to understand this is right and this is correct and this is how you do things and this is how you don't do things right they will also take it deeply...uh into their life that in life you have to do...there are people that will correct you on the ways that you do</p>	<p>Making the child aware of his/ her mistakes</p> <p>The child would know this was not correct</p> <p>Feedback through corrections</p> <p>Verbal feedback</p> <p>Through discussions give feedback</p> <p>To embrace them</p> <p>For them to understand right from wrong</p>
---	---	---

<p>48 49 50</p>	<p>right. So for me it's more of saying that uh it blows their confidence. In future they will know that if I give an answer and my teacher corrects me it's more of my teacher loves me and understands me.</p>	<p>Blows their confidence</p>
	<p>Q8: Explain what does the concept self-regulated learning means to you?</p>	
<p>51 52 53 54 55 56 57 58 59</p>	<p>Uhm for me it's more of what I like to do in my class is uh whatever we do irrespective of our topic because uh you have to give them examples. Something that they will also reflect on their own in say put it in a practical way this is what happens uhm and from there on uh be independent not expecting every time to get uh assisted make sure that you can do your work because I've been guided, I've been told this is how you do it and this is how I must correct it so they need to also stand up on their own especially when we doing our writing uhm I will give them a mind map say ok this is how you do it so that also build their confidence in saying they must construct sentences. In a way you giving them...there's a lot of tasks in one, you be creative building your sentence and your confidence also...so.</p>	<p>They will also reflect on their own</p> <p>Be independent not expecting every time to get uh assisted</p> <p>I will give them a mind map</p>
	<p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p>	
<p>60 61 62 63 64 65</p>	<p>Uhm I would think for me it's more of uh to be a better person and to how can I put it to master whatever that you are doing in terms of uh giving to much examples with the reading uh when you stand your confidence...when you stand in front of anyone you need to be like confident that I can do it. So my intention is for them to...my wish is for them to be good readers, good listeners because it goes together and even their writing skills they must be...know tomorrow might have uh writers they will be writing books so if whatever that I do</p>	<p>To be good readers, good listeners</p> <p>Writing skills</p> <p>Know tomorrow might have uh</p>

<p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p>	<p>with them in class they take it to their heart and their mind and they use it in future.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Uhm I think in that one its more of practice, practice on all the way, not all of us are perfect so I'm also not expecting them to be all perfect. You have all different kinds uh of children in class so it's more of you you just have to be there to motivate them and let them know that we all started there you cannot just wake up tomorrow and say I'm a genius so you need to work on it every day. Read so that you can improve every time. It's not like when you are good today even tomorrow, tomorrow you must be better than yesterday.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Uhm how can I put that one uhm a bit lost now. I wish uh all my learners will be so active unfortunately uhm so far I think maybe through the experience uh you wish that they can go out and do their researches and give them tasks that will motivate them to do more reading at home so some of them access to libraries is limited. Some of them uh like I've mentioned earlier, reading is a problem so even if you give them those tasks to go and do it, it becomes a challenge and eventually I, you know you end up also losing, losing it because it's more of only a hand full will come with the correct information and the rest is like they always have an excuse.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p>	<p>writers they will be writing books so if whatever that I do with them in class they take it to their heart and their mind and they use it in future.</p> <p>It's more of practice, practice on all the way</p> <p>I wish uh all my learners will be so active unfortunately</p> <p>Access to libraries is limited.</p>
---	--	---

<p>81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96</p>	<p>Uhm I think when you, you know in my case what I do is the...whatever assessment that I give them and being good or average in a way it also build, builds the child's uh, uh understanding if I can put it that way in a, in a sense that the child would want to, to better. When I give them a task and a child gets a total I give them stars and stamps and whatever that congratulates them for doing good and the weak ones it's more of also saying that you've tried your best and you know that also motivates them to say that uhm it means in future I need to do more so that I can get to that level whereby I'll also get a star. So when they look at their work its impressive to compare with the person, with my peers sitting next to me to say ok I got a star and what did you get? So it, it, it push them to say I also want to be on that level.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>(Laughing) uhm I don't know I'm just happy uh to assist. I wish that we can have uhm I don't know we still having a long way to go with our learners uh more especially in terms of reading so if it was possible for our parents to say you know can we do this an hour a day makes a big difference it mustn't only be the responsibility of the teacher or, or, or the school even at home if we help each other out then we will have better learners and uhm ja future leaders. Thank you very much.</p>	<p>I give them stamps and stars so that they can compare it means in future I need to do more</p>
---	--	---

SCHOOL B: TEACHER 2

Row	Interview transcript School B Teacher 2	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>I am having a diploma of English and also a ACE of English (laughs).</p>	
2	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>Uh I'm having a 6 years all and I'm teaching the grade 4 learners.</p>	
3	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>Ja its poor because we are we are teaching uhhh the African children and they can't speak</p>	<p>Its poor</p> <p>we are teaching African children</p>
4	<p>English at home they just speak English here at school only so its difficult for them to speak</p>	<p>they can't speak English; they</p>
5	<p>English and to understand it.</p>	<p>only speak it at school</p>
6	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Ok the problem, the challenges that we have here they can't speak English very well and</p>	<p>they can't speak or hear</p>
7	<p>they can't hear English very well because they come from the villages there they used to</p>	<p>English, they from the villages</p>
8	<p>speak their African languages while with their friends and even, even at school is because</p>	<p>they just speak English in the</p>
9	<p>with most of them are African so they use their own language...they just speak English in</p>	<p>classroom only with the</p>
10	<p>the classroom only with the teachers hmmm. Uhm I think if the children can speak English</p>	<p>teachers</p>

11	everywhere and even if they, even if they are playing with their friends and even at home	
12	with their own parents gonna be better for them to understand English I think.	
	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	
13	Ok uh the feedback uhm when I'm marking the books neh some, half of the class you can	When I'm marking the books
14	say maybe they, they, they are trying but half because they can't read they can't understand	
15	it's	
16	difficult for them so maybe half of the class uh is positive but half of the class is negative	
17	because	
18	they can't understand this language.	
	<p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p>	
19	Ok uhm I try to group them into different groups . The intelligent and the slow ones just to uh	Group them into different groups
20	to help those who didn't understand it just for talking and reading together there, using	
21	English in the classroom and also after that maybe those who, who don't know would give	
22	them chance to express themselves most of the time and even the corrections of the work	Corrections of the work
23	that we were doing we try to do that on a...ja.	
	<p>Q7: What are your intentions when providing feedback to your learners?</p>	
24	Uh to...so I...the things that I need them to reach neh is to understand to read, to know how	To understand to read, to write, to express themselves using English language.
25	to write, to express themselves using English language . This are the things...to understand	
26	also.	

