

**A STUDY OF CLASSROOM INTERACTION IN AN ENGLISH SECOND LANGUAGE
CLASS IN FIVE SELECTED SCHOOLS IN THE LIBODE EDUCATION DISTRICT:
SOUTH AFRICA.**

By

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Abstract

This study investigated the classroom interaction types used by teachers in their ESL classrooms in five selected schools in the Libode District of Education. The study was premised on the constructivist principles propounded by Jean Piaget and Jerome Bruner. The constructivist theory upholds that learners should be responsible for their own learning by being actively involved in their own learning, and the teacher's role is that of being a facilitator.

The study employed a qualitative approach where ten teachers were interviewed. The researcher also made classroom observations in order to establish the interaction types used by the teachers furthermore, the researcher analysed the lesson plan of each teacher to find out how teachers prepared for classroom interaction. The results showed that the teachers were using both the traditional and the modern classroom interaction types when teaching ESL. Another aspect that the results revealed was that the teachers were the only ones who posed questions to the learners. The study established that the classrooms were made of big numbers rendering ineffective interaction between the teachers and the learners. Furthermore, the study revealed that teachers were not reflecting on their practices in order to improve their interaction skills.

The researcher recommended that the teachers should espouse the constructivist approach in their classes so as to allow the learners to explore knowledge and discover content with the teachers' guidance. The researcher also recommended that more classes should be built by the Department of Education so as to ease congestion in the classroom. The involvement of learners in the classroom was deemed necessary and the study recommended that the teachers should encourage the learners to ask and answer questions during classroom interaction.

Keywords:

English Second Language

Constructivism

Traditionalism

Learning theories

Classroom interaction

Declaration

I Christopher Ncube do hereby declare that this thesis entitled *A Study of Classroom Interaction Types Used by English Second Language Teachers in Five Selected Schools in the Libode Education District* is my original work. All sources used in this study have been acknowledged fully.

Signed.....

Date.....

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Abbreviations

ACE	Advanced Certificate in Education
B.Ed	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
CIA	Classroom Interaction Analysis
CPR	Calibrated Peer Review
CLD	Constructivist Learning Design
DoE	Department of Education
ESL	English Second Language
FAL	First Additional Language
HOD	Head of Department
HL	Home Language
NPDE	National Primary Diploma in Education
NSCE	National Senior Certificate Examinations
SANCS	South African National Curriculum Statement
SAQA	South African Qualifications Authority
SET	Student Engagement Trust
RSA	Republic of South Africa

Chapter 1: General Introduction and Background

1.1 Introduction

This study explored types of classroom interaction in English Second Language classes in five selected schools in the Libode District of Education. This chapter includes the statement of the problem, aims and objectives, research questions, justification, scope and limits, a brief introduction of methodology to be used, ethics statement and the general chapter organisation of the thesis.

1.2 Background of the study

Multilingualism in education has drawn new interest in recent decades (Du Plessis, 2006). For example, in the new South Africa there has been a shift from subtractive bilingualism towards additive bilingualism. Additive bilingualism incorporates the learner's first language into the instruction, whereas in subtractive bilingualism the learner acquires the second language at the expense of his mother language (May, 2011). According to the New Language in Education Policy (1997), English language is taught as a subject in the Foundation Phase (Grades one to three) and used as a medium of instruction from Grades four to twelve. Since English is one of the international languages, language practices and policies are being developed to improve learners' proficiencies in English (Sarinjeive, 1999). The general trend in Africa reflects that South African learners do not do well in comparison to other countries.

The medium of instruction in many South African Schools is predominantly English (Du Plessis, 2006). English has gained prominence such that a pass in the subject in National Senior Certificate Examinations (NSCE) is now a prerequisite for admission into any of the universities

in South Africa (RSA, 2002). The South African Language Policy of additive multilingualism dictates that all learners learn their home language (HL) and one additional official language. The underpinning idea is to enable learners to become competent in their additional languages, while their home language is developed and maintained (RSA, 2002).

Research on language learning has revealed the significance of classroom interaction as an essential part of the teaching and learning process (Mpepo, 1990). Therefore, this study was designed to explore classroom-interaction characteristics and how these facilitate learning. There are several different ways to categorise classroom interaction but all types of interaction are important to engage learning and create well-rounded people inside the classroom (Chimbganda, 2005). The thrust of the study focused on what happens in an English Second Language (ESL) classroom.

A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exist (Oxford, 2003). There is a difference between ESL and English Foreign Language (EFL). While English Foreign Language is learned by people whose first language is not English for the purpose of developing academic and conversational skills, English first language aims to teach learners to produce the sounds, syntax and the conversation patterns of the British, American or any English associated with a country where English is traditionally spoken as a native language (Mpepo, 1990).

English occupies an important place in South Africa's economic and social life. It is the medium of communication in education, commerce and in industry amongst speakers of other languages in South Africa (Askes, 1988).

In the light of the fact that English traverses ethnic boundaries in South Africa, it is essential that a citizen speaks his or her home language and at least, one of the ten official languages fluently. It is for this reason that the South African National Curriculum Statement (SANCS) recommended that all South African learners should gain competence in additional languages while mastering their home languages (RSA, 2003). This study seeks to establish the interaction types employed in ESL classes in five selected schools in the Libode District of the Eastern Cape.

Cloud (2000) maintains that language proficiency is the ability to use a language accurately and appropriately in both its oral and written forms in a variety of settings. Proficiency in both oral and written forms of English is essential for use in everyday conversation in social and business settings and for academic purposes. Academic language proficiency refers to the language proficiency that is required in order to succeed in an academic setting (Cummins, 2001: p 58). Learners that are not proficient in English are likely to encounter difficulties in analysing text information, making sense of questions asked to them, providing logical answers and evaluating the opinions of other learners and their teachers (Calitz, 2004). The ability to cope with higher order mental tasks is a requirement for academic success and the ability to use English effectively depends to a large extent on the types of classroom interaction employed by educators in teaching ESL (Fuglestad & Lilejord, 2004).

ESL classroom interaction types have evolved over time. Innovation on ESL interaction began in the later part of the 19th Century and became widespread in the early 20th century (Calitz, 2004). Within this period several interaction types of teaching ESL have evolved. One of the earliest ESL classroom interaction type was the Direct Method (DM) interaction mode, which borrowed from the rationalist perspective, which argues that linguistic ability is an innate trait that does not

exist in non-human species and that language learning follows the principles of other forms of learning (Richards, 1980). The characteristics of DM as an interaction mode is that learning material is tailored towards the learning of sequences of strictly chosen grammatical phrases through listening and memorisation, with vocabulary introduced as part of the phrases (Nunan, 1989).

After much criticism of the Direct Method mode of classroom interaction, the Audio Lingual Method (ALM) emerged. The characteristics of this classroom interaction type were that it encouraged the use of the technology of that time, such as classroom language laboratory, portable tape recorders and film strip projectors (Erton, 2006). The ALM interaction type advocated language learning through habit formation incorporating mimicry and memorisation of set phrases, structural patterns, no grammatical explanation and the learning of vocabulary contextually (Nunan, 1989). The popularity of the ALM waned around 1964 following its intense criticism for promoting rote learning (Wilga, 1981).

The fading of the ALM gave rise to another ESL classroom interaction type. This was the Suggestopedia Method (SM) which was drawn from Lozanov's (1979) thesis on Yoga and the extra-sensory perceptions, which upheld that relaxation can be used as a strategy for enhancing retention and recall of concepts in a given language (Richards, 1986). Since the SM did not emphasize any particular language skills, Nunan (1989) described it as 'one size fits all method of classroom interaction type'. The Direct method, the Audio-Lingual and the Suggestopedia methods were all criticised for being teacher centred and promoted rote learning. The mid 80s witnessed an unrestrained shift towards the communicative-classroom-interaction approach (Warschauer & Meskill, 2000). The communicative approach of teaching conceives language as the expression of meaning in context (Richards & Rodgers, 1986).

The communicative approach has gone through phases. In the first phase the primary concern was the need to develop a syllabus and a teaching approach that was compatible with early concepts of communicative competence (Breen, 1985). This led to the proposals for organisation of syllabuses in terms of functions and notions rather than grammatical structures (Swain, 1985).

The exposition of the evolution of ESL classroom-interaction types above show that there are varied modes of classroom interaction that have come and gone. The thrust of this study is to investigate the interaction types in ESL classes in selected schools in the Libode District of the Eastern Cape Province.

There are many theoretical perspectives on language teaching and learning. These include behaviourism, cognitivism and constructivism to mention but a few. This study was informed by the constructivist and the cognitivist theories. The assumptions of constructivism are that knowledge learners create by themselves is more enduring than the knowledge transmitted into their heads by someone else (Richards & Rodgers, 2001). Constructivism as a theory to back up this study is ideal in that this is a study of classroom interaction between the subject teacher and his or her learners. The study is an exploration of the extent to which educators of English Second Language create an enabling environment for learners to be proficient in English.

The goal of teaching in general is to stimulate the integration of prior knowledge and new experiences (Crystal, 2012). Also underpinning constructivism are beliefs that the knowledge individuals learn by themselves lasts longer and more enduring than the teacher to learner type of interaction. The characteristics of a constructivist classroom are that the teacher uses learners' questions and ideas to guide the lesson (Yager, 1991). This implies that the educator seeks

learners' ideas before presenting his or her ideas. This helps in fostering and encouraging learners to be critical thinkers (Pica, 1989).

The second theory which shall be used in conjunction with the constructivist perspective is the cognitivist theory that upholds that knowledge is viewed as symbolic constructs, hence the learning process should be concerned with how these constructs are committed to memory (Richards & Rodgers, 2001). The cognitivist paradigm essentially argues that the mind of the learner should be studied and understood first so as to achieve effective teaching and learning. Cognitivists view language learning as an activity subsumed within a much more general view of learning which has its roots in motivation (Yager, 1991).

Riley (2006) maintains that language development is a feature of cognitive development. The child explores the world, initially through sensory-motor activity and then language develops on these schemas. Language development is interactional. It builds on mental structures, but as it does so, it enhances their development. Language acquisition is therefore both interactional and a cognitive process. In this study, the cognitivist theory will complement the constructivist theory in that the former theory is based on how learners learn and the latter theory is based on how learners should be trained to be creators of knowledge.

This study attempted to describe and understand the interaction types and their characteristics in ESL classes in the Intermediate Phase in five selected schools in Libode. This study was prompted by a continuous under-performance by learners in ESL examinations. Below is a table showing the learners' performance between 2010 and 2013 in the five selected schools of the Libode District of Education. This underperformance by learners gave the researcher the zeal to investigate the classroom interaction types which the educators employed when teaching ESL.

Year	2010	2011	2012	2013
Pass rate	31%	39%	48%	37%

Table showing the pass-rate of the learners in five selected schools.

Research has been conducted the world over in order to investigate classroom interaction types. Castro (2010) has carried out a study on classroom interaction. The study investigated the effects on Chinese adult learners' classroom interaction between learner and learner, and between learner and teacher while learning English. The findings revealed that interaction and the language output may trigger learners to notice the target form and have a positive effect on improving the learning of English as a second language (Castro, 2010).

Castro's findings are in line with what Ellis (1994) said. He argued that the interaction provides learners with opportunities to encounter input or to practice the target language. It also creates within the learners a state of receptivity, defined as an active openness, a willingness to encounter the language and the culture (Ellis, 1994).

Pheasantry (2003) carried out research to identify characteristics of classroom interaction in an elementary school. This researcher also sought to find out whether there were any significant differences in the effectiveness of teaching and learning processes among classes with different percentages of classroom-interaction characteristics. The study used Flander's interaction analysis to identify the classroom interaction (Pheasantry, 2003). The analysis showed that there were significant differences in the effectiveness of teaching and learning English among classes that had different percentages of classroom interaction. The results of the above research

indicate that the involvement of learners in teaching and learning yields better performance by learners. Nunan (1999) maintains that communicative language teaching is an important approach to the teaching of second languages that emphasises interaction as both the means and the ultimate goal of language learning. This study therefore sought to explore the classroom interaction characteristics in five selected schools in Libode District.

Bussman (1996) recommended that English language teaching should focus on encouraging the learners to speak most of the time during the lesson. Day to day strategies such as pair work and small groups enhance favourable interaction (Ciechanowski, 2009).

One of the conditions that promote language learning is a welcoming classroom atmosphere (Cam, 2006; Frank, 2004; Kristmanson, 2000). These authors argue that in order for the learners to speak, they need to feel that they will be heard and that what they are saying is worth listening to. According to Frank (2004), unless learners experience a positive and supportive climate, some may never achieve the most minimum standards or realise their full potential. Olivier & Bowler (2002) also note that in order for learners to reach their full potential, teaching should target four key areas. These include learning by seeing, learning by saying, learning by listening and learning by doing. McGill & Brockband (2004) observed that these four senses can be activated through active involvement of learners in their own learning; studies reveal that learner involvement is enhanced when ownership of learning shifts from the teacher to the learners (Frank, 2004; Joyce, Weil & Calhoun, 2004). In this study, the researcher sought to explore the interaction characteristics in ESL classrooms in five selected schools and ascertain whether the interaction characteristics were effective tools in effective teaching and learning.

1.3 Statement of the problem

The Department of Education in the Eastern Cape Province has made efforts to alleviate educator shortages in schools for key subjects such as English, Mathematics and Science, but there is still underachievement in English Language results among learners (National Report on the Development of Education, 2008). According to Stern (1983), if there are problems surrounding the relationship between language pedagogy and achievement, the roots may be traced to the interaction types in the classroom. Calitz, Fuglestad & Lillejord (2004) concur with this notion when they stated that a highly interactive classroom achieves better results compared to a classroom that is characterized by passive learners.

Results of international assessments on language proficiency involving learners of South Africa reveal poor performance among South African learners compared to learners from other countries (RSA, 2005; SACMEQ, 2005). Analysis of the 2010, 2011 and 2012 National Senior Certificate Examinations (RSA, 2012, 2011 and 2010) identified the Eastern Cape as one of the lowest performing Provinces in South Africa. Further analysis by districts reveals that candidates from Mbizana and Libode perform poorly compared to candidates from other districts of the Eastern Cape. The consistent poor results in ESL among learners indicate that the current classroom modes of interaction need to be interrogated. The key research question of this study was: What type of classroom interactions are used by ESL educators in the five selected schools?

1.4 Aim and objectives

The general aim of the study was to explore classroom interaction characteristics in an English Second Language classroom in the Intermediate Phase in five selected schools in the Libode District of the Eastern Cape. The study sought to achieve the following objectives:

- Establish the types of interaction used by ESL educators in their classes and determine the extent to which these methods are effective;
- To determine the extent to which educators were aware of the current interaction strategies; and,
- To explore the teachers' perceptions on how they would improve their classroom interaction.

1.5 Research questions

The following research questions guided the study:

- What types of classroom interaction strategies are used by ESL educators in their classes and to what extent do the current strategies facilitate learning?
- To what extent are educators aware of current modes of classroom interaction?
- How would one improve one's classroom interaction?

1.6 Justification

Learning a second language has become very important following the fact that the world is fast becoming a global village. Libode District is located in the Eastern Cape Province. The language spoken in the Eastern Cape is IsiXhosa. This implies that learners who speak IsiXhosa study the language as their Home Language. To the isiXhosa-speaking learner in Libode District of the Eastern Cape Province, English is his or her second language. Since communicating in the second language is of value to learners, it is essential that educators use interactive methods

conducive to effective learning. The results of international assessments on language proficiency involving South African learners revealed an unpleasing performance among South African learners compared to learners from other countries (RSA, 2005, SACMEQ, 2005). Further analysis of the 2011 and 2012 National Senior Certificate Examinations results showed that the Eastern Cape Province performed the worst among other provinces in South Africa. A further break down of the results by Districts revealed that Mbizana and Libode are the worst performing Districts in the Eastern Cape.

Continuous assessment of learners in Libode revealed that many learners were performing poorly in ESL. The researcher also noted that learners in Libode District were unable to express themselves in both the written and the spoken forms. This is a concern not only to teachers, but to other stakeholders such as parents, the Department of Education and the possible tertiary institutions where these learners go after matriculating. The consistent poor results by learners was the researcher's impetus to determine the classroom interaction types employed by ESL educators.

After reviewing literature concerning the subject of classroom interaction as depicted by this study's background, the researcher discovered that research that was done on classroom interaction was not carried out in South Africa. The researcher is not aware of any research work carried out on classroom interaction in Libode, let alone in the Eastern Cape Province, hence this research work on classroom interaction in five selected schools in the Libode District of the Eastern Cape seeks to close the empirical void or gap.

1.7 Delimitation of the study

This research work was carried out in the Libode District of the Eastern Cape Province of South Africa. The language spoken in this area where the research was carried out is predominantly IsiXhosa. According to the South African Department of Education Language Policy, this implies that the home language (HL) studied by learners is IsiXhosa and English is their First Additional Language (FAL). The main thrust of this research was to study the interaction types prevalent in ESL classrooms and determine the extent to which these interaction types enhanced learning.

The conceptual boundaries of this research were the two theories of cognitivism and constructivism. The cognitive theorists depict the developmental stages of the child's cognition through time. The constructivist theorists depict the ability of the child to discover knowledge by themselves. The researcher used the two theories to premise the study of classroom interaction because the two theories complement one another in so far as teaching and learning is concerned.

1.8 Methodology

The study employed the interpretive research paradigm. The general aim of the interpretive paradigm is to describe a phenomena and to a certain extent help to explain and clarify them. This research employed a qualitative approach in an attempt to establish the classroom interaction types that the ten teachers in the study used when teaching English Second Language to the learners in the five selected schools in the Libode Education District. Qualitative researchers seek to understand the context or the setting of the research participants through making visits to them and collecting data which is analysed and meaning derived from it. The researcher visited the five schools to collect qualitative data from them using interviews, analyses of documents and classroom observations.

The researcher carried out face-to-face interviews with the ten teachers, two from each school, in order to establish the classroom interaction types that they used to teach ESL. The researcher also made an analysis of each lesson plan of each teacher to determine how the teachers prepared for classroom interaction. The third method of data collection employed by the researcher was classroom observation. Each teacher was visited in his or her classroom and was observed teaching. The three methods of data collection were used by the researcher to triangulate data captured through the interviews.

A detailed version of the research methodology is given in chapter four of this thesis.

1.9 Ethics statement

Ethics refers to doing what is right (Franekel, 1996). When conducting research or a study that involves human beings, it is essential that the researcher takes ethical issues into consideration (Leedy & Omrod, 2004). The purpose of this is to ensure their safety, protection of their privacy and to respect their dignity. In this study, the researcher obtained and completed ethical clearance forms from the University of Fort Hare before proceeding with data collection for the study. The researcher requested the Department of Education of the Eastern Cape Province to allow research to be conducted in the five selected schools in the Libode District. Each participating school was approached to seek permission from the school authorities to conduct the research. Participating educators were also asked to sign consent forms. All the research participants were made to understand that the research exercise was a voluntary activity and that they would be free to withdraw at any stage of this research if they deemed it necessary. However, participants were encouraged to fully engage in this exercise up to the end of the research as this research sought to identify the problems faced by the schools.

1.10 Conclusion

English is one of the key subjects in the South African School Curriculum. Learners in Libode Education District speak isiXhosa as their home language and they study it as such in their schools. English is their second language. This chapter discussed the two modes of classroom interaction, namely the traditional and the modern modes of classroom interaction. The traditional mode of classroom interaction is characterized by learner passiveness in the teaching and learning process, whereas the communicative approach is premised by the constructivist theory that shifts the ownership of the learning process from the teacher to the learner. In the

constructivist classroom, activities are learner centred as opposed to the traditionalist modes of interaction where the teacher dominates in giving instruction. This study employed a qualitative approach in order to identify the classroom interaction types that the teachers used when teaching ESL. Five schools were used in this investigation. The researcher used the interviews, analysis of documents and lesson observations to investigate the classroom interaction types. It is hoped that the results of the study will go a long way in improving the students' results at matric level.

1.11 Chapter layout

Chapter one gave the introduction and the background of the study where the problem under investigation was unveiled. The poor performance of the learners in Libode prompted this investigation. The aim of this study was to investigate the types of classroom interactions employed by the teachers who taught ESL.

Chapter two focused on ESL interaction types. The chapter also discussed the roles of the teacher and the learners in classroom interaction. The role of the subject advisor and, those of the Principal and the Head of Department were also discussed. Classroom interaction models were also discussed at length in this chapter. Teacher reflection was also discussed to expose the various types of reflections at teachers' disposal.

Chapter three discussed in detail the theoretical framework of the study. This entailed the unpacking of the constructivist and the cognitivist perspectives on language learning. Jean Piaget and Jerome Bruner's theories were discussed and juxtaposed. This study of classroom interaction was premised on the constructivism theory as propounded by the two mentioned theorists stated hitherto.

Chapter four outlined the research methodology in detail. Population and sampling procedures were adequately discussed in this chapter. The research instruments were also piloted to determine their reliability and validity.

Chapter five presented the data gathered from the interviews, lesson plans and classroom observations.

Chapter six discussed the findings of the study based on the three research instruments used in order to collect qualitative data, namely, the interviews, lesson plan analysis and classroom observations.

Chapter seven. The whole thesis was brought into perspective in this chapter. The thesis was summarised and recommendations about the positive classroom practice were made. A model of classroom interaction was drawn emanating from the data gathered in the study.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents the review of related literature on the various facets of the topic and shall discuss the classroom interaction types, the level of teacher qualifications, the teacher awareness of the current trends in classroom interaction, the classroom interaction patterns, the strategies that may be employed by educators in order to improve their practice and the classroom-interaction models.

2.2 Definitions of classroom interaction

Many scholars have attempted to define classroom interaction and as a result, there are as many definitions of classroom interaction as there are scholars. Mazur (1997) defined classroom interaction as the verbal exchanges between student and teacher. This researcher has observed that the definition is deficient in that it narrows classroom interaction to teacher-learner rapport.

Hake (1998) defined classroom interaction as communication between student and teacher. This definition appears to be specific in terms of the essence of the communication process. It is just the teacher communicating with the learners. This definition is deficient because classroom interaction is not only confined to learner to teacher interaction, but also learner to learner interaction (Mazur, 1997). Chi (2009) has defined classroom interaction as a process of passing information from the professional teacher, who has undergone a rigorous training, to the learner. This definition contains elements of the traditional mode of interaction, which bore the assumption that the teacher is the fountain of knowledge and should fill the learners' minds with information. Gosh (2010) postulated that the fundamental objectives of classroom interaction by stating that firstly, classroom interaction must aim at helping the learners to identify their own

appropriate learning mode. Secondly, the interaction should guide the learners to communicate with their peers easily and give them an exposure to the genres of language learning and thirdly, classroom interaction should aim at probing into the learners' prior learning abilities and his or her way of conceptualising facts and ideas (Gosh, 2010).

Chisikwa (1999) reiterates that learner-centred teaching enhances classroom interaction. He also adds that teaching and learning of English Second Language occurs as a result of the interaction between the educator, the learner and the instructional media materials or learning-teaching aids. The nature of this interaction determines the educational outcomes.

2.3 Types of classroom interaction

For the purpose of this study, the two main types of classroom interactions are discussed; these are the traditional and the communicative interaction types, which are discussed in the following sections.

2.3.1 Traditional classroom interaction types

One of the classroom interaction types used in the past is the Direct Mode (DM). One of the features of the direct mode is that it does not welcome the use of native language in the classroom, rather it upholds that learners should acquire vocabulary naturally by speaking the language (Larsen-Freeman, Lightbown & Spada, 2006). Apart from the emphasis on vocabulary acquisition, the DM makes extensive use of actions and oral presentations to teach new concepts (Helgesen, 2008). Actions and presentations are characteristics of demonstration; as such the DM relies on teaching language skills through demonstrations. The focus of demonstration is to show the learners how to speak or write English. Merely showing the learners how to speak or write English does not mean that the learners are actively engaged in expressing ideas in English

in diverse contexts (Prator & Celce Murcia, 1979). Except when handled carefully, demonstrations may turn the learners into passive listeners (Richards & Rodgers, 2001). Busman (1996) suggests that the teacher should only talk 20% of the teaching and learning time while learners should interact meaningfully for the rest of the lesson time.

Some studies have shown that instruction in a learner's first language provides the most positive outcomes (Beck, Mekeown & Kucan, 2002, Gibbons, 2002). This could be because learners understand new concepts and principles better when the educator presents ideas using the learner's first language. Nordby and Loertscher, (2009) support this view and recommend that literacy and competency in English can be enhanced by teaching learners in their mother tongue. If the learner has a mastery of his home language, the mechanics of learning a second language becomes a less complex activity (Gibbons, 2000).

Another feature of the direct mode type of classroom interaction is that it requires large amounts of teaching and learning resources to present new concepts and content (Richards & Rodgers, 2001). The researcher has observed that most schools in the rural areas of South Africa, Libode district in particular do not have adequate resources for teaching English First additional language. Educators in these schools need to constantly improvise instructional materials (Gibbons, 2002).

The use of teaching aids is an important and crucial element in language learning. Studies have also shown that the use of appropriate teaching and learning resources activates the involvement of learners (Fakeye, 2010. McGill & Brockbank, 2004). In the absence of adequate teaching and learning resources it is difficult for the educator to arouse the learners' cognitively as the instruction is passive rather than an active engagement of learners. Learning is more effective

when the senses are aroused. These senses include hearing, touching, smelling and feeling. An effective classroom interaction type must strive to activate these senses in the learner. Mere transmission of factual knowledge and showing the learners how to read and write in English is insufficient to activate these senses (Busman, 1996).

The second old way of teaching ESL is the Audio Lingual method. It is the classroom interaction type which was used in the past and it came into effect after the phasing out of the Direct Method. In this type of classroom interaction the educator models the target language and shows learners how words are supposed to sound (Larsen & Freeman 2000). This feature is also a characteristic of the DM classroom interaction type that uses actions and presentations to illustrate new concepts. Another feature of the Audio Lingual method (ALM) is its over reliance on constant feedback to reinforce correct habits and to produce error-free utterances from learners (Prator & Ceice-Murcia, 1979). The action of ensuring error-free learning suggests that the ALM emphasises grammar accuracy. Lightbown & Spada (2006) highlight this feature as one of the main weaknesses of the ALM as a classroom interaction type of teaching English first additional language, arguing that the ALM seldom provides opportunities for learners to speak generously for fear that they will make grammatical mistakes that may become habit forming (Fosholt, 1996). Ensuring error-free utterances is an important feature of the ALM that differs from the tenets or facets of the constructivist perspective of teaching, which assumes that learners enter new lessons with some misconceptions and the role of the educator is to provide them the opportunity to restructure their misconception (Duffy & Jonassen, 1991).

Li & Song (2007) investigated the relationship between traditional English grammar teaching and the communicative language teaching. The researchers found that grammar ability helps learners to understand and practice spoken and written language correctly, and for them to

express themselves accurately and fluently. They recommended that educators should not ignore grammar teaching, while they put communicative teaching at the forefront. The results of Li & Song's (2007) study indicate that the DM as a classroom interaction type is in fact effective in enhancing proficiency in spoken and written English (Li & Song, 2007).

Another scholar, Nagel (1989) compared the effects of whole language and traditional modes of classroom interaction and did not find any difference in the effects of these two methods on learners. The study was a comparative analysis of interviews and learners' writing samples to compare whole language and traditional classroom interaction types of teaching writing skills in five first-Grade classes. Both analytic and holistic interaction types were used to score the samples. According to the study, the results indicated that there was no difference between traditional and new methods, because both methods yielded good results. This is an indication that there are some elements that are good in the traditional methods as well (Nagel, 1989).

Yarai, Molameni & Salehi (2011) compared the effects of traditional classroom interaction types and the effects of using Elda Chat Room Software on language learning in Mazandarana Guidance Smart Schools at Grade 2 level. The study's research design was Pseudo-experimental. The participants were 26 learners selected randomly from the population of all learners at the Mazandarana School at Grade 2 level. The control group was taught using traditional methods and the experimental group was taught using the Elda Chat Room Software Method (communicative approach). The results revealed that the experimental group performed better than the traditional group on grammar and sentence structures. The results of this study prove that the contemporary methods of teaching ESL or English First Additional language address the inherent weaknesses of the traditional methods (Yarai, Molameni & Saheli, 2011). This study seeks to investigate the interaction type prevalent in five selected schools and

establish whether traditional methods are still used or current interaction types are adhered to and thereby establishing the most effective of the two interaction types.

2.3.2 The Communicative Approach and Classroom Interaction.

The communicative approach of teaching a second language focuses on enhancing communication skills such as listening and self-expression. These competences are essential in everyday communication with other people. Canale & Swain (1980) categorised communicative competence into four components. These are linguistic competence, which includes the grammatical, lexical, semantic and phonological competences; discourse competence, which is the linguistic and meaning relationships within the discourse (cohesion, coherence, gesture); socio-linguistic competence or the understanding of the functional aspects of communication (including role relationships, personal factors, social and cultural context); and strategic competence, which is the coping strategies developed to solve the learning problems (Tischler, 1996). These competences are essential for the learner to interact with other members of society, particularly in a multicultural society like South Africa.

The communicative interaction enhances self- management skills and links classroom-language learning with language activities outside the classroom (Nunan, 1991). Self-management is essential for learners to develop independent thinking and regulate their own learning. Studies have shown that classroom interactions which are effective are those that give ownership of learning to the learners (Lara, 2005; Joice, Weil & Cahoun, 2003). These skills are not promoted by the types of interaction that emphasise drill and regurgitation of ideas. In the communicative classroom, the teacher is a facilitator rather than an all-knowing bestowal of knowledge (Brown, 2001). Although the communicative interaction nurtures pragmatic, functional use of language

for meaningful purposes, it has been criticised for failing to accurately define what is meant by communicative skills (Jennings & Doyle, 1996; Shortall, 1996; Skehan, 1996).

From the foregoing analysis, it is evident that the communicative interaction perceives learning as an integrated process rather than a set of discrete learning outcomes. Application of the communicative interaction in language classrooms will nurture both the cognitive and the social skills that learners require to function effectively in society. Evidently, the communicative interaction has most features of the constructivist teaching and is taken as such in this study (Shortfall, 1996).

2.4 Patterns of classroom interaction

There are different patterns of classroom interactions that may be used by the teachers in the teaching and learning process. These patterns include, learner to learner, teacher to learner, learner to teacher, learner to content and learner to community interactions.

2.4.1 Learner-to-learner interaction

This type of interaction occurs among and between learners. Two learners may be assigned to perform a classroom task. The teacher may also decide to use small groups to enable the learners to interact among themselves. This interaction form is generally intended to promote understanding course content and stimulate critical thinking. Collaborative teaching, such as pair work and small groups may reduce feelings of isolation and promotes a sense of a learning community (Abrahamson, 1998).

There are disadvantages of using the learner-to-learner medium of instruction. The disadvantages are that introvert or quiet learners may be dominated by the extroverts resulting in the former benefiting very little from collaborative tasks and that if the groups are not monitored,

the learners may mislead one another during their discussion (Upton, 2011). However, there are advantages linked to learner-to-learner interaction, which are that the learners achieve cognitive development as they interact in the social context. Learners become active participants in social context and they construct identities that relate to those groups (Hammond, 2006). Collaborative learning has also proved to have a positive effect on content retention, participation and goal achievement. Collaborative learning can enhance the learning experience (Upton, 2011).

2.4.2 Teacher-to-learner interaction

This classroom interaction pattern gives an allowance for the teacher and the learners to communicate in the classroom. The teacher directs the verbal exchanges between him and his learners, hence the need for him to develop a positive and friendly classroom climate in order for meaningful and effective interaction to take place. The disadvantage associated with the teacher-to-learner interaction is that not all learners may participate. Some learners have a limited attention span and may disengage mentally from classroom discussions. Another disadvantage of teacher-to-learner interaction is that the teacher may be tempted to interact with only participating learners and neglect the shy ones (Dale, 2002).

The teacher-to-learner interaction is known to aid the learners' cognitive, social and emotional growth, and enhances their mental well-being (Upton, 2011). The teacher-to-learner interaction pattern largely depends on how the teacher behaves towards the learners. The learners may gain confidence and trust if the teacher is good, sociable, intelligent and supportive. When the teacher creates a good rapport with the learners, he impacts productively on their self-esteem and enhance enthusiasm and success (Shortfall, 1996).

2.4.3 Learner-to-teacher interaction

The learner-to-teacher interaction pattern is intended to help reinforce learner understanding of course content. The benefit of learner-to-teacher interaction is that the teacher is able to give timely feedback. Feedback is the exchange of information between the learner and the teacher about an action, event, or process that results in enhanced student learning. Timely feedback has been observed to be an important variable in student learning (Berge, 2002).

The learner-to-teacher interaction is influenced by the nature of the learners and the attitude of the teacher towards his learners. If the teacher is friendly, the learners may feel free to interact with him. In order for learner-to-teacher interaction to be positive, the teacher needs to show sympathy to the learners where it is due, so that the latter may open up and share with the teacher in matters relating to content and the learners' personal problems. As such, individual learners may approach the teacher to discuss their academic progress. In such a scenario, the teacher should show concern towards the learners and render help accordingly (Abrahamson, 1998).

2.4.4 Learner-to-content interaction

This type of interaction involves the learner and the course content. The content that the learner may interact with may be found in textbooks and on the internet. The relationship between learner interaction with content and learner success can be hypothesized. The more resources a learner studies the higher their grades are likely to be (Berge, 2002).

The disadvantage of learner-to-content interactions is that the learners may have time constraints to interact effectively with content. Another drawback to learner-to-content interaction is that the learners may not readily find the relevant information that they need either on the internet or

in the textbooks. Learners may also face a difficulty of understanding the content in the textbooks or from the internet (Swan, 2001).

One advantages of learner-to-content interaction is that the learner may read widely and get exposed to a variety of information, hence, widening the scope of resources that help them to learn. Another advantage of the learner-to-content interaction is that the learners gain motivation when tasked to research on an educational aspect (Hammond, 2006).

2.4.5 Learner-to-community interaction

A community is a group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices that both define the community and are nurtured by it (Pallot & Pratt, 2001). Communities should develop binding ties between the learners and the teachers through shared values and ideas. Such communities embody a culture of learning in which everyone is involved in a collective effort of understanding the goal of education (Moore & Kearsley, 1996).

The community spirit allows learners to challenge and nurture each other. In communities, learners need to feel a sense of connectedness in order to feel part of the group. The group spirit denotes recognition of membership in a community such that feelings of friendship, cohesion and bonding develop among the learners as they enjoy one another's company (Bellah, 1985).

Learner-to-community interactions can be enhanced when there is mutual trust existing amongst members of the community. Trust consists of two very important dimensions, credibility and benevolence. Credibility involves an expectation that the word or written statements of the learners in the community can be relied on. Benevolence is the extent to which learners are

genuinely interested in the welfare of other members of the community and are motivated to assist others in their learning (Hammond, 2006).

2.5 Classroom interaction types in the constructivist premise

One of the conditions that promote language learning is a conducive atmosphere, where learners feel free to share in the lessons (Cam, 2006; Frank, 2004; Medyges, 2002). This kind of classroom atmosphere can only be fostered through constructivist teaching that provides a positive atmosphere, which then promotes inquiry and dialogue in the classroom (Frank, 2004). Unless learners experience a positive and supportive environment, they may never achieve the most minimum standards or realise their full potential (Urban, 1999).

Apart from fostering inquiry and dialogically reviewing ideas, constructivist teaching focuses on small groups rather than whole-class interaction. Small groups provide the learners with the exposure to additional peers and hearing different points of view (Kottler & Kottler, 2002). This view is supported by Ciechanowsky (2009), who emphasised that incorporating whole group, small group or a combination of both will enhance communication in the target language if the authentic tests are used. Learning in small groups inspires learners to speak when they feel they will be heard and what they are saying is worth hearing (Nunan, 1999).

The educator should vary his teaching styles to avoid monotony. He may use the Student-Educator interaction. This mode of classroom interaction addresses the climate of communication between the instructor and the learner. Lessons where learners have opportunities to communicate with the educator are essential for the effective construction of learner knowledge (Liebenman, 2004). Nunan (1999) observed that by welcoming curiosity and encouraging learners to raise their own questions about the content or claims being discussed, the

educator can guide the learner to develop habits for framing and answering questions. Liebenman (2004) maintains that when an educator creates a climate of respect in the classroom and encourages learners to generate their own ideas involving scientific principles of thinking, learners are more likely to think deeply and persist in the face of challenge.

Another communicative interaction type is the learner-to-learner interaction. This is enhanced in classes where learners have the opportunity to communicate with one another. This helps learners effectively to construct their knowledge. Busman (1990) observed that by emphasizing the collaborative and cooperative nature of language learning, learners share responsibility for learning with each other, discuss divergent understandings and shape the direction of the class.

Classes that have low learner-to-learner interactions are more lecture centred, often well organised and tend to present material clearly with minimal text and well-chosen images. The educator is usually well-versed with the content, but teaches in a way that does not provide an opportunity for interaction among learners (Mazur, 1997). In contrast, a more learner-focused classroom provides multiple opportunities for learners to discuss ideas in small groups and may support whole-class discussions (Laufer, 2000).

Linn (2000) suggests that educators should structure their classrooms such that they provide opportunities for students to work in pairs and small groups and use multiple modes of communication, for example, discussions, making presentations and brain storming. McGriff (2001) observed that encouraging learners to work together as a class enhances effective learning. Linn (2000) also suggests that teachers should encourage in-depth conversations among learners and, between learners and educators.

Also, another classroom interaction type under the communicative premise is role play. This is whereby learners are divided by the teacher according to their ability and are given roles where they mimic an important character in the manner that the character walks and talks. This helps the learners build confidence of standing in front of their peers and utter or recite the lines, hence improving the learners' spoken language (Laufer, 2000).

The merits of classroom interaction are that the learners are expected to be able to get themselves involved with concepts, ideas and various other devices, and products for language and cultural learning (Hake, 1998). The thrust of this study is to investigate the classroom interaction type in five selected schools in the Libode district and ascertain the extent to which the interaction types are effective.

2.6 The significance of teacher awareness of the evolution of classroom interaction types

Each teacher has a conviction on the effective classroom interaction types. The beliefs teachers have about the nature of language and learning are the products of insights from theory, research and practice about teaching and learning (Nunan, 1999). Classroom interaction types are many and are not static, they keep changing. Many developments have taken place regarding classroom interaction practices since 1980. Classroom practitioners who are aware of the current trends in their fields are likely to achieve greater learning objectives than those whose teaching styles are not backed by any theory. Wilson, Floden & Ferrini (2001) and Chon, Choy & Wong (2008) have found a close relationship between the ability to teach effectively and the teachers' knowledge and skills that the learners require. What the educators do in the classrooms are the consequences of their perceptions about teaching and learning. Some educators have misconstrued the principles of constructivist teaching, these teachers often feel they that they are

not competent enough if the learners are working together in groups and are actively discussing ideas (Sparague & Dede, 1999). According to Antat (2007), the results of a study of issues and concerns in the implementation of mixed ability teaching reveal that even though research has shown that constructivist methods of teaching are more effective in enhancing learning outcomes than traditional methods. Most teachers are reluctant to embrace constructivist methods (Antat, 2007). This could be because they themselves are a product of the traditional classroom interaction types (Nunan, 1999).