<p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p>	<p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Self-regulated learning...this one is...that one uh this one can you explain to me? Uh according to the learners or to me? To the learners? To the learners? I don't understand (laughs). Ok I, I think it means uh if I gave a child a work or a story neh so to go and read at home like in the DBE book there is a stories and the questions. Some of the children you can say to them uh can you go and try to read this story. They read and they also come with answering those questions that they found on that stories I gave. Without explaining to them just read it and also they can fill themselves, they can write, they can answer also the questions. I think it's that.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Uh I think that one uh if I can give uh another class activity related to like you maybe I was teaching them verbs neh so if I do corrections with them on those verbs they can also give me more verbs (laughs).</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Uh I think uh, uh they understand better than before by uh thinking more, more about the work that we were doing.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>I think uhm...uh I think ja like while we, if we, we were reading the stories neh...ok like the</p>	<p>Without explaining learner can work on their own</p> <p>Like the stories uh if you can</p>
---	---	---

41	<p>stories uh if you can give them the pictures, they can uh, they can uhm, if you, if you give</p>	<p>give them the pictures</p>
42	<p>them the pictures they can tell you the story about that picture yes, yes.</p>	
	<p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p>	
43	<p>Ok I read one, if they were writing about their own stories neh they can stand in front of the</p>	
44	<p>each and every one, can stand in front of the others and read that story to the others if they</p>	<p>Can stand in front of everyone</p>
45	<p>made a mistake they find the time to, to correct each other's in the classroom. Each and</p>	
46	<p>every one can read its own story to the other learners.</p>	
	<p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p>	
47	<p>I think hai nothing.</p>	

SCHOOL B: TEACHER 3

Row	Interview transcript School B Teacher 3	Codes
	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p>	
1 2	<p>Ok I qualify for uh Senior Primary. I did the senior primary teachers Diploma of which I specialised in English.</p>	
	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p>	
3	<p>I've been teaching English over the past 14 years and currently I'm teaching grade 6.</p>	
	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p>	
4	<p>80% of the learners is just moderate.</p>	<p>80% of the learners is just moderate.</p>
	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p>	
5 6	<p>I think mostly it's the basics which is reading and writing. When it comes to writing it's all about comprehending...yes.</p>	<p>The basics which is reading and writing.</p>
	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	
7	<p>Uh I think feedback means a lot because even those who do not understand when you give</p>	
8	<p>feedback they at least get the idea of what they are doing. Giving feedback uh mostly to</p>	<p>Idea of what they are doing</p>

<p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p>	<p>individuals especially for those being identified as having learning challenges.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes</p> <p>Mostly we start by doing the corrections for the whole class after the corrections then it is when we go back to the one on one and then asking questions if it was the story reading then reflection on the story it helps a lot.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>My intention is to make sure that the lesson was uhm effective enough. They...they understand it.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>The self-regulated uhm learning to me it's when a child is out there wanting to learn, wanting to know more and some of the learners are not like uh willing to learn most of the time, they are being pushed. They lack interest mostly; they lack interest in learning. I don't know whether it's because they exposed to some of the things like uhm what is this thing that they using? Ja which is to media, they on to media...yes and especially when they are supposed to writing the compo... the composition and all they even use the language.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>For them to know what is it that they are learning, why are they learning.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners</p>	<p>Doing the corrections for the whole class</p> <p>We go back to the one on one</p> <p>Then asking questions</p> <p>Then reflection on the story</p> <p>Make sure the lesson was effective</p> <p>Learner wanting to know more</p> <p>They lack interest in learning</p> <p>They on to media...yes and especially when they are supposed to writing the compo... the composition and all they even use the language</p>
--	---	--

<p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p>	<p>encourage them to select the best strategies to improve their learning?</p> <p>And then selecting the strategies its engaging more with them, interacting with them, let them participate in all the learning activities at least when they are engaged then that's where you can get uhm more than 60% of participation in class, yes.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>(cleans throat) I use various resources, mostly I believe in oral first and then I also create uhm games, learning games just for them to be active enough in class. I create the, the learning games, I create the rubric games in class and it works, it works, it works.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>Firstly, I do the group assessment, I do the peer assessment and then I go for the common task to evaluate the whole class and I also plan the adapted tasks for the ones that are, that are weak, though the adapted task it doesn't have to uh compromise the curriculum it's in line with the curriculum though at the level of the learners.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>In class teaching and learning. No thank you.</p>	<p>Engaging more with them, interacting with them</p> <p>I also create games, learning games</p> <p>Firstly, I do the group assessment, I do the peer assessment</p> <p>I also plan the adapted tasks for the ones that are, that are weak, though the adapted task</p>
---	--	---

SCHOOL C: TEACHER 1

Row	Interview transcript School C Teacher 1	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>Ok my highest qualification is uhm 4 years, 4 years and matric</p>	
2 3	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>and uhm I've been teaching English for the past 20 years. 32 years and English language teacher 20 years. Currently only grade 7 and 6.</p>	
4	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>As I said earlier in English is not their 1st 2nd or 3rd language so it depends on the learners.</p>	English is not their 1 st 2 nd or 3 rd language
5 6 7 8 9 10 11	<p>Uh learners tend to take long to grasp English if it's not given on their level. So what happen is I try and keep to each one of them to their levels. I divide them in groups and then I go..if there are greater than the lower level than the first group like the the 80 and plus students 80 and plus % they will be like the A and then I'll work them down so the levels all those that gets 1s and 2s like from anything from 0 until 34, 35 until 40 actually I divide them in groups and then I work on their level. I give them work that is integrated with the other levels but on just a lower, a lower step.</p>	<p>Depends on the level of the learners</p> <p>I divide them in groups and then I work on their level.</p>
	<p>Q4: Based on your experience, which particular language related challenges do</p>	

<p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	<p>learners encounter in your Home Language classes?</p> <p>Oh ok uh mostly writing...reading and writing..reading and writing learners tend to say a word and write that word exactly as they perceive it needs to be uhm due to the fact that they don't read enough English, so English reading and writing most difficult for them...they are very weak not all of them but most of them are very weak.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p> <p>Feedback from the learners or other educators? From me (laughing) overall if I give feedback to my learners once again I make sure they understand.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>I...normally I do give feedback in my class uh all the way. Uhm when we do let say poetry, we do our poetry we do it individually, we do it in a group and then afterwards I would sit down and explain to them what I feel was wrong and whatever was said or done and I sit down and discuss how do they feel about what I just said and that I put down as feedback.</p> <p>So when I do my lesson plan I fouled that in as feedback to the learners and the learners to me.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Preferably to get everybody on path with our work and to get the best out of them for the next time we do the same uhm lesson. Maybe if we do reading, we discuss it and then after my feedback the next reading lesson it will be like hopefully at least 10% better than the</p>	<p>Reading and writing most difficult for them</p> <p>I make sure they understand</p> <p>we do it individually, we do it in a group</p> <p>I would sit down and explain to them what I feel was wrong and whatever was said or done and I sit down and discuss how do they feel about what I just said</p> <p>To get everybody on path</p>
---	--	--

<p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p>	<p>previous one, hence the fact we do the feedback.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Self-regulated learning (laughing) oh my word (laughing) I don't know where to start with that one. Like uh in the class there's about 2 or 3 that can do self-regulated learning. You can give them something and briefly explain it and they can do everything for themselves, which is only out of a class of 50 you'll only get 4 or 5 learners that will do self-regulated ja.</p> <p>For me it means that you are able to sit down, read a passage, grasp the knowledge of and the context of that passage and be able to answer the questions without farting or depending on the next person, not just me as a teacher but also depending on your peers to help you.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Uhm I'm more than happy to help you (laughing) ok it helps because uhm example uh when we started with our feedback in February there was no learners that was in a library and every time when we have a lesson and we take feedback on that lesson somebody has a question. Prior to that there was never questions everybody will just sit and look at you so at least now I'm being questioned and it also encourages learners to use dictionaries.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Uhm most of the time we work in groups and they tend to take the person that they trust the most in the group and they work together so what happen is if I say perhaps look that word</p>	<p>For me it means that you are able to sit down, read a passage, grasp the knowledge of and the context of that passage and be able to answer the questions without farting or depending on the next person,</p>
---	--	---

<p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p>	<p>is pronounced wrong, this group did this wrong, they don't always agree with me due to the language barrier but they will question it but not directly to me they will question it with the peer and the peer will explain to them why I said so if they don't understand and they'll come together and...but like I said it, it impact in the fact that they are willing to look at it in, from my perspective as well as theirs.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Easy. Visuals. Visuals it helps a lot.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>Uhm we have, we have a little game called the, the rubric game uhm which we play once every 2 weeks. I encourages, I encourage the learners to set up a rubric for their group and the best group, the group with the best rubric win like a chocolate or whatever but the rubric game it, they set down their goals and they try to achieve those goals because everybody gets a little uhm sheet with the rubrics on and that's not rubrics from me its rubrics from their peers.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>Self-regulated learning comes with a lot of patience and a lot of passion. Uh make very, very sure that that learner is able to do that, those things. We are working with children and they tend to bluff us very easily, some of them will sit down and make like they reading and</p>	<p>Encourages to question teacher</p> <p>Easy. Visuals. Visuals it helps a lot</p> <p>The learners to set up a rubric for their group they set down their goals and they try to achieve those goals</p>
---	---	---

58	you think oh gosh that child can read, that child don't always read but he, or the friend will	
59	read and he will follow out loud so make sure that when you think those children can do	
60	that, you assess and make sure that they can. Those are the learners that you can leave in	
61	charge of the group.	

SCHOOL C: TEACHER 2

Row	Interview transcript School C Teacher 2	Codes
	Q1: What is your highest qualification applicable to the teaching of English Home Language?	
1	Uhm gosh I dunno my highest qualification is I did the ACE course uh 2010 I graduated.	
2	Uhm specifically, to English I don't have a degree or anything like that ja so ja it's my home	
3	language obviously been speaking it all my life I don't know if that counts for anything	
4	(laughing).	
	Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?	
5	30 years I've been teaching for 30 years and Ive been teaching English for all those years.	
6	Uhm I currently teach grade 5 but I've had oeee 20 something years of those years in grade	
7	4 as an English teacher and then I came up to grade 5, I've been in grade 5 for about 2 3	
8	years now.	
	Q3: How would you rate the English proficiency level of learners you are currently	

	<p>teaching?</p>	
<p>9 10</p>	<p>English is not their Home language, English is in many cases not even their first or second language so the proficiency rate is very weak, very low ja definitely.</p>	<p>English is in many cases not even their first or second language</p>
	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p>	<p>Proficiency rate is very weak</p>
<p>11 12 13 14 15 16 17 18</p>	<p>Just that they don't speak the only time they speak English is at school and also only in their classes once in fact even in class when they speak to each other they don't speak English necessarily even though we try and promote it as much as possible but it just doesn't happen and the fact that like I said English is not their Home Language. I can probably count on my one hand the number of learners that had English as one of their languages but then it could be the second language because I think most of them that uhm are predominantly Afrikaans speaking you know what I'm saying, so it's a very big problem actually.</p>	<p>it could be the second language, predominantly Afrikaans speaking</p>
	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	
<p>19 20 21</p>	<p>Well I think feedback would be reporting perhaps to the child and especially to the parent on the progresses of the child, how the child is performing in tasks or assignments and also exams and just generally in general reading which is such an important aspect of it yes.</p>	<p>Reporting to the child and especially the parent</p>
	<p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes</p>	
<p>22</p>	<p>Orite well with the assessment look with, with our marking obviously they get immediate</p>	

<p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p>	<p>because if they've done something for me they get marked they see they have to do</p> <p>corrections so there they know we they've gone wrong and what the problem was. Uhm</p> <p>with the assessments whatever assessment we give they get the rubric that goes with it so</p> <p>that they can see ok for that aspect that is how much I got and then uhm if time allows</p> <p>doesn't happen often because our schedule is very full then we will go through it, discuss it</p> <p>you know what I mean, I try and squeeze that in either at the end of the term or beginning of</p> <p>the new term so that they can kind of understand ok here's where we went wrong and this is</p> <p>what we did ja.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Well hopefully to bring improvement mostly (laughs) and so that they don't make the same</p> <p>mistakes over again ja.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Hmm that is what I said it's quite a foreign concept to me. Self-regulated uhm so obviously it</p> <p>involves the learner's self-yes and then uhm I would assume...arhg let me think of the top of</p> <p>my head...greatly I should've had this yesterday and now I'm dizzy...uhm where they can</p> <p>monitor themselves to some extent and see how they are progressing or not progressing,</p> <p>yes setting their own goals precisely and setting you know the bar there ja and work</p> <p>towards that and that type a thing.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners</p> <p>encourage them to set their own learning goals?</p> <p>You know that's the sad thing because if I have to be brutally honest they don't care. You</p>	<p>With our marking</p> <p>They get immediate</p> <p>They have to do corrections</p> <p>They get a rubric</p> <p>We will go through it discuss it</p> <p>To bring improvement and not</p> <p>make same mistakes</p> <p>It involves the learner's self</p> <p>They can monitor themselves</p> <p>Set their own goals</p>
---	--	---

<p>41 42 43 44 45 46 47 48 49 50 51 52 53 54 55</p>	<p>can stand here and try till you turn blue in the face and you tongue hangs out by your mouth it's like you in one ear out by the other you know it's the saddest thing we talk about it all the time. I hope I'm not being.... but if you look you will see they gonna write it's not a formal exam but it's an assessment and then it's writing an essay for me on my pet. I broke it down on that side of my board and we spoke about it, we went through it, I let them practice, not practice, but write it out in their homework books so that if there are words they can't spell. I promise you when I get that assessment it will be like they've never heard about it before so it, it, it's very sad but I mean its reality it just ja.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Even the strategies like to improve like I see it's the (breaths), there, there no. They really, it sounds so horrible but it's the truth it's like they just don't care, they really, really can't be bothered.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>No huh uh I would, I would say no definitely not.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>You know I would say uh my learners that are proficient or fairly proficient I would say yes it will encourage them it brings a bit of competition perhaps amongst the top 2 or 3 or 4. Uhm so yes in that sense its positive but for the majority of the learners no, no.</p>	<p>I broke it down on that side of my board and we spoke about it, we went through it, I let them practice, not practice, but write it out in their homework books</p> <p>It brings a bit of competition</p>
--	---	--

<p>56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74</p>	<p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>Uhm I don't is there something you would rather like to ask? I mean this is just ja...to teach a language is really, it's difficult. There are, there are so many barriers you know and I always like with our parents' meetings I always talk to the parents and try and say to them have a day at home just one day where you only speak English to your learners, whether it happens I doubt because I don't see the improvement because it would make such a big difference. You can actually see the difference between a child that is more outspoken, more of an extrovert as oppose to a child that is an introvert because obviously that child picks it up a lot quicker and so they, they practice it more, they more outspoken but the introvert which is many of my learners aih jay ja it is so sad. You know when you want an answer; when you ask them to read it's like death here (laughing) you know what I'm trying to say. So ja it, it, it's not easy. I do think that the Home Language level and with this new CAPS arg, the pace of work is ridiculous so if I may and I hope I'm not tramping on toes but in essence it's a disadvantage to our learners big time honestly, there is no drill work, we grew up with drill work and it worked now you got to do, today you are doing tenses tomorrow you jump to something completely different so where do you get the time to consolidate and I am of the old school like I said 30 years so I don't move on if my children do not understand whatever concept I am busy with. So what is the result I'm forever behind, you don't get to finish the curriculum but it's just...how can I jump like this that is something that like I said I, I battle with you know, I really do so</p>	<p>The Home Language Level</p> <p>New CAPS the pace of work is ridiculous</p> <p>there is no drill work</p> <p>I'm forever behind, you don't get to finish the curriculum</p>
---	---	---