2.7 Teachers' levels of education

Teaching is a challenging profession, which requires that a person engaged in it must demonstrate the competences that are required to provide quality lessons so that the learners achieve the desired objectives or outcomes. These competences must be demonstrated within the subject or Phase specialist role that defines the purpose of the qualification (RSA, 1996).

The South African Qualifications Authority (SAQA), under the Government Gazette Act number 19231 refers to a qualification as a planned combination of learning outcomes that has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning (RSA, 1998). This notion about a qualification suggests that a qualification is obtained when a person has successfully completed a programme or course of study. The notion also suggests that a qualification that an individual has obtained on completing a programme or course of study could serve as a requirement for the pursuit of further studies (RSA, 1998). SAQA also highlights that a person can obtain a qualification through formal, informal and non-formal learning and work experience.

The National Education Policy of South Africa Act 27 of 1996 (RSA, 1996: p. 89) states that qualifications of teachers for schooling are based on exit level outcomes and associated assessment criteria. The qualifications that teachers possess differ in terms of type and specialisation. The qualifications of educators, as recognised in the National Education Policy Act 27 of 1996, include Certificate in Education, Diploma in Education, Advanced Certificate in Education, Bachelor of Education, Post-Graduate Certificate in Education, Master of Education and Doctor of Education (RSA, 1996: p.90).

Teachers in schools differ a great deal in terms of qualifications; there are three kinds of teachers in South African schools, namely educators who do not have professional qualifications, partially trained teachers and qualified teachers (Kachelhoffer, 1995). Although some of the teachers are more qualified than others, classroom experience provides an added opportunity for teacher-professional development (Hoy & Miskel, 2001). The quality of teachers in a school makes a great impact on students' learning. Teachers who possess qualifications are expected to make a more positive impact on students' learning than teachers who do not possess teaching qualifications (Feiman-Nemser, 2001). Fuller & Clark (1994) uphold that teacher characteristics are more strongly related to students' achievement than school effects. Recent studies have shown that teacher experience and educational background affect teacher performance (Jacob & Lefgren, 2008; Harris & Sass, 2008; Rivkin, Hanushek & Kain, 2005). Similar studies also found that the educator's qualifications have a large effect on student achievement, but specific educator qualifications have a smaller effect on learner achievement (Aaronson, Barrow & Sander, 2008; Clotfelter, Ladd & Vigdor, 2007; Goldhaber, 2007; Koedel & Betts, 2007). These findings indicate that teacher quality is not measured by teacher qualification alone, but also on other various aspects such as experience, personal intelligence, motivation and commitment to

teaching and professional development opportunities available to the teacher. Buddin & Zamarro (2009) also revealed that teacher effectiveness is by and large measured by traditional teacher qualification standards as well as experience. As such, improving teacher quality and closing academic achievement gaps should be the leading national priorities in education (Masitsa, 2008).

This thesis seeks to investigate the effectiveness of classroom interactions at play in five selected schools in the Libode District of the Eastern Cape Province. This study's research questions implied that the researcher sought to also investigate the nature of teacher qualifications, classroom interaction types and the support framework of teachers in the schools under study.

2.8 The use of videos by teachers to interpret classroom interaction

Teaching can be a challenging task at times for both the experienced and inexperienced teachers. In order for teachers to continuously improve their interaction strategies, videos may be used to support them. Video can, as a matter of fact, be used to help pre-service and in-service teachers learn to notice what is happening in their classrooms (Sherin, 2001). In some cases, video is used to demonstrate new ways that teachers can explore specific content areas with students (Hatfield & Bitter, 1994). The emphasis on using video is to help the teachers learn what they must do in the classroom. The videos help the teachers to pay attention to the ideas that learners raise and then use these ideas as the basis for future lessons (Shulman, 1996).

There are three facets of teachers' ability to notice. Firstly, noticing involves identifying what is important in a teaching situation (Frederiksen, 1992). Teachers may not possibly pay attention to all that is happening, instead, teachers must be selective in determining where to focus their attention in a lesson. Secondly, noticing involves making connections between specific

classroom interactions and, the broader concepts and principles of teaching and learning that they represent (Shulman, 1996) Thirdly, noticing involves teachers using what they know about the context to reason about a given situation. This implies that noticing classroom interactions is tied to the specific context in which one teaches, such as the particular subject matter, school environment and grade level (Sherin, 2001).

2.8.1 Categories of videos for professional development of teachers

There are two categories of videos at the teachers' disposal. The first category involves viewing other teachers' videos and observing them as they teach. The advantages of viewing other teachers teaching is that it expands ideas of how others can teach and helps calibrate understanding of effective teaching practices (Putnam & Borko, 2000).

The second category of videos, which can be used by the teacher is the video of one's own teaching. The advantage of using one's own video is that one is able to make self-introspection about the interaction strategies used in the classroom. Another advantage associated with viewing one's video is that one may revisit instructional episodes in order to notice targeted aspects (Hammer, 2000).

2.8.2 Aspects to observe during video viewing

It is important to view the video with an aim. The viewer should focus on interpreting classroom activities and not the evaluation of the whole lesson. Another aspects that is important when viewing the video is to observe closely at the learners' thinking and ideas that they bring into the lesson (Shulman, 1996).

2.8.3 After viewing the video

After viewing the video, the teachers should consider the implications that may be derived from the video for his own teaching strategies and design strategies to be used to address one's own shortcomings revealed by the video clip. The goal of using video as a teacher development strategy is not to be perfect, but to continuously improve (Godwin, 1994).

2.9 Teachers' reflection on their practice

Reflection refers to the mental activities individuals engage in to try to make sense of an experience (Selbert & Daudelin, 1999). It is a complex and deliberate process of thinking about and interpreting experiences in order to learn from them. Some people contextualize it as self-study, an intentional and systematic inquiry into one's own practice (Dinkelman, 2003).

Reflection is a tool for both teachers and learners to address problems and learning challenges, deepen their understanding and generate new insights (Bass, 1999).

Teachers need to reflect on their practices so that they become aware of how they execute the act of teaching, if they do not reflect on their teaching, they may not establish whether their teaching is effective or not. Teachers' reflections on their work should begin before teaching, during the actual process of teaching and after giving the instruction to the learners (Bernstein, 2005).

2.9.1 Reflection before the instruction

Reflection should also take place before the teacher teaches the lesson. The teacher should reflect on the teaching goals that need to be achieved after giving the instruction. The teacher needs to reflect on the learners in terms of which learning methods are most effective to them, such as verbal interaction, demonstrations, working in pairs or in a small group (Bass, 1999). The teacher should also reflect on the thinking and understanding that he wants the learners to

achieve, such as conjuring, inventing, verifying or problem solving. The teacher should reflect on the role he is going to play as he imparts the lesson to the learners, such as questioning, modelling, facilitating or telling (Evans, 1995). The teacher should also reflect on what type of questions he will ask, how the learners are likely to respond to the teacher's questions, what misconceptions might occur and how he will handle such misconceptions (Bass, 1999).

2.9.2 Reflection during the instruction period

The second phase of reflection is done during the actual teaching of the lesson. During this phase or period, the teacher should teach according to work planned. It is important to note that the reflective teacher does not think of teaching as a script to deliver, but rather he should be sensitive to the level of receptivity depicted by the learners during the instruction period. Mid-way through the lesson, the teacher should reflect on the instantaneous success of the lesson at a given point before proceeding. If it is perceived that the learners are not achieving the goals of the lesson, then the teacher should change the strategy to suit the level of the learners (Kottkamp, 1990).

2.9.3 Reflection after the instruction

After giving the instruction, the teacher should reflect and ask himself what he intended to achieve, and whether it was indeed achieved as planned. The teacher should also ask himself what he or she would do differently if the same lesson was taught again (Shulman, 1998).

Reflection as a process that features teachers carefully examining both successful and unsuccessful teaching practices over time is a much more positive and holistic, and a healthier approach to improving teaching in general so that the learners benefit greatly from teaching and learning practices (Keyton, 2005).

2.10 Interventions designed to increase quality classroom interactions

A passive classroom that is characterized by the teacher doing all the talking is more likely to produce very few learners who are critical thinkers and problem solvers (Goodwin, 1994). Teachers should find ways to interact meaningfully with their learners in their classes so as to produce proficient and competent language users.

In order to be proficient and productive learners, English language learners need many opportunities to interact in social and academic situations (Sherin, 2001). Effective English language teachers should encourage their learners to participate during classroom discussions. More than that, teachers should also welcome their learners' contributions and motivate them so that they may feel wanted and valued in their classes (Hammer, 2000). Many teachers allow their less proficient learners to remain silent and yet give room to the more proficient learners to dominate the discussions.

There are suggested reasons why English First Additional Language learners may struggle to participate. Some of the reasons emanate from the teachers' interaction strategies that they use. Some teachers do not make use of the questioning strategy effectively. Not all teacher questions are clearly understood by the learners. If the teacher asks vague or unclear questions, the learners may remain silent, hence, inhibiting positive classroom interaction (Laufer, 2000). The teacher should phrase his questions correctly, and if he does not get any response, he may rephrase it again in order to get the learners to be actively engaged in classroom discussions. Another strategy that may be deemed as a positive intervention strategy, which may increase the degree of classroom interaction, is to ask a question and then give sufficient time to students so that they may reflect on the question and attempt to give a response (Hake, 1998).

Linn (2000) suggests that classroom interaction depends on three components, which are the intrinsic interest from the learner, models of language speakers and an enabling environment. For a learner to learn a Second Language, he or she must have the desire to learn to be proficient. The second aspect cited is that there must be a proficient speaker who supports and interact with the learner. The third aspect is that the environment of the learner must be supportive to the acquisition of a Second Language by the learner as he interacts with proficient speakers of the language (McGriff, 2000).

Another aspect that inhibits classroom interaction is the fact that some teachers expect the learners to recite low-level knowledge or if the teacher sets low expectations for the learner; this might be frustrating to the learner, and they may choose not to participate in class. The intervention strategy that the teacher may employ is to desist from low-level questions and encourage critical thinking by giving the learners thought-provoking questions. Higher order thinking and higher order expectations are factors that influence the quality of teachers' interactions with their learners (Cam, 2006).

Some learners do not participate in classes because of their cultural backgrounds, which do not expect them to ask and answer questions. This was observed in the United States of America when immigrants would not participate in class. The learners perceived teachers to have an elevated status and thought that, as learners, they were to respectfully listen rather than talk (Mazur, 1997). The teachers should be aware of such learners in their classes and develop an interactive approach that involves everyone in the classroom. Pair work, small groups, language games and the use of audio-visual aids promotes and boosts classroom interactions in classes (Busman, 1996).

2.11 Reflective practices and teacher development

A reflective practice is a way of studying one's own experiences in order to improve the way one works. The act of reflection is a great way to increase confidence and become a more proactive and qualified professional (Keyton, 2005).

The purpose of teachers' reflections are to identify problems during teaching practices that are important for teachers to make sense of how learners understand and how teaching might relate to that understanding (Seibert & Daudelin, 1999).

2.11.1 Reflection strategies

There are many ways of reflecting on lessons. Firstly, the teacher may use a video tape to record his lesson and watch it. All the mistakes that the teacher would have made during the course of the lesson would be identified and the teacher would learn not to repeat them in future.

Secondly, the teacher and the learners may use written logs. Both the learners and the teacher may write and keep weekly reflection logs or diaries. On the last day of the week, the teacher and the learners may spend a few minutes reflecting on each lesson of the week. The teacher should thoroughly read the written logs composed by each student (Keyton, 2005).

Thirdly, the teacher may conduct oral reflections by asking the learners questions based on what they had learned throughout the week. Alternatively, the teacher may ask the learners to give a brief summary of what they had learned during the week (Kottkamp, 1990).

Fourthly, peer observation may also be used. This could be done by asking a colleague to observe one's lesson. The act of reflection is by and large meant to improve the teachers' performance. The one who is observed should indicate the areas in which he is weak before the observation is made (Keyton, 2005).

A person who reflects throughout on his practices is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions and responses. Reflection is also an important way to bring together theory and practice. Reflection or experiential learning is important for staying accountable and, maintaining and developing aptitude throughout a teacher's practice (Kottkamp, 1990). Without reflection, teachers are not able to look objectively at their actions or take into account the emotions, experiences or consequences of actions that improve their teaching ability (Shulman, 1998).

Some of the benefits of reflective practice are that they increase learning from experience, identify personal and professional strengths and weaknesses, new knowledge and skills are gained and they provide feedback to the reflective practitioner (Keyton, 2005).

The limitations of reflective practices are that the practitioner may feel uncomfortable when challenging and evaluating their own teaching, and that the whole process of reflection is time consuming. Another limitation of reflective practice is that some practitioners may not understand the whole process of reflective practices (Imel, 1992).

2.12 Availability of support for teachers in their practice

Classrooms are complex social systems and learners-teacher relationships and interactions are also complex. The nature and quality of relationship interactions between teachers and learners are fundamental to understanding student engagement (Wulf & Wulf, 2004). Teachers should be provided with knowledge about developmental processes relevant for classroom interactions and personalized feedback or support about their interactive behaviours and cues (Lounghran, 2002).

When the new teachers from college are deployed as qualified practitioners, they may be subjected to isolation in the schools as the environment and the new work-load would be new to

them. If the Principals and other members of staff do not recognize and support the new teachers, a high level of attrition for the teaching profession may occur (Bransford, 2003). In order to curb the junior teachers' premature resignations from the teaching profession, the school structures should endeavour to boost the self-esteem of the new teachers in the school. Self-esteem is the individual evaluation of the discrepancy between self-image and the ideal image anticipated. It arises from the discrepancy between the perceived self or self-concept and the ideal self. A larger discrepancy may result in low self-esteem, whereas a small discrepancy usually indicates a self-esteem which is high (Hammond, 2006). This implies that the school climate may support or hinder the teachers' interaction abilities with the learners. It is through teachers' responses with each other that they subconsciously set the climate for relationships within the school, and also modelling this relationship to their learners (Heider, 2003).

Principals of schools have big roles to play in supporting the practices of teachers in their schools. Having a supportive Principal can make a huge contribution to teacher support. The Principal should give teachers more time to work collaboratively as a team in order to achieve the mission of the school. The collaboration may strengthen relationships amongst the teachers (Dale, 2002).

The Principal should render professional support to teachers by conducting meaningful evaluation. A principal may routinely evaluate a teacher's classroom practice to identify areas of need and weakness and to create an individual plan for that teacher to improve. It is from the teacher evaluations that new directions may be recommended in order to maximize their overall effectiveness. The Principals should therefore evaluate teachers' work and advise them on how to improve teaching practices (Heider, 2003).

The school Principal may support teachers' practices by creating a friendly rapport with them so that a mutual relationship may ensue. Teachers should be able to take their personal and professional problems to the Principal with the hope that he would help them out where he can confidentially (Hammond, 2006).

The Principal should try to make teaching resources available in the school. All teachers need appropriate tools with which to effectively interact with their learners. In the 21st Century, technology has advanced and teachers should be well-enough developed, in order to be congruent with the developments that come with technology. Computers are technological-educational tools, which teachers may use as a teaching resource. If the Principals makes computers available in schools and develop their staff to use the internet, learners may gain from such projects (Coppen, 1999).

The Department of Education or the Principals should support the teachers by providing mentors for new teachers as well as older teachers who struggle with their work. Great veteran teachers can provide amazing insight and encouragement and share the best classroom practices with the inexperienced teachers (Upton, 2011).

Journaling may be used by teachers in their practice. This helps the teachers to grow and improve through reflection. This may help the teachers to identify their strengths and weaknesses and make changes to processes that did not work hitherto when teaching the same lesson in future (Heider, 2005).

2.13 The role of the teacher in classroom interaction

The school is an institution that plays a significant role in a child's life. Being an active employee in this institution, the teacher should be democratic, tender, patient, reliable and

humorous to his learners during classroom interactions and communication processes so that the teaching and learning processes are affected positively (Laufer, 2000). It is important to create living space in the classroom for learners that have different family, economic, cultural and living backgrounds in order to achieve better motivation and learning (Gardiner, 2008).

The role of the educator in classroom interaction is rather crucial. It is the responsibility of the educator to create a learning atmosphere inside the classroom. It is through these interactive sessions that the teacher can extract responses from the learners and motivate them to come out with new ideas related to the topic. He or she is an observer who helps the learners to construct an innovative product through group discussions, debates and more (McGriff, 2001). The teacher should define himself or herself as a planner who invents the best modules of classroom interaction that would be effective in inviting learners to share in the learning and teaching processes (Gardiner, 2008).

The teacher's task is to ensure that he develops and fosters more learner-centred lessons and provide adequate time during activities for learners to think about concepts, receive feedback and participate in discussions that may allow students freedom to engage their own learning (Lieberman, 2004). According to Hake (1998), the teacher should have a significant role in structuring his class so that it contains activities where the teacher can receive feedback to determine if there is a need to change the classroom interaction type to another one deemed suitable. Hake (1998) maintains that learning time should include meaningful discussions around learner activities and arrive at fully realised responses.

From the foregoing account one cannot over-emphasize the crucial role that the educator plays during classroom interaction. The educator must be cognisant of the fact that every activity or

task he engages in requires that some prescribed or established procedures must be followed to achieve desired goals. Following appropriate procedures will enable both the educator and the learners to achieve the desired objectives of instruction (Lieberman, 2004). Where the procedures are not followed, the educator and his learners will derail from the intent of instruction (Oxford, 2003). Each type of classroom type is rooted in a theory or a combination of theories. Alcatraz (1990) indicated that there are different theories and beliefs about learning and knowledge. The educator must be enlightened as he executes his role as a facilitator of the teaching and learning of his learners and as such, a well-trained educator is liable to handle the teaching and learning process effectively.

2.13.1 Creating a positive classroom climate

There are so many strategies that the teacher can use to create a thriving learning environment. Firstly, the teacher needs to develop a good relationship with his learners from the first day that he interacts with the learners. At the beginning of the year, for instance, the teacher should not rush to teach content, but instead, he should take time to allow the learners to settle (Nunan, 1991).

Secondly, the teacher should learn the names of the learners and be able to call each member of the class by his or her first name. This may make the learner develop a sense of worth and may portray a positive self-concept. The teacher should also allow the learners to decide how they want their class to be decorated and how they want the desks to be arranged in the classroom. This may develop in them a sense of belonging and ownership of the learning environment (Brown, 2001).

The teacher should not allow bullying to take place in his classroom. All the learners should know that they will always be safe in their classroom. This should be implemented by the teacher at the beginning of the year so that the timid and vulnerable may feel protected in the classroom (Lara, 2005).

The teacher should allow more than one answer as this may encourage the learners to continuously engage in classroom deliberations. The teacher should ask open-ended questions in order to encourage divergent thinking. After asking questions, the teacher should allow a time of about ten seconds to give the learners time to reflect on the questions asked. The teacher should make learning relevant to the learners as this may encourage content retention. Content should be presented in varied instructional modes so as to avoid monotony (Walsh, 2006).

The teacher may also consider creating a positive classroom climate by introducing a code of conduct for the learners. This may be done by asking the learners to suggest behaviours that are acceptable and those that are not going to be tolerated in the classroom. A positive and productive classroom requires a common understanding of positive and negative behaviours (Li, 2008).

2.13.2 The significance of using teaching aids in the classroom

Teaching aids are an integral component in any classroom. The benefits of teaching aids include helping the learners to improve their reading skills, reinforcing a skill or concept, relieving anxiety or boredom and presenting information in an exciting way that stimulates the learners' senses (Anderson, 2001). Teachers are at liberty to use various teaching aids besides textbooks in order to arouse learners' interests. Visual aids such as whiteboards or chalkboards, charts, maps, and flash cards are commonly used in schools (Robertson, 2015). Some teachers use

magazines, newspaper articles, printed advertisements and comic books as viable teaching aids. The use of teaching aids provides the learner with visual stimulation and gives him or her the opportunity to interact with learning content (Brown & Lewis, 1997).

2.13.3 The effect of prior knowledge on the learning of new content

The role of the teacher in a constructivist classroom is that of a facilitator. In order to facilitate learning, one of the fundamental principles that the instructor or teacher can employ, is the use of prior knowledge (Gee, 2012). Learners build or learn new content based on what they already know. It is imperative for the teacher to establish the prior knowledge of the learners before introducing new content (Ambrose, 2010). Through assessing prior knowledge of the learners, the teacher will know the extent to which students' prior knowledge is inaccurate or accurate. Teachers should therefore, spend time to correct misconceptions in cases where prior knowledge is inaccurate, and build upon new content where accurate prior knowledge is shown (Gee, 2012).

2.13.4 The significance of mother-tongue-based instruction

Mother-tongue-based education is defined as teaching the learner in his or her first language (Walter & Dekker, 2011). This is usually done with a planned gradual transition to a second language at a specified time at the primary school level. In mother-tongue-based education, the child has the opportunity to learn core concepts of language in his or her own language and transfer the concepts learned to the second language (Pinnock, 2009). In contrast, when curriculum content is presented in an unfamiliar language, an enormous amount of time is usually spent first teaching the learners to understand, speak, read and write in the second language. This is very cumbersome to the learners and tends to waste valuable time in the early grades (Malone, 2009). Teaching the learner in his or her mother tongue improves the reading capabilities of the child as the language would be familiar to him or her. Mother-tongue-based

education is beneficial to the learner as it encourages parental involvement in the learning of the child because learning of content could also be extended to the learner's home where homework is done with the assistance of the parents (Walter & Dekker, 2011).

2.14 The role of the learner in classroom interaction

Interaction among peers in the classroom is a normal and essential part of the learning process that influences the life-long learning habits of learners. The potential effects of peer relationships are reciprocal (Bandura, 1996). Some learners are more receptive than others. In other words, some classes may contain a homogeneous group, while in some cases classes are liable to contain learners with a high degree of heterogeneity. For the purpose of this study, the researcher discussed the role of the learner of a heterogeneous class composition because this research work was undertaken in an environment where learners are not grouped according to ability.

The learner plays a pivotal role in the learning process. Britton (1970) identifies five dispositions that the learner should have to help them become active and autonomous learners. Firstly, the learners should be inquisitive and ask questions. Secondly, the learner should take initiative and make decisions independently and must be a problem solver. Thirdly, the learner should demonstrate confidence in the construction of knowledge and should not be afraid to take risks and express his thoughts, ideas and needs in order to be able to handle frustrations and disappointments. The fourth disposition is that the learner should be inventive when constructing knowledge and be able to transfer ideas into different contexts. The last disposition that Britton (1970) raises is that the learner must be reflective. Learners who reflect will more likely use their prior experiences to direct them in new situations and experiences (Zhang, 2006).

Zhang (2006) concurs with Brook & Brook (1999) that knowledge building occurs when all learners are actively engaged and take responsibility, not only for their own, but others' learning as well. Learners, according to Zhan (2006), must have a goal of improving the quality of ideas and be able to discuss their ideas and the ideas of others. The group has a responsibility of advancing and furthering their knowledge and understanding. Everyone in the group must contribute. With these conditions in place, the learners are active and responsible for their own learning (Britton, 1970).

In a constructivist classroom, learning is envisaged to be an active process. Learners are actively engaged and are responsible for their own learning. Brooks & Brooks (1999) add that learners control their own learning, not the teacher. The learner should therefore demonstrate his knowledge every day in a variety of ways.

In summary, on the role of the learners in classroom interaction, it is imperative to note that in the classroom setting, the learners should ask questions, express an interest in the activities and initiate interaction with others. In addition, the learners should make decisions and be confident in their ability to share their ideas and opinions with others. Furthermore, the learners should make connections based on previous experiences. All of these characteristics require the learners to play an active role in the learning process (Laufer, 2000).

2.15 The role of parents in the learning of their children

The first institution of learning is the home. Children spend much of their time with their parents or guardians at home. As such, parents must play a positive role towards the education of their children (Safran, 1996). When parents give their children educational attention, they may make better scholastic achievement in their studies.

One of the roles of the parent in the education of their children is to provide a supporting environment in the home. The parent may do this by creating a loving environment because good relationships in the family have an impact on the mind of the learner (Hughes & Wikeley, 1994). The child must be encouraged to do well at school. If the child performs badly, the parent should support the child. Parents may also help the children with their homework and monitor the way they study. The parent must be fair but firm. When the children are wayward, the parent may authoritatively correct such illicit behaviour (Macbeath, 1996).

The parent should develop a link between home and school by occasionally visiting the school to check how the children are performing so that when he or she gets home, the parent is able to assist the child in the weaknesses identified by the teacher (Hughes, 1994).

If the parent is involved in the education of the child, there may be less chance of the child dropping out of schools as the teachers and the parents collaboratively work together to educate the child (Macbeath, 1996).

2.16 The characteristics of a constructivist lesson plan

A lesson plan is a detailed guide on how a lesson will be presented. It is a step by step guide that outlines the teachers' objectives on what the learners are intended to accomplish on that day. Bloom (1956) suggests that the teaching and learning objectives should reflect what the learner should be able to do after the lesson. This is what he referred to as objectives in the psychomotor domain, because they depict what action can be observed in the learner after the lesson. Creating a lesson plan involves setting goals or objectives, developing activities and determining the materials that will be used (Cox, 2015). Amongst other elements of the lesson plan, the teaching

aids are a crucial element. Teaching aids are the materials that help the educator to explain knowledge better and help the students to understand (Toscamy, 2015).

Gagne (1970) proposed a model containing six elements of a constructivist lesson plan or lesson design. The elements are: situation, grouping, bridging, questioning, exhibiting and reflecting. These elements are designed to provoke teacher planning and reflection about the process of student learning. Teachers develop the situation for students to explain, select a process for grouping of material and the learners, build a bridge between what the students already know and what they would like them to know, anticipating questions to ask and answer without giving an explanation, encourage students to exhibit a record of their thinking by sharing it with others and solicit students' reflection about their learning (Fosnot, 1988). Gagne's constructivist elements are discussed below.

The situation stage describes what the teacher is going to arrange for students to explain. This situation is given a title by the teacher (topic) and describes a process of solving problems, answering questions, creating metaphors, making decisions, drawing up conclusions or setting goals (Johnson & Johnson, 1975).

There are two types of groupings that the model refers to and these are students grouping, that is pair work, small groups or whole group, and how the teacher is going to group learning and teaching material. This constitutes the grouping element of the model (Johnson & Johnson, 1975).

The third element describes the bridging aspect. This is an initial activity intended to determine students' prior knowledge and to build a bridge between what the learners already know and what they might learn, by explaining the situation. This might involve such things as giving

them a simple problem to solve, having a whole class discussion, playing a game or making a list (Fosnot, 1998).

The fourth element of the model is the questioning element. Questions could take place during each stage of the learning design. For instance, the questions that the teachers would use to introduce the situation, arrange the grouping, set up the bridge, keep active learning going, prompt exhibits and to encourage reflection. One also needs to anticipate questions from students and frame other questions to encourage them to think and to support them in continuing to think for themselves (Johnson & Johnson, 1975).

The fifth element is the exhibit stage that could include writing a description on job cards, giving a verbal presentation, role playing in the classroom, making a chart and other activities that emanate from the students after discussing a task in groups (Gagne, 1970).

The sixth element involves reflection. This is the stage whereby the teacher makes a judgment on what the students have learned and how much of the learned material would not be forgotten by the students. This stage is commonly referred to as the evaluation stage, which is done after individual assessments have been done by the teacher on each student (Johnson & Johnson, 1975).

The six elements above comprise the constructivist learning design (CLD) model upon which the constructivist teacher is expected to construct his or her lesson plan in order to have an interactive classroom (Fosnot, 1998).

2.17 Models of classroom interaction

Classroom interaction scholars have propounded models and theories in an attempt to unveil the nature of classroom interaction. In this study, three models of classroom interaction will be described, namely: the interaction principles and practice model, the classroom interaction model of learner engagement and Flanders' Interaction Analysis model.

2.17.1 The Interaction Principles and Practice Model

This model discusses the importance of aligning teaching and learning to the basic principles of how people learn. It argues that the degree of interactivity featured in course-content delivery has a strong impact on successful learning (Diana & Oblinger, 2003).

Any attempts to design and develop new learning environments for learners must be grounded in an understanding of how people learn. Learning is an interactive process in which the learner develops his or her own understanding by assembling facts, experiences and practices. Learning also depends on participation. It is partly cerebral and partly social (Widdowson, 1985).

Diana & Oblinger (2003) observed that all learners have preconceptions, attitudes, beliefs and sometimes incorrect information. When constructing learning, it is important to ensure that a learner has a solid foundation as well as taking time to correct misconceptions, for example, incorrect inventories used with student responses' units can help both students and faculty identify misconceptions. Another observation that Diana & Oblinger (2003) made is that of contextualising learning material. Facts and experiences are more likely to be remembered when placed in context and in relationship to each other; it allows learners to identify contexts or ones that are of interest to them. Zhang (2000) also added that knowing and understanding are different. A student understands a concept, skill or theory when he or she can apply it to a new

situation. Diana & Oblinger (2003) concur with Zhang (2000) and add that learners can transfer learning from one situation to another and that studies have shown that combining hands-on experiences with opportunities for reflection leads to deeper learning.

Metacognition is another aspect that Diana & Oblinger (2003) explicitly advocate for. They maintain that understanding how one learns and being able to correct one's self helps a learner to move from being a novice to an expert. People do not only learn from experience. They also learn to experience by noticing things they may have missed the first time. It is the dynamic, on-going interplay between learning to experience and learn from experience that develops expertise (Zhang, 2006).

In addition to the above critical components on how people learn, Diana & Oblinger (2003) outline the modes of interaction that can be deemed effective. The first mode is the learner-to-content mode. This connects learners to the source of information, for example, numerous digital archives contain in-depth information on a wide range of subjects. The second mode of interaction is the use of games in the teaching and learning sphere. Games are inherently visual and an interactive medium that modern generations are familiar with. The third mode of interaction observed by Diana & Oblinger is the peer-to-peer interaction type. Learners learn with and from one another. Learners write about and edit each other's work. Zhang (2006) concurs with Diana & Oblinger (2003) and posits that learners learn better from one another. The fourth disposition that Diana & Oblinger highlight is the peer-led team teaching. This mode uses study groups led by specially-trained students allowing learners to interact and learn from one another. Ladd & Vigdor (2007) suggest Calibrated Peer Review (CPR) mode of classroom interaction as an effective learning mode. This encourages comprehensive writing and critical thinking. Through the process of peer evaluation and review, learners not only learn to write, but

write to learn because the web-based computer managed programme uses a peer review process (Diana & Oblinger, 2003).

Problem-based learning is another effective learning mode. Learners can be asked to solve a problem in any situation. They are expected to organise ideas, discuss their knowledge, refine their approach to the problem and solve it. Interaction is involved throughout. Learners pose questions, identify aspects of the problem they do not understand, seek guidance and refine their work (Singh, 2007).

The thrust of this study is to describe and understand the types of classroom interactions that take place in five selected schools in Libode District. The modes of interaction above can be applied to this study in the sense that it exposes the critical components on how people learn, namely preconceptions, facts, context, application and use, and metacognition. However, some of the modes of interaction mentioned in this model may be alien to this study, such as the calibrated peer review which requires computers. None of the schools in which this research was conducted have computers that are accessible to the learners. The modes of interaction cannot be discarded completely because they contain very relevant content on classroom interaction where it stresses peer-to-peer interaction and problem-based learning as these are important in effective classroom interaction because interactivity can stimulate and challenge the learner (Singh, 2007). Successful learning is part of all institutions' missions. Introducing interaction into teaching and learning is a process that requires inputs from learners, teachers and administration. Implementation requires careful considerations of stakeholders, institutional culture and the enablers of change (Diana & Oblinger, 2003).

2.17.2 The Classroom Interaction of Student Engagement Model

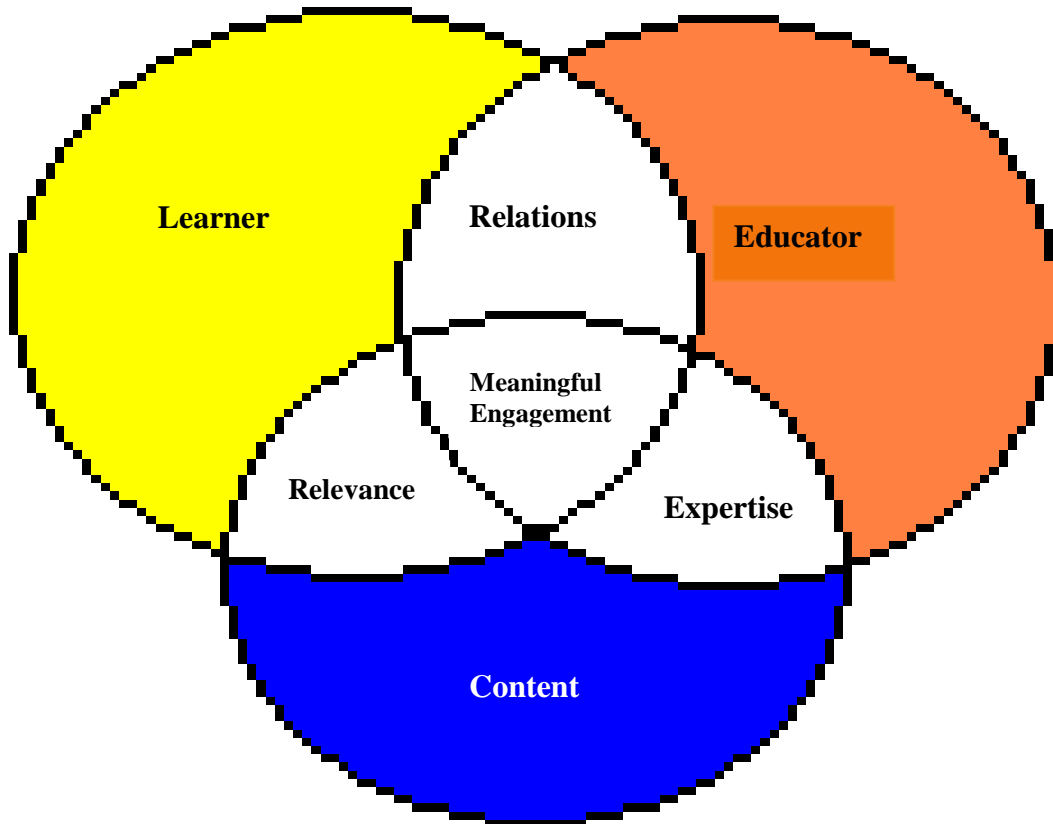


Figure 1: Student engagement model (Diana & Oblinger, 2013)

The diagram above illustrates the relationships between Learner, Educator and Content in Learner Engagement in the teaching-learning process.

The classroom interaction model of student engagement posits that there are three primary factors in every learning environment or situation which gives rise to learner engagement: the learner, the educator and the content (Student Engagement Trust, 2013).

In any given classroom, the learner is there to gather, discover, process, understand, integrate, and ultimately, to learn the information conveyed by the course (SET, 2013). The educator shares, presents, guides, instructs and facilitates knowledge. He needs not only to know content, but to have skills to provide that content in a format that is understandable to the learners he is teaching (SET, 2013). The content represents the knowledge and skills that are to be taught or discovered by both learner and educator.

At the centre of the model is how interactions among these three factors promote learner engagement. According to SET (2013), four fundamental interactions are worth noting here. The learner-educator relationship must be cultivated. This is the bond that exists between the educator and the learner. In the best case scenario, relationships are based on trust and mutual respect. Each party cares about the other, enjoys interacting with the other and is sensitive to the specific needs of others. An educator can positively influence his relationships with the learners by inspiring and expecting learners to do their best, and treating learners' ideas with respect (Brown, 1994). The second fundamental principle of the model above is the learner-content relevance. SET (2013) observes that for learners to be engaged in their learning, they need to have some level of interest in the subject matter. However, not all learners' interests in particular content are within an educator's influence or control (SET, 2013). The third aspect of the model above is the role of the educator in the learners' engagement. The educators need to show a level of expertise, not only in pedagogical strategies, but also in knowledge of their subjects. While educators are not expected to know everything in a particular field, they must be confident in

their grasp of the subject matter to be able to guide the learners to learn (SET, 2013). The last aspect of the model above is the learner-educator content. Meaningful engagement is most likely to prevail when there is an environment with strong, positive learner-educator relationship. When learners are interested in and committed to learning the subject matter, effective learning can result (Brown, 1994).

The simple model of classroom interaction, above, illustrates how important it is to involve learners in the teaching and learning process. The model emphasizes learner-educator relationship, the relevance of the content to the learner, educator expertise or competence and learner-educator content. Much could be achieved if all the stakeholders mentioned previously could follow the suggestions of the model (Brown, 1994).

2.17.3 Flanders' Interaction Analysis Model

Interaction analysis is a process of encoding and decoding the study patterns of teaching and learning. In the coding process, categories of classifying statements are established and a code symbol is assigned to it (Sampat, 2007). Classroom interaction analysis (CIA) refers to a technique consisting of objectives and systematic observations of the classroom events for the study of the teacher's classroom behaviour and the process of interaction going on in the classroom (Singh, 2008). Thakur (1990) defines classroom interaction analysis as an instrument that is designed to record categories of verbal interaction during teaching and learning sessions. It is a system or technique of capturing qualitative and quantitative dimensions of the teacher's verbal behaviour in the classroom. The basic assumptions, as described by Singh (2007), are that in a normal classroom situation it is the verbal communication that is predominant and, also, that verbal behaviour can be observed with higher reliability than most non-verbal behaviour.

Another assumption is that verbal statements of a teacher are consistent with his non-verbal gestures. Singh (2007) goes on to observe that the teacher exerts a great deal of influence on learners' behaviour and the relationship between the learner and the teacher is a crucial factor in the teaching process. Hoy & Miskel (2001) concur with Singh (2007) when they observed that social climate is related to the productivity and to the quality of interpersonal relationships in Flanders' interaction analysis model. Singh (2007) assumes that children tend to be conscious of a warm acceptance by the teacher and they express great fondness for the democratic teacher and that the role of a good classroom climate is crucial for the learning process. The last assumption that Singh (2007) makes on Flanders interaction analysis model is that the teacher's behaviour can be observed objectively by the use of observational techniques designed to catch the natural modes of behaviour, which will permit the process of measurement with a minimum disturbance of normal activities.

Flanders' model involved observing classroom interaction in the elementary school and it consisted of ten categories. The categories are mutually exclusive and cover all that happens in the classroom. Brown (1994) lists the categories as follows in the table below:

Table 1: Flander’s interaction analysis tool

Category	Activities
1	Accepts feelings and clarifies an attitude or feeling tone of a learner in a non-threatening manner.
2	Praises or encourages learner action or behaviour. Jokes that release tension, but not at the expense of an individual.
3	Accepts or uses ideas of learners, clarifying or developing ideas suggested by the learner.
4	Asks questions about content and procedures based on teacher’s ideas.
5	Lecturing or giving opinions about content, expressing his ideas giving his own explanation or citing authority.
6	Giving directions, commands or orders to which a learner is expected to comply
7	Criticising or justifying authority; statement intended to change learner behaviour.
8	Pupil talk, response to teacher. Teacher initiates the contact or solicits pupil statement or structures.
9	Learner initiates interaction. They express their own ideas. Has freedom to develop opinions and a line of thought. Asks thoughtful questions which go beyond the existing structure.
10	Silence or confusion. Communication cannot be understood by the observer.