75	that's about it in a nut shell.	
----	---------------------------------	--

SCHOOL C: TEACHER 3

Row	Interview transcript School C Teacher 3	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>That would be Matric plus 3.</p> <p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p>	
2	Uhm 20 say 20 years round for 20 years of particularly teaching English but uh just in uh	
3	different grades and uh the grades that I started teaching with was Grade 7 in the	
4	inter...senior phase..and then uh due to the fact that they were having problems with the uh	
5	with the teacher being totally unable to like cope with the would you say the teaching the	
6	grade 6s and at that time if you do remember we had that uhm what is it called, we had that	
7	examination thingy at the end of the year and then we asked all the stronger teachers to	
8	move down to grade 6 so that we can push the scores, that was the idea in the beginning	
9	and later as the years went by they found that we had a problem with the...when the	
10	learners came from grade 3 and they came to grade 4 there was this huge gap and they	
11	couldn't like the teachers were unable to get the learners to be on a level whereby they	
12	could read and understand and then again they ask all the stronger teachers to move down	

<p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p>	<p>to help the grade 4s language and now I'm here in grade 4 for my 4th year.</p> <p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>I'd say right at this moment grade 4 learners when you get, when, when a learner comes from the foundation phase, things that you need to know first, their, the learners in the foundation phase they basically read by rote and it is with identification and the words mean absolutely nothing to them and secondly you also get there, there is not as much emphasis in the foundation phase on the phonics and word building as it used to be in the past but now when the learner comes here, all of the learners you'd be lucky if you'd find 2 who can read and understand what they read so ill rate it as very, very, very weak. Due to this gap and then of course you must also take into consideration you'd find that in the foundation phase that there are 3 or 4 learning areas neh now when you get to grade 4 there's this...and then of course the periods are shorter. And then what uh nobody really tends to, to, to...they don't seem to take into consideration that you're dealing with a child who is in a new environment, who cannot write, the child is expected to write in cursive according the teachers the learner, the learner, and when they get into the class a total different scenario the learner can do absolutely jack.</p> <p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Mostly reading, I would say its reading, its reading writing and the spelling because phonics ultimately become part of the spelling. Basically speaking its reading, the writing, the</p>	<p>Read by rote</p> <p>Words mean nothing to them</p> <p>You find 2 can read with understanding</p> <p>Ill rate it as very weak</p> <p>Reading and writing</p> <p>Spelling</p>
---	---	---

<p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46</p>	<p>spelling and of course basically if you look at it properly the other challenge is that 3 quarter of the children we have today they come from the rural the outskirts where they are not predominantly Home language. They're simply expected to do English and they in a situation where they, they only speak English during the day within, within the class. It's a situation because everything is done in English but it is it's a great problem because at home they speak in their home language and it doesn't make... English is a 3rd language to them.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p> <p>In this context where you find that uh, uh when you do assessment when you completed with your assessment what you...basically what you tested the learner on you can, you can get like uh, uh very clearer picture of how much the child really, really, really understood because if you don't assess them they never going to find out. Your assessment basically gives you, give the feedback to say this ok they really do understand this section or they didn't really understand it so you can find out, out on your own when you've done, you know what the child understood and what the child didn't understand. You can go back and do that uhm do that area whatever in your assessment over until the child can learn you know really grasp it wherever they can if it's possible you know.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm the one would be we do have...I use like a homework book so what I do to enable</p>	<p>Children come from rural outskirts and are not predominantly home language English is a 3rd language</p> <p>Assessment gives you feedback You know what the child understood</p>
---	---	--

<p>47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67</p>	<p>them to uhm like in a build up their vocabulary I have what you call a...eish I'm not supposed to do this I'm gonna stick to the name...uhm what I basically do we have like word search. Not every learner ok we do, I know we have word searches on our poems, but most of the learners are not able to search make out this word search but you get to use uh I actually have vocabulary book which I use (asks for a learners' book) uh I'm sorry I can't even show you but actually I do that. I do the word search so I what I do is just simply just giving them uh about 5 or 6 pages and then when they go home that actually to be honest with them already taken to that because its and the parents are also involved. They colour in the words different colours that's one way of me yes...for them to improve their work and show you they are interested and needs to improve also their phonics and their spelling. One can't, you can't do spelling not with, not with our time frame and the other one is I tell them to...the fast...the learners that are better learners the reader...because what you find that maybe that you find a certain group that will progress in weeks in pounds but the others are still very baby ok so what I do those learners even though we have a reader, that reads and we use those uh GPLMS books for the slower learners, those learners I allow them I sent them to ask the parents to take them to the library and then when they done uh I make them write their stories, summarise what the story was about so that way you can engage whether the child's uhm reading is improving and the understanding of the word is improving only that, either than that you will never be able to do it. At the same time to make them like uhm more interested I given them uhm names they need to write the</p>	<p>Word searches on poems</p> <p>We use those uh GPLMS books for the slower learners, those learners I allow them I sent them to ask the parents to take them to the library</p> <p>Summarise what the story was about</p>
---	--	--

<p>68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87</p>	<p>name of the book, the author and whether they enjoyed the book or not as sitting and every child the more you read the more stars you get, reading, the vocabulary, with the language basically it's only that you can do by assessing after each and every section that you taught I assess them and that gives me a better idea of uh what they understand and what they don't understand and fine when you done I actually give them their pages and then we go through it and then they can see if they made mistakes and they can do it in the form of corrections. When they on their own time that is where...in that where the learner is self understands that look I did this wrong and I did that wrong and I can improve here and this is all I didn't read the question there...because here you basically need to...not tell them you've done badly yet you tell them you can...I basically explain them that your mistake is you not reading the question. Read the question at least 3 4 times and understand the question then you will answer the right thing. That's about uh...that's, that's, that's about the best ways I know.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Basically I would like to...I need the learners to learn from their mistakes and the learners to see where they can improve themselves. That is the basic reason why...that is...I should think that is uh the basic reason why you assess in the...assess gives them feedback so that they can see and learn from their mistakes and learn to you know take more...don't make so many mistakes. Most of them don't read the questions and they don't...it's not that they don't know the answer maybe they even misinterpreted what the meaning of the question was. That that could be that.</p>	<p>More you read the more stars you get</p> <p>If you made a mistakes do it in the form of corrections</p> <p>Where the learner is self understands</p> <p>Learners to learn from their mistakes</p> <p>Improve themselves</p>
---	---	--

<p>88</p> <p>89</p> <p>90</p> <p>91</p> <p>92</p> <p>93</p> <p>94</p> <p>95</p> <p>96</p> <p>97</p> <p>98</p> <p>99</p> <p>100</p> <p>101</p> <p>102</p> <p>103</p> <p>104</p> <p>105</p>	<p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Mam uh to me I think self-regulated learner is the learner who takes up that initiative to empower themselves without being said to take...u know to learn to go one step further, a little bit more. That is why you need to encourage them to go in that direction so that the learner can work on its own because you...in most cases you'll find that in Ethiopia we find that all of the learners are all on the same level. That's definitely wishful thinking. In this class I have 4 levels. I have 1 level where I can give the learner explain and the child will continue on its own, then you get the other where you have to help the child all along the way, explain all the time and but the self-regulated learners, the one you can give the work, you can actually give the page to the child with the instructions...like the lady that's standing...she can read exactly and do exactly what's expected of her. Why because she's the type of child that goes if you explain you show her how to do one she's so eager to go further and work on her own. She goes an extra mile and she's...but they not only one there's a few of them, about 11 12 of them here which is such a...they having it bad because they get held up because of the others that is so slow. Here I have...this group here (points out a group of learners) are learners that should basically, should not be in...they should be put in the schools ja where they...they have barriers and the parents are in denial and they won't allow.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Basically I think I'm not sure, I think it encourages them because if a learner is so</p>	<p>Learner who takes the initiative to empower themselves</p> <p>The learner can work on its own</p> <p>She goes an extra mile</p>
---	--	--