(Source: Brown, 1994)

The above illustrates Flanders' interaction analysis system, which is a tool used to observe and classify verbal behaviour of the educator and learners as they interact in the classroom (Philip, 1970). Flanders classified verbal behaviour into ten categories and these comprise educator talk, which is catered by categories one to seven. The second one is learner talk, which comprises category eight and nine, and the third aspect is a state of silence or a pause or a state of confusion, and this is the tenth category (Singh, 2008).

The observer of the classroom interaction sits at the back of the classroom, in the best position to hear and see the participants. At the end of the three seconds, he or she decides which category best describes or represents the communication events just completed (Arockiasamy, 2014). Thus the time involved in coding one tally of three seconds is twenty tallies per minute. In this process, only the serial numbers of the categories are recorded by the observer (Philip, 1970). When the observation is over, the observer prepares the details of the observation on the basis of the serial numbers of the categories to construct an interaction matrix to define the observed behaviour during classroom interaction (Arockiasamy, 2014)

2.17.4 Advantages of Flanders' Interaction Analysis Category

Like most of the models and theories, which have advantages and disadvantages, Flanders' model is no exception. Singh (2008) noted that Flanders' model is advantageous in that the analysis of the matrix is dependable that even a person not present when the observations were made could make an accurate inference. Secondly, Singh (2008) observed that different matrices could be used to compare the behaviour of teachers at different age levels. Thirdly, it was observed that the analysis would serve as vital feedback to the educator about his intentions and the actual behaviour in the classroom. Lastly, Singh (2008) observed that the model was an effective tool to measure the social-emotional climate in the classroom.

2.17.5 Limitations of Flanders' Model

Philip (1970) concurs with Singh (2008) that Flanders' Model of classroom interaction has flaws, which are as follows. Firstly, the system does not describe the totality of the classroom activity. Some behaviour is always overlooked and one may not assume that the unrecorded aspects of teaching are more important than those recorded. Secondly, efforts to describe teaching are often interpreted as the evaluation of the teaching act and of the teacher. While descriptions may be used as a basis of evaluation, judgement can be made only after additional value assumptions are identified and applied to the data (Singh, 2008). Thirdly, the system of the interaction analysis is content free. It is concerned with social skills of classroom management as expressed through verbal communication (Philip, 1970). Fourth, it is costly and cumbersome and requires some form of automation in collecting and analysing the raw data. It is not therefore a finished research tool (Delamont, 1990). Fifth, much of the inferential power of Flanders' model of interaction analysis comes from tabulating the data as sequence pairs in a 10 by 10 matrix. This is time consuming and laborious in executing (Singh, 2008). Lastly, the loop-hole of Flanders' model is that the trained observer may not be reliable, such that they could post inaccurate data throughout the observation process (Phillip, 1970).

While there are advantages and disadvantages of Flanders' model, however, the essence of this model is to identify the processes of classroom interaction and draw from it the positive aspects and apply them in teaching and learning of English Second Language, which is the thrust of this research, to establish interaction types in five selected schools in Libode District of the Eastern Cape.

2.18 Conclusion

This chapter discussed a review of related literature to the thesis statement. The differences between the traditional and the modern modes of classroom interaction were brought into perspective. The roles of the teacher, learner, principal, Head of Department and Subject Advisor were also discussed. In the constructivist premise, the role of the teacher is to guide the learners as they discover knowledge by themselves, and the role of the learners is to be actively involved in the learning process as they collaborately engage with each other. Learning models were discussed and analysed in depth.

The next chapter shall discuss the theoretical framework of the study where the theories of Jean Piaget and Jerome Bruner will be brought into perspective as they form the basis of this study of classroom interaction types used by the teachers in the five selected schools in Libode.

Chapter 3: Theoretical and analytical frame work

3.1 Introduction

This chapter discusses the theoretical and analytical framework. The constructivist and the cognitivist perspectives informed the study of classroom interaction in five selected schools in the Libode District of the Eastern Cape Province of South Africa. The research investigated the effectiveness of the interaction types used in the selected schools.

3.2 The Constructivist Theory

The constructivist theory is rooted in constructivism, which upholds that individuals create or construct their own new understanding through the interaction of prior knowledge and new experiences (Richardson, 1997). The constructivist theory assumes that knowledge is constructed by integrating prior knowledge and new experiences, and the goal of teaching is to stimulate this integration. Individuals construct their understanding about the world through constant restructuring of their thoughts (Driscoll, 2000; Glasserfeld, 1996).

From the constructivist theory, there is no objective knowledge, rather, knowledge is from time to time structured and restructured by people. Brooks & Brooks (1995) observed that the knowledge people construct by themselves is more enduring than the knowledge transmitted into their heads by someone else. The traditional teaching on the other hand is rooted in the behaviourist theory, which upholds that learners enter lessons as empty vessels and the purpose of teaching is to transmit knowledge into their heads (Honebein, 1996; Savery & Duffy, 1995; Cunningham, 1993). In a constructivist classroom, the aim is to inspire learners to search for ideas, construct their own understanding and apply new knowledge into appropriate contexts. The educator's role is to guide the learners to identify, pursue and reflect on their own learning

goals, while solving the genuine problems in the world (Kroll & LaBoskey, 1996; Perkins, 1991; Brown, 1989).

Biggs, in Sibanda (2012) maintains that there are two aspects in constructivist teaching that are worth taking note of. First, there is the constructive aspect that refers to the idea that learners construct meaning through relevant learning activities. This means that 'meaning' is not something that is imparted or transmitted from educator to learner, but something that learners have to create for themselves. According to Briggs (1963), teaching is simply a catalyst for learning. If learners are to learn desired outcomes in a relatively effective way, then the educator's fundamental task is to get learners to engage in learning activities that are likely to result in their achieving those outcomes (Biggs, 1963). It is therefore helpful to remember that what the learner does is actually more important in determining what is learned than what the teacher does.

According to Sibanda (2012), the second aspect of constructivist teaching is what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired outcomes. Biggs (1963) states that the key components in the teaching system are aligned with the learning activities assumed in the intended learning outcomes, especially in the classroom-interaction types used.

According to Sibanda (2012), educators want learners to achieve specific goals, which are the desired outcomes of teaching. An environment that maximises the likelihood of learners engaging in activities designed to achieve the intended outcomes should be set. Westwood (2004) says that if one subscribes to the constructivist principles, the teacher's task is no longer one of developing instructional strategies to present information to learners directly, but rather to

discover ways of creating explorative activities in which learners may engage. The constructivist theory of learning leads to a process-centred teaching approach, with the role of the teacher changing from instructor to facilitator of the learners' own explorations and discoveries. Learning occurs as learners interact with one another (Sibanda, 2012).

3.3 Characteristics of a constructivist classroom

Scholars have compared the constructivist classroom and the traditionalist classroom (Duffy & Knuth, 1993; Yager, 1991). One of the characteristics of a constructivist classroom is that the teacher uses learners' questions and ideas to guide the lesson. The teacher should promote learner leadership, collaboration, location of information and taking actions as a result of the learning process (Yager, 1991). In a constructivist classroom, the educator should encourage the learners to use alternative sources of information, rather than depend solely on the educator, hence learners learn to explore and discover knowledge by themselves (Savery & Duffy, 1995). This view is supported by Wood (1998), who also added that in a constructivist classroom learners should be free to challenge each other's views and conceptualisations. Effective teaching and learning is seen as the result of the educator giving time to learners for reflection and analysis. The learner is encouraged to collect information to support ideas and reformulate perceptions in the light of new knowledge (Jonassen, 1996). As much as possible, the educator should involve learners in seeking information that can be applied in solving real life problems, thus extending learning beyond the classroom (Honebein, 1996).

3.4 Constructivism as a theory of learning

Constructivism is an epistemology or a body of knowledge that seeks to explain how people know what they know. The basic idea is that problem solving is at the heart of learning, thinking and development (De Jong, 2005). As people solve problems and discover the consequences of their actions through reflecting on past and immediate experiences, they construct their own understanding. Learning is thus an active process that requires a change in the learner. This is achieved through the activities the learners engage in, including the consequences of those activities through reflection (Bransford, 2000).

Constructivists believe that prior knowledge impacts the learning process. In trying to solve novel problems, perceptual or conceptual similarities between existing knowledge and a new problem can remind people of what they already know (Sweller, 2003). This is often one's first approach towards solving novel problems. Information that is not connected to a learner's prior experiences is usually quickly forgotten (Duckworth, 2006).

Wood (1998) maintains that constructivism is based on experiential learning through real-life experiences to construct and contextualise knowledge. This view is concurred also by Wertsch (1997), who further describes constructivism as problem based, adaptive learning, that challenges false schema, integrates new knowledge with existing knowledge and allows for the creation of original work or innovative procedures. The types of learners that are envisaged to benefit from the constructivists' perspectives are self-directed, creative and innovative learners drawing upon visual, verbal, intrapersonal, interpersonal and naturalistic intelligence (Sweller, 2003).

The purpose of education in schools is to help learners to become creative and innovative through analysis, conceptualisation and synthesis of prior experiences to create new knowledge (Wertsch, 1997). Constructivism influences instructional theory by encouraging discovery. The educator is not in the school to impose certain ideas or to form certain habits in the child, but is there as a mentor to select the influences, which shall affect the child and assist them in properly responding to these influences (Moreno, 1999).

3.5 The educator as a facilitator of learning in the constructivist classroom

Scholars have argued that the responsibility of learning should rest with the learner. Constructivists thus emphasise the importance of the learner being actively involved in the learning process, unlike previously when all learning in the classroom was teacher centred and the role of the learner was rather passive (Paas, 1999; Bransford, 2000). The role of the educator is to mentor the learners so that they are able to solve new problems. The educator facilitates the learning process by creating an enabling environment, where learners can explore and discover knowledge by themselves. The old way of teaching emphasizes that the teacher should give didactic lectures that covers the subject matter, while a modern constructivist teacher helps the learner shares his or her understanding of the content in the classroom (Bransford, 2000). A teacher tells the learners what he knows, while a facilitator asks and guides the learners to discover knowledge. A traditional teacher gives answers to the learners according to a set curriculum, while a modern educator provides guidelines and creates the environment for the learner to arrive at his or her own conclusion (Wertsch, 1997).

In summary, the teacher's role in a constructivist classroom is that of a facilitator, because a facilitator is constantly in dialogue with his learners as opposed to the traditionalist teacher who gives a constant monologue to his learners.

3.6 The merits of constructivism

Every theory or model has merits and limitations, and constructivism has both limitations and merits. This part shall deal with the merits of constructivism, while the subsequent part shall deal with the limitations of constructivism. The first advantage of constructivism is that children learn and enjoy learning more when they are actively involved in the learning process rather than being passive listeners to all that the educator is inculcating into their brains (Duckworth, 2006). This point is the essence of constructivism, because learning is an active process where the learner takes centre stage as they explore the world in search of knowledge (Wood, 1998).

The second advantage or merit of constructivism is the fact that real learning is realised when the focus of education concentrates more on thinking and understanding, rather than on rote memorisation. The thrust of constructivism concentrates on learning how to think and understand (Charles, 1999). Rote learning is whereby learners are forced to memorise learning material and recitation of poems that they do not fully comprehend. This is a facet of the traditionalists (Wertsch, 1997).

The third advantage or merit of constructivism is that constructivist learning is transferrable. In a constructivist classroom, learners are able to create knowledge as they interact and use the knowledge created in another context outside the classroom or in another learning area (Bransford, 2000). In other words, the knowledge gained in the classroom is transferable to situations outside the learning environment. By grounding learning activities in an authentic and real-world context, constructivism stimulates and engages learners to actively take charge of the learning process as they learn to question things and to apply their own natural curiosity to the world (Glaserfeld, 1989).

The fourth merit of constructivism is that it gives the learners or empowers them to own what they learn. Thus learning is based on learners' questions and explorations, and often the learners have a hand in designing the assessments as well (Hinde, 2000). Constructivist assessment engages learners' initiatives and personal investments in their journals, reports, physical models and artistic representations (Jeffrey, 2005). Engaging the creative instincts develops learners' abilities to express knowledge through many different ways. The students are more likely to retain and transfer the new knowledge to real-life situations (Moreno, 1999).

Lastly, a merit of constructivism is that it promotes social-communication skills by creating a classroom environment that emphasises collaboration and the exchange of ideas. It is imperative that the learners learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects (Shusterman, 2007). As learners exchange ideas they also learn to negotiate among themselves and come to an agreement. They also evaluate their contributions in a socially acceptable manner. This is important, because in real life situations they will be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others (Jeffrey, 2005).

3.7 The limitations of constructivism in teaching and learning

The constructivist theory has its own short comings like any other theory or model. The theory was criticised for being elitist. Scholars argued that constructivism and other progressive educational theories have been most successful with children from privileged backgrounds who are fortunate in having outstanding teachers, committed parents and wealthy home environments. They argue that disadvantaged children, lacking such resources, benefit more from explicit instruction given to them by teachers (Sweller, 2003; Wood, 1998; Duckworth, 2006).

The second limitation of constructivism is that the constructivist classroom tends to thrive on the views of the extroverts and neglects the shy ones who allow the former to dominate during classroom interactions (De Jong, 2005).

The last limitation of constructivism is that there is little hard evidence that constructivist methods work (Sweller, 2003). Scholars have observed that, by the fact that constructivists reject evaluation through testing and other external criteria, they have made themselves unaccountable to the progress of the learners.

In conclusion from the discussions above, one can deduce that the merits of constructivism outweigh the demerits or the limitations of the constructivist theory, rendering it ideal as a theoretical framework in this study whose working title is ‘a study of classroom interaction in an English second language classroom in five selected schools in the Libode District of the Eastern Cape’. The following section of this study shall discuss the cognitivist theory, which is the second theoretical framework in this study.

3.8 Cognitivism as a theoretical framework

Cognitivism is a theoretical framework that is predominantly used to understand the mind. Cognitivism gained credence in the 1950s as a response to behaviourism, which cognitivists said neglected the explanation of cognition (Edwards, 2000). Cognitive psychology is a study of how the information or knowledge is processed by the brain (Hinde, 2007). Behaviourists acknowledged that there was the existence of thinking, but identified it as behaviour. The cognitivists, on the other hand, argued that the way people think impacts their behaviour and therefore cannot be a behaviour in itself (Charles, 1999). Cognitivists later maintained that

thinking is so essential to psychology that the study of thinking should become a field of enquiry (Waymire, 1998).

Cognitivism became wide spread in psychology in the late 20th century, replacing behaviourism as the most popular paradigm for understanding mental function. Cognitive psychology does not reject behaviourism, but rather is an expansion of behaviourism that accepts that mental states exist. Cognitivism, therefore, focuses on the inner mental activities (Charles, 1999). A study of how the mind works is valuable and necessary in order to understand how people learn. Mental processes such as thinking, memory, knowing and problem solving need to be explored (Charles, 1999).

For the purpose of this study whose title is ‘a study of classroom interaction in English second language classes in five selected schools in the Libode District of the Eastern Cape,’ Jean Piaget’s theory is the most appropriate as well as that of Jerome Bruner. These theories shall be studied and juxtaposed for comparison.

3.8.1 Piaget’s theory of cognitive development

Jean Piaget’s contributions to the field of psychology and education were his theory of cognitive development. Cognition is the way we organise our thought processes based on prior experiences (Waymire, 1998). Cognitive activities include problem solving skills and the ability to examine intricate tasks in a critical manner (Shusterman, 2007). Piaget developed his theory based on the same principles seen in biological processes. His theory, however, did not revolve around biological functions and how they help us to adapt and survive, but rather on how certain cognitive activities help us to adapt and survive (Newman & Newman, 2007).

Piaget's theory contains four important ideas. The first one is the schemata and it involves the way a person processes and organises previous experiences using traits that have been perceived throughout each stage of experience (Edward, 2000). The second phenomenon, according to Piaget, is exposure and it entails the way we balance new information entering our thought processes because of new events that are happening in our lives. Assimilation is the third concept that deals with how we organise and use these new experiences in the light of the cognitive processes already taking place based on previous experiences (Shusterman, 2007). Accommodation is the fourth and final idea, and it explains how a person may have to change former thought processes to accommodate new stimuli (Waymire, 1998).

Piaget expounded the four stages in cognitive development, which are based on biological concepts into the sensory motor, the pre-operational, the concrete operational and the formal operational stages (Siegler, 1998).

The sensory motor stage is the first of the four stages and it focuses on children whose ages range from zero to two years. This is a time of remarkable development. During this stage infants are only aware of what is immediately in front of them. They focus on what they see, what they are doing and their physical interaction with their immediate environment (Edward, 2000). At this stage, the children experiment with activities such as shaking or throwing things, putting things in their mouths and learning about the world through trial and error. From about seven to nine months infants begin to realise that an object exists even if it is no longer seen. This important milestone is known as object permanence. It is a remarkable sign that memory is developing (Waymire, 1998).

The second developmental stage of Piaget is the pre-operational stage. The mental representation of the sensory-motor stage provides a smooth transition to semiotic functioning in the pre-operational stage. This essentially means that a child can use one object to represent another. For instance, a child swinging arms in a circular motion might represent the wheels of a train, or sticking their arms out and running might symbolise the movement of an aeroplane. This shows the relationships children can form between language actions and objects (Edward, 2000). A major characteristic of this stage is egocentricism, where the child thinks and focuses on themselves. This is simply the perception of the world in relation to oneself. Children struggle to perceive situations from another point of view or perspective (Meachan, 1982)

Another feature of the pre-operational stage is conservation. Children struggle to understand the difference in quantity and measurements in different situations. For instance, if a child is shown a short fat beaker full of water, when the same volume of water is entirely transferred into a longer and thinner beaker, the child is likely to conclude that there is more water in the longer beaker just because the level of water looks higher (Beilin, 1999). During the pre-operational stage, the child's language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future, but thinking is based on intuition and not completely in a logical form (Donaldson, 1987).

Stage three of Piaget's developmental stage is the concrete-operational stage, which caters for the age range between seven and eleven years. This stage sees another shift in children's cognitive thinking. It is aptly called concrete stage because children struggle to apply concepts to anything that cannot be physically manipulated or seen (Newman & Newman, 2007). The child continues to improve his or her conservation skills, and by the age of eleven, the child is able to conserve numbers, weight and volume. It is at this stage that children begin to appreciate

that other people may have different views to theirs. Simple mathematics such as addition and subtraction become easier (Edwards, 2000). However, as this stage is said to be concrete, Piaget suggests children will struggle to apply prior knowledge to abstract situations (Shusterman, 2007).

The fourth and last stage of Piaget's developmental stages is the formal-operational stage. This stage accounts for children whose age is above eleven years. Children at this stage acquire the ability to think hypothetically. Logical conclusion can be inferred from verbal information and concrete-physical objects are no longer necessary. When presented with a problem, children at this stage can consider solutions to the problem in a logical manner (Waymire, 1998).

3.8.2 Limitations of Piaget's cognitive development theory

Piaget's theory has been criticised for many reasons by scholars. The grounds on which it has been criticised are numerous. The stages theory of Piaget is conceptually flawed in that it amounts to nothing more than a description that is deficient and void of explanation (Shaffer, 2007). Piaget has been criticised for ignoring post-adolescent development after the ages of eighteen to twenty four years. Piaget also ignored, among other things, the social and cultural influences on development, which the theory of Vygotski enumerated and counted the influence of parents, educators and friends in the development of the child (Sutherland, 1992).

Another limitation in Piaget's theory is that in the pre-operational stage, there are certain cognitive deficits including difficulty in distinguishing appearances from reality, conservation, egocentrism and reversibility (Shaffer, 2007). Yet another loop-hole in Piaget's theory is that it pays very little attention to social and cultural influences on children's development. For example, a child from South Africa is assumed to develop in the same manner as the child in

Russia. This is not accurate as cognitive development is both socially and culturally oriented (Fischler, 1998). The Piagetan cognitive theory also does not explain succinctly how the children move from one stage to another. Children move from one stage to the next because of the age range they find themselves in; this has been widely criticised because each child develops at his own rate (Donaldson, 1987).

A major source of inspiration for the theory was Piaget's observation of his three children. In addition to this, the other children in Piaget's small research sample were all from well-educated professionals of high social-economic status. Due to this unrepresentative sample, it is difficult to generalise his findings to a large population (Shaffer, 2007).

Scholars have also agreed that children possess many of the abilities at an earlier age than Piaget suspected. Recent theory of mind research has found that four and five year old children have a rather sophisticated understanding of their own mental processes as well as those of other people (Beilin, 1992; Shaffer, 2007).

3.8.3 The implication of Piaget's cognitive theory to the teacher

There are a number of positive things that can be derived from Piaget's theory of cognitive development, which the teacher can benefit from. Firstly, for children aged between two and seven years, the teacher should bear in mind the four limitations of this growth period. Firstly, learners are egocentric; hence the teachers should not force learners to write about the life experiences of other people. At this stage of child development, the child only considers themselves and the environment in which they are being nurtured in (Hinde, 2007). Secondly, from a conversation view point, learners may not grasp the logic behind mass and volume in the light of certain objects that can change shape and form (Waymire, 1998). Another limitation is

that of the concept of irreversibility, which teachers must deal with during this growth period. At this stage, learners may not be able to develop new thought processes until they have been taught or exposed to new ways of thinking, which can be efficiently organised within their formal cognitive processes (Hinde, 2007). Teachers should consider the four stages as they prepare lessons; when to teach the subject matter and how to teach it (Shisterman, 2007).

Teachers should therefore adapt lessons to suit the needs of learners. They should also consider the development stage the child is in before teaching the subject matter. The teachers should strive to create a stimulating environment by introducing into the class a variety of tasks. The use of concrete examples, when describing abstract concepts, could also enhance learning (Meacham, 1982).

3.9 Bruner's theory of cognitive development

Bruner (1957) maintains that the outcome of cognitive development is thinking. The intelligent mind creates from experience a generic coding system that permit one to go beyond the data to new and possibly fruitful predictions. Furthermore, important outcomes of learning include not just the concepts, categories and problem-solving procedures invented previously by culture, but also the ability to invent these things for one self. Cognitive growth involves an interaction between basic human capabilities and culturally-invented technologies that serve as amplifiers of these capabilities (Bruner, 1978).

Bruner proposes three modes of representations, which are the Enactive, the Iconic and the Symbolic. Modes of representation are the way in which information or knowledge is stored and encoded in memory. In contrast to Piaget's neat age-related stages, Bruner's modes of

representation are integrated and are loosely sequential as they translate into each other (Seigler, 2000).

The first mode of representation is the Enactive stage. This caters for infants whose age range is zero to one year. This mode of representation involves encoding action-based information and storing it in their memory. The child represents events through motor responses, for instance shaking a rattle (Bruner, 1973). The second mode of representation is known as the Iconic mode. This mode accounts for children between the age of one and six years. This is where information is stored visually in the form of images or mental pictures. For some, this is a conscious experience, while other people do not experience it. The third and final mode of representation is the symbolic mode and it caters for children who are seven years and above. This is where information is stored in the form of a code or symbols such as language. This is the most adaptable form of representation, for action and images have a fixed relationship to that which they represent (Bruner, 1966). Symbols are flexible in that they can be manipulated, ordered and classified. The user is not constrained by actions or images. In the symbolic mode, knowledge is primarily stored as words and mathematical symbols.

3.10 A comparison of Piaget and Bruner's theories of cognitive development

Bruner's and Piaget's, and other cognitivist theorists' studies were to establish the mental processes that take place in humans as they develop both physically and cognitively. In terms of the differences between the two, Bruner has three modes of representation whereas Piaget has four stages of cognitive development. An important difference is that Bruner's modes are not related in terms of which presuppose the one that precedes it (McLeod, 2008). Bruner states that what determines the level of intellectual development is the extent to which the child has given appropriate instruction together with practice or experience. Hence, the right way of

presentation and the right explanation will enable a child to grasp a concept usually only understood by an adult (Bruner, 1973). Bruner does not view his three modes of representation as representative of different modes of thought at different points of development like Piaget. Instead, he views them as a gradual development of cognitive skills and techniques into more integrated adult cognitive techniques (McLeod, 2008).

Bruner views symbolic representation as crucial for cognitive development and, since language is the primary means of symbolising the world, he attaches great importance to language in determining cognitive development (Edwards, 2000). Both Piaget and Bruner agree that children are pre-adapted to learn. This means that children are born with the willingness to learn; hence they have an inert curiosity (McLeod, 2008). Both theorists also agree with one another in the fact that children's cognitive structures develop over time. This is evident when both the developmental stages of Piaget and Bruner's modes of representation are divided according to the age ranges (Shusterman, 2007).

Another point of similarity between Piaget and Bruner is that children are active participants in the learning process. This view is borrowed from the constructivist perspective, which maintains that children learn better when they take ownership of the learning process. This therefore implies that both Bruner and Piaget are constructivists (Duckworth, 2006). This explains why this researcher has used these two theorists as the theoretical framework for this study, which seeks to explore the interaction types employed in five selected schools in Libode district.

In a couple of ways, Bruner differs with Piaget. Firstly, Bruner differs from Piaget on a perspective that development is a continuous process and not a series of stages that Piaget postulated. Secondly, Bruner maintains that language is a cause of cognitive development and

not a consequence of it, and that one can speed up the rate of cognitive development and not to wait for a child to grow to a certain age in order to be ready. The involvement of adults and knowledgeable peers contribute greatly in the development of learners' cognitive capabilities (McLeod, 2008).

3.11 Conclusion

This chapter discussed constructivism and cognitivist theories. The theories were chosen because they discuss cognition at length and they explain how human beings learn from the cradle or from birth. Given that this study involved the teaching and learning process in the classroom, the theories postulated by Bruner and Piaget make them suitable for the study's theoretical framework. The next chapter shall discuss the research methodology in depth.

Chapter 4: Research methodology

4.1 Introduction

The thrust of this study was to explore the classroom interaction types used by ESL educators in five selected schools in the Libode district of the Eastern Cape Province. This chapter presents research methodology. The following issues are discussed in detail: the scope of the study, the research design, population, sampling, instrumentation, data collection procedure, validity and reliability and ethical issues.

4.2 The scope of the study

The general trend in Africa reflects that South African learners do not do well in comparison to other countries. This is worrying to all stakeholders because the English Language has since become a key learning area after the colonisation of the Cape by the British in the eighteenth century (Du Plessis, 2006). The medium of instruction or the language of learning and teaching is predominantly English, with the exception being Afrikaans-medium schools. The Eastern Cape is among the worst-performing provinces in South Africa. Analysis of the 2010 matric results show that Libode and Mbizana were the worst-performing districts in the Eastern Cape (RSA, 2010). This study was therefore undertaken to explore the interaction types prevalent in five selected schools to determine three phenomena, namely: classroom-interaction types, the level of awareness by educators of the old and the modern interaction types and the support framework at ESL educators' disposal in order to facilitate meaningful teaching and learning.

4.3 Research approach

The researcher opted for a qualitative research approach in order to find answers to the study's main research question, which is about the classroom-interaction types prevalent in ESL classes employed by educators and the extent to which the interactive types were effective in the process of teaching and learning. The strength of a qualitative approach includes obtaining a more realistic feel of the world that may not be experienced in numerical data collection. Qualitative research is a method of inquiry employed in many academic disciplines (Merriam, 1998; Kirk & Miller, 1986). Qualitative-research approaches are more suitable to improve the understanding of human behaviour and experiences, especially in more complex systems of integrated life processes (McMillan & Schumacher, 2008).

Qualitative researchers face many choices of rich data collection ranging from grounded theory practice, narration and story-telling. The most common form of data collection in the qualitative approach is the interview, but other forms of data collection in qualitative research include group discussions, observation and analysis of documents (Merriem, 1998). It is through this research approach that the researcher hoped to understand the types of classroom interactions prevalent in the five selected schools in Libode and the extent to which the interactions were effective in the teaching and learning of ESL. A closer look at the main research questions of the study stated in Section 1.3 shows that understanding the interaction types employed by educators to teach ESL cannot be achieved through quantification, which is by quantity, amount, intensity or frequency (Denzin & Lincoln, 1994: p.3), but rather by making sense of a phenomenon (Abawi, 2008). The words and sentences people use to express their opinions carry meaning and it is this meaning that qualitative research is used in this study. The interviews, analysis of documents and classroom observation qualified the use of the qualitative approach in that an induction was

made out of what the research participants said and did during the data collection process (Weisma, 1995).

The qualitative approach is therefore relevant and helpful in understanding and exploring educators' opinions and experiences in so far as ESL classroom interaction in the five schools selected for this study is concerned. The researcher decided to make an in-depth exploration of the types of classroom interactions prevalent in ESL classes in the five selected schools in Libode by interviewing, analysing lesson plans and observing the educators in their classroom situation.

4.4 Research design

A research design is a systematic plan to study a scientific problem. It is a strategy to investigate the different components of the research project in a cohesive manner (Ranjit, 2005). Research designs are important because they guide the methods and decisions that the researcher must make during their studies (Creswel & Clark, 2007). The research design, which the researcher envisaged to be ideal for this study, was the case study research design. A case study is a collection of detailed, relatively unstructured information from a range of sources about a particular individual, group or institution (Hammersley, 1998). A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context. It is an in-depth analysis of one or more events, settings, programmes, social groups, communities, individuals or other bounded systems in their natural context (Yin, 2003).

Cohen & Manion (2007) observed that a case study provides a unique example of 'real people in a real situation'. In this study, the case study was an in-depth examination of the types of classroom interactions prevalent in ESL teaching and learning in the five selected schools in

Libode. Thus a case study allowed a high degree of understanding of educators' views and experiences in the teaching and learning of ESL in rural Eastern Cape Province, given that a case study research design allows for the collection and presentation of detailed information about a particular participant or a small group of participants (Merriam, 2009). The cases in this study were the five selected schools in which the researcher sought to explore the interaction types employed by educators of ESL. The case study research design was deemed appropriate for this study because rich qualitative data was obtained from research participants as views and opinions were sought from research participants.

The advantages of using a case study research design is that it provides more detailed information than what is available through other designs such as surveys (Lauer, 2006). Another advantage of using a case study research design is that it allows one to present data from multiple methods such as interviews, documents reviews and observation (Sibanda, 2012). In this study, the researcher sought opinions and views about classroom interaction types from ten educators, two from each school in the five selected schools in Libode.

4.5 Research population

A target population refers to the group or individuals who will answer the questions and to whom the results of the study apply (Kitchenman & Pfeeger, 2002). The target population for this study were all the educators teaching the grade six learners in the whole of the Libode district of the Eastern Cape Province.

4.6 Sampling

The sampled participants in this study were two educators from each of the five selected schools in the Libode District. These were selected on the strength that they were involved in the teaching and learning of ESL in their respective schools, and as such, were perceived as the holders of the information required by the researcher in his bid to determine the classroom interaction types, the awareness of current interaction types and the kind of support framework that they have at their disposal so as to help them to be effective in their work as educators.

A research population is generally a large collection of individuals or objects that are the main focus of inquiry (Crossman, 2014). However, due to large sizes of populations, researchers often cannot test every individual in the population because it may prove to be very expensive and time consuming, hence the need to sample from a population (Lewis & Thornhill, 2003). A population is a set from which a sample is extracted.

Kumar (1996) defines sampling as the process of selecting a few from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. This view is supported by Brink (1996: 113) as he defines sampling as the process of selecting the sample from a population in order to obtain information regarding a phenomenon in a way that represents the population of interest (Washburn, 2000). This selection is done in a certain fashion or method, depending on the purpose that the sample will serve. A sampling method is a way devised to select the population eligible for the research (Polit, 2001: 236).

Curtis, Gesler, Smith & Washburn (in Sibanda, 2012) summarised the criteria for sample selection in four points. The first point is that the sampling strategy should be relevant to the

conceptual framework and the research questions addressed by the research work. The second point on sampling is that the sample should at least generate rich information on the type of phenomena which is needed to be studied. The third criterion is that the sample should enhance the generalizability of the findings. The fourth criterion is that the sample should produce believable descriptions or expectations of what is observed. Brink (1996) also adds to Curtis *et al* (2000) by stating that the researcher should consider the feasibility in terms of the resources, costs and time, the practical issues of accessibility and whether the sampling strategy is compatible with the researcher's work style. Sibanda (2012) observed that competencies of the researcher may also be important for feasibility, for example, in terms of linguistic and communication skills, ability to relate to informants and their experiences, or the researcher's capability to cope with the circumstances under which data collection may take place.

A sample can be selected by non-probability sampling or probability sampling. The probability sampling method is any method of sampling that utilizes some form of random selection (Brink, 1996). Non-probability sampling on the other hand does not involve random selection. Random selection is not always feasible and not always efficient as a high dispersion of samples may induce higher costs for the researcher (Benard, 2004). Taking into account the weaknesses of random sampling, coupled with the fact that the size of the target population of this study is small, the researcher decided to use two educators teaching ESL to grade six learners in the selected schools. Since research participants selected are those involved in the teaching and learning of ESL, the researcher applied purposive sampling.

In purposive sampling, sampling is done with a purpose in mind. Purposive sampling is a non-probability method of selection from the population based on predetermined criteria (Doherty,

1994: 21). In this study, the predetermined criterion is that the educators selected were all ESL educators.

The researcher's decision to apply purposive sampling in this study was motivated by the advantages that Polit (2000: 13) enumerates. The first point being that the researcher has the liberty to judge the subjects that are typical or representative of the phenomenon being studied. Secondly, the researcher was at liberty to choose the subjects who are knowledgeable about the research issues because of their personal experiences. Thirdly, the data collected should be informative for the research. Fourth, purposive sampling is convenient and economical since the researcher is the only person involved in the selection process.

Non-probability methods of sampling such as purposive sampling are to a certain degree not free from bias because the researcher may be tempted to choose the participants out of convenience or from recommendations of knowledgeable people (Denzin & Lincoln, 2000). Therefore, choosing a sample on convenience undermines the validity of the research. Non-probability methods of sampling contribute more to internal validity (Alexiades, 1996). Despite the inherent bias in purposive sampling, this method of sample selection provides reliable and robust data (Lewis & Shephard, 2006). The bias that non-probability sampling poses was avoided by the researcher as he opted to deal with the schools where the respondents were not known to the researcher, and that no modelling of results obtained from the research participants was made. Data gathered was treated objectively.

4.7 Research instruments

The research instruments that were used in this study were interviews, analysis of documents and classroom observation. The word interview is a generic term that researchers use for a

measuring device in surveys, tests, questionnaires and other data collecting instruments (Denzin & Lincoln, 2001). Researchers choose research instruments on the basis of the research questions of their studies. This study's research questions sought to establish the following: the classroom interaction types used by ESL educators in selected schools, the level of awareness of old and new classroom interaction types and the degree to which they were supported by the school administration and the Department of Education. The merits and demerits of the research instruments are discussed below.

4.7.1 Face to face interviews

One of the methods of collecting data used in this research of classroom interaction were interviews. An interview is a purposeful discussion between two or more people that can help one gather valid and reliable data that is relevant to one's research question. Face to face interviews allow personal communication and make it possible to gather more information for one's study (Kahn & Cannel, 1957). There are three types of interviews, namely: the semi-structured, the in-depth and the structured interviews. The semi-structured interviews make use of a structured questionnaire from which the interviewer asks the interviewee questions (Popper, 2004). The semi-structured interviews are composed of loosely-structured and open-ended questions that define the chosen topic. The interviewer and the interviewee may stray slightly from the questions to pursue an idea in more detail (Lewis & Shepherd, 2006). The second interview type is the in-depth type. This type of interview usually covers one or two issues in great depth and the questions are based on what the interviewee says. The questions in the in-depth type are not structured like those in the semi-structured type of interview (Gribbs, 2002). The third type of interview is the structured one, which makes use of a structured questionnaire.

For the purpose of this study, the researcher opted for the semi-structured interview because it gives room to probe an idea further and the researcher is able to gather as much information as possible to answer the research question at hand. The interviews were audio-recorded. Notwithstanding the disadvantages of the interviews that include among other things, the expense to carry them out caused by travelling to the research site and the use of video or audio recorder; there were wholesome advantages where the researcher was able to solicit more in-depth responses or explanations and restructure the questions if the respondent did not understand them (Berger, 1991).

4.7.2 Classroom observation

The second data collection instrument used in this study of classroom interaction was observation. In some classes, there was very little variety in teaching practices. In general terms, classroom-observation procedures are grouped into three categories, namely: those that focus on the educator, those that focus on the educator and learners, and those that focus on the learner (Lockheed & Harris, 1989). Many educators lecture to learners and this is not necessarily the best way to teach (Adrea, 2014). Some educators do not allow learners to interact with them or among each other, causing learners to be passive in class. However, in line with the objectives of this study, the educator-to-learner interaction was used, which took the form of qualitative note-taking and mainly focused on the educator-initiated interactions (Beiske, 2002).

The main strength of observation is that it provides direct access to the social phenomenon under consideration. Instead of relying on some kind of self-report, such as asking people what they would do in a certain situation, one would actually observe and record behaviours in a given situation (Bryman, 2008). It is for this reason that the researcher chose observation as a data-collection method because educators were observed teaching in their classes. Observation as a

method of data collection has merits in that it offers diversity, flexibility and applicability (Robson, 2000). Many researchers like observation research due to its complementarity with other data-collection methods (Punch, 2009). This is the reason why the researcher of this study used observation to complement face-to-face interviews. The former provided the researcher with the practical teaching and learning atmosphere, a feel of what really transpired in the classroom, while the latter gave the researcher a glimpse of the opinions and values of educators about classroom interaction.

4.7.3 Analysis of documents

The third data-collection instrument that was used by the researcher was the analysis of documents. It (analysis of documents) is a social-research method, is an important research tool in its own right and is an invaluable part of most schemes of triangulation. A document is something that we can read and which relates to some aspects of the social world (Gibbs, 2002). Official documents are intended to be read as objective statements of facts, but they are themselves socially produced (Gibbs, 2002). In this study, the researcher analysed each lesson plan of each lesson taught. A lesson plan is a document that contains the layout of objectives, teaching strategies and the steps that the educator seeks to take in an attempt to fulfil the lesson objectives or goals (Dyer, 1995).

However, there are demerits of analysis of documents; namely, it is perceived as being too subjective as the researcher only looks for information from people who are willing to cooperate. Secondly, the covert ethical principles are contravened in the sense that the owner of the documents being analysed could feel that their documents and privacy are being invaded to a certain extent (Berger, 1991). The positive aspects of analysis of documents include the fact that one gets access to information that would be difficult to obtain in any other way, such as

interviewing people who might not be willing to talk. By using analysis of documents, the researcher could eliminate the researcher's influence or effects towards the respondents (Gibbs, 2002).

The researcher, thus used documentary analysis to triangulate the findings obtained from the face-to-face interviews and classroom observations so that the results of this research could gain validity and reliability.

4.8 Data collection procedure

Data collection is a process whereby the researcher uses his or her research instruments to collect information from the respondents in order to answer the research questions of the study (Lockheed & Harris, 1989).

4.8.1 Pilot study

Before the full scale data collection was done, the researcher conducted a pilot study at another school, which was not part of the study. A pilot study served as a feasibility study conducted in preparation for the main study. It was a way of identifying what could be added to the full-scale study to improve the chances of achieving the purpose of the study (Van, Teijlingen & Hundley, 2001). For the purpose of this study, piloting was done for the pre-testing of research instruments, which were the interview questions, the classroom observation and analysis of documents. The three research instruments were designed by the researcher and were pre-tested before embarking on a full-scale data-collection procedure.

4.8.2 Main study

The final phase of data collection began with interviews. The researcher discussed with two educators per school on a suitable date, time and place convenient for the interviewee. The

researcher also notified the educators regarding the interviews, classroom observation and analysis of documents in advance so that they could be prepared for such. The interview questions were in line with the research questions of the study. The researcher took a number of steps to address the aims and objectives of this study. First, the researcher made sure that the interview items were categorized into themes as follows:

Theme 1: Classroom interactions used in the classroom? Under this theme, the following questions were asked:

- What types of classroom interaction do you use in your classes?
- Do you think the interaction types are effective in improving learners' proficiency in English Language?
- Which classroom interaction type do you prefer and why?

Theme 2: Section B of the interview schedule sought to address the research question on awareness by educators of current classroom interaction type:

- Based on your experience, what are the main weaknesses of your learners pertaining to English Language acquisition?
- What circumstances account for the weaknesses you have identified?
- Which classroom interaction types would you recommend to other English Language educators in order to correct the weaknesses observed from learners?

Theme 3: The interview schedule sought to address the improvement strategies that teachers perceived to be helpful in order to teach effectively; such as:

- What kind of support do you get from your school administration as an ESL educator?

- Does your subject advisor visit you often to check on your progress?
- Do you get invitations to attend induction workshops pertaining to your learning area?
Please elaborate.
- How do you seek to improve interactions in your classroom?

Secondly, data was collected through classroom observations. As stated earlier, classroom observation procedures are grouped into three categories, those that focus on the educator, those that focus on the educator and the learners, and those that focus on the learner (Lockheed & Harris, 1989). The educator-to-learner classroom-interaction type was observed in line with the main research question, which required an exploration of classroom-interaction types. The researcher videotaped two teachers in each of the five schools that were selected for this study, making it ten teachers in total. A checklist was designed by the researcher to evaluate the types of classroom interaction. Among other traits observed were the way in which the educator initiated responses from the learners, teaching strategies including questioning techniques, reinforcement in the form of praising the learners who attempted to participate, the quality and confidence of the teacher in the subject matter and the extent to which the educator attempted responses from learners who were not participating.

Classroom observations complemented the findings obtained from the interviews insofar as classroom interaction is concerned. The researcher created a conducive rapport between him and the respondents before observing each educator described above. This was a ploy to make the research participants relax.

The third data gathering tool used in this study was analysis of documents. The researcher analysed the lesson plan drawn by each teacher who participated in this research. Among other things analysed were the way each educator in this study introduced the lesson, how the lesson developed and the strategies the educator hoped to use.

4.9 Pilot study

The researcher made a pilot study before embarking on the mainstream data-collection process. Below is a profile of the teachers who took part in the pilot study.

Table 2: Pilot study participants' profile

Gender	Grades Taught	Qualifications	Year Obtained	ESL Teaching Experience
X1 Female	4	NPDE	2005	2 YEARS
X2 Female	5 AND 6	NPDE	2007	2 YEARS

The table above shows that there were two teachers who were involved in the mini study. Both teachers teach ESL in the Intermediate Phase. Another common aspect about the teachers was that they possessed the National Primary Diploma in Education (NPDE) qualification, and that they both had two years of experience in teaching ESL.

4.9.1 Face-to-face interviews (pilot study)

The teachers in the pilot study were subjected to the face-to-face interview at different times. The pilot study was conducted to test the research instruments and check whether there was a

need to restructure them or maintain them as they were. The questions and answers were recorded below as follows:

4.9.2 Results obtained from interviews in the pilot study

Regarding the question about interaction types used, the pilot study revealed that the teachers were using group work and lecture-type lessons. The lecture or whole group interaction types are in the traditionalists' paradigm of classroom interaction where the teacher talks most of the time while the learners listen passively (Busman, 1996).

Insofar as the awareness of the current classroom interaction types was concerned, the teachers in the pilot study indicated that they were aware of them, but pointed out that the lecture strategy saved them time. This explained why they used it.

The teachers also expressed satisfaction with regards to the way the school administration supported them within their work environment. Support to them was rendered in the form of teaching materials and constant supervision. The teachers in the pilot study lamented the unavailability of the Subject Advisor to support them in their execution of duties in so far as language pedagogy was concerned. The findings were in tandem with the revelation of literature about the Principals' duties, such that they must utilize the potential of teachers in order to realize the organizational goals (Kremmer & Wubbels, 1993).

4.9.3 Analysis of documents (pilot study)

The lesson plans analysed had both positive and negative aspects. The negative aspects were that the teachers included the aims in the lesson plans. Aims are goals that are achievable after a long period of time (Beiske, 2002). The teachers should have formulated objectives that may be

achieved within a short space of time. The positive aspect was that the lesson plans indicated that the teachers would use small groups during teaching and learning.

4.9.4 Lesson observations (pilot study)

The lessons observed were interactive to a certain measure. Learners were asked questions before reading, such that the new lesson built onto what the learners already knew. However, some of the learners were quite throughout the lesson and did not participate. Only a few learners were able to interact by answering the teachers' questions. The lesson taught was a comprehension passage about Daudi who mistakenly took a woman's' bag when disembarking from a bus. Some learners suggested good moral lessons from the story by stating that mistakes were common and that people should not be quick to judge others as this may reduce the person's self-esteem as portrayed by the story.

4.10 Data analysis

Data collected from the research participants consisted of words and sentences representing the opinions of the participants. Simply, the data collected was qualitative rather than quantitative (Tonkiss, 2004). Camp & Carter (2002) stated that qualitative researchers usually collect large amounts of contextually-laden and rich-detailed textual data, which demands analysis that consists of identification and coding categorisation of emerging patterns from the data. In this study of classroom interaction, data that was of a qualitative nature was read line by line, picking or identifying relevant pieces that were common, and labelling them. This is called coding or indexing (Bryman, 2008). The interviews were analysed through cross-case analysis by coding them using categories or themes that developed from pre-existing theories based on relevant

literature. Data gathered from classroom observations was transcribed from the audio-tape recorder, then coded and categorised into emerging themes. Thus, data were analysed using the observer's comments and interpretive commentaries. Analysis of documents was done by transcribing and coding data according to the categories or themes that emerged from the researcher's comments on the previously stated traits that were analysed on the lesson plan of each educator in this study.

4.11 Reliability

Before a researcher engages in the process of collecting data, one must make sure that the data collection instrument or tools are reliable. Reliability implies that the evaluation instruments give the same results when administered at different times (Bishop, 2001: p21). Reliability also entails the degree of consistency of the data-gathering tool in ensuring that it really measures that which it is intended to measure (Maphosa, 2010). The three instruments used in this study, which were the structured-interview schedule, the classroom observation and the documentary analysis of documents, were each designed in line with the research questions of the study.

4.12 Validity

Validity means that the findings were based on research evidence that does not fluctuate (Niemann, 2002). The researcher approached research champions so that they could analyse the research tools and make recommendations on where the tools had to be re-worked. When conducting interviews, the researcher practised code switching just to make sure that the research participants understood the essence of the questions asked. Pilot tests were conducted before the main study. After piloting, there was a need for the researcher to rephrase some questions, discard others and include new ones in order to validate the results. In this study, the data was gathered through interviews and classroom observations, as well as data gathered from the

analysis of documents, which were triangulated to ensure the validity and the reliability of the results of this study. Validity, therefore, refers to the degree to which a study actually measures what it is supposed to measure, and reliability simply refers to an estimation of the accuracy of a measurement instrument (Bless, Higson-Smith & Kagee, 2011: 185).

4.12.1 Comment on the effectiveness of the research instruments

The researcher found the research instruments to be effective as the respondents were able to reflect that they understood the questions posed to them during the interview sessions. Classroom observations and the lesson plans were analysed in accordance with what the teachers presented in class and how the lesson plans were crafted respectively.

4.13 Ethical issues

Research is a sensitive process and as such, people who take part in the research process must be protected. Certain steps have to be taken into account by the researcher to guarantee that ethical standards are adhered to the research population (Leedy & Omrod, 2004; Fraenkel & Wallen, 1993). Hence, the researcher addressed the following issues: permission, informed consent, confidentiality and anonymity, and lack of harm to participants.

4.13.1 Permission

When the researcher's proposal was defended and approved, the researcher sought ethical clearance from the Provincial Department of Education through the University of Fort Hare. The schools that participated in the research were approached and made aware of the clearance from the Provincial Department of Education and the University. The schools responded in writing to accept that the research could be carried out at their schools. A date was fixed on which each school was to be visited for data collection.

4.13.2 Informed consent

When conducting this study, the researcher adhered to all the ethical principles of undertaking research involving human participants, namely respect and dignity of all participants. All of the important facts of this study were explained to the participants prior to data collection. The researcher issued out consent forms to the research participants so that they could sign the document, which amongst other things, stated that participants were at liberty to withdraw from the research process at any time should they deem it necessary.

4.13.3 Confidentiality and anonymity

In research, it is the responsibility of the researcher to ensure that the rights, interests, values and beliefs of participants are respected. The research participants were assured that their identities would not be disclosed, including the identities of participating schools. It was for this reason that pseudo-names were used in reference to the participating schools, namely schools P, Q, R, S and T. The researcher also reiterated to the participants that the information that they would provide would be used for the purpose of the research only.

4.13.4 Harm to participants

Necessary precautionary measures were taken to ensure that the methodologies and procedures for data collection did not cause harm to participants or interrupt teaching and learning in the selected schools. The researcher collected data during normal school days, when it was convenient for the school administration, staff and learners at large.

4.14 Conclusion

This chapter discussed the research design, population, sampling, instrumentation, methods of collecting data, which are the use of classroom observation, structured interviews and

documentary analysis. Data presentation and analysis were discussed as well as ethical issues, which included permission, informed consent, confidentiality and anonymity, and lack of harm to participants. The next chapter, which is chapter five, shall present the data collected from interviews, classroom observations and the analysis of documents.

Chapter 5: Data presentation and analysis

This chapter presents the data that was obtained from the three instruments used, namely face-to-face interviews, analysis of documents and classroom observations.

5.1 Introduction

The thrust of this study was to establish the types of classroom interaction employed by the English Second Language Educators when teaching English Second Language in their various classes. The study also sought to find out from the educators if they kept abreast with the trends and evolution of classroom-interaction types from the traditional modes to the modern ones. The research questions of this study are as follows:

- What are the classroom interaction types used by the educators when teaching English Second language?
- Are the educators aware of the current classroom interaction types?
- How would one improve one's classroom interactions?

The study involved ten educators teaching English Second Language in five selected schools in the Libode District of the Eastern Cape Province of South Africa. Two educators per school were the respondents in this study of classroom interaction. Data were collected using three research instruments, namely the interview, lesson plan analysis and classroom observation.

The table below shows the biographical details of the respondents who were used to find answers to the research questions of the study reflected above. For ethical reasons, the researcher did not state the names of the schools and the names of educators involved in this study. The schools in

this study were identified as P, Q, R, S and T. These letters of the alphabet were used to denote or represent the names of the schools on the table below. P1 and P2 refer to the two educators teaching from school P; Q1 and Q2 refer to the two educators from school Q. R1 and R2 refer to the two educators from school R. S1 and S2 refer to the two educators from school S, and T1 and T2 refers to the two educators from school T.

Table 3: Biographical information of the respondents

Gender	Grades Taught	Highest Qualification	Year Obtained	ESL Teaching Experience
P1 Male	6	B.Ed Honours	2013	8 Years
P2 Female	4 And 5	NPDE	2010	5 Years
Q1 Female	4 And 5	B.A Honours	2001	1 Year
Q2 Male	6	B.Ed General	2002	10 Years
R1 Female	4 And 5	B.Ed Honours	2010	1 Year
R2 Female	6	ACE	1998	9 Years
S1 Female	4 And 5	B.Ed General (English)	2014	1 Year
S2 Female	5 And 6	B.Ed Honours (IsiXhosa)	2003	1 Year
T1 Female	4	ACE (English)	2000	5 Years
T2 Male	5 And 6	B.Ed (History)	2002	6 Years

The table above shows the biographical information of the ten educators who were involved in this study, which was comprised of three males and seven females. All of the educators who

were involved in this study taught in the Intermediate Phase in the South African school context, which incorporates grades four to six. The table above also revealed that seven educators were in possession of a first degree of which four had an Honours degree too; the remaining three educators had diplomas. Of the seven educators who were in possession of degrees, only one educator specialized in English. Likewise, one educator had a diploma that specialized in English. This implied that only two educators out of the ten respondents in this study specialized in English. The table above also reveals that six educators had been teaching for five years or less, while four educators had been teaching for more than five years.

5.2 Data collected from interviews

All of the respondents were subjected to an interview, where a set of questions were constructed by the researcher in accordance with the research questions. The interviewer made pre-arrangements with the respondents so that the researcher did not inconvenience the respondents. The researcher recorded the responses obtained from each respondent involved. Questions were asked based on the three themes derived from the study's research questions. The first theme was based on classroom interaction types, the second theme was an investigation on the level of educator awareness about the trends in classroom interactions and the third theme was on the support framework at the educators' disposal, which should help them to effectively teach English Second Language.

5.2.1 Theme 1: Classroom interaction types

The first question was on the type of classroom interaction types that the educators used. Literature in chapter two revealed that there were two classroom interaction modes, the traditional mode and the modern mode of classroom interaction. With the permission of the respondents, the researcher sought responses from the educators to establish whether they were

using the traditional or the modern modes of classroom interaction. The responses that the researcher received indicated that the educators used pair work, small group interaction, whole group interaction, lecture type and mother-tongue interaction translation. Below were some of the responses that were common with regards to the question on the types of classroom interaction the educators used when teaching ESL.

Q1: "I normally lecture to them and sometimes I put them in small groups so that they can teach each other."

R2: "I use pair work, small group and whole group interaction types. I sometimes lecture to them in order to save time."

S1: "I code switch to IsiXhosa because learners do not understand English especially to the grade four class because the learners are new in the Phase. At foundation level, this is from grade one to three, the language of instruction is isiXhosa, so this is why I predominantly use IsiXhosa to enable interaction."

The traditional modes, which the research participants used, were the lecture and whole-group interactions types. The modern classroom types such as small group and pair work were also used. The results showed that the teachers in Libode used both the traditional and the modern types of interaction.

5.3 Theme 2: Teacher awareness of modern classroom interaction

The first question under this theme was on whether the classroom interaction types were effective in the teaching and learning of English Second Language. This question sought to establish from the respondents whether the interaction types they used benefitted the learners. The respondents put forth the proposition that the learners in urban areas had the benefit of

extending their learning of English beyond the classroom as they were further capacitated by their peers, their parents who help their children with their homework and television sets in their homes where many programs are broadcast in English. This was in contrast to learner in rural areas who are not exposed to such a conducive climate as compared to their counterparts in urban areas. Some respondents indicated that the huge learner numbers inhibited effective teaching and learning as the educators could not give their attention to each learner in the classroom. Teaching resources were also cited as a major setback in teaching effectively in the rural areas. Below are some of the responses obtained from the research participants.

P1: “Yes sometimes the learners do benefit, but in most cases one can observe that it is not easy for the learners to learn English Second Language. This could be because of their rural background.”

S2: “The shortages of learning resources such as textbooks make it difficult to interact effectively with the learners. The big learner numbers in the classes makes it difficult to interact effectively with the learners and there is limited time for individual interactions with the learners.”

T1: “Learners in rural schools are disadvantaged because they do not have television sets in their homes whereas their counterparts in the cities are exposed to them, consequently the latter benefit more as most programs are broadcast in English.”

The educators showed that they were not teaching effectively as they could because of learner numbers, which were huge, and the lack of adequate teaching resources. This was perceived by the researcher as a drawback, especially the lack of teaching resources. The literature reviewed revealed that the use of teaching resources is an important and crucial element in language

learning. In the absence of adequate teaching and learning resources, it is difficult for the educator to arouse the learners cognitively as the instruction is often passive rather than the active engagement of learners. Learning is more effective when the senses are aroused. The issue of overcrowded classrooms gives rise to a negative classroom climate. One of the findings that have come from research into the learning environment is that it has been shown that improvements in students' learning environments can lead to improved performance in the classroom. Unless the learners experience a positive climate, some may never achieve the most minimum standards of language learning (Kent & Fisher, 1997).

5.3.1 Preferred classroom-interaction type

The second question under this theme of educator awareness was about which classroom interaction type the respondents preferred and why they preferred the interaction types they chose. This question sought to investigate which classroom interaction type was deemed appropriate in the respondents' classes. The research participants concurred with one another that they used whole group and small group interaction types. The former was used owing to large learner numbers and the latter was used because it enhanced learner-to-learner interactions. The excerpts below show the common responses given by the research participants.

T1: "Whole group interaction because of large numbers in our classes which make it very difficult to separate our learners into smaller groups."

R2: "I prefer small group interaction because these encourage learner participation, but it is impossible because of the big learner numbers in our schools."

The excerpts above show that the educators were aware of constructivist-classroom interaction, but they could not implement it because of the prohibitive learner numbers.

5.3.2 Learners' weaknesses

The third question asked, under the theme of educator awareness on current classroom interaction modes, sought to explore the weaknesses that the educators observed in their learners that inhibited effective classroom interaction. Some teachers indicated that the learners were unable to express themselves clearly and that they lacked intrinsic motivation. Intrinsic motivation is the natural will to learn. Some teachers indicated that the environment gave the learners very little opportunity to extend their learning of English Second Language outside of the classroom, since there are no libraries in the Libode District and the schools did not have audio-visual aids to enhance teaching and learning. Below are the responses obtained from some of the research participants.

Q1: "The learners fail to express themselves in a clear manner. They cannot speak fluent English."

P1: "Beside the language barrier, my learners seem to lack intrinsic motivation. They show very little zeal to learn."

T1: "I think the environment plays a part in their weakness of being unable to read, speak and write. There are no libraries or visual teaching aids, which add colour to teaching and learning."

The general weakness that the educators identified in their learners was that the learners were not competent in expressing themselves eloquently in English; the lack of intrinsic motivation, which is key to learning, as well as the rural environment, which does not support second-language learning.

5.4 The classroom interaction support framework for teachers

The educators reported that they received support from their Principals and Heads of Departments, who rendered assistance in various ways. The principals and the Heads of Departments supported the educators by giving the educators the teaching and learning materials. The educators stated that they also benefitted from their Principals moderating their work and made regular classroom visits to check on their progress. Below are the general opinions they expressed about the Heads of Departments and the Principals.

P1: “I am supported by the principal or the Head of Department. They see to it that I get all the material that I need so as to teach English Second Language in the Intermediate Phase.”

S1: “I receive support from the Principal who moderates my work from time to time.”

T1: “The principal makes regular visits to my class to observe me as I interact with my learners. He also checks my learners’ work to find out how much work I have covered.”

The Principals and the Heads of Departments, according to the findings of this study, were executing their duties well. In a school set up, the principal must ensure that all learners and teacher-support material are delivered on time. When the materials arrive at school, the Head of Department is expected to distribute the material to the respective teachers.

5.4.1 The role of the subject advisor

The second question under the theme of institutional support was to find out the impact that the Subject Advisor of English had on the English Second language educators in Libode. The educators unanimously stated that the subject advisor never visited them. One respondent

indicated that she had been teaching for five years, but had never been visited the Subject Advisor. The common responses obtained from the educators are recorded below.

P2: “I have never been visited by the Subject Advisor since I came to this school five years ago.”

Q2: “I have heard from other educators that there is a Subject Advisor, but she has not visited me yet.”

The literature reviewed on the role of the Subject Advisor revealed that their duties were to make routine visits to each school to check on the educators’ progress. The Subject Advisor should moderate plans, clarify assessments and content requirements for particular learning areas and provide support for appropriate interactions in line with particular learning areas. The Subject Advisor had never visited any of the five schools visited by the researcher in this study.

5.4.2 Workshop attendance by teachers

All the respondents acknowledged that they attended the workshops, however, all concurred that they gained very little from these workshops as peer sharing took centre stage in such meetings. The educators preferred a mentor from the Department of Education to peer sharing. Below is a summary of the educators’ responses.

Q2: “Yes I do attend the workshops organized by the Department of Education, but I am not gaining much because in most cases the educators are used as the resource persons. It is more like peer sharing of information. I prefer someone from the Department of Education to facilitate so that we ask questions where clarity is lacking.”

T2: “Yes, but I do not find them to be helpful at all. Attending the workshops is a waste of time in most cases.”

The importance of workshops cannot be over-emphasised. From workshops, educators learn to empower their learners to take responsibility for their own happiness and practice practical-classroom strategies that one can use in the classroom. Educators may also gain access to what their colleagues from across the nation are doing to ensure the success of their learners (Ozz, 2015). The workshops in Libode have been depicted as a waste of educators’ time. More needs to be done by the Department of Education to rectify this.

5.5 Theme 3: Improving the quality of interactions in the classroom

This section deals with ways of improving the quality of classroom interaction through reflection on teacher practices. This was the third research question of the study, which sought to find out from the respondents how they intended to improve the quality of interactions in their classes.

5.5.1 Ways of improving classroom interactions

This research question of the study sought to find out from the respondents how they intended to improve the quality of interactions in their classes. Some stated that they would heed the comments made by their Principals and Heads of Department after lesson observations. Others suggested that the Department of Education should conduct regular staff development programmes aimed at empowering the teachers with ideas on how to interact effectively with the learners. Below is a summary of the responses obtained from the research participants.

S1: “I think I can improve interactions in my class by implementing the suggestions made to me by the Principal or the Head of Department after observing me teach.”

Q2: “The Department can help me a great deal if it conducts staff development programmes that may improve my teaching skills.”

The study revealed that teachers could be assisted by both the school administration and the Department of Education in order to improve the quality of classroom interactions. These findings were in tandem with literature reviewed with regards to teacher support in the classroom. The Department of Education and the Principals should endeavour to support new and old teachers who struggle with their work in the classroom. The engagement of veteran teachers to help weak and inexperienced teachers may provide them with amazing insight and share the best classroom practices with those that are in need of such help.

The respondents were asked to establish why it was necessary to maintain a good rapport with the learners. Many teachers stated that it was important to develop good relationships with the learners so that the latter do not feel alienated as they may not participate during classroom interaction. If they have a positive rapport with the teacher, they may feel free to participate. Others maintained that confidence levels may be boosted if learners have a positive rapport with the teacher. Below is a summary of the responses from the research participants.

S1: “If you do not maintain a good rapport with the learners, the learners may feel alienated and may be hesitant to participate.”

T1: “To boost learner confidence so that they do not feel intimidated in the classroom.”

The results showed that teachers should maintain a good rapport with their learners so that their interactions may not be hampered by fear and the alienation of the learners. The results were in line with the fact that learners are more likely to participate in class when they know that they are appreciated and respected by a friendly teacher.

Another question was on the aspect they considered when grouping learners. The respondents said that they group the learners according to their abilities so that they share ideas within the group. The fast learners will share the information with the slow learners in the heterogeneous group. This is what one of the respondents said.

P1: “I group my learners according to their abilities so that even the slow learners benefit from the fast learners.”

The results about the considerations that the teachers made when grouping the learners was in line with literature reviewed as stated in section 2.3, where it was suggested that under the constructive mode, the learners are divided into groups according to their abilities as this encourages communication in the group (Laufer, 2000).

The next question aimed at establishing how the teachers were rewarding positive behaviour of learners participating in class. Most of the respondents stated that they used verbal reward by praising the learners in the classroom. One respondent indicated that they use sweets as a motivating tool. This is what some of the respondents said.

S1: “Normally I ask other learners to clap hands for participating learners.”

P2: “Sometimes I give them sweets just to encourage them to continue participating.”

The respondents proved that they reinforced participation by rewarding the learners with praise and sweets so that they continue to participate. The act of rewarding positive behaviour in the classroom motivates the learner to keep on eliciting the same behaviour.

The next research question sought to find out the types or type of intervention strategies that they would employ in order to help the struggling learners in their classrooms. The respondents in

this study stated that they would carry out remedial lessons for slow learners so that they may improve gradually. A different teaching method may be appropriate to such learners. The statement below was representative of the teachers' responses.

S2: "If there are slow learners in the classroom, I would carry out extra lessons and use a different teaching approach deemed suitable to them, to help the struggling learners to catch up with the rest of the class."

The results confirmed the statement about underachievers; that they should be attended to by the teacher with love using different classroom strategies from those that the teacher used when they were teaching the whole class (Gardiner, 2008).

The next question sought to find out whether teachers were able to determine if the lessons were successful or not. They were asked to identify the success indicators of a lesson. Some teachers indicated that they would give classwork and then measure the performance of the learners against the task given. If they did well, then the lesson would be described as successful. Other teachers felt that the way the learners responded to the teacher's questions was a clear indication of whether the lesson was a success or not. Below are some of the responses that were representative of what the teachers generally said.

T2: "The general responses of the learners to my questions will indicate that the learners either understood the lesson or not."

P2: "After teaching the learners I give them an exercise. This is what will reflect to me whether I need to re-teach the lesson or not."

The study found out that the teachers were sensitive to the needs of the learners. They demonstrated that they were able to detect the extent to which the learners were receptive of the lesson content. The results of the study were in line with what was discussed in section 2.7; that the teacher's role in the classroom was to receive feedback from the learners and that if they do not understand the content, a different strategy should be used.

The respondents were then asked about the importance of pastoral care towards the learners. Pastoral care is an important element where the teacher also assumes the role of a pastor in the classroom, who guides the learners towards moral uprightness. Some stated that the neglected children and destitute need pastoral care so that they understand that they are loved by the teacher who understands their plight. Regarding the question of pastoral care, this is what some stated.

R1: "Pastoral care is important as it fosters moral uprightness on the learner. The spiritual needs of the learners are also provided by the teacher."

S2: "Some learners come from broken homes, some do not have parents and some lack role models in the community, so the teacher has to show pastoral care to the learners in order to give guidance to the learners even on matters which are not related to academic work. The learners may feel appreciated and may develop a sense of worth due to pastoral care."

The teachers' role is indeed crucial as he or she is expected to be both a classroom practitioner and pastor at the same time. The results of the study about pastoral care in the classroom confirm the notion that pastoral care has become an important facet in many schools in attempting to nurture the learners to be responsible citizens (Dillon, 2010).

Concerning the question about the importance of collegiality, the respondents said that collegiality in the school helped them to keep abreast with new teaching strategies that they were not aware of. Some teachers maintained that collegiality helped them to be free to share teaching resources. Below are some of the responses obtained from the respondents.

Q1: “Collegiality helps me by keeping me abreast with the different methods of teaching certain content.”

T2: “In collegiality people learn from each other and share the scarce resources available.”

S2: “Collegiality helps me to grow professionally.”

The findings about the role of collegiality in teacher practice confirm the notion that collegial relationships are very important as they influence the professional development of the teachers. When teachers work together they tend to support one another.

5.5.2 The factors that impact negatively on classroom interaction

Teachers face many challenges in their execution of their duties in the classrooms. The respondents of this study were asked about the factors that affected their teaching practices in their schools. Disruptive learners, mixed-ability classes and large learner numbers were cited by the respondents as factors that impacted negatively on their teaching. These were some of the responses that they gave.

T2: “My challenges are learners who are disruptive and also the large classes that I have to contend with.”

Q2: “My main problem is that the classes are composed of mixed-ability learners and so it is difficult to proceed because of the slow learners.”

The responses confirmed the fact that teachers who have problems in their classes do very little self-introspection. Instead they tend to attribute the problems to the learners and other external forces that are beyond their control. Teachers should make an honest reflection on their teaching and this should include self-introspection where the teacher reflects on how best they could have taught the lesson (Imel, 1992).

After asking the teachers about the factors that impacted negatively, a follow-up question on how the teachers dealt with these factors was made by the researcher. Some teachers stated that they would deal individually with the learners who were involved in some misdemeanours, while some maintained that they would involve the school authorities to deal with defiant learners. In addition, the administration should be asked to provide more resources to deal with large learner numbers. This was what some of the respondents said.

R1: “Dealing with disruptive learners individually in the classroom and outside may solve the problem of indiscipline.”

P1: “I would seek help from the administration to deal with disruptive learners and also provide more rooms to cater for the big numbers in the classrooms.”

When dealing with misbehaving learners in the classroom, the teacher should engage with them as individuals. The teacher should create a positive classroom environment in order to curb forms of indiscipline. This was confirmed by the research participants when they suggested that they deal with wayward learners as individuals. The teachers should find ways of dealing with large learner numbers in their classroom by assuming strong leadership roles in such classes and by organizing the classroom in such a way that it allows the teacher to move freely to each

learner in the classroom. Above all, the teacher should plan to teach interesting lessons (Thompson, 2014).

5.5.3 The importance of a positive classroom climate

On the question containing a positive climate in the classroom, all the teachers agreed with one another that a positive classroom climate should be enhanced so as to bring about positive learning. Teachers stated that a positive classroom climate encouraged all learners to be fully involved in the teaching and learning process. This is what one of the research participants said.

S1: “A positive climate in the classroom helps the learners to learn better.”

The research participants believed that a positive classroom climate would encourage the learners to relax any tension that they could have prior to coming into the classroom. The learners would feel free to participate.

The responses obtained from the question that required the respondents to indicate how they encouraged learners’ positive self-image were that the learners should speak about their problems both in and outside the classroom environment. Other research participants said that they cultivated a positive self-image in the learners by showing them professional love through sympathizing and empathizing with those that feel neglected by their peers and at home. Below is a summary of the responses from some of the research participants.

S1: “I encourage all my learners to speak about their problems that affect them both at school and at home, then I counsel them accordingly.”

P1: “Since some learners come from impoverished homes I sympathise with them at the same time suggesting solutions to some of the problems that they may have. I show them that I feel the same pain that they feel and in that way they are able to confide in me.”

The responses of the research participants were in tandem with the literature reviewed in chapter two of this study, where a positive environment was described as one that can occur if all members of the classroom feel valued. The learners need to be loved and listened to when they speak. This raises their self-esteem in a positive manner.

Furthermore, the teachers were asked to identify the role that an experienced teacher may play in improving the performance of a junior teacher. They all stated that the veteran teacher played a crucial role in the development of the junior teacher in that the veteran teacher had a wealth of classroom experience and knew which types of interactions were more effective than others. Below is a statement that summarises the respondents’ views.

S1: “Veteran teachers have a wealth of knowledge and are capable of advising the less experienced teachers about the methods of teaching that work effectively.”

The above statement, which was representative of the responses obtained from the research participants of this study, confirmed that veteran teachers were perceived as those that were capable of providing valuable advice and that they could share the best classroom practices with their less experienced teachers (Upton, 2011).

5.5.4 Helping other teachers

This question sought to establish the ways in which the research participants helped other teachers to be better teachers. Some stated that they interacted with their colleagues and rendering advice where it was deemed necessary. Others said that they held informal discussions with their colleagues and gave advice on how their teaching can be improved. Below is one of the responses obtained.

S2: "I help my colleagues by sharing with them the methods of teaching that work for me."

The concept that ran through all of the responses was that of sharing pedagogical skills. Teachers in a school set up do not operate in isolation; instead they should work collaboratively in order to support each other. The responses of the research participants showed that the teachers were actively involved in supporting one another in their practices.

The research participants were asked to confirm whether they had ever invited a colleague to their classroom to observe them as they taught a lesson. The participants stated that they had never done so. The reasons given were that they had never thought of the idea, while others said that they were observed only when it was mandatory, which was once a year for purposes of performance appraisals as directed by the Department of Education. Some of the respondents' answers are summarized below.

P1: "No I have never invited any one as all teachers are usually busy in their classes. I have never thought of the idea."

P2: "No I am only observed towards the end of the year for appraisals as demanded by the Department of Education."

The study established that the teachers had never been observed by their peers. Peer observation can help the teachers to improve their performance when weaknesses and strengths of the lessons conducted are brought to the attention of the teacher who was observed. In this study, peer observation is only done once a year, which is not enough. An on-going process of peer observation could go a long way in improving the quality of interactions in the classroom.

5.5.5 The role of audio-visual aids on classroom-interaction improvement

In order to improve classroom interactions, the respondents were asked if they were comfortable to be videotaped as they taught a lesson. Some research participants did not want to be videotaped as they felt that the people watching the video clip of the recorded lesson would misinterpret the whole scenario as a means of showing off one's talent. Other research participants indicated that they would not mind being videotaped as they would view the recordings and improve in areas where they are weak. Below is a summary of the responses given by the research participants.

R2: "No I do not think it is a good idea as some people may be jealous of my abilities to teach and misinterpret the video as an attempt to show off my talents."

S2: "Yes I would love to be videotaped because I would be able to play back the tape and identify my weaknesses."

The study revealed that some did not want to be videotaped, while others did not mind being recorded. The teachers need to know that using videos to reflect on teaching practices is a valued process that may suggest new ways in which teachers may explore specific content with the learners.

When asked on why they would use a video in the classroom, all of the research participants stated that they would use a video in class in order to enhance the understanding of content. This is what one respondent said.

S1: "I would use a video because I perceive it as an effective tool that enhances the understanding of content."

The responses indicated that the teachers knew that videos may be used as teaching tools to enhance the learning of content. Video use by teachers in the classroom is also known to have a positive effect on maintaining a positive classroom climate as it captures the attention of the learners.

Moreover, the respondents were asked who they would share the video with in the event that they were video recorded while teaching. Some respondents stated that they would share the video with trusted colleagues, while others said that they would not share it with anyone as they may be laughed at. Below is a summary of the responses obtained.

Q1: "If I am video-recorded, I would share the video with my colleagues that I trust, people who will give me constructive criticism and advice."

P2: "I may not share the video with anyone because some colleagues will laugh at me."

The results show that some teachers were sceptical in sharing a video containing their lesson as they argued that they would be laughed at by some teachers. While video recording has some advantages of improving teachers' weaknesses and encouraging them in areas where they are strong, video usage as a tool of reflection has a disadvantage that some teachers may not take

criticisms kindly and may be negatively-affected emotionally from negative comments made by their colleagues.

Also, the respondents were asked the advantages of using videos in their teaching. Some stated that videos were perfect as a teaching tool because the learners were going to be interested in what would be happening in the video, which is different from the teacher's voice. Other teachers said that videos have the advantage of being controlled by the teacher, such that they can pause it and explain the salient points depicted by the video. This is what the teachers in the study had to say about the advantages of using a video in the classroom as a teaching tool.

T1: "Videos bring a new dimension in teaching in that the learners have a privilege to listen to another voice explaining content."

P2: "The advantage of using a video in the classroom is that the teacher can stop the video intermittently to explain salient points to be focused."

The study concluded that there were advantages of using videos as learning tools. The research participants' responses confirmed the revelation found in section 2.13.2 of this study; that using teaching aids such as videos in the classroom arouses the senses of the learners to learn content and that audio-visual aids relieve boredom and anxiety among the learners (Anderson, 2001).

The researcher asked a question which focused on the disadvantages of using a video in class as a teaching tool. The responses were that the learners may be distracted by the machines or gadgets that are used to show the video and that if the video is too long, the learners may not concentrate throughout the viewing time. Another point that the research participants made was that viewing the video is time consuming and may affect syllabus coverage. Below are the

responses that the participants made regarding the disadvantages of using videos in the classroom as teaching tools.

R1: “The learners may not pay attention to the video as they may stare at the video player and that the learners’ attention span is short and they may not concentrate throughout the duration of the video being played.”

S2: “Showing a video in class is time consuming and may affect the timeous completion of the syllabus.”

The results of the study confirmed the notion that videos have a disadvantage of time consumption and if not handled carefully, the learners’ interest in the video may wane with time. If the video is too long, then the same video could be watched more than once in order for the learners to attain a higher receptive level.

5.5.6 Learners’ understanding of content and teachers’ support

The research participants were asked how they ensured that their learners understood the content that they were teaching. The common responses were that they asked recapitulation questions to test the learners orally and that they gave classwork so that they could get feedback on the attainment of objectives. Below are the responses from some of the research participants.

S1: “As I teach I constantly ask them oral questions to check if they understand the content.”

T2: “I assess them by giving written work. The resultant performance will indicate their weaknesses which I attend to as remediation.”

The results showed that the teachers taught with a high degree of alertness. The areas of content that needed further clarification were dealt with during remediation time. Teachers need to

exercise reflective teaching so that they constantly redress learners' misconceptions and misunderstanding of the course content.

It is important for teachers to provide support to their learners, hence the question on support was asked to the research participants. They responded by saying that they helped the learners as individuals by addressing their academic needs, clarifying content and giving them encouragement to do well. Extra reading materials were also provided so that the learners could experience learning to read for leisure. Below is a summary of what the respondents said about supporting the learners.

Q1: "I believe that each individual is unique and so I talk to each learner so that I get to know his weaknesses."

T2: "I provide my learners with extra reading material such as magazines and newspapers so that they just read for enjoyment at the same time developing reading skills."

The results of the study revealed that the teachers had their learners at heart and that they were willing to do everything within their means to help each learner to improve. It is believed that a successful teacher should attend to each learner's needs and not let the extroverts dominate classroom proceedings. Extroverts are the learners who speak a lot in the classroom and the introverts are the learners who are shy and unwilling to participate.

Teachers should also help learners to improve their performance, hence a question which sought to establish how the respondents broke down course content into smaller segments so that learners could better understand the content. The respondents said that they first of all planned their work and identified the content that they wished to teach at a given time. Others said that they started by teaching the simple content then elevated to the complex material gradually. This

is what the respondents had to say about breaking down content into smaller segments that was more understandable to the learners.

T1: “I usually employ the simple to complex approach. I start with what the learners already know and then I move to the more complex one gradually.”

Q1: “I first plan my work and in the process of planning, I am able to identify content that I can teach in one hour.”

The research results demonstrated that the teachers prioritized planning first and foremost. They also indicated that, in order for content not to be confusing to the learners, they needed to structure content in such a way that they would begin by teaching the learners content that they were familiar with first and then proceed to new content.

It is important for learners’ interest to be cultivated and so a question was asked about how the teachers determined whether the learners were interested in the lesson or not. They said that they would use a question and answer driven lesson and that when the learners respond to the questions, it shows that they are interest in the lesson. Below is the summary of the responses.

P1: “I would use question driven lessons to determine whether the learners were interested.”

P2: “I would gauge by observing the way they will be answering oral questions as the lesson progresses.”