<p>106 107 108 109 110 111 112 113 114 115</p>	<p>interested, ok I'll use my granddaughter for example she is now, she's in grade 1 but she has fortunately her own phone which she's in grade one and she's saw me giving the, these learners the word search, she downloaded her own word search in a, on her phone. Now the phone, on the phone what happens it, the child finds the words and there's a story there the child should put in the word and when she is done she reads the whole story and in that way it sets her goals it, she is always focussed. She focuses on a way that she is going to, she's going to complete the story so every day she comes back and she would sit and look for the words, do this word search. Her goal is to com...be able to read the story that is on the phone. So if she didn't have that intention she wouldn't continue doing the word search. However, look it, it's not much I can say about this</p>	
	<p>class because they don't.</p>	
	<p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p>	
<p>116 117</p>	<p>I wouldn't really say it does much because they not, not at this level, not at this level. These are grade 4s maybe later not right now.</p>	
	<p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p>	
<p>118 119 120</p>	<p>That one not on this level, they are still at a...grade 4s are still at a stage where they need to be guided. They cannot yet, they haven't, their, their thinking has not developed to the extent where they can select their own resources etc. you have to actually provide.</p>	<p>They still at the stage where they need to be guided, can't select resources</p>
	<p>Q9d: How does the feedback you provide to your English Home Language learners</p>	

	<p>encourage them to evaluate the success of their own learning?</p>	
121	<p>No not at all it would never do that because here like I say at the, at the level they are, they</p>	<p>Not at this stage, it's very hard</p>
122	<p>are 9 years old, 9 most...9 10. Lots of them are 9 some of them are turning 10 and uh not at</p>	<p>for them to evaluate their own</p>
123	<p>this stage they, they are capable of...it's very hard for them to evaluate their own work that</p>	<p>work</p>
124	<p>you give them it has to be guided because it to them what like even if you say evaluate,</p>	
125	<p>even if you ask them to evaluate anything they will just simply put a tick because they want</p>	
126	<p>to put a tick that's it there's nothing to it.</p>	
	<p>Q10: Is there anything else you would like to offer that I did not specifically ask</p>	
	<p>about?</p>	
127	<p>Uh you know uh what I would like to just make you, you know remind you that having to do</p>	
128	<p>an assessment you...a learner that's you do really need a breach in class to get the child to</p>	
129	<p>the level that is expected by the department or university, in reality what is being done uh</p>	
130	<p>you know tertiary level while you studying it's not feasible here in the class because our</p>	<p>Learners which comes from</p>
131	<p>situation is totally different. We have learners which come from different backgrounds ok it's</p>	<p>different backgrounds</p>
132	<p>been accepted here but the problem there are not all English speaking if they were we</p>	
133	<p>would be able to manage like its expected of us but it's just not happening not even in the</p>	
134	<p>classes and I was speaking to uh my subject adviser she said to me Mrs Stanley there's</p>	
135	<p>nothing we can do about it. The department is looking at lowering the because they are</p>	
136	<p>expected to have 50% pass to get to grade 5, however the learner that comes here is not</p>	
137	<p>even 10% and the classrooms are overcrowded. That these</p>	<p>The classrooms are</p>
138	<p>learners and all the learners who are English speaking and on the same level that would be</p>	<p>overcrowded</p>

139	the ideal situation unfortunately it's not gonna happen ever. Thank you. I hope it helps you	
140	hey.	

SCHOOL D: TEACHER 1

Row	Interview transcript School D Teacher 1	Open codes
	Q1: What is your highest qualification applicable to the teaching of English Home Language?	
1	Hmmmm ok my highest qualification is my 4 th year at UJ but that was in management, but	
2	prior to that I did my 3 RD year English HER. Ok and I also did the....and then I also did the	
3	Tesal course at Wits.	
	Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?	
4	Ok I teach grade 6 and I teach I've been teaching English for 30 years.	
	Q3: How would you rate the English proficiency level of learners you are currently teaching?	
5	That's a difficult one because we have English Home Language learners that speak English	English Home Language
6	at home so their proficiency is a little higher than the I suppose to the learners who come	learners' proficiency higher than
7	from the Afrikaans home and the learners who come from the Zulu or Sotho home. So if I	Afrikaans or Zulu and Sotho
8	have to average it, it would be average.	speaking learners
	Q4: Based on your experience, which particular language related challenges do	Average proficiency

<p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	<p>learners encounter in your Home Language classes?</p> <p>There's many uhm language structures per say, parts of speech. The use of the different parts of speech they don't understand how it relates to one another in a sentence uhm in the constructing of sentences uhm because they don't also have a sufficient vocabulary it's difficult for them to, to use the parts of speech to construct the sentence therefore their writing ability uhm they struggle. Their reading they can read however they don't read with understanding. They may be able to answer the lower uhm lower order questions but when it comes to the higher order questions when it comes to give your opinion and say why then they struggle and explain uhm to motivate their answers then they then they struggling because they are not exposed to the language that to, to an extent where they use the English as a home language at home, they not communicating effectively all the time. The only time that they really communicating and, and using language is in, in the English class because they outside when they go outside they speaking to their friends in the language they comfortable with at home they are speaking the dialect of the family that makes basically all the skills very difficult to teach.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p> <p>Feedback means uh telling them uhm how they've, how they've performed, have they've exceeded, have they achieved. Making them aware of their errors, their mistakes uh motivating them to improve by giving them comments, constructive comments uhm for them to see if you use marks how much, how many did you get correct, where are my errors so</p>	<p>Language structures per say</p> <p>Constructing of sentences</p> <p>Don't have sufficient vocabulary</p> <p>They struggle with writing</p> <p>Don't read with understanding</p> <p>when it comes to the higher order questions when it comes to give your opinion and say why then they struggle and explain uhm to motivate their answers then they then they struggling because they are not exposed to the language</p> <p>Don't communicate effectively</p> <p>Telling them how they have performed</p> <p>Making them aware of their errors</p>
--	---	---

<p>26 27 28 29 30 31 32 33 34 35 36 37</p>	<p>that through the feedback they are able to see for themselves where's my shortcomings I need to address a b c and d I need to improve, I need to work a little harder and basically feedback for me is for my children to see u know that they need to, need to, to, to and I talk a lot to them and I... I'm making them aware you need to achieve a certain level because without that level you will not be going to the next level in your life, so a lot of uhm talking, a lot of uhm qualitative comments uhm and I give them a lot of stamps in their books to encourage them, to motivate them uhm I don't just use marks because they themselves gage themselves against those marks. Ok and ok we use marks daily so that they can benchmark themselves. So we use qualitative comments and we use quantitative marks they understand the, the levels of achievement so without that understanding they wouldn't know their competence and where they wanna go and where they are at the moment, so very important feedback.</p>	<p>Motivating them to improve</p> <p>Qualitative comments, stamps in their books</p> <p>We use marks daily so that they can benchmark themselves.</p> <p>Use of marks</p>
<p>38 39 40 41 42 43</p>	<p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm talking, a lot of uhm qualitative comments uhm and I give them a lot of stamps in their books to encourage them, to motivate them uhm I don't just use marks because they themselves gage themselves against those marks. Ok and ok we use marks daily so that they can benchmark themselves. So we use qualitative comments and we use quantitative marks they understand the, the levels of achievement so without that understanding they wouldn't know their competence and where they wanna go and where they are at the moment, so very important feedback.</p>	<p>Qualitative comments</p> <p>I give them a lot of stamps in their books</p>