The results showed that the teachers would use questions to determine whether the learners were interested in the lesson. This was a good ploy by teachers to check the level of understanding of the learners by asking oral recapitulation questions in order to gauge the progress of the learners’ understanding as the lesson progresses.

Feedback is paramount in any classroom, so the teachers were asked how they handled individualized feedback in the classroom. They indicated that they supported the weak learners by giving them individual attention, while rewarding the excelling learners by praising them unreservedly. This was what they generally said.

Q1: “I give individual attention to the learners who perform badly by encouraging them not to lose hope and giving them guidance on how they should have answered the questions, at the same time rewarding verbally those learners who excel in their work.”

The feedback aspect is an element that helps the teachers to reflect on their interaction strategies. The learners who perform badly prove that they did not understand the teacher well and as such another teaching strategy may be introduced in order to help the learners to develop a mastery of the content.

The teaching strategy can centre around the way lessons are structured. The research participants were asked whether they structured the lessons around their own interests. All the respondents in this study stated that they never structure their lessons around their own interest as they followed the syllabus recommended by the Department of Education. Below is a statement that represented what the respondents said.

R2: “No I do not teach according to my personal interest because the syllabus I follow is prescriptive of the content that I must teach in each quarter.”

The study established that the teachers did not plan to teach lessons that were in their personal interests. This was in line with the notion that the teachers needed to understand the curriculum that they would follow in order to be in line with the dictates of the content that they must teach (Gardiner, 2008). If the teachers were allowed to teach content that they were interested in, the

children would fail as they would not complete the topics that needed to be covered in each of the four academic quarters of the year.

The respondents were asked to reveal how they dealt with learner questions, which they themselves were not able to answer. They responded by saying that they were never asked such questions by the learners, but if it happened, they would ask the learners to research it and report their findings the next day. This was what one of the teachers said.

T1: “My learners have never asked me questions that I was unable to respond to. If it happened that they asked me a difficult question, I would ask them to research on it and report their findings on the following day.”

The study showed that the teachers were never asked challenging questions by the learners. The findings were in line with the notion that teachers should train their learners to ask questions. If the learners were encouraged to ask questions, they might find it interesting to read widely, thereby bringing to class thought-provoking questions for discussions with the teachers.

5.6 Summary on data gathered through the interviews

The research participants were subjected to face-to-face interviews. The questions were constructed by the researcher and were guided by the research questions of this study. This research work sought to find answers to the three key questions based on the types of classroom interactions that the educators used when teaching English Second language to the learners, the awareness by the educators on the trends of classroom interaction and the support framework that were at the disposal of the English Second Language educators in order to for them to render effective teaching and learning. Ten educators were the respondents in this study.

Regarding the main research question of this study on the types of classroom interaction that the educators used, the respondents reported that they used the lecture, small groups, pair work and whole group classroom-interaction types. The educators used both the traditional and the modern classroom interaction modes. The lecture and the whole group classroom-interaction types are characteristic of traditional mode of classroom interactions, whereas the small group and pair work are the features of the modern classroom-interaction mode (Busman, 1996).

The teachers were asked whether they were aware of the modern classroom-interaction modes. The research established that although the educators were aware of the current classroom-interaction modes, most of them failed to use them citing the large classroom numbers, which rendered small group interaction difficult. This explained why they used the traditional-classroom types, such as whole group and lecture classroom-interaction types.

Poor teaching and learning resources and the language barrier were also cited as some of the reasons why the classroom interactions were ineffective. The inability of learners to speak, read and write in English compelled the teachers to code switch in a bid to help them to grasp the concepts they sought to teach. IsiXhosa was used by educators to explain concepts. This was in tandem with literature reviewed that when the teacher uses the first language of the learner to present ideas, it becomes easier for the latter to grasp the concepts (Nordy & Loertscher, 2009). The educators also stated that their schools were poorly resourced. They did not have audio-visual teaching aids to arouse the senses of the learners (Busman, 1996).

When the teachers were asked to reveal the weaknesses that they identified in their learners, speaking fluently in English was a major problem among the learners in the five schools that were visited by the researcher. The lack of intrinsic motivation was also cited as a major

weakness amongst some of the learners. The teachers stated that the environment in the rural areas did not support English language-speaking skills because the learning of spoken English is seldom extended outside the classroom environment. The teachers compared learners in urban areas and those in the rural areas and came to the conclusion that the environment in the rural areas was not as conducive for developing speaking skills. The environment in urban areas was deemed conducive as learners experienced extended learning of English beyond their classrooms. The learners' parents in the cities helped their children with their homework, the urban areas learners had access to television sets where programs are aired predominantly in English, hence the learning of English is thus enhanced.

The next theme was on the support framework at the disposal of English Second Language educators. The respondents were satisfied with the support that they received from their respective schools. The Principals and the Heads of Departments of schools rendered support to the educators. The principals and Heads of Department distributed the teaching and learning materials to the educators. Supervision of teachers and the monitoring of work coverage was done by the Principals and the Heads of Department.

However, the Subject Advisor of English had not visited any of the five schools visited by the researcher. Literature reviewed stated that the purpose and role of the Subject Advisor was to moderate the educators' teaching plans, explain how assessment was to be carried out and what content must be taught (RSA, 2009).

Furthermore, workshops that were organized the Department of Education were found to be meaningless by the research participants of this study. Many English language workshops failed to equip the English Second Language educators with skills that would enable them to impart

knowledge to the learners in a more effective manner. The respondents stated that these workshops often degenerated into peer-sharing experiences. The educators preferred workshops convened by a person who is a veteran in the teaching and learning of English Second Language; a person who was able to answer and clarify aspects that were challenging to the teachers.

Another theme of the study was about ways of improving the quality of classroom interactions in the classroom by teachers and learners. The respondents suggested that the Department of Education could help the teachers to interact better with their learners by running staff-development programmes where different pedagogic skills and teaching strategies are discussed. Teachers could also improve the quality of interaction by maintaining collegial relationships among themselves, where they would support each other by sharing resources and interaction strategies that worked.

The teachers also expressed the need to have a good relationship with their learners so that the classroom environment could be ideal for learning to take part in discussions. The teachers maintained that once the learners were able to open up to the teacher, they could gain the confidence to participate during class discussions.

The teachers in the study felt that when grouping the learners in the classroom, one should consider their abilities. They argued that mixed-ability grouping yielded better feedback where the weak learners benefitted from the input of the gifted ones. The participation of the learners in small groups or in the whole classroom would indicate whether the learners gained from group discussions or in the whole-group discourse. At times, some learners may decide to misbehave in the classroom. In such a scenario, the teachers in the study suggested that they would handle the wayward learners individually by talking to them.

In so far as the contribution of veteran teachers were concerned with regards to improving the quality of interactions, the teachers indicated that experienced members of staff provided valuable contribution in improving weak and junior teachers to become more efficient in their classrooms by recommending to them the best interaction modes that worked.

Furthermore, the teachers pointed out that using a video in class as a teaching and learning tool had both advantages and disadvantages. Some said that using a video in class as a teaching tool distracted learners' attention, and if the video clip is too long, boredom could result on the part of the learners. Some said that videos were effective tools with which to teach effectively as the learners would be interested to listen to what the person in the video had to say regarding the content at hand. Some respondents also indicated that they would not like to be videotaped as they taught because other teachers would laugh at how they conducted the lessons. On the contrary, other teachers stated that they would love to be videotaped so that they could play the tape again and again so that they would be able to identify the mistakes they made during the lesson and correct them in the next lesson that they would teach.

5.7 Analysis of documents

In the preceding chapter on research methodology, the researcher stated that this study of classroom interaction would employ documentary analysis as a method of data collection. The documents that the researcher analysed were lesson plans from the ten participating teachers. Analysis of documents is a social-research method and is an invaluable part of most schemes of triangulation. A document is something one can read and which relates to some aspects of the social world (Gibbs, 2002).

A lesson plan is a document that contains the layout of objectives, teaching strategies and the steps that the educator seeks to take in an attempt to fulfil the lesson objectives (Dyer, 1995).

The lesson plans are marked P, Q, R, S and T to denote the names of the schools and the identity of the participating teachers. Letters of the alphabet have been used for ethical reasons. The lesson plans have been transcribed in their original state without any editing done to them. No additions or subtractions have been made on these lesson plans by the researcher, because doing so could jeopardise the validity of the findings.

The lesson plans were analysed using the constructivist principles outlined in chapter two (section 2.9) of this study. In addition, the constructivist learning design model was also used as a yard stick to determine whether the lesson plans promoted effective classroom interaction or not. The constructivist learning design model (CLD) discusses the elements of a lesson plan in the constructivist premise (Gagne & Collay, 1970). The design uses six elements, namely situation, grouping, bridging, questioning, exhibit and reflection. The model was discussed extensively in chapter two of this study. The situation element of the model requires the teacher to consider the topic that they want to teach. The grouping element of the model requires the teacher to state how he will separate the learners into groups. The bridging element requires the teacher to consider how he is going to build on the prior knowledge that the learners have as he teaches the new content. The questioning stage requires the teacher to plan on how he is going to ask his questions and also, how he would be handling the questions from the learners. The exhibit stage of the model requires the teacher to plan for the presentations of the learners after the grouping stage. The reflection aspect in the model requires the teacher to determine how effective the teaching and learning process has been (Johnson & Johnson, 1975).

Lesson plans

Lesson plans are analysed and discussed in this section.

P1'S LESSON PLAN

LEARNING AREA: ENGLISH FIRST ADDITIONAL LANGUAGE.

GRADE 4

DURATION ONE HOUR

RESOURCES: CHART SHOWING FAMILY TREE

TOPIC: MY FAMILY

SKILLS: LISTENING AND SPEAKING

TEACHING AND LEARNING ACTIVITIES

The learners should name people they are living with. The teacher should ask questions like:

- With whom do you stay?
- What are they doing in life?
- How do they affect your life?
- Who do you love most and why do you love them?

The learners will talk and share ideas with one another

Pre-listening

The teacher asks questions on what the chart is all about

The teacher refers the learners to the picture in their Platinum textbook and asks them to explain what they see.

During Listening

(a)The teacher reads the story once and asks questions, he reads again and asks questions.

Post listening; The teacher asks questions about the story, simplifies difficult words and learners write the difficult words in their books.

Method of assessment

Learners will draw their families starting with an elderly people at home down to the youngest.

Drawing with groups cutting and pasting family members.

Analysis

This was a briefly crafted lesson plan. The teacher was able to present the situation (Gagne, 1970). The situation presented was a discussion on the family tree. The fact that the educator stated that he was going to use a chart showing a family tree was a clear indication that he really wanted to have an effective lesson. Literature reviewed in chapter two defined teaching aids as the materials that help the teachers to explain knowledge better and help the students to understand. They motivate and capture the students' interest in what the teacher is teaching (Toscany, 2015).

The educator also used an interactive question and answer technique to have as many participating learners as possible. By using the questioning technique, the teacher satisfied a condition fostered by the model that teachers should be cognizant of what they will ask the learners in the constructivist learning design model (Gagne, 1970). The lesson plan was also

clear in terms of the stages to be followed when teaching listening comprehension as stated in the literature reviewed in chapter two of this study (section 2.9). There is the pre-listening stage, this defines the activities the educator engages in before he reads the story This is then followed by the reading stage, which is the stage where the learners need to listen attentively to what the teacher is reading. Lastly is the post reading stage, which defines the activities of the learners and the teacher after having read the passage. The teacher's lesson was, however, not complete as he did not allow the learners to exhibit what they had gained. The lesson plan did not show how he is going to determine the effectiveness of the lesson as he had not given the learners work to do, apart from asking the learners to write down the difficult words in their exercise books. The story that the teacher read did not show that it was about the family tree. Furthermore, the learners should have been asked to write a paragraph explaining their drawings of the family tree.

In the literature reviewed, it was stated that a good lesson plan is one which has teaching objectives. The objectives that Bloom (1956) classified were in the affective domain, the psychomotor domain and the cognitive domain. This lesson plan did not have any objectives at all.

P2's LESSON PLAN

SUBJECT: ENGLISH FAL

GRADE 6

DATE: 25 MARCH 2015

CONTENT: Punctuation

TEACHER ACTIVITIES: The teacher reads the extract from the learners' book. The teacher revises punctuation by asking oral questions, posing questions to learners.

LEARNER ACTIVITIES:

The learners rewrite the extract using the correct punctuation in their classwork books.

They do corrections in order to understand where to write a punctuation, e.g. capital letter, comma, colon, semi-colon, question mark, exclamation mark, etc.

Inclusivity: The whole class reads the extract from their books and identify nouns

Expanded opportunity: read from their textbooks

Assessment: classwork, group work

Resources: textbooks (spot on grade 6).

Analysis

The lesson plan is scanty and lacks a lot of detail. There are no lesson objectives and the teacher and learner activities are also too brief. This is clearly a language and conventions lesson. The

lesson plan partially conforms to the constructivist learning model in that the situation at hand is the discussion of punctuation. Another negative aspect about this lesson plan is that the teacher talks for a greater part of the lesson. This contradicts the constructivist principle that the teacher should only talk 20% of the allocated time and the learners should talk 80% of the time (Busman, 1996). In this lesson plan, the teacher shall read while learners listen to an extract from their textbooks.

The positive aspect of the lesson plan is that the educator uses questions to drive the lesson and assigns work for the learners. In terms of principles, the teacher satisfied three of the five principles of a lesson plan propounded by Gagne's (1970) learning design model where the teacher incorporates the situation, which is the punctuation revision and, uses questions and written work to determine the element of reflection in the model.

At the end of the lesson plan, the teacher confused the reader as he shifted from the topic of the day, which was punctuation to a totally different aspect, the noun. This was rather confusing to the reader of the lesson plan and invariably could confuse the learners as well.

Q1'S LESSON PLAN

GRADE 5

SKILLS : READING AND VIEWING

<p>PRE-READING.</p> <p>Reading a speech.</p> <p>Discuss different reading strategies.</p> <p>Define skimming and skanning.</p> <p>Ask questions to make reading purposive.</p> <p>What type of a text is this? Who is the audience?</p>	<p>During Reading and viewing</p> <p>The learners will skim and scan through the speech and answer given questions.</p> <p>1. what type of speech is this?</p> <p>2.what is the speech about?</p> <p>3.identify examples of manipulative and motive speech</p> <p>4.conclusion</p> <p>(spot on pp 17-18)</p>	<p>Post reading and viewing</p> <p>Discuss new vocabulary, discuss questions orally.</p> <p>Marking learners' work</p> <p>Feedback on general performance</p>
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Analysis

This lesson plan does not have a title. It does not have objectives either. The situation presented is reading and viewing. The teacher followed the three stages of teaching reading, which are pre-reading activities, the actual reading and the post reading activities. The teacher listed the activities in the pre-reading stage, which was that he would discuss reading strategies and define skimming and scanning. This was a good preamble to the lesson as it envisaged to prepare the learners for the actual reading. The constructivist learning model situation stage was thus achieved. Questions were asked to the whole group, hence satisfying the element of questioning in the learning model. The teacher opted to use whole group classroom interaction. This satisfied the grouping element in the constructivist learning model, where the teacher decides what type of grouping was convenient for a given type of a lesson (Gagne, 1975).

During the reading stage the teacher involved the learners when he asked them to skim and scan through the passage in their books. Follow up questions were asked to test comprehension. A framework of questions to be asked before, during and after reading can serve as a guide for students to begin to internalize the comprehension strategies (Gerges, 2001).

GRADE 6

TOPIC: ADVERTISING

SKILL: LISTENING AND SPEAKING

DURATION: ONE HOUR

ACTIVITIES: The teacher brings a picture of an advert. The learners look at it focusing on the appearance. Learners will be asked to describe the different colours and the font size of the letters.

Pre-listening

The following questions will be asked.

What is the name of the advertised product?

Will someone predict the theme of the advert?

During listening

How do you feel when you look at this advert?

Which two words can you identify as manipulative in the text?

Post listening

The teacher shall write questions on the chalkboard for learners to respond to.

Analysis

The lesson plan was brief and lacking detail. Although the steps the teacher took were listed, they were lacking rich content. The use of a picture depicting what was being advertised was good as this invoked curiosity among the learners. A common effective method is to use visual presentation in a classroom. Visual aids can help the student to process content and make connections more easily in elementary schools, where children tend to have shorter attention spans (Pancare, 2014).

The educator planned to use questions to drive the lesson. This was an effective way of capturing the learners' minds and encouraged them to talk (Barnes, 2008). The learners were then expected to predict the theme of the advert. This was good as learners would have been exposed to making intelligent guesses before reading, then could confirm their predictions after the reading of the passage was completed.

The teacher gave the learners classwork to determine the level of understanding. The constructivist learning design model was partially accomplished in this lesson plan. The situation of the lesson was clearly defined, although whole-class grouping took centre stage. No exhibit was identified as the learners did not present anything to class, but they wrote their classwork, hence satisfying a condition known as reflection in the CLD model by Gagne (1975). However, learners could also have been encouraged to draft their own adverts.

R1'S LESSON PLAN

SUBJECT: ENGLISH FAL (FIRST ADDITIONAL LANGUAGE)

TOPIC: SUBJECT AND PREDICATE

DURATION ONE HOUR

TEACHER ACTIVITIES: The teacher demonstrated on the board how a sentence can be divided into its subject and predicate. The teacher explains that a subject is usually a noun or a pronoun. The teacher explains that the subject may be made up of more than one word. The teacher also explains that the verb may be made up of one word, referring to a learners' book. The teacher gives some of the examples based on a short story. She asks learners to give more examples. The teacher allows learners to work in pairs to complete the activity on subject and predicate.

Learners' activities: learners write the sentences from their learners' books on page 12 to identify the subject and the predicate by following given instructions.

They write class work individually.

They do corrections in order to understand the difference between a subject and a predicate.

They answer questions orally and the teacher corrects them.

Inclusivity:

The whole class reads the activities from the learners' book and identify the subject.

Analysis

The lesson planned above was teacher centred, whereby demonstrations by the teacher took centre stage. Teacher centred instruction does not allow students to express themselves, ask questions and direct their own learning. The students can get bored and their minds may wander causing them to miss important details (Hall & Walsh, 2002).

There were no teaching resources listed in this lesson plan and, no small groupings such as small groups or pair work took place in contrast to what was stated in the lesson plan. If the lesson was taught as planned, then it was ineffective. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class time. If the teacher fails in his duty to plan effectively, then a disastrous lesson can result (Fink, 2005).

The term 'inclusivity' has been misinterpreted by the teacher. It does not mean the inclusion of the whole class in learning, but on how the educator shall deal with learners who have learning barriers, such as short sightedness or partially deaf (Fuchs & Fuchs, 1994).

In the light of the constructivist learning design (CLD) model, the teacher satisfied the situation, the questioning and the reflection elements of the model. This lesson plan is below the CLD standard. The teacher could have asked the learners to identify the subjects and the verbs from the extract that he gave them.

GRADE 6

SKILLS: READING AND VIEWING

TOPIC: JEFF GOES MISSING

PRE-READING. Learners will be asked to predict what the story is about by just reading the title of the story. The learners will be asked to scan through the text and say what they expect to read about. The teacher asks the learners to read the story silently.

During reading the teacher reads the story to the whole class three times, pointing out details after each reading. Learners practice reading in pairs. They take turns to read the text to each other paragraph by paragraph. The teacher shall go around listening to the reading and how the pronunciation of words are done.

After reading: discuss difficult words. Read through the questions with the class. Ask the learners to answer the questions in their books.

Analysis

This lesson plan is purely a constructivist plan, which addresses all the components of the CLD model of lesson planning. The ‘situation’ in this lesson plan was the comprehension passage entitled Jeff Goes ‘Missing’. The teacher incorporated questions, which is the second element in the CLD model; then learners were assigned pair work, which is the ‘grouping’ element; the learners read to one another in pairs, this is the exhibit part of the model; and lastly, the ‘reflection’ element of the model is achieved when the learners wrote their class work (Gagne, 1975).

The pre-reading stage was handled well as the learners were given time to scan through the text, hence involving the learners in the teaching and learning process (Busman, 1996). The teacher could have formulated questions highlighting important details rather than tell the learners. A collaboration activity could have been used. Collaboration allows students to actively participate in the learning process by talking with each other and listening to others' points of view (Jong & Hawley, 1995).

The teacher indicated in her lesson plan that she was going to use pair work so that the learners read to one another. Literature revealed that pair work can be effective if used at the right time (Fink, 2005). The benefits of pair work are that students have the chance to work with and learn from their peers. Struggling students can learn from more capable peers and it is especially useful to students who prefer interpersonal learning settings (Bilash, 2009).

The teacher's statement in the lesson plan that he was going to move around to check how pair work was conducted is good. The positioning of the teacher in the classroom indicates whether he is enthusiastic about the subject matter under discussion in groups. It is also a professional demeanour that demonstrates to students that the task at hand should be taken seriously (Luk & Lin, 2007).

The major aspect missing from the lesson plans were the teaching and learning objectives, which should have been stated in the goals of the lesson as well as the use of teaching and learning aids.

S1'S LESSON PLAN

DURATION ONE HOUR

TEACHING STRATEGY: QUESTION AND ANSWER

TOPIC: LANGUAGE STRUCTURES AND CONVENTIONS

FOCUS AREA: ADJECTIVES

AIMS: To enable learners to know how to use adjectives after nouns. To enable learners to understand and use comparative and superlative adjectives.

Resources: Learners' book (Platinum), learners for demonstration

Prior knowledge : learners have understanding of adjectives from their previous grade(grade 5)

Introduction: the teacher will ask learners questions like: what are adjectives? Or what do they know about adjectives?

Lesson development

Step 1

The teacher will facilitate discussion on what are adjectives with the learners. Adjectives are describing words that describe the noun.

Step 2

The teacher will write a sentence on the board and ask the learners to underline the adjective. e.g Bonggi is short. Learners will be given time to formulate their own sentences and say them to the rest of the class.

Step 3

The teacher will explain to the learners that we use adjectives to compare things to each other. We add –er to the adjective if we are comparing two things for example Bongi is shorter than Zintle. Many examples shall be given at this juncture. Secondly, we add –est if comparing more than two things. E.g Zintle is the shortest girl in our class. The teacher will use the heights of selected learners to illustrate the adjective, the comparative adjective and the superlative adjective e.g short shorter shortest.

Conclusion: The teacher will ask learners questions to check what they have learned from the lesson. Questions like, what is an adjective? What have you learned from the lesson about adjectives.

Assessment. An activity shall be assigned to the learners to assess their level of understanding.

Analysis

The teacher's lesson plan was clearly set out; from the topic through to the developmental stages and to the conclusion. The teacher included the strategies he was going to use in order to teach the lesson on adjectives. The broad topic of language structures and conventions was narrowed to the focus area of adjectives. The teacher stated the aim of the lesson, which was to help the learners to learn about adjectives and be able to use them in sentences. This was a wrong term that the teacher used because an aim is a long term goal that is achievable after a series of activities (Bilash, 2009). The correct word he should have used is objectives. An objective in a lesson plan is a defined goal that the teacher seeks to achieve by the end of the lesson (Bloom, 1956).

The teacher included the prior knowledge section in her lesson plan, which would be used as a base upon which the lesson would be built. This was in line with what literature and the theoretical frame revealed; when students learn to make connections from their experiences to the text they are currently studying, they have a foundation or scaffolding upon which they can place new facts, ideas and concepts (Hinde, 2007).

The question and answer strategy was used to introduce the lesson, hence provoking learners' thoughts and prepared them for the lesson. The teacher stated that he would facilitate class discussion on 'adjectives'. This was in tandem with the literature reviewed in chapter two of this study that the role of the teacher is to mentor the learners to solve new problems. The role of the teacher is to facilitate learning (Moreno, 1999).

The lesson plan also shows that the teacher involved the learners in the teaching and learning process as he indicated that the learners would be asked to go to the chalkboard and underline the 'adjectives'. Students who are actively involved in learning activities benefit more during learning time (Fink, 2005).

The teacher's lesson plan fulfils the constructivist learning design model's six elements, which are: situation, questioning, grouping, bridging, exhibit and reflection. The situation at hand was the learners focusing on adjectives; the questioning element in this study was fulfilled by the teacher's ability to use questions as he interacted with the learners throughout the lesson. The grouping element was fulfilled when he used whole group interactions. The exhibit element was achieved when the learners took turns to underline the adjective on the chalkboard and the reflection element was fulfilled when he assigned the learners an individual classwork activity.

S2s' LESSON PLAN

GRADE 6

TOPIC: POEM ANALYSIS

DURATION ONE HOUR

DATE 23 MARCH 2015

CONTENT: Identify the structure of a poem. Read the poem to the learners fluently.

Teacher activity : The teacher reads the poem 'new boy' taken from the teacher's resource book.

The teacher asks learners about the title of the poem. Questions posed:

What do you think the poem will be about?

Ask learners to read the notes about the poem.

Give learners a chance to discuss the questions.

The teacher gives the definition of a poem that it can be made up of one or more stanzas.

What is a stanza? A stanza is a couple of lines grouped together to make up a unit. A stanza may have a particular rhyme scheme. Stanzas may have sentences of different lengths. They may be short or long. Stanzas may have sentences that carry on from one line to the next. Sometimes conjunctions may be used to carry on a thought from one line to the next.

Teacher ask oral questions :

What is a poet?

How many stanzas do you see on the poem entitled ‘new boy’?

Learner activities

Learners answer the questions about the poem on page 21 in their books.

Analysis

This lesson plan was not written in an orderly manner. According to Gagne’s (1975) lesson design model, the title of the poem should have been written on the top section of this lesson plan in order to define the ‘situation’. The reader may deduce from this lesson plan that the teacher performed more activities than the learners. The teacher stated that he would read the poem from his resource book. Seemingly, the learners did not see the poem, but relied on the reading of the teacher. He could have made copies of the poem available to the learners so that all the discussions relating to the poem were based on what the learners were seeing. His choice to read the poem aloud is remarkable, because reading original poetry aloud in class can foster trust and empathy in the classroom, while also emphasizing speaking and listening skills (Simmons, 2014).

The decision to allow the learners to discuss questions is plausible, although the teacher did not spell out what type of questions were subject for discussion. The lesson plan depicted a traditional mode of classroom interaction as it focused more on what the teacher would do, rather than what the learners would do (Wood, 1998). The lesson plan did not have lesson objectives. Before one plans a lesson, one needs to identify the learning objectives, then one can design appropriate learning activities and develop strategies to obtain feedback from students (Fink,

2005). The teacher never stated that he would explain the focus of the poem and the moral lesson.

T1'S LESSON PLAN

DURATION: ONE HOUR

TOPIC: NOUNS

GRADE 4

ACTIVITIES: Learners learn that a noun is a naming word. That is, a name of a person, an object and a place.

Teaching aids: flash cards and sentence strips.

The learners are taught that nouns can be replaced

They are also taught that a noun can be a subject of the sentence.

Activities: learners are asked to give their nouns i.e names of people, objects and places.

EXAMPLES

1.Lizo is a clever boy

2.A dog barks.

3. I live at Dokodela

EVALUATION: The learners are given a task to write nouns under sub-topics

a person

an object

a place

Analysis

This lesson plan depicted a teacher-centred approach where emphasis is given more on what the teacher will do rather than what the learners will do. The role of the teacher in constructivist teaching is to facilitate the learning process (Busman, 1996) and this lesson plan was devoid of that aspect. The teacher stated that learners would learn that a noun is a naming word. He did not give details to the reader of his lesson plan how the learners were to learn the definition of ‘a noun’. The positive aspect about the lesson plan was that he included the use of teaching and learning aids. Teaching aids are materials that the classroom teacher uses to help students understand the concepts one introduces during one’s lesson (Ricky, 2015). The teacher did not outline when and how he would use the teaching and learning aids during the teaching and learning period.

The educator, in his brief lesson plan stated that the learners would be taught that ‘a noun’ can be replaced. He did not give the details in the lesson plan how and what would replace a noun. Learners for whom this lesson plan was designed would benefit very little from such a lesson.

The constructivist learning design elements were partially fulfilled; these are discussed below. These were the ‘situation’ element, which was fulfilled by the statement about the content of the lesson, the noun. The second element of ‘questioning’ was missing in the lesson plan. This is a crucial element in classroom interaction because a question is our most intellectual tool that drives thinking (Bilash, 2009). The lesson plan did not have the ‘exhibit’ element where learners would be observed sharing information through demonstration or making a presentation in class

(Gagne, 1975), but were passive listeners. The ‘element’ of grouping in the learning design model was fulfilled as the teacher was able to group learning aids and chose to use whole-group interaction. The ‘bridging’ aspect of the constructivist learning model was not fulfilled as the teacher did not state the prior knowledge of the learners. The ‘reflection’ element was achieved when the educator assigned work to the learners. After marking the learners’ work, the teacher would be able to gain insight on the reflection on the lesson. Also, the teacher did not state that he would teach nouns in context, but in isolation and yet nouns must be taught in context in order for the lesson to make sense. This is in line with what Bilash (2009) stated, that teaching language in context helps the learners to grasp language rules with ease.

T2’S LESSON PLAN

SUBJECT: FAL

GRADE 6

DURATION: ONE HOUR

CONTENT: NOTICE, AGENDA AND MEETINGS. REASON FOR THE NOTICE, AGENDA AND MEETINGS.

TEACHER ACTIVITIES:

- (a) The teacher identify the features of a notice.
- (b)The teacher points out the important features.
- (c) give them the meaning of a notice.
- (d)Differentiate between an agenda and a notice.

(e)Ask learners to get into groups ask them to draft their agenda after giving them the elements of an agenda. Ask them to hold meetings in their groups.

LEARNER ACTIVITIES:

Discuss the notice in groups. Learners write an agenda and a notice in groups. The learners will role play the agenda.

Learners answer the question about the agenda and the notice in their books.

INCLUSIVITY: The whole class will read extracts from photocopied papers.

Resources: textbooks, photocopies.

Analysis

The lesson plan did not have a section on objectives. The topic of the lesson is clearly stated. The situation has clearly been defined according to Gagne's (1975) model, as the lesson was about notice, agenda and the actual meeting. The researcher noted that the lesson planned would be teacher centred. The teacher would identify the features of a notice, give her learners the meaning of a notice and differentiate between agenda and the notice. If this lesson was properly planned, all the stated activities would have been done by the learners themselves. The teacher could have opened a discussion so that learners could make their own inferences about the features of a notice and an agenda. Literature reviewed suggested that learning is an active process that requires active involvement by the student in order to gain deeper understanding of what they have constructed (Wood, 1998).

The teacher stated in her lesson plan that she would use group work where the learners would discuss the notice and the agenda. Of the lesson plans analysed, this was the first lesson plan that

incorporated the use of group work in the teaching strategies. Literature reviewed in chapter two of this study stated that cooperative learning involves the working together of students to maximize their own and one another's learning (Johnson & Johnson, 1991).

After group work, the learners, according to the lesson plan, would role play their findings on how to convene meetings. Literature revealed that role playing is a methodology derived from socio-drama that may be used to help learners in their school work. It can help them to become more interested and involved in the subject, not only in learning, but also to learn to integrate the knowledge into action (Blatner, 2009).

This lesson plan fulfilled five of the six elements of the constructivist learning design model. It presented the situation, which was the lesson on a meeting notice, agenda and the actual meeting. The element of 'grouping' was fulfilled when the learners were separated into groups to discuss how to convene a meeting. The 'bridging' aspect of the constructivist model is missing in the lesson plan, where the educator was expected to state the prior knowledge of the learners before they could be taught. The 'questioning' element was fulfilled when the educator gave the learners tasks in groups. The element of 'exhibit' was fulfilled when the learners' role played the convening of a meeting and the element of 'reflection' was fulfilled when the teacher gave learners written work about the notice, agenda and convening a meeting. In spite of the some of the positives stated about the lesson plan above, it was noted that the lesson planned was above the scope of a grade six learner. Furthermore, the lesson plan combined two aspects, notices and agendas. These could be perceived as two different lessons.

5.7.1 Summary on lesson-plan analysis

The observations that were made by the researcher were that nine of the ten respondents reflected in their lesson plans that they would use the questioning technique to drive their lessons. Some teachers' questions were vaguely constructed. P1 stated that he would ask the learners "With who do you stay?" and "How do people you stay with affect your life?" These questions were supposed to be rephrased and simplified to fit the level of a grade four learner in a rural setting. Another point that the researcher noted was the omission of lesson 'objectives,' save for one teacher who instead of using the word objective used the word 'aim'. Objectives are statements that drive the lesson. All the classroom activities revolve around the objectives (Bloom, 1956). The aspect of prior knowledge was also missing in most lesson plans. Prior knowledge is very important in a lesson plan because it lays the foundation for scaffolding or building upon the already existing structure (Laufer, 2000). Exhibit, an element of the constructivist learning model was missing in some lesson plans where learners were expected to demonstrate what they discussed in groups through role play or a mere presentation (Gagne, 1975).

The lesson plans demonstrated an overreliance of whole-group interaction. Of the ten lesson plans analysed, one teacher indicated that she would use pair work, one indicated that she would use group work and the rest would use the whole-group classroom interaction type, which is in the traditionalist premise of classroom interaction (Nordby & Loertscher, 2009).

Of the ten lesson plans analysed, three of the teachers used visual aids. One stated that he would use a picture, one stated that he would use a chart and the third indicated that he would use a sentence strip to teach nouns. The concept of inclusivity was also misconstrued by all the teachers who included it in their lesson plans. Inclusivity in education aims at bringing all

disadvantaged groups into the mainstream of educational opportunities rather than discriminate against such barriers (Schmader & Johns, 2007). The teachers should have stated how they would teach learners who were short sighted, partially deaf or any other minor handicap in a mainstream classroom (Blatner, 2009).

5.8 Classroom observation

The purpose of this study was to investigate the classroom interaction types employed by educators in five selected schools of Libode in the Eastern Cape Province. Classrooms observations were carried out in order to determine the classroom interaction types the educators used, then compare the findings of the observations to what the interviews revealed. This study looked deeper into classroom practices in order to understand how educators facilitated learning. Literature reviewed in chapter two revealed that there were two types of classroom interactions, the traditional mode and the modern mode of classroom interaction. The characteristics of the traditional mode of instruction include an emphasis on vocabulary acquisition and, making extensive use of actions and oral presentations to teach new concepts. Thus, learners are passive listeners (Richards & Rodgers, 2001). In the modern interaction premise, the learners own their own learning experience and the teachers use pair work and small groups rather than whole-class interaction, which is characteristic of the traditional mode of classroom interaction (Kottler & Kottler, 2002). The classroom observation technique sought to identify the types of classroom interaction type used by the respondents.

The researcher overlooked the content and the length of the lesson and other factors. The chief aim was to answer the main research question of the study on the types of classroom-interaction types used by the educators. It was observed that all of the lessons' duration was one hour. The

teacher spoke for twenty to thirty minutes and then left the learners to utilize the remaining thirty minutes to do assigned work.

The following data was collected from the classroom observations.

EXTRACT ONE

TOPIC: HOW TO MAKE AN EGG SANDWICH (WRITING SKILL)

GRADE 4

CLASS SIZE: 48

Teacher: today we want to learn about how to make a good breakfast. I know that you know how to make tea as we have already discussed this in our previous lesson. Today I want us to describe how to make an egg sandwich. By the way what is an egg sandwich?

Siyanthanda: I know teacher! It is bread with eggs.

Teacher: yes, who wants to add to what Siyanthanda has just said?

Sandile: eggs are put in the bread.

Teacher: good! That is an egg sandwich. When you make the sandwich, you warm the cooking oil in the pan, then crack an egg and pour the contents in the pan and fry it. What is the next step?

Mihle: put the egg in two pieces of bread and eat.

Teacher: why do we need to warm the oil before we pour the egg into the pan?

(The whole class is quiet)

Teacher: let the girls help us with this. Don't you make egg sandwiches at home?

(chorus answer) we cook them

Teacher: say something Makhinga!

Makhinga: so that the egg does not stick to the pan and burn.

Teacher: that is correct. Now let us write the stages down together. We must number our points.

The teacher leads the learners in writing the list on the chalkboard (Whole class interaction).

1. We pour oil in the pan
2. We warm the oil
3. We crack the egg and pour the it in the pan
- 4 .We fry the egg
- 5.We remove the pan from the stove and allow it to cool a little bit before we put in in between the slices
- 6.We serve the egg sandwich to people.

After writing down the stages then the teacher rubbed off some of the words in the stages and ask the learners to complete the exercise.

Analysis of the lesson

The positive aspect of this lesson was that the educator used questions to drive the lesson. This was in line with research by Chaldron (1988), who observed that questions give the learners the

opportunity to produce language without having the risk of initiating language themselves, as learners become afraid when they have to initiate conversation. This view is supported by Allwright (1988), when he stated that teacher questions can serve to initiate a chain reaction of learner interaction among themselves.

The negative aspect was that the teacher dominated the learners in speech. He could have assigned the learners the task of describing how an egg sandwich is made to pair work or small groups. The teacher spoke more than the learners in this lesson. Teacher-centred teaching seldom allows learners to express themselves and have knowledge interchanges (Pancare, 2014). This notion of language learning is confirmed by Nunan (1991), who suggested that learning to speak a foreign language will be facilitated when learners are actively involved in attempting to communicate in small groups.

The teacher in this lesson resorted to whole-group classroom interaction that, according to the literature reviewed, is characteristic of the traditional classroom interaction mode (Nunan, 1999).

EXTRACT 2

GRADE 4

TOPIC: ADVERTISING (VISUAL LITERACY)

CLASS SIZE 58

INTRODUCTION; The media has so many adverts. On television which adverts have you watched?

Meluleki: yes there is this advert about Omo washing powder

Teacher: yes, who else please?

Sindisiwe: an advert about FNB bank

Cingani: the advert about having money from PEP store

Teacher: oh you mean a loan?

Cingani: yes a loan

Teacher: very good. Where else are we informed about the products being sold?

(The class is quiet for a while)

Yolisa: from magazines and newspapers

Teacher: yes you are right. What products have you seen in newspapers which are for sale?

Methembe: televisions, cell phones and radios

Teacher: that's good. Today our topic is advertising. When advertising a product, there are techniques that are used. First, the words may not be of the same size. The size of the letters we call that the font size okay? What is the font size?

(Learners are quiet)

Teacher: I have just said that the size of the letters is the font size. What is the size of the letter?

(All learners) font size

Teacher: Good. The font size in an advert is varied to show emphasis. Let us look at this advert. (teacher raises a newspaper photograph of an advert of a cell phone) why do you think the price is written in bold letters?

Nkwenkwe: it's because people will buy

Teacher: yes so that people are attracted to buy the product. Why is the '24 months guarantee' in block capitals?

Simphiwe: because people want guarantee.

Teacher: Good. An advert must appeal to the market, that is, the people who may buy the product, it must generate interest when you look at the advert, it must also give you the desire to want to own it and it must make you to take action and buy the product. This is called the AIDA principle. Let us look at page 16 of your textbook. What is being advertised?

Nqobani: margarine.

Teacher: yes. Good. How does it make you to want to buy margarine?