<p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p>	<p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Basically for them to, to see where the errors are uhm what they need to work on, what they need to correct what mistakes and how frequently they making those mistakes so that they do not repeat those mistakes.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>A, a self speaks to the child needs to know it's about me. I need to, to, to regulate, I need to have a pattern, I need to have a system, I need to be regular with myself so that as me myself I can, I can uhm monitor how I'm going to learn, when am I going to do my work u know. The, the learner needs to understand that it's about me.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Ok so we do this daily and if you do corrections you already, they already seeing where the errors are so if you do a follow up activity I'm hoping that they don't do the same mistakes. The goal would be to achieve through the constructive feedback that you have given them.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Ok now the strategies to improve their learning they, they need to be guided. Uh I don't think that they have a strategy at this particular moment in time. They, they just learning so the teacher is there to strategise with them and for them by telling them to set themselves a timetable, when to do your homework, when to study uh what it is you...the endpoint where do you want to be, the outcome, the last point do you see the vision, to see the, to see the,</p>	<p>For them to, to see where the errors are, what they need to work on, what they need to correct what mistakes and how frequently they making those mistakes so that they do not repeat those mistakes.</p> <p>You do corrections You do a follow up activity Through constructive feedback</p> <p>They need to be guided telling them to set themselves a timetable, when to do your homework, when to study</p>
---	--	--

<p>59</p> <p>60</p> <p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p> <p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p>	<p>the, the how can I put this where they actually want to be in life uh so that they can with you, with the teacher strategise how they best going to get there.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Ok I always tell them to use the dictionary uhm to, to read and if they do not understand it to interrogate I, I like the w questions. I always tell them uhm ask, ask the word what, ask the word who, ask the word when, where, why interrogate it so that you can understand what you are doing so that you can complete your work and use what you have available to...you have your dictionary, you have your textbook, you have your reader and the internet. We have this global electronic platform that's available 24/7 so nobody should be stuck. I always tell them go home make it a family orientated thing mommy come do with me.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>You know when, when you, you give the children feedback and you, and you give them...when I stamp their books and I say 100% congratulations and you give them a certain kind of comment and a certain stamp that says wow, excellent, well done it boost their self-confidence and their self-esteem so much that there is only positives that comes out of it and, and, and they, they, they are so willing and so eager wanting the next time and then you actually see the achievement through that constructive feedback that you've given them.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask</p>	<p>I always tell them to use the dictionary uhm to, to read and if they do not understand it to interrogate</p> <p>Stamp their books and I say 100% congratulations and you give them a certain kind of comment and a certain stamp that says wow, excellent, well done it boost their self-confidence and their self-esteem so much that there is only</p>
---	--	---

75 76	<p>about?</p> <p>Uhm this feedback that you were talking about now was it classroom based, assessment formal or informal...I think I covered quantitative and qualitative (laughs).</p>	positives that comes out of it
----------	--	--------------------------------

SCHOOL D: TEACHER 2

Row	Interview transcript School D Teacher 2	Codes
1 2 3 4 5 6 7	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>Uhm my highest qualification is ACE Sciences.</p> <p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>I'm teaching English for 4 years now and then I teach grade 5. Ok the other grade that I teach is still grade 5 I teach them science because that's my major.</p> <p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>Proficiency is very, very high. Most of them are, they are Afrikaans speaking children but they know Afrikaans better than English...they know English better than their Home Language which is Afrikaans because most of the time they even fake Afrikaans and yet it is their Home Language.</p> <p>Q4: Based on your experience, which particular language related challenges do</p>	<p>Proficiency is very, very high</p>

<p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p>	<p>learners encounter in your Home Language classes?</p> <p>Language related challenges...mam I think the challenges that we have in this uh, uh, uh, uh language is that children don't, don't do their work and you give work as a class work maybe let them do it in class and finish it at home they don't do the work and you sitting with a challenge you want to mark tomorrow morning and then still sitting with children didn't do the work so how do you know that a child doesn't understand the concept or knows or be lazy you don't know because if the child did the work and then I can identify the problem ok this child doesn't understand but if the child didn't do the work then it's a challenge for you.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p> <p>Feedback for me I think it's about re-teaching. Corrections done with the children and making sure that the children understand what you did with them.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Feedback can be in different ways before you teach you need to know what they...what... what you did with them yesterday. You need to know if they still remember what you did with them for me its feedback and then, then after you do the activity with the learners let them do their work and then after that then corrections. Then for me corrections are still, is still feedback because now others will understand things that they never knew so for me its feedback.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p>	<p>Don't do their work</p> <p>It's about re teaching Corrections done with the children Making sure the child understands</p> <p>Need to know what you did with them yesterday After that then corrections</p>
---	---	--

<p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p>	<p>Intention is to reach those learners who did not understand the, the...what you did with them</p> <p>because you still have those learners who don't understand because remember learners are</p> <p>different, they learn in a different way also but if you try to reach those ones who did not uh,</p> <p>uh, uh understand they end up understanding by doing feedback.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Self-regulated (laughing). I think a self-regulated learner is that learner whom you can; you</p> <p>can uhm whom you can rely on. That child whom, that child you know very well that no</p> <p>matter what that child is achieving. You can even sometimes take a book and use it as, as,</p> <p>as proof or use it as a resource because you sometimes I will take...I know my children and</p> <p>I will take the book and keep it for next year so that I can use it that is a self-regulated</p> <p>learner. We don't need to even explain anything to her you explain once and then she does</p> <p>the work.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners</p> <p>encourage them to set their own learning goals?</p> <p>Ok setting goals. A goal what is a goal? A goal is something that you want to achieve. Ooh</p> <p>mam I have a child here, she's sitting next to you that child, she is so challenging that she</p> <p>would tell you mam you know one day I want to, I want to, I want to mam I learn this so</p> <p>nicely when I was sitting at home I just, mam I was just doing this mam you see so for me</p> <p>it's a motivation to see that at least I have reached a certain child yes.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners</p> <p>encourage them to select the best strategies to improve their learning?</p>	<p>To reach those who don't understand</p> <p>We don't need to explain anything to her</p> <p>She would tell you mam you know one day I want to, I want to, I want to...</p>
---	--	--

<p>41 42 43 44 45</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>46 47 48 49</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>50 51 52 53 54</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>55</p>	<p>Ok there are learners like I said learners don't learn, they learn in different ways now you take out, you will be teaching new concept orite the others will understand and the others will not understand but the ones that didn't understand if you gave them enough feedback they will end up improving tomorrow when they come, they will come and mam this and this and this, I did it mam and I managed to get it right.</p> <p>Uh you know after, after, after a, a giving the, the feedback to children you need to encourage them we do have a recourse a library. You encourage the children to go and do a research in the library, take books read, go research about oxymorons like we doing oxymoron's now, and have extra activities that they can learn from. That's how we do it.</p> <p>It will...the formal assessments that they do will show them how they work so they are able to evaluate themselves and see that at least here I got this and this and this and this yes full marks yes.</p> <p>Aih I don't think so mam (laughs).</p>	<p>Need to encourage them</p> <p>Able to evaluate themselves</p>
---	---	--

SCHOOL D: TEACHER 3

Row	Interview transcript School D Teacher 3	Codes
	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p>	
1	I have a teaching Diploma with English uhm a big uhm with English Home Language and	
2	Afrikaans the second additional language and I have an ACE Uhm in Science up to Matric.	
	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p>	
3	I'm teaching grade 4 number of years experience +- 10 years teaching English as a first	
4	additional uh as a first as a as home language.	
	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p>	
5	Uhm the level currently is average , but you have a few who are above average.	The level is currently average
	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p>	
6	Uhm the problems that learners are encountering now is reading and writing but that stems	Reading and wring
7	from a lack of knowledge of phonics . This...a number of learners are, are not English	A lack of knowledge of phonics
8	speakers they are 3rd language speakers so they have difficulty with phonics and the majority	3 rd language speakers
9	there's a lack of phonics teaching.	
	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	

<p>10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26</p>	<p>Ok feedback to learners is important because a learner needs to know where they've made errors and they have to do corrections. By doing corrections they are...their ja. By doing corrections they fixing their mistakes and thereby reinforcing the concept.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm there's various ways first way is doing corrections where I correct the, the errors in their books. Second I'll call them, speak to them and indicate where they have made the errors and thirdly is uhm by positive encouragement.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Uhm it's so that they are aware of their mistakes because after that...so if, if a child gets feedback from you the child knows what not to do in future. It's no use you mark the child's book but the child doesn't know why you've marked it.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Uhm this is where the learner works on his or her own for example with writing when they do the planning and editing, they learning and they...I don't know...ok this concept means that especially with your above average learners, they are able to work on their own. This is where, this is where your uhm expanded opportunities comes in the learners are able to work without...when they done their class work they have activities where they can carry on, on they own. Uhm here they amongst themselves especially with, with, with peer, with peer, peer learning they try to improve themselves by if, if the friend gets 10 they also want to get 10 so they set their own goals. They want to do better each time they do something.</p>	<p>Learners need to know where they made errors Through corrections fixing mistakes Doing corrections Speak to them and indicate errors Positive encouragement Learners are aware of their mistakes Learners works on his/ her own Expanded opportunities planning and editing, Compare with friends which encourages goal setting</p>
--	--	---

27	<p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>They can't at this stage not in grade 4. I select the resources for them.</p>	I select resources for them
28	<p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>I select the resources for them.</p>	
29 30 31	<p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>Uhm especially at this stage in the 3rd term you find children taking more uhm interest and you know in their own work. The more...each time you give them a star they actually count how many stars they have in their book and it encourages them to do better.</p>	Each time you give them stars they count how many they have in their books
32	<p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>No nothing at this current time (laughs).</p>	

SCHOOL E: TEACHER 1

Row	Interview transcript School E Teacher 1	Codes
1	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>Uhm the highest qualification is my 4-year Diploma course that I had done.</p>	
2	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>I've been teaching English for 28 years and the grades that I'm currently teaching is grade 4.</p>	
3	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>Uhm I think they are at a...they have a good understanding of the English language, a good command of the English language so if it's maybe out of 10 I'd say 8 or 9 out of 10.</p>	Out of 10 I would say 8 or 9
4	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>I wasn't sure if it's only with the language the grammar but mostly the spelling because sometimes the learners don't read often enough so...and that affects their, their writing. Ja</p>	Mostly spelling
5	<p>so it's the spelling mostly and sometimes with the tenses.</p>	Don't read often enough
6	<p>Q5: What does the concept feedback mean to you in the context of English Home Language teaching?</p>	Their writing

<p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p>	<p>That...feedback is the report back that I give to the learners to assess whether they understood the lesson that I've taught for that day.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Uhm I ask them questions orally. I give (laughs) written activities after each lesson. To also assess. I mark their books timeously and the learners do corrections and I observe also in the class where the learners communicate and answer questions and then we also do revision often to check on their progress.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>Uhm the learners must be able to communicate confidently and effectively in their home language. They must be able to read and give information for enjoyment. They must be able to write different types of texts and for different purposes. They must also be able to use the language to think and to reason.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>It means that if I explained a lesson to a learner and they can work on their own without the help of the teacher.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>They uhm basically giving them positive feedback so that uhm they can also see how far they can work on their own. Uhm praising their efforts uhm I also yes.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners</p>	<p>Feedback is the report back</p> <p>Assess whether they understood the lesson</p> <p>I ask them questions orally</p> <p>Written activities after each lesson</p> <p>I mark their books timeously</p> <p>Learners do corrections</p> <p>I observe in the class</p> <p>We also do revision</p> <p>Learners must communicate confidently and effectively</p> <p>Able to read and give information</p> <p>Able to write different types of texts</p> <p>Use language to think and reason</p> <p>They can work on their own</p> <p>Positive feedback so that they can see how far they can work on their own</p>
--	---	---

<p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p>	<p>encourage them to select the best strategies to improve their learning?</p> <p>I think uh maybe. Ja if we take verbs for example then we do it practically, then I do practical work with them so I let them do the activities practically in class and then maybe give also you know flash cards for the words explaining and...</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Yes visuals.</p> <p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>So uhm also positive feedback and also uhm like stickers and things...the positive reinforcement like say for an example if they write their test, spelling test then we give gold stars only for total like if they get total 10 out of 10 for the spelling test so that's also for them to encourage each other and compete with one another to see if ja next time if they can keep up with that so that the learners are happy also who got the most gold stars in their book.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>Hmm uh not (laughs). Is there anything else you wanted to know about?</p>	<p>We do it practically</p> <p>Visuals.</p> <p>Positive feedback like stickers and things</p> <p>Who got the most gold stars in their books</p>
---	--	---

SCHOOL E: TEACHER 2

Row	Interview transcript School E Teacher 2	Codes
1 2 3 4 5	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>My Bed Honours degree but my honours degree I didn't specifically focus on English ok so with the specifically with English it stopped with the BEd degree uhm and then obviously I attended other workshops and things like the thresh course where we had, where they thought us how to teach learners thinking and reading skills and what so there are many English workshops that we also attend yearly.</p>	
6	<p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>This would be my 6th year as an English educator and I'm currently teaching grade 6.</p>	
7	<p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>I would say it's intermediate.</p>	<p>I would say its intermediate</p>
8 9 10	<p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>Their...they have adequate language skills for most day to day communication so in the reading, writing and so on and so forth but they have difficulty with abstract concepts so something they cannot physically handle then they'll have difficulty with that. Some can</p>	<p>Difficulty with abstract concepts Reading without comprehension Can only comprehend with</p>

<p>11 read independently uhm some can read but then they can't comprehend what they have 12 read so it's very difficult that way and then others can only comprehend the content of text 13 with assistance and so if I read it to them and I explain what's going on and then they 14 understand so ja. Many learners can't read so their vocabulary is limited uhm they can't 15 express themselves properly, they can't uhm, uhm express themselves orally or with 16 written work and then also learners become overly dependent on me so instead of doing 17 things on their own they'll do a piece and then they'll ask me if its right and then they'll do 18 another piece and ask me if it's right and then learners also get mixed up when there are 19 multi step instructions so it becomes difficult to complete the work so you have to give 20 them instructions one by one so when they done with point 1 you move on to instruction 2 21 and so on and then with the reading learners have problems sounding out new words, 22 remembering what they mean uhm and even remembering the word itself. And then very 23 often with oral directions they need to be repeated or rephrased so that the learner 24 understands it and that's about it ja. Right so the most uh, uh difficult one is the 25 vocabulary. 26 Q5: What does the concept feedback mean to you in the context of English Home 27 Language teaching? 28 Its information given back to learners to help them, to guide them uh, uh, uh, uhm on 29 improving what they are currently busy with. So if I give you feedback then it means I am 30 telling you what you are doing right and what you are doing wrong so that you can now go 31 back and fix that and so on and so forth and then I prefer oral interactive feedback like I</p>	<p>assistance Vocabulary is limited Can't express themselves orally or with written work Mixed up when there's multi step instructions Sounding out new words Oral dictations need to be repeated or rephrased</p> Information given back to learners Telling them what they are doing wrong and right
---	--