Bhekisipho: it says one bite you know you are right.

Teacher: yes what else?

Thami: it is cheap, only R6

Teacher: Good. It is affordable. Now I want you to list five things from this advert of a fridge that will make someone to buy it. (The teacher issues out a photocopy of a magazine page with an advert on a fridge).

Analysis of the lesson

This lesson was highly interactive. Ten different learners took part in classroom interaction. Although the teacher did not put the learners in groups, the learners were able to communicate with the teacher. The lesson could have been more interesting if the teacher had divided the learners into small groups and used different adverts for each group. The learners would have learned from each other as each group would have presented its findings to the rest of the class. The use of a pictorial teaching aid was thoughtful of the teacher. It was relevant and appropriate to the lesson under discussion. Teaching aids reinforce what is said by the teacher and summarise the teacher's points. In addition, they often result in rapid initial understanding and promote increased retention (Roach, 2009).

The teacher used whole-group interaction in his lesson where ten out of fifty-eight learners participated in the lesson. The forty-eight learners were thus passive throughout the lesson. Group work or pair work could have involved the learners to a greater extent. Cooperative learning is good in classroom interactions as it involves having students working together to maximize their mastery of the subject (Johnson & Smith, 1991). The teacher's use of whole-group interaction is in the realm of the traditionalists' classroom interaction practice.

EXTRACT THREE

TOPIC: BUSI'S EGG WIRE CUP HOLDERS (reading comprehension)

GRADE 5

CLASS SIZE 52

Teacher: today we shall do reading and viewing. But before we start reading, is there any one here who has made something which is used or was used by any of the family members?

(There was silence in the classroom)

Teacher: anything learners!

Andisiwe: I made a mat from cheap wood.

Teacher: anyone else please?

(The class is silent again)

Teacher: boys?

Jonguvuyo: it is not me who made a shoe rack but we are still using it today.

Teacher; okay boys and girls today we shall learn about Busy's egg wire holder. (Teacher distributes papers containing the story). What can you see on this page?

Melusi: I see a girl smiling.

Teacher: what else?

Nolitha: the girl she is holding wire

Teacher: Nolangeni what are you seeing on that picture

Nolangeni: Happy girl

Teacher: why do you say she is happy?

Nolangeni: Because she is laughing.

Teacher: you mean smiling?

Nolangeni: yes

Teacher: read the story silently then. (Gives learners five minutes to read the story before he reads it aloud to the class). What is the name of the girl in the story? (more than half the class raise their hands wanting to respond). Unathi!

Unathi: Busisiwe

Teacher: Good, What did she make for her mother?

Aviwe: egg holder

Teacher: yes, what made Busisiwe to decide to sell the egg holders to the market?

Aviwe: His mother told her to sell to market

Teacher: Her mother, not his mother. She is right! Why did her mother ask her to sell at the market?

Inako: Because many people loved the egg holder she has made for her mother.

Teacher: they loved the egg holder she had made for her mother. Why did Busisiwe make the holder for her mother?

Liso: Because it was a gift for mothers' day

Teacher: Good. Now let us list the difficult words on the chalkboard (The teacher wrote the following words and phrases on the chalkboard: commercial, industrious, business acumen, profit, decorated and helping hand. The teacher then asked the learners to find the meaning of

the words from the dictionary. The meanings were written on the chalkboard so that the learners could copy them in their vocabulary books).

Conclusion. The teacher explained that it was good to be innovative as Busisiwe was because she was able to find a stand or stall at the market to commercially sell her home made egg holders. The learners were asked to answer questions in their class work books.

Analysis of the lesson

This was an interactive lesson where both educator and learners interacted well. Throughout this extract, it was clear that the educator was attempting to get learners to use their own words to talk about what was happening in the story. Throughout the conversation, it can also be noted that the learners were struggling to express themselves. The learners had problems with the past tense and the personal pronouns 'he and she'. They did not know when to use 'he' or 'she'. The learners' confusion of when to use the correct personal pronoun was a result of mother tongue (IsiXhosa) used in the teaching of their Second Language (English). In IsiXhosa, there is no pronoun that is used referring to a specific gender. In each case where grammatical errors were committed, the educator quickly corrected the learners by uttering the correct sentence. This was in tandem with the notion that learners' responses should be modified to help them in their attempt to negotiate meaning (Xuerong, 2012).

Another positive element about this lesson was that the educator gave his learners a chance to find the meanings of words in the Dictionary and read them out while the educator wrote them on the chalkboard. Dictionary usage by learners increases their vocabulary. Vocabulary learning should not only take priority, but it is key to successful language learning (Li, 2008). Once the learners have enough vocabulary, they can express themselves clearly. Literature

reviewed in chapter two revealed that in the same way that a building is constructed brick by brick, learning a second language is equally incremental (Walsh, 2006). In addition, questions were incorrectly phrased by the teacher. For instance, the teacher asked, “What are you seeing.” Instead of “what do you see.” Furthermore, learners were only given five minutes to read through the text, while learners of that age may need more time to read and reflect.

EXTRACT 4

TOPIC: COUNTABLE AND THE UNCOUNTABLE NOUNS

CLASS SIZE: 47

DURATION: ONE HOUR

GRADE 4

Teacher: What is a noun?

(Whole class): A noun is a naming word

Teacher: that is right, a noun is a name of anything. Now let us list some common nouns on the chalkboard (learners take turns to list them. Some of the nouns were: classroom, soil, grass, chalkboard, eggs, bread, table, ruler etc.) Today we shall learn about countable and uncountable nouns. Did you learn about them in grade three?

(Whole class): Yes teacher!

Teacher: Good. What are countable nouns then?

Minentle: countable nouns are names of things we can count.

Teacher: very good Minentle. Countable nouns are the names we can count for example how many classrooms are there in your school?

(A brief silence took place as the learners counted)

Asakhe: 6

Teacher: Good there are six classes in this school so the noun class is?

(whole class): a countable noun.

Teacher: What then are uncountable nouns?

Mangaliso: They are names of things that are many

Teacher: no, not quite! Uncountable nouns are things we cannot count like sand, ink, grass, hair.

Give me more!

Zondie: water

Andiswa: sugar

Kholeka: petrol

Teacher; all the three of you are correct. (The teacher then dealt with the plural forms of the countable nouns before proceeding to conclude the lesson)

The teacher asked the learners to separate into small groups to identify the uncountable nouns from a long list she had prepared for the class. The learners were helped by the teacher in their groups to clarify uncountable nouns. The group representatives presented their lists of uncountable nouns to the rest of the class and the learners approved each other's work.

In conclusion, the teacher then wrote both the countable and uncountable nouns in a jumbled manner and asked the learners to draw two columns and write the two headings of countable nouns and uncountable nouns. The learners were then asked to separate the nouns into their appropriate columns in their classwork exercise books.

Analysis of the lesson

The teacher used the question and answer strategy to initiate classroom interaction. The educator was seen as a facilitator who focused on the principles of constructivism. Constructivism is based on experiential learning through real-life experience to construct and conditionalise knowledge (Wertsch, 1997). Constructivism is adaptive learning that challenges faulty schema and integrates new knowledge with existing knowledge (Sweller, 2003). The teacher used the learners' prior knowledge that they had acquired in their previous grade to teach them the technique of separating countable nouns from uncountable nouns. The learners were able to adapt to the new skills imparted to them by the teacher. The educator moved around to help the groups of learners. This action by the teacher was in line with Krashen & Terrel (1988), who observed that the effective teacher should circulate among groups to listen to learners and offer suggestions and criticisms.

The teacher promoted learner-to-learner interaction when she gave them a group task. This was in line with literature reviewed that pair work, group work and individual work can be effective if used at the right time and if structured in an appropriate way. Group work can be an excellent tool to promote student interaction (Bilash, 2009).

The teacher used the modern classroom-interaction type, which advocates for the implementation of group work in the classroom in order to give the learners ownership of their learning on the

subject matter (Busman, 1996). Learners gave one word answers and the teacher should have encouraged the learners to answer in full sentences instead of one word answers.

EXTRACT 5

TOPIC: HOW I SPENT MY CHRISTMAS HOLIDAY (writing)

GRADE 6

DURATION: ONE HOUR

Teacher: Today we will talk about how you spent your holidays in December. Chulumanco, tell us what you were doing during the holiday!

Chulumanco: I was went to Mthatha to bought new clothes for Christmas and rice and chicken.

Teacher: tell us more Chulumanco

Chulumanco: On Christmas day we go to church, mother give me money to buy chips at spaza shops.

Teacher: let us hear your account Cingani!

Cingani: (Just smiles and utters no word)

Teacher: say it in IsiXhosa then!

Cingani: (in isiXhosa) Kxange ndiye ndawo mna. (meaning, that he did not go anywhere).

Teacher: even if you were at home you can still tell us how you spent the holiday!

Cingani: I eat rice and chicken

Teacher: Sinethemba please tell us what you were doing

Sinethemba: We go to Port Saint Johns and we swim in the Ocean.

Teacher: Good. We are going to discuss the narrative type of composition. In this type of writing, there are rules that you must obey if you want your work to score better marks. When writing a composition, you must obey the four stages of the writing process and these are the planning stage. At this stage, you must brainstorm the topic. In our case, we are focusing on how we spent our holiday. Write everything that comes to your mind like going to Mthatha to buy groceries, then the preparations you made for Christmas, then, the Christmas day itself then what happened after Christmas. After writing down the points what do you need to do?

Thabo: you arrange the points correctly.

Teacher: excellent! You then arrange the points in the correct order. This is what is called 'chronological order'. The second stage of the writing process is called the writing stage. You write the first draft using the points listed in chronological order. After you have written the first draft what should you do next?

Vusumzi: write the second draft

Teacher: is he right?

Xoliswa: No. first revise and check for mistakes.

Teacher: Very good. This stage is known as the editing stage. All errors and mistakes are taken care of at this stage. The fourth stage is the writing and presenting stage. This is when you write the final draft and present it to the teacher for marking. Let us now start by brainstorming the topic. Now let us write the first draft of our composition using the points we listed above. (The

teacher writes a three paragraphed composition on the chalkboard and asks the learners to edit it.) I would like you to write your own composition about how you spent the holidays and bring the compositions tomorrow.

Analysis of the lesson

The teacher in this lesson talked most of the time, a characteristic feature of the traditionalist classroom interaction mode (Erton, 2006). The teacher did not attempt to correct language challenges. This scenario is debatable because some scholars argue that the learner must be allowed to make as many mistakes as they can in order to learn the language, while others maintain that immediate 'repair' of grammar should be done to avoid repetition of the same mistakes (Alexeno, 2009). Teachers should, however, correct the language usage of the learner without hurting or humiliating them (Green, 2002). This implies that the teacher should treat his learners with courtesy and avoid embarrassing them for giving incorrect answers as this would demotivate them and will shun participation in class.

The teacher could have used group work and allowed the learners to brainstorm the topic on how they spent their Christmas holiday. Group work increases the level of participation and the learning output of the learners (Hidis, 1990). The positive element about the lesson observed was that the teacher allowed the learners to speak in their home language in order to help them to express their ideas. The English second language students in international schools learn English quicker and more effectively if they maintain and develop their proficiency in their mother tongue (Krashen, 2004). Another positive aspect about the lesson was that the teacher praised the learners when they gave correct responses, thus motivating them. Motivation guides and maintains behaviour (Green, 2002).

EXTRACT 6

CLASS SIZE: 53

GRADE 6

DURATION ONE HOUR

TOPIC: ZIZAMA THE DOG (SUMMARY WRITING)

Teacher: There are two types of summary writing. The first one is the prose summary. When writing the prose summary, you first read the story or passage that you have been asked to summarise. Read the question of the summary and identify the key points in the passage that answer the summary question. After writing the main points of the summary, then write the summary in one paragraph. The second type of summary is the point form summary. You must identify the points that answer the summary question, then construct a sentence for each point identified. The sentences should be numbered. If there were seven points identified, there would be seven sentences. Let us read the story about Zizama the dog. (learners read it silently first before the teacher reads it aloud) What is the passage about?

Zide: Zizama the dog

Teacher: was Zizama fat or thin?

Khaya: he was a fat dog

Teacher: Yes, what made Zizama a proud dog?

Sizwe: because he don't look for food.

Teacher: because he did not have to look for food like the wild animals did. In other words, he was fed by his master. What did Zizama dislike most?

Tetyana: he did not like being tied to a post the whole day as the chain injured his neck

Teacher: Good. Now list the three good things that Zizama liked in pairs. (the learners work in pairs and they produced the list. The learners list identified the three things as: being fed by the master, being washed by the master's children and the safety from wild animals. Learners were then asked to construct three sentences using the three good things Zizama liked which they had identified. This exercise was done as homework since the period was over. The teacher explained that the summary will be written the next day in class after they had completed their homework).

Analysis of the lesson

The introduction to the lesson was not good as the teacher spoke most of the time. The teacher could have brought to class the two different types of summaries, the prose summary and the verse type of summary so that the learners could identify the differences themselves. A narration by the teacher may not be as effective as using a self-discovery approach, where the learners discover knowledge by themselves (Palmer, 2001).

The positive aspect of the lesson was that the educator used the question and answer technique to arouse the learners' mental faculties. The learners responded well to the questions that were raised by the teacher, thus rendering the lesson highly interactive. The learners were given a pair task. Pair work and small groups promote social and communication skills and an exchange of ideas (Gay, 1987). The act of praising a learner in this lesson was also good as it encouraged the learners to continue participating in class (Alexeno, 2009).

EXTRACT 7

GRADE 6

TIME: ONE HOUR

TOPIC: ADJECTIVES (LANGUAGE)

Teacher: what are adjectives?

Thamsanqa: Adjectives are words that describe the noun

Teacher: that is correct

Teacher: by the way what is a noun?

Nolubabalo: A noun is a word that names something

Teacher: your memory is good Nolubabalo. (teacher writes a sentence: “The cow ate the green grass.”) Which words in this sentence are nouns?

Lwazi: cow and grass.

Teacher: yes. Good. Which word is an adjective?

Nosizo: Green

Teacher: yes, ‘green’ is an adjective. I want you to make sentences which contain an adjective. (teacher gives the learners five minutes to do this pair work exercise. After the five minutes had expired, some of the sentences listed below were given by the learners).

Tom is wearing a black shoe

The chalkboard is green

The tall boy has fallen

The short girl likes chips

(The learners were then asked to take turns to walk to the chalkboard and underline the adjectives. The adjectives underlined were, black, green, tall and short.) We use adjectives to compare things.

Thenjiwe: what things?

Teacher: when you compare Bongi and Zintle, we say Bongi is shorter than Zintle. We add –er to the parent adjective short so that we have the word ‘shorter’ as a comparative adjective.

Complete these adjectives: tall, long and sweet. Change them to the comparative adjective.

Samkeliso: Talltaller

Enzokuhle: long....longer

Siziwe: sweet...sweeter

Teacher: good, we can go further and build the superlative form from the parent adjective by adding –est, short changes to shortest. What about long?

Thandikhaya: longest

Teacher Yes. It changes to longest from long. Now complete the following

ADJECTIVE	COMPARATIVE FORM	SUPERLATIVE FORM
Short	Shorter	Shortest
Bright		
White		
Large		

Analysis of the lesson

The teacher used the prior knowledge of the learners to teach new information. In this lesson, the teacher tapped on the learners' knowledge of the noun to introduce the adjectives. This enabled the learners to make a connection between nouns and adjectives. When students learn to make connections from their experiences to the information they are learning, they have a foundation on which they can place new concepts (Luk & Lin, 2007).

The teacher used pair work and asked the learners to make sentences containing adjectives. This was good as it involved all the learners in the classroom as pair work encouraged all members to participate in their work (Glasson & Lalik, 1993). The teacher wrote sentences on the chalkboard and asked the learners to walk to the chalkboard and underline 'the adjective'. This was a good strategy as it encouraged the learners to take turns and sometimes scramble to have a chance to show off their knowledge. The teacher used the constructivist principles of classroom interaction, which encourages the use of prior knowledge of the learners before delving into the essence of the learning material and, learner involvement in the teaching and learning process (Gay, 1987).

EXTRACT 8

GRADE 6

CLASS SIZE 51

TOPIC: INTRODUCTION TO POETRY (Literature)

Teacher: literature can be divided into prose, drama and verse. Prose literature is found in novels where you read a story organized in chapters. Drama literature is found in books that portray people acting on stage. The verse type literature is found in poems and songs that we sing in church. What is a poem class?

Masakhe: it is written like a song

Teacher: yes you are partly right. A poem is a verse type of literature, which is written in a few paragraphs called stanzas. Where else have you heard of stanzas?

Onke: when we sing in the school choir

Teacher: yes. Stanzas are not only found in songs but in poems. A person who writes a poem is known as a poet. Today we shall study the two devices used by poets, and these are assonance and alliteration. Let us start with assonance. (The teacher writes the letters of the alphabet from 'a' to 'z' and then asks learners to identify the vowels in the poem he provided them with.) Now look at the poem entitled 'Monsoon Rain.' I want you to write down all the lines which contain alliteration and assonance in your books.

Thozama: vowels are a, b, c, d, e

Teacher: No, someone else please!

Bomkazi: a, e, i, o, u are vowels.

Teacher: Yes these are vowel sounds (teacher underlines the vowels). What do we call the rest of the letters of the alphabet? (The class is quiet until the teacher tells them the answer.) They are called consonants. You forget what we covered last year so easily. When the same vowel sound is repeated in a line of poetry, that is called assonance. What did I say?

Whole class: when the same sound is repeated.....(learners fail to complete the sentence)

Teacher: the same vowel sound in a line of poetry is called assonance.

Whole class: (The learners say the correct thing this time).

Teacher: Good. A good example is, “the umbrella was upon our heads” which two words begin with the same vowel sound?

Gcelu: umbrella and upon

Teacher: which vowel sound has been repeated?

Lindokuhle: the vowel ‘U’

Teacher: yes this is called assonance. (The teacher gives three more examples before explaining the device of alliteration) Alliteration is the repeat of the same consonant in a line of poetry. For example, ‘the song sang on Thursday was sweet.’ Which three words begin with the same consonant?

Lutho: song sang and sweet because they begin with ‘s’ sound.

Teacher: Good girl (teacher gives the learners three more examples and asks learners in groups to identify the words that begin with the same consonant on the job cards provided by the teacher. After group work, the representative of the groups shared with the rest of the class what they identified. This prompted class discussion as learners agreed with some presentations and disagreed with others. The teacher read the poem entitled Monsoon aloud and explained difficult words. The class read the poem aloud, and then the teacher asked the learners to identify lines that have assonance and alliteration in the poem after an extensive discussion of the poem. They write these in their class work books.)

Analysis of the lesson

This was a literature lesson that sought to prepare the learners for higher learning. Seemingly, this was a new lesson to the learners as the teacher gave a detailed account of the types of literature that are to be studied. This lesson was, however, located in the use of the letters of the alphabet. The prior knowledge that the learners had was that the vowels formed part of the alphabet, but they had forgotten the consonants until they were reminded by the teacher. The teacher employed group work to increase the level of classroom interaction. The learners' involvement in class discussions promoted learning. It is through class discussions that learners are motivated and master the subject matter (Johnsons & Johnsons, 1991).

The teacher's use of small groups was a good move as this encouraged even those learners who were generally introverts to share in social interactions, thereby increasing the probability of subject mastery (Green, 2000). The teacher conclusively used the constructivist principles of classroom interaction.

EXTRACT 9

CLASS: GRADE 5

TIME: ONE HOUR

TOPIC: JEFF GOES MISSING (READING AND VIEWING)

Teacher: have you ever read or heard about people missing?

Nkosiyabo: yes teacher, after the television program called 'Khumbula ekhaya'

Teacher: okay. Even in the print media like The Daily Sun, numerous people are reported as missing on daily basis. Look at your textbook on page twelve. What do you see?

Nkosiyabo: I see a boy who is among many people

Teacher: yes that is Jeff. By looking at the title, is there anyone who would like to predict what would happen to Jeff?

Ncumisa: He get lost

Teacher: He got lost... that is the correct tense Ncumisa.

(Ncumisa smiles and looks at the teacher)

Teacher: Please scan through the story before we start reading it. (The teacher reads the story aloud three times asking questions after each reading to facilitate understanding.) Now read the story in pairs and please take turns to read to one another. (After reading the story the teacher asks the learners) How many paragraphs does the story have?

Ncebayakhe: there are six paragraphs in this story

Teacher: who is the main character?

Isolomzi: I think it is Jeff.

Teacher: Why do you think he is the main character?

Isolomzi: Because he is mentioned many times in the story

Teacher: it is because the whole story is about him. Where did the story take place?

Isolomzi: in a big city

Teacher: Why did he get lost in a big city?

Isolomzi: Because he boarded the wrong bus.

Teacher: How did this happen?

Nyaniso: because the bus displayed a wrong destination board

Teacher: true. who was wrong, the driver or Jeff?

Nyaniso: Jeff

Teacher: why?

Nyaniso: Because he must have asked where the bus was going

Teacher: Good. Who has a different answer?

Mtsubho: The driver, because he had a wrong board displayed

Teacher: Yes both of you are correct as long as you can support your answer. Who assisted Jeff when he got lost?

Nokwethisa: The policeman helped Jeff by putting in the bus that was going to his correct place.

Teacher: Good. On which paragraph do you find the answer?

Nokwethisa: Paragraph three (reads the whole paragraph)

Teacher: Good, but you must have just read the sentence that contains the answer Nokwethisa. (Teacher reads the story to the learners. Vocabulary is explained and then the teacher reads through the questions and explains what is required of them, then asks the learners to answer the questions in their exercise books.

Analysis of the lesson

This was a comprehension lesson. The teacher asked the learners whether they had read about someone who was lost. This was to prepare the minds of the learners on what was to follow, 'how Jeff got lost'. One learner reported that she had heard from '*khumbula ekhaya*,' a television program where lost people were announced to the viewers. This was the lesson's prior knowledge, which was in tandem with the constructivist's view that the learner's learning should be based on building content from what they already know (Sweller, 2003). This was in line with literature reviewed in chapter two of this study.

The teacher's manner of correcting Ncumisa's grammar was good as she was not humiliated by the teacher. The teacher then helped the learners to scan through the text and then asked the learners to read the story in pairs. Reading in pairs helps the learners to correct themselves, and when this happens, it produces a higher retention level (Moreno, 1999). The teacher read the story aloud and asked questions to test the learners' comprehension levels. The teacher then introduced an element of debate where the learners were expected to argue as to whether the bus

driver was wrong in displaying the wrong destination or that Jeff was to be blamed for getting onto the wrong bus. The use of debate was good as it engaged students in a variety of cognitive and linguistic techniques (Hidis, 1990).

EXTRACT 10

GRADE 6

DURATION: ONE HOUR

TOPIC: Adverbs

Teacher: What is a verb?

Misiwe: a verb is an action word.

Teacher: very good. A verb is a word that tells us what the subject of the sentence is doing. The subject can be a noun or a pronoun. Now consider the following sentences:

The boy walks slowly.

The teacher quickly walked out of the classroom.

The father angrily looked at his son.

The choir sang sweetly.

The sentences on the chalkboard contain verbs. Let us identify the verbs in each sentence. (The learners easily identify the verbs). Now in each sentence there is a word that tells us how the action was carried out. The boy walked.....slowly. The word slowly tells us how the walking took place. Now tell me which words tell us how action or the verb was carried out.

Amkelani: quickly, angrily and sweetly

Teacher: Good. The words which we have underlined are called adverbs. What are they called?

Whole class: adverbs

Yes adverbs are words that tell us more about the verb. They show or highlight how the action was carried out. All the adverbs that have been underlined are called adverbs of manner because they portray the manner in which the verb has been carried out. We have other adverbs type which we will discuss in the next lessons and these are: adverbs of place.

Adverbs of time.

Adverbs of frequency and adverb of degree. But for today I would like you to copy the following sentences in your exercise books and underline the adverb of manner. (The teacher writes ten sentences on the chalkboard and asks the learners to identify the adverbs of manner by underlining the adverb.)

Analysis of the lesson

This was a language structure and convention lesson. The teacher introduced the lesson by asking the learners about the verb. He did this to find out whether the learners still remembered the lesson about the verbs. The learners were able to answer the teacher's questions about the verb. The learners' knowledge on the verb formed the basis of the new lesson they were to learn about adjectives. The teacher linked the lesson to the previous one about the verb. The literature section of this study revealed that students learn more effectively when they already know something about the content area. When teachers link new information to the student's prior

knowledge, they activate the student's interest and curiosity and infuse instruction with a sense of purpose.

There were no visible learner activities in the classroom as the teacher made all the demonstrations and illustrations. The teacher could have used pair work before assigning the learners to a written exercise. In this lesson, the teacher is not seen as a facilitator of the learning process but a 'fountain of knowledge'. Literature in chapter two of this study stated that children learn more and enjoy the learning experience more when they are actively involved in creating knowledge by themselves rather than being passive listeners (Wood, 1998). The teacher clearly used both the traditional mode of classroom interaction and the current mode. The use of questions and the reliance on prior knowledge to drive the lesson was in the constructivist mode of classroom interaction, whereas not making use of small groups was characteristic of the traditional classroom-interaction type (Fosnot, 1996).

5.8.1 Summary on classroom observations

The researcher made observations and noted a general trend, which was common in the ten classes observed. Firstly, the educators employed the question and answer strategy to their learners, but only a few learners participated. The teachers could have encouraged the shy and the soft-spoken learners to speak. This notion is supported by Kalu (1997) who said that the teacher should not allow long-winded and loud students to dominate the classroom discussions, but should also call upon those who are reluctant to speak.

Secondly, the educators who used group work or pair work achieved a higher level of classroom interaction. This was observed by the researcher. Four of the ten teachers used the whole-group classroom interaction type and six teachers used either pair work or group work classroom

interaction types. One of the advantages of group work or pair work is that it frees the teacher from his usual role of instructor-controller and allows him to wander freely around the classroom supervising the learners in groups (Penny, 1981).

Thirdly, it was noted that most of the educators observed did not use teaching and learning aids to enhance classroom interaction. Studies have shown that the use of appropriate teaching and learning resources activate the various senses and promotes active involvement of learners (Fakaye, 2010; Brophy, 1981). In the absence of adequate teaching and learning resources, it is difficult for the educator to arouse the learners cognitively as instruction will be passive. Learning is more effective when the senses are aroused. These are seeing, hearing, touching, smelling and feeling (McGill & Brockbank, 2004).

Fourthly, the teachers' use of prior knowledge consciously or unconsciously helped the learners to learn new material based on their previous knowledge (Moreno, 1999). This is called scaffolding. As stated in the theoretical framework of this study, scaffolding is widely considered to be an essential element of effective teaching and all teachers should use various forms of it (Bransford, 2000).

Fifthly, some lessons were introduced using long narratives before the teacher involved the learners through the question and answer strategy. This is a characteristic feature of the traditionalist's perspective of classroom interaction and should have been avoided as it encouraged boredom among the learners (Hidis, 1990).

Sixthly, another observation which the researcher noted was that it was only the teacher who was asking questions to the learners. This was against the constructivist view reviewed in chapter

two of this study, which stated that the best way to stretch students' thinking about a text is to help them ask increasingly challenging question (Fakaye, 2010).

5.8.2 Conclusion of the chapter

The main research question of this study was an investigation of the classroom-interaction types employed by the educators teaching English Second Language to learners in five selected schools in the Libode District of the Easter Cape Province of South Africa. The results obtained from the interviews, lesson-plan analysis and classroom observation revealed that the educators were using pair work, small groups and whole group classroom-interaction types. Some educators did very well in trying to involve all the learners in their lessons. They did this by asking the learners to get into groups or pairs to perform certain tasks as assigned by the teachers. This was in accordance with the theory and practice of constructivism, which upholds that learners should be guided to discover knowledge by themselves (Erton, 2006).

Whole group classroom interaction bear the fruits of the traditionalist approach where learning and teaching revolve around the activities of the teacher (McGill & Brockbank, 2004). It was also observed that the educators were aware of the modern classroom interaction types, but some were reluctant to use them. The Department of Education's Subject Advisor for English is yet to visit all the five schools that participated in this study. The purpose of such a visit is to supervise and monitor the progress of the ESL educators. The next chapter shall extensively discuss the findings of this research work in relation to the research questions of the study.

Chapter 6: Discussion of findings

6.1 Introduction

This research study investigated the types of classroom interactions that the educators used in the five schools that were selected by the researcher. Ten teachers were used in the study, and data were collected from each teacher using a multi-method approach where the researcher used interviews, analysis of documents and lesson observations. Of the ten teachers, data collected showed that only two of them were adequately trained to teach English Second Language, the rest possessed other learning-area qualifications. The interviews and classroom observations were used in an attempt to answer the main research question of this study, which sought to establish the classroom-interaction types that the educators used when teaching English Second Language.

The lesson plan analysis of each teacher informed this research on how the teachers prepared their lessons for classroom interaction. The findings from the interviews and classroom observations revealed that the teachers used whole group interaction, small groups and pair work types of interaction. Whole group interaction is where the teacher teaches without grouping the learners. Learning in such a classroom is teacher-driven, where the teacher speaks most of the time, while learners passively listen to him. Small-group interaction is whereby the teacher separates the learners into small groups to perform a task collaboratively; and in pair work, the teacher assigns a task to be discussed in twos, according to the way learners are seated in the classroom (Kelly, 2015). The interviews also revealed that the educators were aware of the modern classroom-interaction types.

The teachers also revealed that they received professional support from their principals and Heads of Department, maintaining that they had never been visited by their Subject Advisor from the Department of Education. The support framework from the Department of Education and the school is important insofar as classroom interaction is concerned. If the teacher is adequately supported by the Subject Advisor and the principal, they will be encouraged to interact meaningfully with the learners. In addition, the lesson plans analysed reflected that the educators used whole-group classroom interaction. There was little evidence exhibited on the use of teaching and learning aids in their lesson plans. Only three teachers stated that they would use them in their teaching.

The concept of inclusivity was misinterpreted by the teachers as they thought it meant the inclusion of all learners in the classroom, yet it actually aims at describing how one would handle a class of well-bodied learners and the learners who are partially deaf, short sighted, long sighted or partially blind (Harris, 1989). This chapter discusses the findings of the study as outlined in the previous chapter. The research items of the study are dealt with one by one.

6.2 The English second language teachers' qualifications

The importance of employing suitably qualified teachers in schools cannot be over-emphasized. Schools and their communities have always sought the best teachers they can get in order to help the learners to succeed. A suitably-qualified teacher is one who has mastered content knowledge of the subject area and has been teaching that particular subject for more than five years (Harris, 1989).

The teacher qualifications in the study, as shown in Table 1 in chapter five, depicts that the teachers are well trained to teach at the Intermediate level. Seven educators were in possession

of Bachelors' Degrees, one teacher possessed a National Primary Diploma in Education (NPDE) and two teachers possessed an Advanced Certificate in Education (ACE). Of the seven teachers with degrees, only one specialized in the teaching of ESL, and of the three teachers who did not have degrees, only one teacher with an ACE qualification specialized in the teaching of ESL. This implied that very few ESL teachers in the study specialized in teaching ESL.

The findings of this study were in tandem with the literature reviewed, such that the qualifications of the educators differ in terms of type and specialization. The qualifications, as recognized in the National Education Policy Act 27 of 1996, include Higher Certificates in Education, National Diplomas, Bachelors' Degrees, Masters' degrees and Doctoral Degrees (RSA, 1996). Some studies on teacher qualifications have shown that the quality of educators in a school make a great impact on student learning (Hoy & Miskel, 2001). In view of the research findings of this study, where only two out of ten educators had specialized in English, some scholars have vehemently argued that while educator quality has a large effect on achievement, specific educator qualifications have a smaller effect on learner achievement (Aaronson, Barrow & Sander, 2008). The findings by these researchers reveal that educator quality is not measured by educator qualification alone, but also other aspects such as experience, personal intelligence, motivation and commitment to teaching, and professional development available to educators (Hoy & Miskel, 2001).

6.3 The role of the teacher in classroom interaction

This study of classroom interaction established that many educators spoke at length during instruction time. The lessons were characterized by a lengthy introduction, where the teachers explained a lot of information to the learners, while the latter played a passive role of listening to the former. This finding was in sharp contrast with the revelation of literature where scholars

maintain that in effective classrooms, the teacher should define himself as a planner who invents the best mechanisms of classroom interaction that would be effective in inviting the learners to share in the teaching and learning process (Lieberman, 2004). In classes that this researcher observed, very few learners participated during the course of instruction. This implied that the teachers talked most of the times, causing the learners to be passive listeners. This was not in line with the literature reviewed, where the educators' task was explained as that of ensuring that one developed and fostered more learner-centred lessons because these provide adequate time during activities for learners to think about concepts, receive feedback and participate in classroom discussions that allow learners freedom to own their learning (Hake, 1998).

In order to practice critical thinking, the learners need to participate in the discourse to think, speak and to be listened to, as they take part in the discipline's particular mode of enquiry (Ellis, 1993). Learners would not get practice by merely talking to the teacher, and very little, by just listening to the teacher, hence the important role of the teacher in classroom interaction.

The educator could have a significant role in structuring one's class so that it contains activities where the teacher can receive feedback to determine if there was a need to change the classroom interaction type to another one deemed suitable (Lieberman, 2004).

6.3.1 The use of prior knowledge in teaching and learning.

Although the teachers did not state prior knowledge of the learners in their lesson plans, all of the educators used it when they were teaching. The findings of this study showed that the educators first established the prior knowledge that the learners had by asking general questions based on what they had learned previously. This was in line with the constructivist notion that cognition is the way we organize our thought processes based on prior experiences (Piaget, 1977). This

implies that people learn new material or content by linking it to the material that they already know (Kottler & Kottler, 2002).

In the constructivist premise, the learners own the learning process. This is in sharp contrast with the traditionalist perspective of the teaching and learning process, where the teachers take centre stage while reducing the learners to passive listeners (Gibbons, 2000). Learning occurs by an active construction of meaning, rather than by passive listening. When the learners experience a situation that conflicts with their current thinking, a state of disequilibrium or imbalance is created, causing the learners to alter their thinking in order to restore the equilibrium or balance (Antat, 2007). To do this, they make sense of the new information by associating it with what they already know (prior knowledge) by attempting to assimilate it into their existing knowledge (Piaget, 1977). The classroom-observation data-collection method revealed that the teachers' use of prior knowledge is thus justifiable as it prepared the learners to learn the lessons of the day based on the previous ones. Other sources of data did not reveal that the teachers were conversant with the importance of using prior knowledge as a way of scaffolding the new lesson from the old.

6.3.2 The role of effective planning to enhance positive classroom interaction

The study found that the planning of the lessons left a lot to be desired. Most of the lesson plans were short and lacked detail. One teacher in the study, for instance, simply stated that he would read an extract from a textbook then revise punctuation. The reader of the lesson plan was confused because the lesson plan lacked the step by step details on how the teacher intended to drive the lesson. The findings about the deficient nature of the lesson plans were in sharp contrast with the definition of a lesson plan. A lesson plan is defined as a teacher's detailed description of the course of instruction (Gagne, 1976). Literature revealed that when writing a

lesson plan, the teacher should begin by thinking about what he intends to achieve after the period of instruction, then formulate teaching and learning goals, after which, one has to plan how he or she would engage the learners in the course of instruction (Wood, 1998).

As explained in the previous chapter, the lesson plans were analysed using the constructivist design model, which contains six elements. In other words, according to the model, a lesson plan should be structured to satisfy or achieve six elements. Chapter two of this study succinctly explains all the six elements of the model in detail. The elements of the model are: situation, grouping, bridging, questioning, exhibit and reflection (Chaudron, 1988).

The situation is the topic of the lesson and the content to be learned, the grouping element requires the teacher to state how she or he is going to group his or her learners in order to learn the planned content.

It is evident that the element of grouping in the model encourages collaborative learning among the learners (McGriff, 2001). The teachers in this study who did not plan to use group work as an interaction strategy did not satisfy a crucial element of the constructivist learning model.

The bridge element of the model requires the teacher to state how he is going to scaffold the new lesson based on the prior knowledge of the learners from previous lessons. Only one lesson plan, out of the ten analysed by the researcher, contained a statement on prior knowledge. The role of prior knowledge in teaching is crucial since knowledge and skill is dependent on pre-existing knowledge and skill. Knowing what the learners know and can do when they come into the classroom or before they begin a new topic of study can help teachers to craft instructional activities that build on learners' strengths and acknowledge and address their weaknesses (Mellon, 2015).

The question element of the model requires the teacher to spell out all the questions that he would use in order to drive the lesson (Gagne, 1976). In this study of classroom interaction, few teachers listed the questions which they intended to ask the learners. This is a commendable practice because questions may act as a teacher's guide to initiate classroom interaction. It also helps the teacher to ask the questions well (Milkova, 2015).

In the exhibit element of the model of constructivist learning design, the teacher is expected to plan how the learners will give feedback to demonstrate that they had learned something from their groups. In this research, some teachers did exceptionally well as they planned to allow the learners to present group findings.

The element of reflection requires the teacher to plan the work, either homework or classwork, in an effort to measure the extent or level of understanding regarding the instruction given hitherto. In this study, only one teacher outlined an assignment that the learners would write. Most teachers simply stated that the learners would answer the questions in their exercise books without reflecting the actual assessment task in the lesson plan.

The teachers also failed to state how they would assess the learners. Q2's lesson plan, for instance, stated that the learners would draw their families starting with the elderly to the youngest member of the family. "Drawing with groups cutting and pasting." This is grammatically incorrect. Simply, the teacher wanted the learners to draw a family tree of their respective families. This research proved that some teachers had challenges in expressing themselves. This finding was in line with Tshotsho's (2006) findings that some teachers were not competent enough to teach ESL in the former-Transkei area of South Africa.

The study established that many teachers failed to fulfil all the elements of the constructivist learning design.

6.3.3 The importance of objectives when planning for interactions

The study established that all the research participants did not include the objectives in their lesson plans. Lesson objectives are the key elements in creating effective lesson plans. The reason for this is that without stating objectives, there is no measure of whether a particular lesson produces the desired learning results (Anderson, 1970). A learning objective is a statement that reflects an outcome, which captures specifically what knowledge, skills and attitudes learners should exhibit following the instruction (Mellon, 2015). Creating clear learning objectives during the planning process serves to guide the teacher in selecting teaching and learning activities that will best achieve the objectives. Learning objectives also serve as connectors of content and assessment around the learning process. Objectives give learners a clear picture of what to expect and what is expected of them. Lastly, objectives form the basis of the evaluation of instruction (Fink, 2005). Without teaching objectives, it is difficult for the learners and teachers to know what they are supposed to learn and teach respectively (Newman, 2012).

The following diagram illustrates the relationship between objectives, content and assessment of the lesson plan.

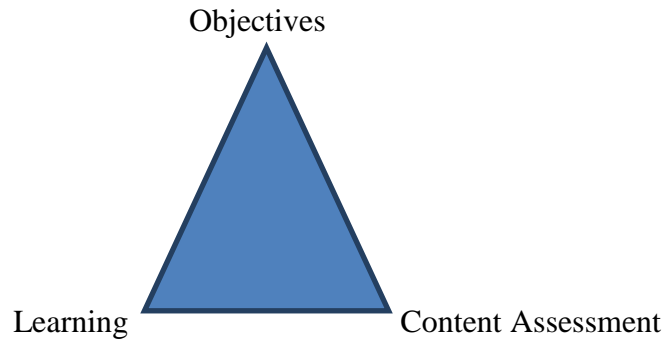


Figure 2: Relationship between learning, objectives and content assessment (Newman, 2012)

The above diagram describes the interrelatedness of the content of the lesson where the teacher has to deliver the content in conjunction with the objectives or lesson goals that the teacher seeks to achieve after teaching the lesson. The assessment of the content taught establishes whether the objectives formulated from the content have been achieved.

Of the ten lesson plans analysed, it was only S1 (as explained in the previous chapter) who attempted to include an objective in his lesson plan, but unfortunately the teacher listed an aim instead of an objective. This implied that the teacher did not know the difference between a teaching objective and an aim. An aim is a long-term goal that takes a relatively longer time to achieve, whereas an objective is a short-term goal that could be achieved after a relatively short time (Bloom, 1956).

6.3.4 Lesson plan content

The study established that the way the lesson plans were written left a lot to be desired as they lacked statements of objectives. Most of the lesson plans did not have lesson objectives. Secondly, the lesson plans lacked prior knowledge statements. This implied that the teachers did not plan to base their content of the day on the prior knowledge of the learners.

Most of the teachers stated in their lesson plans that they would use the questioning technique to interact with their learners; unfortunately some teachers' lesson plans contained vaguely phrased questions that could confuse the learners and result in poor classroom interaction.

Another negative aspect discovered in the lesson plan was that some teachers planned to use whole-group interaction, which is a feature common in traditionalists' classes (Nurdy & Loertscher, 2009).

Most of the teachers did not state how they would assess the learners' work after instruction. In addition, the evaluation of the lessons was not indicated by some of the teachers on the lesson plans that were analysed by the researcher.

6.4 Strategies to improve classroom interaction

Data collected from the interviews established that the essence of planning was to break down content into small manageable segments that were not confusing to the learners. The respondents maintained that planning of the lessons helped them to organize content in a manner that was easy to teach and learn. An appropriate strategy of planning was to begin with what the learners already knew and thereafter advance to more challenging content, hence the notion that teachers should progress from the simple to the complex (Gee, 2012).

Another profound role of the teacher in the classroom, which the study established, was that of giving individualized feedback to the learners. In general, feedback is two-fold. It could be oral feedback or written feedback. The study revealed that it was the responsibility of the teacher to encourage slow and weak learners to work hard, while motivating the excelling learner to perform their best. The findings of the study revealed that the teachers should not only

concentrate on the excelling learner, but on both the over-achiever and the under-achiever (Upton, 2011).

Evaluation is the structured interpretation and giving meaning to predicted or actual impacts or results. It looks at the original objectives and at what is either predicted or what was accomplished and how it was accomplished (Tufo, 2012). The finding of this study was that almost all the lesson plans did not have a section of evaluating the instruction. This was against the principles of instruction which demand that every lesson taught should be evaluated (Gagne, 1970).

The aim of evaluating a lesson is to determine the success or failure of a particular lesson. Evaluating the lesson helps the teacher to conduct remediation classes or move on to the next topic, depending on the outcomes of the evaluation process. Some scholars maintain that the teacher must do self-introspection through self-evaluation of the learning and teaching process. Self-evaluation centres on the teacher. It is through self-evaluation that the teacher may change a unsuitable teaching strategy and replace it with one deemed suitable (Roach, 2009). Self-evaluation is perceived as a powerful tool that helps the teacher to become better. Reflecting on, and evaluating one's teaching after each lesson taught gives the teacher the insight that may help the teacher in future when teaching the same lesson. Regular evaluation of lessons would eventually lead one to develop a solid understanding of the language-teaching process (Kelly, 2015).

Fink (1999) described the role of evaluation as crucial. Below is Fink's illustration of the differences between a teacher who evaluates instruction and the one who does not evaluate at all.

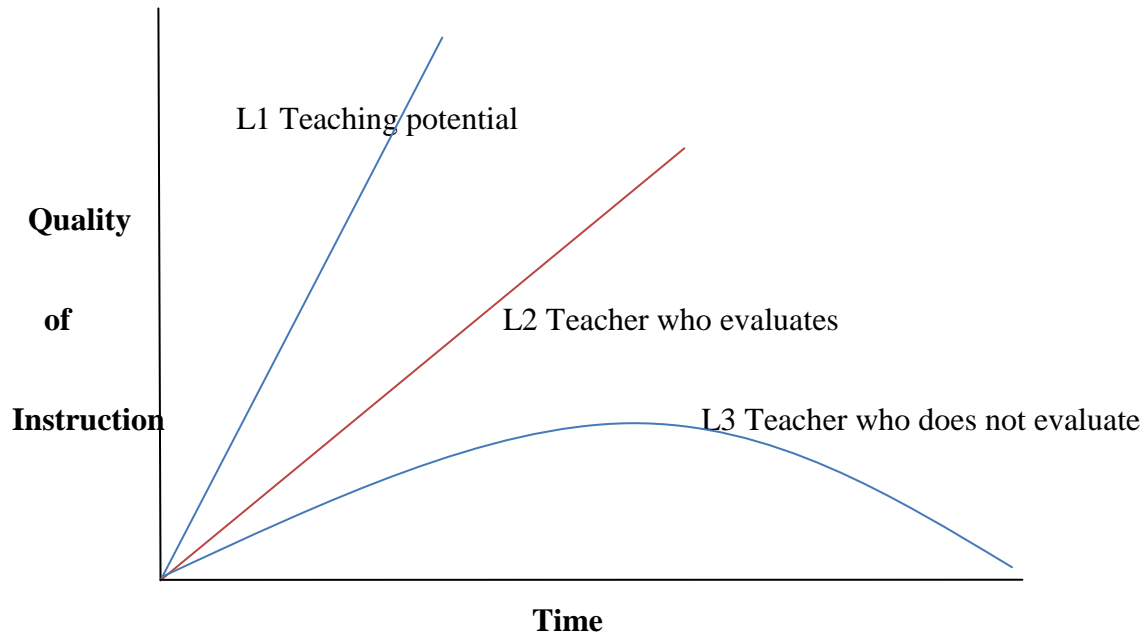


Figure 3: The effect of evaluation on teaching (Fink, 1999)

Fink's (1999) diagram has three curves. L1 represents teaching potential, while line two (L2), represents the teaching ability for teachers who evaluate instruction. Line three (L3) represents the teaching ability of teachers who do not evaluate instruction. The graph clearly shows that the teachers who evaluate instruction have a higher quality of instruction than the teachers who do not evaluate at all. This implies that teachers should evaluate instruction so that their teaching is of a higher quality.

The study established that veteran teachers were an important element in the development of new teachers in the teaching field. The veteran teachers, among other things, can provide guidance to the junior teachers on the methods and strategies that work. The study suggested that the weak and junior teachers should seek guidance from experienced teachers who possess a wealth of knowledge about classroom practices (Upton, 2011).

Teachers' work is a cumbersome and tedious one. The main duty of a teacher in the classroom is to facilitate content acquisition through guided classroom interactive activities (Busman, 1996). As such, teachers need to reflect on their practices from time to time to establish whether they were imparting sufficient guidance to the learners. Videos are sometimes used to reflect on teacher practices. This study established that some research participants were reluctant to be video recorded as they taught their lessons. The reasons they cited were that they were sceptical that the video clips that they featured in could be misinterpreted, such they were trying to show off their teaching pedigrees. Some stated that the video clips could turn them into objects of laughter if the video clips were to be shared with other colleagues.

The above arguments of the respondents were perceived as some of the barriers to the process of reflection on teacher practices. Some teachers hold the belief that teaching is a personal and private trait, which should not be invaded by other people. Another aspect that may hinder effective reflection could be that the teachers feared that suggestions made to them about their practices by other teachers could not work for them (Shulman, 1998).

The study revealed that the role of the teacher was interchangeable. One was a teacher and a parent at the same time. One is a teacher because they facilitated the learning process. On the other hand, one is a parent in that it was their duty to nurture the learners towards moral uprightness so that, while the essence of education was upheld, the moral values were also inculcated in the learners. The best method of rendering parental care was to be a model of moral uprightness by the teacher so that the learners would follow the perfect example (Dillon, 2010).

It is important to maintain collegial relationships among fellow teachers. This study established that collegiality is of paramount importance in an educational organization. When teachers work collaboratively together, they were able to share the problems they encountered in the classroom with regards to teaching strategies and resources. The research participants observed that collegiality helped them to grow professionally as they valued other teachers' opinions about how to handle certain topics (Hammer, 2000).

The teachers in the study maintained that they dealt with disruptive learners individually so that the deviant learner understood that the teacher had identified him as a disruptive learner. By following this approach, the teachers felt that they had enjoyed some respite in their classrooms.

There are many causes of disruptive learners in the classroom. One of them was a poor classroom environment. If the teacher did not create a positive climate in the classroom, the learners could become defiant. The learners need to feel appreciated and respected by the teacher so that they could also reciprocate the same to him. The lack of challenging content and poor classroom organization could be contributing factors of unruly children in the classroom. If the learners were subjected to sub-standard content and poor classroom management skills by the teacher, then lessons could be disrupted by discontented learners (Imel, 1992).

The teachers need to demonstrate mastery of the subject matter, good communication skills, a firm and fair hand in handling the wayward learners, and good management skills in order to avoid disruptions in the classroom. If any of the above qualities lack in the classroom, then chaos and confusion could characterize such classes (Shulman, 1998).

6.5 The role of the learner in classroom interaction

In all of the classes that the researcher observed, the learners depended on the teachers to provide them with content. The learners did not take the initiative to ask questions and direct their own learning. This finding was not in line with literature reviewed about the role of the learner in classroom interaction. Britton (1970) had the following dispositions about the role of the learner in the classroom; firstly, the learner should develop an inquisitive mind where they are in a position to ask questions with regards to the content. Secondly, the learner should make decisions and become problem solvers, and thirdly, the learner should show confidence as he or she constructs knowledge and should not be afraid to take risks of making grammatical errors in the process (Britton, 1970).

The fact that few learners participated during the teacher to learner interaction implies that the teachers need to change the scenarios observed and involve more learners in classroom interactions. According to Zhang (2006), knowledge occurs when all of the learners are engaged and take responsibility, not only for their own, but others' learning as well (Zhang, 2006).

Weimer (2011) suggested five reasons why the learners should participate during class discussions. Firstly, he maintains that participation by the learner adds interest to both the teacher and the learner. The process of teaching is difficult if the learners do not participate. Secondly, participation involves feedback to both the teacher and the learner. The teacher is able to gauge the level of understanding of his learners. The learners, by receiving approval from the teacher, thereby can gauge themselves whether they understand the content or not. Thirdly, learner participation helps the learners to read widely and extensively before they come to the lesson. Fourthly, learner participation is viewed as an aspect that encourages dialogue among the

learners. Lastly, learner participation develops speaking skills that helps the learner to master the art to speak among a group of people (Weimer, 2011).

Apart from the reasons why participation is important for learners, Wright (2015) adds that participation releases the learners from boredom. Speaking up and engaging conversation or answering questions is a great way to go from sitting idly and doing nothing to actively contributing to their own learning.

6.6 The classroom interaction types used by the teachers

Interaction is an important concept for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication. It is what communication is all about (Brown, 1994). This study established that the teachers used the lecture, pair work and small group classroom interaction types.

6.6.1 The use of the lecture classroom interaction type

Some teachers in this study stated that they used the lecture classroom interaction type because the classes were too large to be separated into small groups. The use of the lecture classroom interaction type encourages passiveness on the part of the learners as extensive use of actions and oral presentations by the teacher dominate the instruction time (Helgesen, 2003). Cirtle (2015) maintained that the lecture classroom interaction type encourages one-way communication, where the teacher tells the learners about content and that it places the learner in a passive rather than an active role, which hinders learning (Nagel, 1989).

However, there are advantages associated with the use of the lecture type of classroom interaction. The lecture gives the teacher the chance to expose the learners to unpublished or not readily available material. The lecture type of interaction allows the teacher to precisely

determine the aims, content, organization, pace and direction of the presentation (Mercer & Dawes, 2008). In contrast to the traditionalist lecture interaction type, more learner-centred interaction types like discussions or laboratories are disadvantageous because they require the instructor to deal with unanticipated learner ideas, questions and comments (Cirtle, 2015). The study's findings show that the teachers' use of the lecture type of classroom interaction was in line with the notion that the lecture type of classroom interaction complements and clarifies text materials. It also complements certain learners who do not feel comfortable with working collaboratively with others. The lecture type of interaction facilitates large class communication (Mercer & Dawes, 2008).

6.6.2 Pair work as a classroom interaction type

Some of the educators used pair work in their teaching. It was observed that the level of classroom interaction in pairs was handled well. The findings confirmed the literature reviewed about the effectiveness of pair work. Pair work ensures that the learners strive hard to communicate with one another. Sometimes it is difficult to make the class an interactive one, because some of the learners are extremely withdrawn and speak in inaudible voices, but when the teacher uses pair work, all learners are compelled to share in the lesson (Harmer, 1991).

Pair work has some advantages and disadvantages. The advantages of using pair work are that they offer intensive, realistic practice in speaking and listening. Pair work promotes a friendly classroom atmosphere that is conducive to learning (Davis, 1997). Pair work is the only way of getting everyone in the classroom to speak and listen at the same time. It is an efficient productive way of spending precious time in the classroom (Thelen, 2012).

However, there are disadvantages associated with the use of pair work in the classroom. A high noise level has been cited as one of the disadvantages of using pair work in the classroom. It is difficult to ask the learners to speak quietly during pair work, and pushing this can be an inhibiting effect. To reduce the intensity of the noise in class, it is suggested that the teacher should keep pairs distant from one another and that the pair sessions should be kept as short as possible. Another disadvantage of using pair work is that a member of a pair or both members of a pair may not give any input during the session. This could cripple the pair activity to a greater extent (TESL, 2015).

6.6.3 The use of small groups in the classroom

The study established that some of the educators used small groups to enhance classroom interaction. It was observed that most learners participated in their small groups better than when they were lectured to by the teacher. This finding was in tandem with the literature reviewed, that group work was found to be extremely helpful with English Second Language learners as it provides increased interaction in language classes (Ur, 1981). The teachers who used group work closely monitored the discussions that prevailed in groups. The learners, who needed certain issues to be clarified, were promptly attended to by the teacher. The actions of the teachers in monitoring the learners' discussions in groups confirmed literature reviewed that an effective teacher should circulate among groups, listen to learners, offer suggestions and criticisms (Kramsch, 1987).

The use of small groups by some teachers in this study was in line with the notion that small groups provide the learners with the exposure to their peers' thoughts and hearing different views (Kottler & Kottler, 2002). Incorporating small groups enhances communication in the target language. One of the advantages of using small groups in the classroom is that the learners get

inspired to speak. Conversely, classes that have a low learner to learner interaction are lecture centred. A more learner-focused classroom provides multiple opportunities for learners to discuss ideas in small groups (Mazur, 1997).

6.7 The effect of large numbers of learners on classroom interaction

This study established that the class sizes were big and that the teachers were not happy with this scenario as they argued that large numbers in the classroom inhibited effective classroom interaction to a great extent. The issue of big learner numbers is debatable among scholars as some maintain that it is difficult to teach larger classes of more than thirty learners as the teachers may find it hard to separate the learners into small groups (Hatsfield, 2015; Mazur, 1997). This view is contradicted by Brown (1994), who argued that teaching larger classes is fun and exciting and, that learners in large classes are normally willing to participate and are self-motivated. Hatsfield's (2015) findings are in line with what this research established, which was that larger classes are not easy to control and the teacher found it hard to guide their learning. When classes are large, learners may not get the quality of education that they deserve. Another aspect impacting negatively on large classes is that the teacher may fail to give individual attention to each learner. The level of noise in big classes is also unbearable. Large classes are very difficult to plan for, given that the learners' ability are heterogeneous (Rhalm, 2013). This implied that the findings of this study were refuted by Brown (1994)'s recommendation of teaching larger classes.

6.8 The use of questions in classroom interaction

The role of questions is very important in the classroom. Thinking is driven by questions. If one wants one's learners to think, questions are ideal as they encourage deep thinking. Questions diagnose the level of the learners' understanding. They help the learners to engage with teacher to keep their attention and reinforce their participation (Nilson, 2010). Questions may be used to stimulate discussions, initiate critical thinking and establish how students are thinking. Another important aspect about questions is that they are mechanisms of reviewing, restating of important points, emphasizing and summarizing salient content to the learners (Cashin, 1995).

In Second Language classrooms, where learners often do not have a great number of tools for initiation and maintaining language, the teacher's questions provide necessary stepping stones for communication (Harmer, 1991). Appropriate questioning in an interactive classroom can fulfil a number of different functions. Teachers' questions give the learners the opportunity to produce language without having the risk of initiating language themselves (Chaudron, 1988). In this study, all of the teachers used the questioning strategy to enhance classroom interaction. However, some teachers in this study posed vague questions to the learners. Questions such as 'With whom do you stay?' and 'How do people you stay with affect your life?' may sound vague and confusing to a grade four learner in a rural school. Literature revealed that bad questions may not be responded to and that they affect the learners in a negative way, thus causing them to think that they are failures because they do not know how to answer badly phrased questions. This may evoke some negative attitudes towards learning and hinder the creation of a supportive classroom environment (Chuska, 1995).

6.8.1 The Level of questions and their effect on learning

There are two levels of questions that are predominantly used in the classroom. These are the higher-level cognitive and the low-level cognitive questions. Higher-level cognitive questions may be defined as questions that require the learners to use higher-order thinking skills (Ellis, 1993). By using these thinking skills, the learners do not remember only factual knowledge, but also use their knowledge to solve problems, to analyse and to evaluate (Arends, 1994). In order to answer higher-order questions, a learner needs a deep understanding of the topic.

The second level of cognitive questions is the lower-order questions. Arends (1994) maintains that asking lower-level cognitive questions is more effective for promoting young-disadvantaged children's achievement, which primarily involves the mastery of basic skills and emphasis on higher-level cognitive questions is more effective for the learners of average and high ability calibre (Wilén, 1991).

This study established that all of the educators in the study asked low-level questions to the learners. Low-level questions concentrate on factual information, thus encouraging memorization. The over-reliance of asking low-level questions by the teachers in this research was in tandem with literature reviewed, which stated that teachers rely on low-cognitive order questions so that a slow-paced lesson is avoided, keeping the attention of the learners throughout the teaching and learning process, and maintaining control of the classroom (Ellis, 1993). Learners should be afforded a chance to respond to high-cognitive order questions in order to elicit higher-order thinking so that they may not only remember factual knowledge, but also that may use their knowledge to probe, solve, analyse and evaluate (Chuska, 1995).

6.8.2 The importance of questions from the learners in the classroom

It is important for the learners to ask question as the learning process is constituted by asking and answering questions. When the learners know how to ask questions, they take great ownership of their learning, deepen comprehension and, make new connections and discoveries on their own (Rothstein & Santana, 2011).

This study established that the teachers were the only ones who asked their learners questions. The learners, on the contrary, did not ask questions. This finding was in contrast with literature reviewed, which stated that learners, like all scholars, are supposed to ask questions about the facts and techniques that make up their discipline. Questions from the learners may inform the teacher whether the learners have understood the concepts or not (Brain, 2015). Other factors that hinder learners from asking questions are that the learners may feel stupid when asking questions. Secondly, the large classes discourage learners from asking questions because they are shy and thirdly, the attitude and personality of the teacher may inhibit learners from asking questions (Chaudron, 1988).

When the learners are trained to ask questions, the level of their participation should increase in the classroom. Another positive aspect about learner-initiated questions is that it reduces misdemeanours by the learners, thus improving classroom management. When learners are skilled in asking questions, the teacher's role thus changes to being a facilitator of the teaching and learning process (Kaplan, 2013).

6.8.3 Dealing with learners' wrong responses in classroom interaction

Dealing with wrong responses from learners may either encourage the learners to participate in future or may cause them to resent participation. The manner in which the teacher handles wrong responses is crucial. When there are definite right and wrong answers, it is important that the teacher provide clear feedback on learners' responses so that the class knows which answers are wrong and which ones are right (Kaplan, 2013). Often, a wrong answer gives the teacher some insight of how the learners have processed the information taught to them, thus providing the teacher with the opportunity to guide the learner to say the correct thing. The teacher's communication with the learners should be in such a way that it depicts appreciation for their will to answer the teacher's questions (Rothstein & Santana, 2011).

When a learner gives an incorrect response, the teacher should probe the learner further for more information if the answer is vague or incomplete. If the response projects misconception, the teacher should take the opportunity to clarify the misconception in a loving and professional way in such a way that the learner is not inhibited from future participation (Kaplan, 2013).

Teachers in this study dealt with incorrect responses very well as they did not humiliate the learners for giving incorrect answers. Some teachers corrected language usage by repeating the sentence articulated by the learner, but in a linguistically-correct manner. The correction of the learners' language by the teachers was in line with literature reviewed, which said that the teacher correction of learner errors is helpful to many students (Brown, 1994). Some scholars suggest that peer correction or self-correction, with the teacher's guidance, may be a more worthwhile investment of time and effort for some teachers and learners. Moreover, well managed group work can encourage spontaneous feedback on errors among the learners themselves (Hendricks, 1987).

6.9 The effectiveness of classroom interaction types used

Literature reviewed described two major types of classroom interactions, the traditional mode and the modern type of classroom interaction. The former mode of classroom interaction is teacher centred. This mode of classroom interaction may consist of lecturing, explaining a new grammar concept, having a whole class discussion, drilling or asking individual questions (Myles, 2013). The modern mode of classroom interaction is characterized by having the learners working in pairs or in groups. The teacher may also have the entire class working on a project or educational game, while he facilitates the learners in the teaching and learning process (Carreiro, 2015).

The type of classroom interaction that the teacher uses largely depends on their teaching philosophy and training. Before choosing the classroom interaction type that the teacher intends to use, they must be aware of the advantages and disadvantages of using a particular classroom interaction type. They should compare, analyse and evaluate each interaction type. The central factor of choosing the appropriate mode of instruction rests on the needs and calibre of the learners (Davis, 1997). A teacher must be a good pedagogue to see and understand all of the learners' individual abilities. Some interaction modes work well for one person, but the same one might not be suitable for another person. Understanding the learners may help one to choose the best classroom interaction mode for effective teaching and learning to take place (Domyei, 2002).

The study found that the teachers were not happy with the performance of their learners due to the lack of resources and the poor background of the learners, thus their types of classroom interactions were rendered ineffective by the educators themselves. Some educators maintained that they did not have enough resources such as textbooks. The process of teaching and learning

largely depends on the availability of teaching material (Gerges, 2001). If the educators are not provided with adequate resources, then their teaching can be ineffective as teaching materials help the teachers to explain knowledge better and help the students to understand (Toscany, 2015).

6.9.1 Learners' main weaknesses in acquiring ESL and the reasons for the weaknesses

The process of learning may not be confined to the classroom entirely. If the learners want to achieve the optimal results from the school curriculum, they should extend their learning outside the school environment as well. The parents should support the teachers' effort by helping their children at home. Home schooling, as it is commonly referred to in educational circles, may be used as a form of supplementary education and as a way of helping the children to learn (Moore, 2012). Parents may teach their children at home if they are not satisfied with the quality of academic instruction or if there is a lack of faith in the school's ability to cater for their children's educational needs. Some parents home-school their children in order to have greater control over what and how their children are taught, and to cater for their children's individual aptitudes and abilities adequately, and to provide moral education to their children (Golden, 2011).

One can hasten to point out that the issue of parents playing a role in the education of their children in rural Eastern Cape is near impossible as most parents are illiterate and are unable to help the learners with their school work. Most of the parents are either dropouts from the same school attended by their children or they were never given an opportunity to be educated (Gardiner, 2008). This study of classroom interaction was conducted in the rural District of Libode in the Eastern Cape, hence the respondents' lamentation on the lack of extending learning outside of the classroom.

The common weakness cited by teachers was the lack of intrinsic motivation. The educators concurred with one another that the rural environment of the learners did not support ESL acquisition in that learning was confined only to the classroom and that the environment did not afford the learners the opportunity to extend learning beyond the classroom (Gardiner, 2008). The literature reviewed succinctly explained that the role of the educator in the classroom is crucial. It is the responsibility of the educator to create a learning atmosphere inside the classroom. It is through these interactive sessions that the educator can extract responses from the learners and motivate them to come up with new ideas (McGriff, 2001). The educators should motivate the learners by changing the classroom interaction modes and adapt to a suitable one that benefits all learners (Gardiner, 2008).

6.10 The teachers' support framework

Insofar as the school-support mechanisms towards the educators were concerned, the study found that the school Principals and the Heads of Department supported the teachers. Even if some educators lamented the lack of teaching resources, the school authorities distributed whatever material was provided by the Department of Education. Furthermore, the Principals of schools and their Heads of Department moderated the teachers' work, made classroom visits and checked on syllabus coverage. The actions of the Principals and the Heads of Department were in support of literature reviewed regarding their roles in the school set up. Among other duties, the Principal is to make sure that the school is ready to operate before the commencement of each quarter. This means that he must see to it that he has enough members of staff and, teaching and learning material in adequate supply. The Head of Department is mandated by the Education Policy to supervise the teachers and draw up performance-appraisal programmes (Gardiner, 2008). Studies have shown that through support, the educators develop the

knowledge and skills they require to create quality learning environments in their classrooms (Calitz, Fluglestad & Discroll, 2000)

The study also found that the teachers were benefiting from the classroom observations made by the Principals and the Heads of Department. They maintained that the comments their superiors made after lesson observations had an impact on improving the quality of classroom interactions. The findings were supported by literature, which revealed that if the Principals and other members of staff do not recognize and support struggling teachers, the quality of interactions may be compromised (Bransford, 2003).

6.10.1 The Subject Advisor's role

The finding of this study was that the Subject Specialist or Subject Advisor had not visited the schools for more than five years to date. Literature reviewed revealed that Subject Advisors are specialists in their various domains. They possess adequate understanding of their respective disciplines, a sound knowledge of barriers to learning and effective strategies for working with students to achieve positive learning outcomes (Bransford, Brown & Cocking, 2000). The unavailability of Subject Advisors to offer support to educators in the five selected schools implied that the educators only relied upon the support structures in their respective schools, yet the role of the Subject Advisor is crucial as it includes developing a programme of support for each targeted educator or school, advising educators on effective pedagogy, assisting educators in planning, programming assessments and reporting to parents (NWS Department of Education and Training).

6.10.2 The significance of workshops

It is important for teachers to go beyond the call of duty and beyond the textbook. To do this, they must continue their education. There are conferences, workshops and continuous education opportunities that could give the teacher that extra help so that they may in turn, help the learners (Hill, 2012).

Some educators stated that while they attended workshops religiously, they did not gain much from such meetings. The educators cited poor facilitation as the source of their discontentment. The educators maintained that peer sharing characterized the workshops, where the resource persons of the workshops were teachers appointed by the Subject Advisor to do so. The educators preferred the Subject Advisor to their colleagues as they argued that they would gain more from the Subject veteran than from their colleagues. Studies have shown that educators learn to empower their learners to take responsibility for their own happiness and practice practical-teaching strategies that one can use in a classroom; all of these can be acquired from workshops. In other words, if workshops are properly planned, they can be of value to the educators and the learners (Ozz, 2015).

6.11 Mother-tongue instruction

It is universally accepted that a child learns best in their mother tongue and that the mother tongue is as natural as mother's milk. The first twelve years is the most formative in the child's life. For it is during this period that attitudes and aptitudes are developed. It is also during this period that the child requires intelligent care of his physical needs and trained guidance in their mental, emotional and social aspects (Ngubentombi, 1984).

The research participants used the learners' first language to explain some words and concepts. Although there is a debate among scholars whether or not it is permissible to teach English Second language in the learner's home language, some of the literature reviewed stated that instruction in the learner's first language produces positive results. Learners tend to comprehend concepts better when the mother tongue is used (Gibbons, 2000). Some studies have established that first language literacy development is strongly related to successful second-language learning and academic achievement, and that literacy skills developed in the native language transfer to the second language (Rivera, 1999). The educators in the study confirmed with the literature reviewed in the study by code switching to IsiXhosa to reiterate and emphasize a point. Educators have to take into consideration the teaching environment and the target population that they are teaching (Gibbons, 2000). The educators in this study were justified when they used IsiXhosa language to explain content as the schools in the study are all in the rural areas where learners experience problems in speaking, writing and understanding English.

6.12 The role of teaching aids in classroom interaction

The use of teaching aids is an important element in language teaching and learning. The use of appropriate teaching and learning resources stimulates the participation of the learners. Without teaching and learning resources, it is difficult to arouse the learners cognitively as the instruction would be passive, rather than active (Fakeye, 2010; McGill & Brockbond, 2004).

This study established that most educators who participated in this research did not use any teaching aids. This finding confirmed the findings in the analysis of documents of the lesson plans. If meaningful interactions are to take place, the educators need to make teaching and learning aids in order to add value to their lessons. Teaching aids are materials used by the student or the teacher to help in the process of teaching and learning. Studies have revealed the

advantages of using teaching and learning aids. Some of the advantages cited are that they provide motivation to the learners to learn new material, increase vocabulary, help the teacher to clarify points to avoid long teacher talks, avoid dullness and, help the classroom to be lively and active (Welner & Welner, 1999).

Although the educators lamented the shortages of resources in rural schools, it could be argued that the educators could improvise simple teaching aids like charts and maps. Literature reviewed stated that for meaningful learning to take place, learners' senses should be aroused. This can be done by using visual aids that utilize the sense of vision, audio aids that utilize the sense of hearing and, audio-visual aids that utilize both senses of hearing and vision (Anderson, 1970).

6.13 The role of motivation

The study established that the teachers were disgruntled at the lack of motivation on the part of their learners and that some learners had developed a negative attitude towards the learning of English Second Language. The level of participation was also observed as being very low during classroom interactions. Literature reviewed suggested ways of dealing with learners who are less motivated. The teachers, in order to achieve a high degree of interaction, should adopt a supportive style of teaching that allows for students' autonomy. This is believed to enhance increased student interest. A supportive teacher's behaviour may include listening carefully as the learner speaks, giving hints to help the learner to give a correct response, giving encouragement to the learner and being responsive to the learners' questions (Brozo, 2005).

Some scholars maintain that the learners lack the motivational aspect in the classroom due to factors such as the teacher's behaviour and teaching style, the structure of the material to be

learned, the nature of the task assigned to the learners by the teacher and the informal interactions that the learners may have with other learners (Shabait, 2010).

One of the research participants planned and taught a lesson that was way above the grade six learners. The lesson was about agendas, notices and meetings. This topic is taught at higher levels such as grades eleven and twelve. The teachers should balance the level of the challenges to suit the scope of the learners. Learners perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the learner is not capable of performing better (Wang & Hang, 1992). On the other hand, if the task is too difficult, it may be perceived as unattainable and may undermine the self-efficacy of the learner, leading to the creation of unnecessary anxiety in the learner. Scaffolding is one instructional techniques where the challenge level is gradually raised as learners become capable of more complex tasks (Tuckerman, 2003).

It may be concluded from the findings of this study that the loss of motivation by the learners may be because the teachers were not motivating the learners enough. There are some tips that may be employed by the educators in order to arrest monotony in the classroom. Some of the tips include giving frequent and prompt feedback that supports students' beliefs that they are capable of doing well, assign tasks that are neither too easy nor too difficult and, create an atmosphere that is open and positive in the classroom (Freeman & Anderman, 2007). The teacher should demonstrate warmth and openness, encourage the learners to participate during classroom discussions and be as helpful as one can be towards the learners in order to gain their trust (Reeve & Hyungshim, 2006).

6.14 Conclusion

Classroom interaction is crucial for teachers. Through interaction, the teachers can evaluate their teaching from learners' responses. Moreover, teachers may modify their teaching and seek the most appropriate ways to teach the learners. In order to establish the actual classroom interaction types that the teachers used, the researcher undertook this study in five selected schools in the Libode District. The researcher interviewed the teachers, analysed the lesson plans and made classroom observations in an attempt to establish the classroom-interaction types used. Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, which results in a reciprocal effect on each other (Brown, 2001).

Classroom interaction is crucially important in language learning. Through interaction, learners can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow learners in discussion (Mercer, 2008). A synopsis of the research is given below, which is based on the findings of the current study on the classroom-interaction types used by the educators teaching English Second Language.

This study sought to identify the classroom-interaction types that were used by educators in five selected schools in the Libode District of the Eastern Cape Province of South Africa. Biographical data revealed that there were only two educators who were adequately trained to teach ESL, the rest had specialized in teaching other subjects. The interaction types that the educators used were the lecture, pair work, code switching and small group classroom interaction types. This implied that the educators used both the traditional and the modern modes of classroom interactions. The educators were aware of the trends or evolution of classroom interactions, but opted to use whole class classroom interaction, citing huge numbers in their

classes that rendered the mechanics of separating the learners into small groups almost impossible.

The lesson plans of some educators were deficient in that the educators did not include lesson objectives, teaching aids and the stating of prior knowledge. The constructivist-learning design model was used as a standard to ascertain the completeness of the lesson plans. The model contained six elements, namely: situation, questioning, grouping, bridging, exhibit and reflection; as detailed in chapter two and chapter three. The concept of inclusivity was misconstrued by most teachers as meaning including all the learners in the whole class, yet it actually means taking measures to include the physically and mentally handicapped in the mainstream classroom.

The planning of content requires one to be cognizant of how much content to teach on a particular day. Hence the need to break down the content to small segments that are not perceived as confusing to the learners. A more appropriate approach is of organizing content in such a way that content known to the learners was dealt with first, before delving into the complex content. Learners learn new content better when they are able to associate it with what is already in their schema (Kelchtermans, 2006).

Feedback is very important in the teaching and learning process. Individualized feedback that is given to the learner according to one's performance would go a long way in helping the learners to improve in their academic work (Upton, 2011). The excelling learners need to be given more opportunities to discover knowledge, while the slow learners could be praised for improving their mark even if it is not satisfactory. The important aspect is to motivate the learners to keep on trying hard in their academic work (Hammer, 2000).

The role of the veteran teachers in the school cannot be over-emphasised. The veteran teachers have a wealth of experience that they can share with junior teachers in so far as classroom interactions are concerned. They know which teaching methods are more effective than others and how they may get around problems in the classroom.

Videos may be used as reflection tools where the teacher may videotape himself while teaching. They can be an integral part in the process of reflection. The study established that some teachers would not love to be video-recorded as they thought that people would laugh at their teaching strategies. This was perceived as retrogressive, as videos may help the teachers to be better classroom interactionists if used maturely. The essence of videos is to help the teacher to identify one's weak areas and make adjustments accordingly (Imel, 1992).

Parental care is one of the facets of the teacher. The teachers need to develop their learners in two important ways, the cognitive and the moral ways. The teacher should strive to teach content that is in line with the dictates of the syllabus and at the same time model the learners so that they may become upright morally and be worthy citizens.

Collegiality is a valuable aspect that marks the success of an educational organization. The study established that when educators' relationships at schools are collegial, the chances of achieving positive results are high. Collegial relationships help the teachers to grow professionally. It also helps the teachers to share pedagogical problems and solutions (Anderson, 2000).

The study also revealed that the respondents dealt with disruptive learners as individuals in order to curb misdemeanours. Disciplinary problems at times are a result of incompetent teaching, lack of classroom management skills and poor organization of the classrooms.

The results obtained from classroom observations confirmed the results obtained from both the interviews and analysis of document insofar as the classroom interaction types were concerned; that the educators used both the traditional and the modern classroom-interaction types. Very few educators had stated in their lesson plans that they would use teaching and learning aids in their lessons. This was also confirmed when the educators were observed in the act of teaching. Very few educators used teaching aids in their classes. Although the educators had not stated prior knowledge in their lesson plans, all of them used the technique to introduce their lessons, and by so doing, they were able to connect the previous lesson with the lesson they intended to teach.

In summary, it can be stated that teachers play an important role in the classroom, mainly as an initiator of classroom interaction, which in turn should evoke positive outcomes from the learners. Through interaction the learners develop their language system. Teachers have to facilitate learning by encouraging the learners to speak and to give their learners an opportunity to express their views (Lee, 2011).

In the next chapter, recommendations and conclusion are discussed.

Chapter 7: Summary conclusion and recommendations

A summary of the study is discussed in this chapter as well as recommendations, the proposed model, limitations of the study, the conclusion and future implications are discussed.

7.1 Introduction

The main purpose of this chapter is to highlight the salient points emanating from this study. The main research question was about the types of classroom-interaction types employed by the English Second Language educators in their schools. A summary of the findings have been revisited in this chapter. This chapter also stated the knowledge that this study has contributed to academia. A model of classroom interaction concluded the study.

Classroom interaction is crucial for both the learners and the teachers. Classroom interaction was defined as the collaborative exchange of thoughts, feelings or ideas between two people or more, resulting in a reciprocal effect on each other (Brown, 2001). In a classroom situation, it can be inferred that classroom interaction involves the teacher talking and learners' responses, and vice versa. This study sought to describe and understand the classroom-interaction types that the educators used in their teaching of English Second Language. The study was prompted by the continuously dismal performance of the learners in English examinations in the Libode education district.

7.2 A review of the research problem

English language is taught at all levels of learning in South African schools. A pass in English is a prerequisite if one is considering being enrolled at most Universities. The general trend in Africa reflects that the South African learners do not do as well as their counterparts in other African countries. This is a worrying scenario to all stakeholders such as parents, the

Department of Education and others (Du Plessis, 2006). The poor performance of the learners in English language motivated this study of classroom interaction. In pedagogical studies, scholars argue that there is relationship between language pedagogy and achievement (Sangoz, 2008; Antat, 2007). Ineffective teaching breeds poor performance (Stern, 1983). Recent decades have witnessed widespread condemnation of traditional modes of classroom interaction for being teacher centred, where learners are passive listeners (Antat, 2007). The aim of this study was to identify the interaction modes that the educators used when teaching ESL to the learners. For effective teaching to take place, the learners should be meaningfully engaged in the teaching and learning process, and that the teachers should create a positive and conducive climate.

7.3 Summary of findings

In this section, the findings of the study are discussed.

7.3.1 Teacher qualifications

In chapter two of this study, the nature of teachers' qualifications was exhaustively dealt with in detail. A qualification is obtained when a person has successfully completed a programme or course of study. The qualifications that teachers have, by and large, differ in terms of type and specialization. Some teachers teach without a professional qualification, yet some are suitably trained to teach the learners (Feimen & Nemser, 2001). The quality of teachers in a school has a great impact on learners as it affects them in a positive manner. Teacher characteristics are more strongly related to students' achievement. The teachers' experiences and their educational backgrounds affect the teacher performance (Brown, 2001). All these factors outlined above are some of the aspects that affect the efficiency of the teacher in the classroom.