<p>32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49</p>	<p>explained earlier uhm where I sit with the learner and we look at the learners work and we rather do it one on one instead of me doing the feedback at home and then bringing it back to you and then you don't understand what's written there and then it becomes a whole difficult process now we have to go back and so on.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>So orally when they doing an activity in class I would walk around and I would give them feedback on what's happening in the classroom. And then also when they have written uh...have written task I call them to the desk and we'd uh go through whatever they wrote together and I give them some oral feedback and then some written feedback to refer back to later. So with the written feedback it will be limited because very often if you give them paragraphs or essays and they go home and they just going to ignore it because they don't understand what going on there. So my written feedback will only uh, uh, uh remind them to maybe check vocabulary, make sure you start with a capital letter, end with a full stop and so on whereas the oral feedback will be more in depth so we explain no this you cannot use because it's not a verb and this and.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>I praise them for doing the right thing and that encourages them to try harder when I tell them what they did wrong. So when I give them feedback it's not only to tell them listen this is what you are doing wrong but also to tell them what they are doing right so that it motivates them to now try harder with the things that they got wrong and then take it</p>	<p>Orally when they doing an activity</p> <p>Some written feedback</p> <p>Encourage them to work harder</p> <p>Telling them what they are doing wrong as well as right</p> <p>Motivates them to work harder</p>
--	--	---

<p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p> <p>59</p> <p>60</p> <p>61</p> <p>62</p> <p>63</p>	<p>from there to become better.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Self-regulated learning is when a learner can learn on their own so they basically use whatever they learned, they are self-motivated, they can do something on their own so you don't have to stand there and police them 24/7 ja and that's about it.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>I think it helps them to develop the ability to think for themselves uhm, uhm after giving them feedback they are now able to criticise and evaluate their own work. It also guides them to become conscious, active thinkers so that when they enter the world they are prepared to make a difference to not just go with the flow. So they can stand up, take the initiative and say no this is my point of view and maybe this is what I got wrong and you know that gives them the opportunity to reflect now on what they've done.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>Ok at this stage with the learners because they are so young I select the strategies and then I use it and then I work through it together.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>The same as with the resources I would give them the resources and we use it together as a class and work on it.</p>	<p>A learner can learn on their own</p> <p>They are self-motivated</p> <p>Able to criticise and evaluate own work</p> <p>Become conscious thinkers</p> <p>Take initiative to raise their point of view</p>
---	--	--

	<p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p>	
64	<p>After, after feedback they usually now go back and reflect on what they have done and</p>	
65	<p>then that way they are able to then to evaluate whatever they have with them and then</p>	<p>Reflect what you have done</p>
66	<p>redo or look at new ways that they can perform it.</p>	<p>which enables evaluation</p>
	<p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p>	
67	<p>No. Thank you.</p>	

SCHOOL E: TEACHER 3

Row	Interview transcript School E Teacher 3	Codes
-----	---	-------

<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p>	<p>Q1: What is your highest qualification applicable to the teaching of English Home Language?</p> <p>I have a Post graduate certificate in Education and my specializations are the senior phase and FET English Home Language.</p> <p>Q2: How many years of teaching experience do you have as an English Home Language teacher in the Intermediate phase and which specific grade/s do you currently teach?</p> <p>Uh in the intermediate phase 2 and a half years and I teach grade 5.</p> <p>Q3: How would you rate the English proficiency level of learners you are currently teaching?</p> <p>I think that English proficiency is poor...mm...most learners are struggling with even speech, so even speaking the language uhm ja.</p> <p>Q4: Based on your experience, which particular language related challenges do learners encounter in your Home Language classes?</p> <p>I think that the basic nuances of language was never captured so essentially when you learning English you were supposed to learn uh how it sounds next to how to sound it so a lot of the learners that I encounter don't have the grasp of what the letter sounds like in connection to what the symbol looks like so there's a disconnect so English is all over the show. They might be able to speak it but they can't really read or write it because they don't understand the symbols.</p> <p>Q5: What does the concept feedback mean to you in the context of English Home</p>	<p>Proficiency is poor</p> <p>Struggling with even speech</p> <p>Basic nuances of language never captured</p> <p>Don't have the grasp of what the letter sounds like in connection to what it looks like</p> <p>They can't really read or write</p> <p>Don't understand the symbol</p>
--	---	--

<p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p>	<p>Language teaching?</p> <p>I think feedback is constant in a classroom because most of these learners don't come from a English background so even the words that I use in the classroom uhm is a form of feedback like for instance if a child asks me for a rubber I ask what is a rubber because it's not a rubber it's an eraser uhm and when we working, I think it's necessary all of the time to reinforce especially because its younger learners and because they supposed to be giving the basics of the language so I think feedback is very necessary.</p> <p>Q6: Describe the ways in which you provide feedback to the learners in your English Home Language classes?</p> <p>Ok I've mentioned the first one in conversation uhm usually when I teach a lesson uh I'll have a short activity at the end of the lesson that demonstrates whatever we teaching and so I'll go through the activity with them but I'll get them to answer and if they answer and they doing well we'll move on to a next activity where they have to work independently and after they have worked independently then I'll go through the answers with them and then I'll give them the written corrections on the board so they can fill it in uhm ja I suppose.</p> <p>Q7: What are your intentions when providing feedback to your learners?</p> <p>I provide feedback so that the learners are able to learn uhm so that they know what they done wrong uhm or they can identify what they've done wrong and so that they are able to grow from that. Uhm and I find a lot of times especially the conversation type feedback, sometimes I find myself speaking like the learners because we around them so often and they'll tell me no mam like may and can, the difference between may and can. Can applies</p>	<p>Feedback is constant in the classroom</p> <p>Don't come from English background</p> <p>Necessary to reinforce all the time</p> <p>I'll have a short activity</p> <p>They have to work independently</p> <p>Written corrections on the board</p> <p>So that they know what they done wrong</p> <p>Able to grow from that</p>
---	--	--

<p>29 30 31 32 33 34 35 36 37 38 39 40 41</p>	<p>ability may is a question. So when they ask me can I go to the toilet somebody else will say no you can go to the toilet you must ask may so I think feedback has a positive response uhm because children generally like to learn.</p> <p>Q8: Explain what does the concept self-regulated learning means to you?</p> <p>Uh I think a self-regulated learner is a learner who is capable of taking in feedback in a, in a constructive manner and being able to say listen these are my mistakes I'm not going to make them again. Uhm unfortunately I think at the school that we are teaching at and the level of language acquisition uhm learners are not able to be self-regulated because they need to be supported all of the time.</p> <p>Q9a: How does the feedback you provide to your English Home Language learners encourage them to set their own learning goals?</p> <p>Like I said I don't think that our learners are...ok there are would say there's no one who's self-regulated but the majority of them are not so generally you would set the goals with them and not let them set it individually.</p> <p>Q9b: How does the feedback you provide to your English Home Language learners encourage them to select the best strategies to improve their learning?</p> <p>I don't think they choose best strategies. I think once again its guided learning.</p> <p>Q9c: How does the feedback you provide to your English Home Language learners encourage them to select the best resources for completing tasks?</p> <p>Usually they are given resources (cleans throat) and we'll work through the resources together.</p>	<p>Learner acknowledging their mistakes</p> <p>Learners are not able to self-regulate</p> <p>You would set the goals with them</p>
---	--	--

<p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p>	<p>Q9d: How does the feedback you provide to your English Home Language learners encourage them to evaluate the success of their own learning?</p> <p>They just happy with a pass, ja so as long as there is a right tick they very happy. They, they not very confident when it comes to language and so I think it's too much of an expectation to expect them to be self-regulated, you still learning stuff like how to form letters in grade 5, how to break words up into pieces so it's not as simple as oh I have self-regulated learners, there are a few of them but the majority it's not the case.</p> <p>Q10: Is there anything else you would like to offer that I did not specifically ask about?</p> <p>Uh nothing that I can think about at the moment.</p>	<p>They not very confident when it comes to language and so I think it's too much of an expectation to expect them to be self-regulated,</p>
---	--	--