There were ten educators in the study, and of these, seven were in possession of first degrees while three were in possession of Diplomas. Of the seven educators who had first degrees, only one specialized in English Language teaching. Of the three educators with Diplomas, only one educator specialized in English language. The study established that only two educators out of ten were suitably qualified to teach ESL. In order to teach ESL successfully, a qualification in the subject becomes important because the teacher would be better equipped to teach the subject as they would be backed by the theories learned from college.

7.4 Classroom interaction types used

The study established that the educators were using the lecture, small groups, pair work and whole group classroom-interaction types. This implied that the teachers used both, the traditional modes of classroom interaction such as the lecture and whole group interactions, and the current classroom interactions such as pair work and small group. The study also established that the educators were aware of the trends in classroom interaction, although they used the traditional modes of classroom interaction.

Teachers should shift from the traditional way of teaching and espouse the modern trends of interaction so as to involve the learners as much as they can. Poor resources and the language barrier were some of the reasons the teachers put forward for ineffective teaching and learning. The Department of Education should avail the different resources to schools, particularly in rural areas, so that teaching and learning becomes exciting. The educators also cited the lack of intrinsic motivation as a major barrier to effective classroom interaction. The teacher has to motivate the learners extrinsically by being creative. The best ways to motivate learners who lack intrinsic motivation is to introduce language games and also by using electronic teaching aids as these are likely to motivate the learners to some extent.

The educators' planning for classroom interaction was flawed in most cases as the lesson objectives were missing and, few teachers planned and used teaching aids to enhance classroom interaction. This study also established that it were the teachers who posed questions to the learners. For effective learning to take place, learners should ask questions too. Learners never asked their teachers any questions. The three methods of collecting data, namely the interviews, analysis of documents and lesson observation, concurred that the educators were using both the traditional modes and the current modes of classroom interaction.

7.5 Teachers' awareness of modern classroom interaction types

The types of classroom interactions are many and varied. Each classroom interaction type is rooted and grounded in a particular theory. Many developments have taken place in light of language pedagogy since the 1980s. The traditional modes of classroom interaction were characteristic of the 1980s. Currently, the modern modes of classroom interactions, which espouse the constructivist principles, are used by some educators (Wilson, Floden & Ferrini, 2001). Teachers who are aware of the evolution of classroom interactions are more likely to achieve greater learning objectives than those whose teaching styles are not backed by any theory (Feimen & Nemser, 2001).

The study revealed that the educators were aware of the current classroom interaction types, which espouse the constructivist principles, but could not implement them due to several cited reasons. Some of the reasons the teachers cited were the lack of teaching and learning resources, the language barrier, the poor background of learners and large learner numbers in their classrooms. The Department of Education should employ more teachers and build enough classrooms so that the teacher-to-learner ratio may decrease, thereby increasing teacher to learner interaction through individual attention between the teacher and the learners.

7.6 The role of teachers

The teachers in the study did not conform to the constructivist principles that promote learner-initiated discussions in the classroom (Hake, 1998). The study established that there was too much teacher talk in the classes observed. This was also evident in the teachers' lesson plans where they stated what they would do in class. The lessons were more teacher centred than learner centred. When teachers speak for too long in class, the learners are reduced to passive listeners. This was in sharp contrast to the literature reviewed in chapter two, where the role of the teacher was explained as that of developing and fostering learner-centred classroom interactions (Lieberman, 2004). The teachers should not talk more than the learners. In a constructivist classroom, the teacher's role is that of facilitating learning.

7.6.1 The use of small groups as a classroom interaction strategy

The study established that pair work and small groups were used by some teachers as forms of classroom interaction in the constructivist premise. The level of interaction was relatively high in classes where the teachers used either pair work or small groups. Pair work or small groups ensure that the learners strive hard to communicate with the teacher and with one another, so it is of paramount importance for the teachers to use pair work and small groups in their classes so as to compel the learners to share in class discussions (Harmer, 1991). The study also established that the teachers who used small groups or pair work were able to closely monitor the learners' discussions that prevailed in their groups and clarified issues of contention arising within the groups. The use of small groups was in line with the notion that small groups benefit the learners as they expose them to their peers, thus developing information exchange among themselves (Mazur, 1997).

7.6.2 The use of questions in classroom interaction

All the teachers who were involved in the study used the questioning strategy in order to interact with their learners. Teachers' questions give the learners the opportunity to produce language without having the risk of initiating language themselves (Chaudron, 1988). Although it can be said that all the teachers used the questioning technique to initiate interaction, some teachers asked vague questions to the learners. The study also revealed that some teachers used low-level questions in an attempt to initiate classroom interaction. Literature stated that bad questions may not be responded to and that they affect the learners negatively, causing them to think that they are failures because they do not know how to answer the teacher's questions (Chuska, 1995). Low-level questions are ineffective in teaching and learning as they encourage the learners to concentrate only on factual information, thus encouraging memorization, which is an attribute of the traditionalists' premise (Harmer, 1991). Learners should be afforded a chance to engage in high-cognitive order questions so as to be involved in high-order thinking, which would further encourage them to use their knowledge to probe and evaluate information (Chuska, 1995).

The study also established that the teachers were the only people who initiated and asked questions. The learners did not ask questions at all. When the learners are involved in asking questions, the teachers would be able to help them effectively as learner questions may inform the teacher the kind of misconceptions learners have in the subject matter. The common notion on why learners do not ask questions is that they are shy and are afraid of making language mistakes in the process of asking questions (Brain, 2015). This can be remedied by espousing collaborative learning so that the shy learners may feel free to speak amongst each other.

7.6.3 Prior knowledge as a scaffolding skill in teaching and learning

The study revealed that the teachers who were involved in the study used prior knowledge as a strategy to teach a new lesson based on the previous lesson. Although the phrase ‘prior knowledge’ was missing in the teachers’ lesson plans, all of them made use of the strategy when they were involved in the actual teaching and learning process. Prior knowledge in teaching and learning circles is important as it improves cognition in the learners. Cognition is the way one organizes one’s thought processes based on prior experiences (Piaget, 1977). When prior knowledge is used during teaching and learning, the lesson may be effective because people learn new material or content by applying or linking it to the previous material or content that they already know (Ellis, 1993).

7.6.4 The importance of planning for interaction

The study established that the teachers in general had problems in so far as planning was concerned. Almost all the lesson plans lacked vital details such as prior knowledge, lesson objectives and the evaluation of instruction after the teaching and learning process. The lesson plans were analysed using Gagne’s (1976) model, which is critically discussed in chapter two and chapter five. The model, which is in the constructivist premise, suggests the six elements of a lesson plan as situation, grouping, bridging, question, exhibit and reflection. A summary of the planning model explained in chapters two and five is given as follows: the situation element is the topic of the lesson to be taught; the grouping element deals with how the teacher plans to group his learners and the teaching and learning material; the third element of bridging deals with the use of prior knowledge to scaffold the new lesson with the previous one; the fourth element deals with the question element, where the teacher is expected to state the questions he or she may ask their learners (Bilash, 2009). Learners’ anticipated questions should also be

taken into consideration in the questioning phase of the lesson plan. The fifth element of the model is the exhibit stage, where the learners show what they have collaboratively learned by making presentations in class. The sixth element is the reflection phase, where the teacher evaluates and reflects on the success or failure of the lesson, implying that they had problems in planning for effective classroom interactions. The lesson plans analysed failed to fulfil all the elements of the constructivist mode. According to Gagne, all the six elements should be taken into consideration when drawing up lesson plans (Gagne, 1970).

7.6.5 Breaking down content

The study revealed that teachers had an art of reducing content to smaller segments, which could all be taught at a given time. To achieve this, teachers should select content whose objectives could be achieved after instruction time. The respondents unanimously stated that it is better to break down the learning material into smaller segments, where the first segment contained content that the learners knew. The second segment would then contain the target language lesson of the day. The respondents were conscientious that the learners were not confused by content, hence the need to break it down into manageable segments.

7.6.6 The importance of motivation in the classroom

The study established that the main weakness of the learners was the lack of intrinsic motivation. The teachers did not blame the learners for not being motivated enough because they asserted that the lack of motivation was compounded by the learners' background, which was not educationally supportive. The teachers maintained that the learners were not helped by their parents at home because the former were not literate enough to help their children. According to the teachers, the learning of ESL was not extended outside the classroom. Schools should also

organize educational excursions so that the learners are given a feel of learning outside the classroom environment.

7.6.7 Individualized feedback

The teachers' working loads were described as huge in this study. In spite of this, they still need to give individualized feedback, catering for the needs of each learner in the classroom. The not-so-competent learners should be encouraged to do better after each feedback so that they feel that they are worthy learners. The learners who excel, on the other hand, need to be spurred on by giving them extra-challenging work in order to make them realize their full potentials. Feedback should be given to the learners expeditiously so that their motivation would continue to be high.

7.6.8 Parental care

The learners in any given classroom come from different backgrounds. Some come from affluent homes where they do not lack anything, yet some come from very poor backgrounds where they seldom have three meals in one day. Worse still, some come from broken homes where parental love does not exist. All these learners are grouped together in one classroom. The onus is on the teacher to embrace each child and compensate the love the learners would have had if they had parents, in the case of those who come from broken homes or child-headed families. The teacher needs to fill the gap by demonstrating parental care to all the learners. The whole essence of pastoral care is to model the learners towards characters that are morally sound.

7.6.9 The role of collegiality in the school

In a school setup, different teachers come from different backgrounds and homes. The main purpose of the school is to provide an environment where teaching and learning may take place. The role of collegial relationships among teachers at school is crucial. When there are collegial

relations at school, the teachers' work becomes easier as they would be free to interact and exchange ideas about their practices as teachers. The research participants acknowledged the role of collegiality as one that enables each one of them to grow professionally. Disciplinary problems in a school setup could be better dealt with if collegial relationships abound.

7.6.10 The role of veteran teachers in the school

A privileged school is one that is endowed with veteran teachers who can be handy when there are faltering or junior teachers. The respondents in this study all agreed with one another that the veteran teachers were valuable in schools as they had a wealth of experience to share with the junior teachers. The respondents maintained that the experienced teachers know a lot about the teaching profession and which methods of teaching work and which ones do not work effectively in the classroom.

7.6.11 Reflection as a tool to improve teacher practice

Reflection is a process where the teacher takes their time to assess one's teaching practices. There are many ways that one can employ to reflect on one's practices, one of which is through the use of videos. The respondents in this study expressed mixed feelings concerning the use of videos as a reflective tool. Some indicated that they would not be comfortable to be videotaped while they were teaching as they felt that they would be laughed at by others who would watch the video clip. Others said that they would not love to be videotaped because some circles would misconstrue this as showing off. The responses obtained were a clear indication of teachers' attitude and perception about the teaching profession. It could be inferred from the foregoing account that teachers perceived their teaching chores as private and isolated. This could imply that the teachers were sceptical about being observed by others as they taught as each teacher has their own philosophy about teaching practices.

7.7 The role of the learner in classroom interaction

The role of the learners in classroom interaction was rather subdued as the teachers in most of the classes took control of the teaching and learning process. According to Britton (1970), the learner should be inquisitive and ask questions so that he learns and understands content, and that he should take the initiative and make decisions independently and must be a problem solver. All these virtues of learners were not observed throughout the research process. This implies that the teachers should create a classroom environment that encourages the learners to demonstrate confidence in the construction of knowledge and should not be afraid to take risks of making grammatical errors (Kelly, 2015; Britton, 1970).

7.8 Teaching classes with large numbers of learners

In general terms, the research established that many classes were composed of very big learner numbers. Teachers argued that it was difficult to teach a class with big numbers of learners as separating them into small manageable groups was almost impossible. The teachers also lamented that grouping too many learners in one classroom encouraged the learners to misbehave and get involved in different forms of misdemeanours, rendering the classes to be uncontrollable. The findings of the research contradicted the notion that teaching larger classes is fun and exciting, and that learners in large classes are normally willing to participate and are self-motivated (Brown, 1994). Large numbers of learners promote classroom indiscipline. The learners may engage in different types of misdemeanours, thereby compromising a positive classroom climate. Small classes are better to teach as the teacher would be able to instil discipline.

The study established that the learners may engage in deviant actions, which may disrupt the teaching and learning process. Causes of indiscipline among the learners could be caused by

many factors such as poor classroom management, inappropriate sitting arrangements that did not allow the teacher to reach each member of the classroom and ineptitude on the part of the teacher. Defiant learners can be a nuisance in the classroom as learners may be distracted and derail from their core purpose of learning. If the learners are not adequately controlled by the teacher, attempts to impart knowledge could be futile.

7.9 Institutional interaction support framework for teachers

All institutions of learning depend on human action in order to achieve the intended objectives. The school principals and the School Governing Boards should always seek to utilize the greatest potentials in both the teachers and the learners. In a school situation, the Principals of schools must ensure that all teacher and learner-support materials are ordered and delivered on time (Gardiner, 2008). The Heads of Departments' roles is to distribute teaching and learning materials to the teachers, draw up time tables and supervise the teachers. The Subject Advisor's role is to attempt and bridge the gap between theory and practice. The interaction between the Subject Advisor and the teacher serves as a learning period to the educator, particularly those teachers with inadequate skills and knowledge, in order to make a smooth transition into the real world (Discroll, 2000). Literature also revealed that as a mentor, the Subject Advisor is responsible for developing a programme of support for each targeted teacher in the school, advising the teachers on effective pedagogy, assisting teachers in planning, programming and reporting to parents (Dillon, 2010). The Department of Education should monitor and supervise the Subject Advisors so that they execute their duties as expected.

In this study, teachers were supported adequately at school level. The principals were supportive of their teachers as they procured the quintessential materials for the teachers. Although the materials sourced were in short supply, the teachers were able to use them with the learners. The

principals constantly assessed and moderated the teachers' work, thus encouraging them to maintain a specified standard.

7.10 Recommendations

The findings of this study on classroom interaction led the researcher to suggest the following:

The teachers should encourage the learners to ask each other questions so that the teacher could make instantaneous evaluation of how effective the learners are receiving the instruction during teaching and learning as questions from the learners may inform the teacher whether the learners have understood the concepts or not (Brain, 2015).

The Department of Education should employ teachers according to their subject specialisations. If this is done, the process of teaching and learning will be effective in that the subject specialist teacher would be equipped enough to interact effectively with their learners. The subject specialist teacher would also know what content to teach at a certain level, rather than teach content that is way above the learners' scope as was the cases in some of the lessons analysed in this research.

The teachers should espouse the constructivist principles of teaching where the learners are given the ownership of their own learning. The role of the teacher in the constructivist premise is to guide the learners as they discover knowledge for themselves. The teachers should move away from the lecture and the whole group classroom-interaction types because they are in the traditionalist premise of classroom interaction, which does not allow the learners to be the owners of their own learning.

The Department of Education must conduct workshops in order to induct the teachers on effective planning. If the teachers cannot plan effectively, they will not teach effectively. Their

lesson plans should include objectives so that they identify the goals of the lesson before teaching. The assumed knowledge should be stated in the lesson plan so as to scaffold from it when introducing a new lesson. After teaching the lesson, there must be a section on evaluation stating how effective or ineffective the interaction had been, and conduct remediation lessons where need arises.

The Department of Education should take the initiative to build more classrooms to accommodate more learners, so as to avoid overcrowding in the classrooms. When the classrooms are overcrowded, the teacher may fail to teach effectively as they would be unable to give individual attention to each learner. When the classrooms are built, the Department of Education may employ more teachers to cater for the learners, thus reducing the teacher-learner ratio, hence encouraging meaningful interactions.

Teacher reflection is important as it helps to identify the areas that each practitioner should improve. Veteran teachers should assist by rendering advice to teachers in need of help in so far as teaching strategies are concerned. Teachers should also take the initiative to observe one another in action so that they may help each other to improve their teaching strategies. A positive attitude needs to be developed among all teachers regarding the use of videos in teacher reflection. The whole essence of reflection is to help each other to be better teachers for the benefit of the learners they teach.

Parental care is an essential element in the teaching and learning process where teachers strive to model the learners towards being an ideal citizen of the country. When the teacher knows the background of the learners, they would know how to handle each learner in their classroom.

Teachers need to avoid cases of defiant learners in the classroom by developing a mastery of their subject matter. If the learners observe that they can gain a lot from the teachers, they may learn to trust him. The teachers should also demonstrate classroom management skills to deal decisively with wayward learners. The learning environment must be orderly, where all the learners are reachable by the teacher. This would minimize disruptions by learners.

Collegial relationships should exist in each and every school where all the teachers work together collaboratively. This helps them to share tips on how to handle defiant learners. Collegiality also helps the teachers to mature in the profession. Teaching tips may also be shared in collegial relationships.

7.11 The proposed model on classroom interaction

A model is a visual aid or picture that highlights the main ideas and variables in a process or system (McIlrath, 1995). Below is a model that this study proposed in order to facilitate effective classroom interactions between the teacher and the learner, and among the learners themselves. The stages of the model are the support framework of teachers, planning for instruction, the process of giving instruction and the evaluation of the instruction.

7.12 The proposed classroom interaction model

The proposed classroom model is displayed below. The explanation to this model is given in section 7.13 below.

The Libode classroom interaction model.

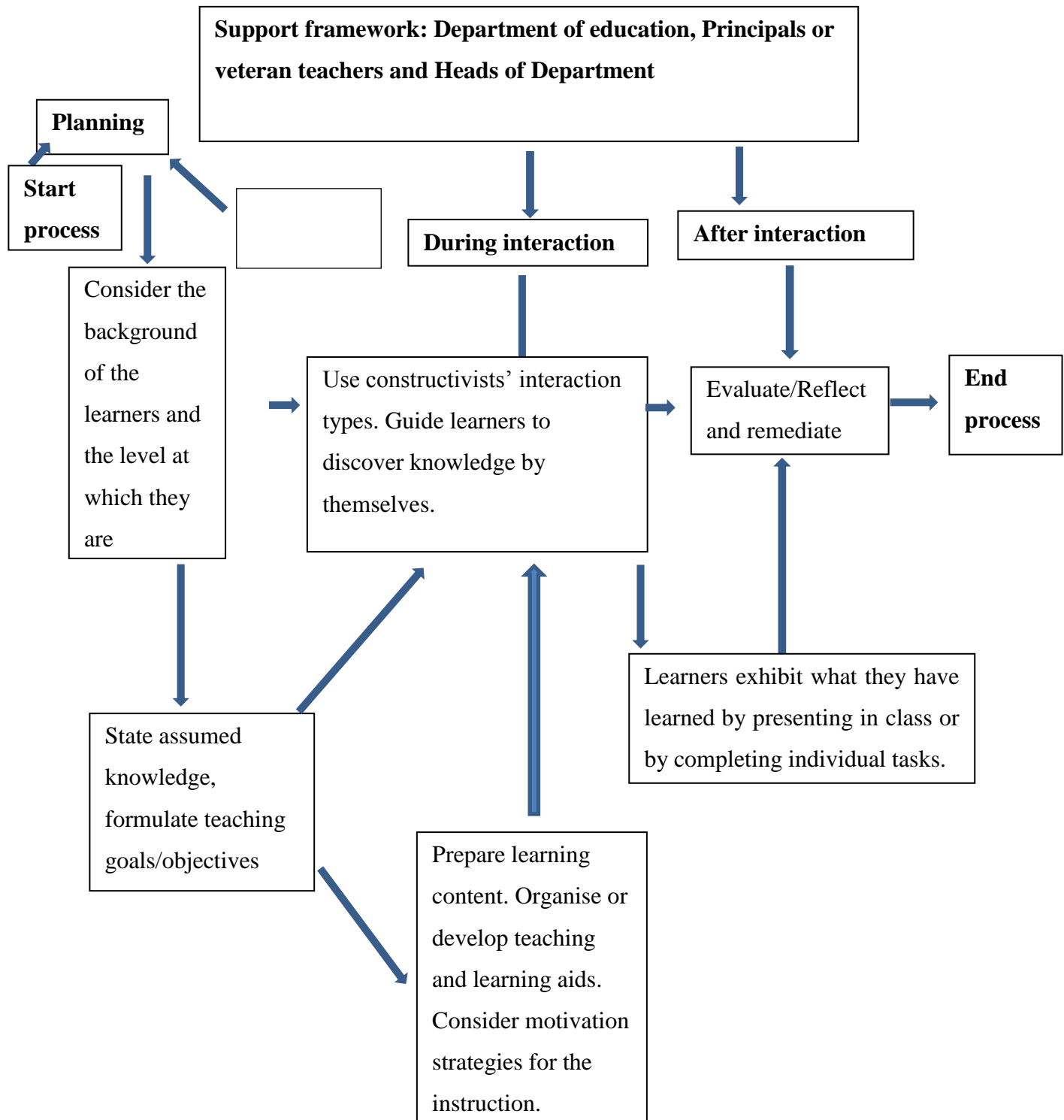


Figure 4: Classroom-interaction model

7.13 The exegesis of the model

This section discusses the stages in the proposed model of classroom interaction.

7.13.1 Planning

This describes the planning phase of the model. In the planning phase, the teacher should state the assumed knowledge, upon which the new lesson would be scaffold. The lesson objectives should be formulated at this level. Objectives are goals that the teacher intends to achieve at the end of the lesson (Bloom, 1956). The learners' capabilities, background and the educational levels should be taken into cognizant at this stage of the model. The knowledge of the learners' grade is important for the teacher so that they can prepare content that is commensurate to the level or grade of the learners.

7.13.2 During classroom interaction

At this stage of the model, the teacher should begin by relating the subject matter of the day to previously-learned content for scaffolding to take place. The teacher may ask questions to recapitulate previously-learned content so as to make a smooth progression to the new lesson of the day. The teacher is implored to use the constructivist-interaction principles where the learners are subjected to collaborative learning either in groups or in pairs. The role of the teacher in a constructivist classroom is to guide the learners through the process of knowledge discoveries by themselves and for themselves (Richardson, 1997). After the discussions of the learners in their groups, then the learners may be given time to exhibit to the whole class what they had learned or discovered during their group deliberations. This may be done through the group representatives who may report their respective groups' findings. The learners at this stage may be ask the group representatives questions. If the questions are not answered or clarified in a satisfactory manner by the group representative, the whole group may be asked to

respond or clarify the grey areas of the presentations. The teacher may give individual work at this stage to assess the receptivity of each learner as regards the lesson delivered.

7.13.3 After instruction

After the instructional process, the teacher is expected to carry out formative evaluation. This is the type of evaluation that focuses only on the content taught on a particular day. Summative evaluation is the opposite of formative evaluation as the former evaluates all work done after a given period of time, whereas formative evaluation takes place when the teacher attempts to determine the effectiveness of a single instruction. After evaluating the lesson, the teacher should then decide on how and when they may conduct remediation to the learners who exhibited lack of understanding.

7.14 Contribution of the study

Despite the cited limitations of the study, which were that, the study was only confined to five schools and a sampled population of only ten teachers, it was envisaged that the study made revelations that may go a long way in informing the teachers, the principals and the Heads of Departments of schools, and the Subject Advisors to reconsider their current roles that they play, with the view to adopt more effective support structures to help the teachers to be effective English Second Language teachers. The teachers may revisit their planning methods so that they put in place lesson plans, which when followed during teaching and learning, may promote higher levels of classroom interactions. The correct interaction strategies may help the learners to be competent and proficient in ESL such that teachers should shun the traditional modes of interaction and espouse the constructivist strategies as described in chapter 2.

7.15 Limitations of the study

The following limitations may be considered when conducting further research on similar topics. Firstly, this study of classroom interaction was conducted in only five schools. The five schools were thus selected in order to save time and costs, as a larger field would have required greater amounts of money and time. The results of this study may not be generalized to cover the whole of Libode District or the Eastern Cape Province as a whole, let alone the entire country of South Africa, but instead, the results could be recommended to the five schools which participated in this study. Secondly, the study used the three data collection instruments, namely face-to-face interviews, analysis of the documents and classroom observations. Each data collection tool has its own strengths and weaknesses. Thirdly, the study confined itself to ten teachers only. If the learners, the Principals and the Subject Advisors were incorporated in the study, other facets could have been established with regards to classroom interaction.

7.16 Conclusion

This study of classroom interaction, which was carried out in the Libode District of the Eastern Cape Department of Education obtained the following results:

The study established that there were only two educators who were suitably qualified to teach ESL to learners as they were the only ones who had specialized in ESL pedagogy. Eight of the ten educators in the study had specialized in teaching other learning areas and not English.

The study established that the teachers used the lecture and whole group classroom-interaction types. Some teachers used pair work and small groups when teaching ESL. This implied that the teachers were using both the traditional and the current modes of classroom interaction when teaching ESL.

The research revealed that the teachers were aware of the current modes of classroom interaction, but argued that it was difficult to implement these as the large learner numbers could not permit them to separate the learners for them to engage in collaborative learning in groups. The researcher observed that the classes were composed of as many as fifty learners in one class and, as a result, classroom management by the teacher was compromised.

It emerged that the teachers had difficulties in planning for interaction, as some crucial elements were left out in the teachers' lesson plans. Most of the lesson plans did not state lesson objectives, prior knowledge, assessment tasks and evaluation of the instruction.

Only the teachers initiated classroom interaction by posing questions to the learners. The learners did not ask questions directed either to the teacher or to other members of their class. This was against the principles of constructivism where the learners should only be guided by the teacher to learn (Busman, 1996).

Moreover, the study also established that the teachers described the support they received from the school administrative structures as adequate, but were quick to lament the lack of support from the Subject Advisor, who has not visited them for a long time. The study also established that most of the workshops organized by the Department were not fruitful to the teachers because they usually degenerated into peer sharing.

This study of classroom interaction revealed that the poor level of learner participation emanated from their lack of intrinsic motivation. The teachers blamed the learners' environment as the main cause for the low level of participation. They argued that the learners were not helped by their parents or guardians to write assigned homework.

Finally, the research questions were based on the classroom-interaction types used, the awareness of the current classroom interaction types and the kind of support that the teachers received to help them interact effectively with their learners. The research conclusively answered the research questions as follows: the teachers used both the traditional and the modern classroom interaction types; they were aware of the current classroom interaction modes, although they cited different reasons for not implementing them; that the kind of support that the teachers received from the school structure was adequate, whereas the support from the Department of Education through the Subject Advisor was inadequate as peer sharing characterized such workshops.

7.17 Implications for further research

This research was conducted in public schools in the Libode District of the Eastern Cape Province. Only five schools participated in this research. More schools should be included in future research, including independent schools so as to enable the generalization of the findings to a larger scale, rather than to only generalize the findings to only five schools as was the case in this research. The English Language curriculum should also be studied to establish whether the content is appropriate for the learners.

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Appendix A: Ethical clearance and permission



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: TSH061SNCU01

Project title: **A study of classroom interaction in English second language classes in five selected schools in Libode District of the Eastern Cape**

Nature of Project: PhD

Principal Researcher: Christopher Ncube

Supervisor: Dr BP Tshotsho

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: TSH061SNCU01

Project title: **A study of classroom interaction in English second language classes in five selected schools in Libode District of the Eastern Cape**

Nature of Project: PhD

Principal Researcher: Christopher Ncube

Supervisor: Dr BP Tshotsho

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

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- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

27 Tsholombela street
Northcrest
Mthatha
5099
23 February 2015

The Director: Research Development
Department of Education
East London
5200

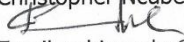
Dear Sir/Madam

Ref: Request for permission to conduct research with English language educators in five selected schools in Libode District.

I am a PhD Student of Fort Hare university .I write this letter to request you to allow me to carry out this research in five selected schools in Libode District. My research project is entitled :A Study of classroom interactions in the teaching of English second language in five selected schools in the Libode District.

The Names of schools and educators will be treated as confidential but the results of the study can be forwarded to your office if you so wish me to do so.

Thank You in advance

Christopher Ncube

Email: crhisncubs@gmail.com

Cell: 083 884 1523



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: B Pamla

Email: babalwa.pamla@edu.ecprov.gov.za

Date: 08 May 2015

Mr. Christopher Ncube
27 Bholombela Street
NOrthcrest
Mthatha
5099

Dear Mr. Ncube

**PERMISSION TO UNDERTAKE A DOCTORAL STUDY: A STUDY OF CLASSROOM
INTERACTION IN ENGLISH SECOND LANGUAGE IN FIVE SCHOOLS IN LIBODE DISTRICT
OF THE EASTERN CAPE PROVINCE**

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in 5 Secondary Schools under the jurisdiction of Libode District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;



- g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - j. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - k. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - l. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - m. you comply with your ethical undertaking (commitment form).
 - n. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nelisakanjana@gmail.com should you need any assistance.


 NY KANJANA
 DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
 FOR SUPERINTENDENT-GENERAL: EDUCATION



LUTUBENI J.S.S.

Box 218

Libode

5160

DATE: 05 August 2015

Cell no:0793152074

Dear Christopher

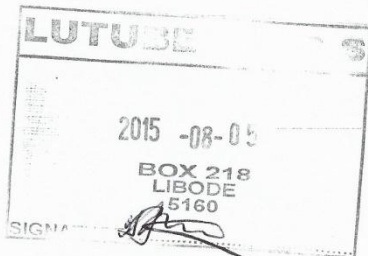
Re:-RESPONSE TO YOUR REQUEST TO RESEARCH AT THE ABOVE MENTIONED SCHOOL.

This serves to inform that the school has no objection in your bid to carry out your research on classroom interactions types among our English First Additional language (EFAL) teachers

We hope that no mention of our institution or our teachers shall be made in your study .

Yours faithfully

Selani T.G.



Box 9020
Northcrest
Mthatha
5101
28 July 2015

The Principal
Lithubeni Junior Secondary School
Libode

Dear Sir / Madam

Ref- Request to Conduct Research among EFAL Educators

This serves to request you to allow me to conduct research at your school. I am a student at the University of Fort Hare, and I am required to conduct this research only for academic purposes. The name of the institution and teachers involved will not be made public, as the rules of ethics demand.

Thank you in advance for allowing me the opportunity.

Yours Faithfully
Christopher Ncube (Student)





RUIZ J.S.S.
P.O. BOX 217
LIBODI
5160
21-09-2015

TO WHOM IT MAY CONCERN

This serves to attest that BEAARER
CHRISTOPHER NCUBE is hereby permitted
to conduct his research on
the classroom interaction, on condition
that the names of educators are not
mentioned in his study

Yours faithfully
L. MURKIE

OFFICE OF THE PRINCIPAL
RUIZ J.S.S.
P.O. BOX 217 (5160)
LIBODI
GET / 21-09-2015
DATE / 21-09-2015

Box 9020
Northcrest
Mthatha
5101
28 July 2015

The Principal
Ngavungavu Junior Secondary School
Libode

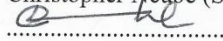
Dear Sir / Madam

Request to Conduct Research among EFAL Educators

This serves to request you to allow me to conduct research at your school. I am a student at the University of Fort Hare, and I am required to conduct this research only for academic purposes. The name of the institution and teachers involved will not be made public, as the rules of ethics demand.

Thank you in advance for allowing me the opportunity.

Yours Faithfully
Christopher Ncube (Student)


.....

Ngavungavu J.S.S
P. O Box 12
Libode
5160

2 September 2015

To whom it may concern

Dear Sir/Madam

REF: Permission granted for research

This serves to inform that your request to conduct a research among EFAL Educators at the above mentioned school has been granted permission by our school management team. You are free to interact with our teachers as you conduct your research.

Wish you all the best in your endeavours.

Yours sincerely



.....
L.Z Mpatane

DEPARTMENT OF EDUCATION NGAVU-NGAVU J.S.S P.O. BOX 12, LIBODE-5160 PRINCIPAL..... DATE: 02-09-15
--



CHIZELA J.S.S

Tyara Location* Marubeni A/A * Libode * P.O Box 304 * Libode 5160 * Tel: 0834749006
Date: 13/09/2015

Dear Christopher

The school has no objection in your carrying out the proposed research with our efal teachers.

Thank you

Malunga
.....

<<

>>

OFFICE USE ONLY

Ref	Date
-----	------

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT by Participant

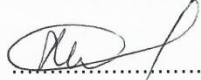
I hereby agree to participate in research regarding Classroom Work I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.


.....

Signature of participant

Date: 03-08-2015

I hereby agree to the tape recording of my participation in the study


.....

Signature of participant

Date: 03-08-15

<<

>>

OFFICE USE ONLY

Ref	Date
-----	------

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT by Participant

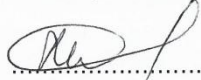
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I understand that this is a research project whose purpose is not necessarily to benefit me personally.

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I understand that if at all possible, feedback will be given to my community on the results of the completed research.


.....

Signature of participant

Date: 03-08-2015

I hereby agree to the tape recording of my participation in the study


.....

Signature of participant

Date: 03-08-15

<<

>>

OFFICE USE ONLY

Ref	Date
-----	------

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT by Participant

Classroom Interactions

I hereby agree to participate in research regarding I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

[Signature]
.....
Signature of participant

Date: *04/08/15*

I hereby agree to the tape recording of my participation in the study

[Signature]
.....
Signature of participant

Date: *04/08/15*

Appendix B: Research instruments and lesson plans

INTERVIEW SCHEDULE ON CLASSROOM INTERACTION

BIOGRAPHICAL DATA

- 1 WHAT QUALIFICATIONS TO YOU HAVE?
- 2 WHEN DID YOU OBTAIN THE QUALIFICATIONS?
- 3 FOR HOW LONG HAVE YOU BEEN TEACHING?

AWARENESS OF TRENDS IN CLASSROOM INTERACTION

- 4 WHAT TYPES OF CLASSROOM INTERACTIONS DO YOU USE WHEN TEACHING YOUR LEARNERS?
- 5 HOW EFFECTIVE ARE YOUR INTERACTION STRATEGIES?

SUPPORT FRAMEWORK

6. WHAT SUPPORT DO YOU RECEIVE AT SCHOOL IN ORDER TO BE EFFECTIVE IN YOUR INTERACTIONS WITH YOUR LEARNERS?
- 7 WHAT SUPPORT DO YOU RECEIVE FROM YOUR SUBJECT ADVISOR?

TEACHER REFLECTIONS AND TEACHER PRACTICES

- 8 WHY IS IT NECESSARY TO MAINTAIN A GOOD RAPPORT WITH YOUR STUDENTS?
- 9 WHAT DO YOU CONSIDER WHEN PUTTING YOUR LEARNERS IN GROUPS?

- 10 HOW DO YOU REWARD YOUR LEARNERS WHO TAKE PART IN CLASS DISCUSSIONS
- 11 WHAT INTERVENTION STRATEGIES DO YOU PUT IN PLACE TO HELP BACKWARD LEARNERS?
- 12 WHICH ARE THE INDICATORS OF A SUCCESSFUL LESSON?
- 13 WHY IS IT IMPORTANT TO REFLECT ON YOU TEACHING AFTER EACH LESSON?
- 14 WHY DO YOU THINK THAT PASTORAL CARE IS IMPORTANT IN YOUR CLASSROOM?
- 15 WHAT ROLE DOES COLLEGIALITY PLAY IN IMPROVING YOUR PRACTICE AS A TEACHER?
- 16 HOW DO YOU INTEND TO IMPROVE YOUR INTERACTION
- 17 WHICH ARE THE FACTORS THAT IMPACT NEGATIVELY ON YOUR TEACHING?
- 18 HOW WOULD YOU DEAL WITH THE NEGATIVE FACTORS
- 19 HOW DO THEORIES OF INTERACTION HELP YOU TO BE A BETTER TEACHER?
- 20 WHY IS IT NECESSARY TO CREATE A POSITIVE CLIMATE IN YOUR CLASSROOM?
- 21 HOW DO YOU CULTIVATE THE LEARNERS' POSITIVE SELF ESTEEM?
- 22 HOW DO VETERAN TEACHERS ASSIST YOU IN YOUR WORK
- 23 HOW DO YOU HELP OTHER TEACHERS TO TEACH EFFECTIVELY?
- 24 ARE YOU COMFORTABLE TO BE VIDEO RECORDED AS YOU TEACH?

- 25 WHO WOULD YOU SHARE THE VIDEO WITH?
- 26 WHAT ARE THE ADVANTAGES OF USING VIDEO IN TEACHER PRACTICE?
- 27 WHAT ARE THE DISADVANTAGES OF USING A VIDEO?
- 28 WHY WOULD YOU USE A VIDEO IN CLASS?
- 29 WHY IS IT IMPORTANT TO EVALUATE LESSONS?
- 30 HOW DO WORKSHOPS BENEFIT YOU IN YOUR REFLECTION?
- 31 HOW DO YOU MAKE SURE THAT YOUR LEARNERS UNDERSTAND CONTENT?
- 32 WHAT TYPE OF SUPPORT DO YOU PROVIDE YOUR LEARNERS WITH?
- 33 HOW DO YOU BREAK DOWN INFORMATION TO SMALL CHUNKS THAT ARE NOT CONFUSING?
- 34 HOW DO YOU KNOW THAT THE LEARNERS ARE INTERESTED IN YOUR CLASS?
- 35 HOW DO YOU PROVIDE A WARM ENVIRONMENT IN YOUR CLASS?
- 36 WHICH INTERRECTING ACTIVITES DO YOU DO IN CLASS
- 37 HOW DO YOU HANDLE INDIVIDUALISED FEEDBACK?
- 38 HOW DO YOU STRUCTURE YOUR LESSONS AROUND YOUR INTEREST?
- 39 HOW DO YOU DEAL WITH DISRUPTIVE BEHAVIOURS IN YOUR CLASSROOM?
- 40 HOW DO YOU DEAL WITH QUESTIONS THAT YOU ARE UNABLE TO ANSWER?

Lesson Plan \int Language

Teacher : Mrs Mtshozi
Grade 6
Time Allocation : 1h
Date 25 March 2015
Teaching Method : Questioning & Answer method
Topic : Language structures and Conventions.
Focus Area : Adjectives
Aims :
* To enable learners to know how to use adjectives after nouns.
* To enable learners to use understand and use of comparative and superlative adjectives.
Resources : learners textbook (Platinum), learners for demonstration.

Prior knowledge : learners have understanding of adjectives from their previous grade (Grade 5)

Introduction : The teacher will ask learners questions like "What are adjectives?" or "What do they know about adjectives?"

Time : \pm 5 mins

Step 1
Lesson development : The teacher will facilitate discussion on what are adjectives with the learners. Adjectives are describing words that describe nouns.

Step 2 - The teacher will write a sentence on the board and ask learners to underline adjective. eg Bongani is short.

* Learners will be given time to formulate their own sentences with adjectives and say them to class.

Step 3 - The teacher will explain that we use adjectives

P1
LESSON PLAN FOR GRADE 4

EDUCATOR : MNQE N.E.

LEARNING AREA : ENGLISH FIRST ADDITIONAL LANGUAGE

TOPIC : MY FAMILY

GRADE : 4

DURATION : 2 weeks

RESOURCES : Family tree showing family members like grandfather, grandmother, father, mother, brother, sister and also chart.

SKILLS : Listening and speaking

TEACHING AND LEARNING ACTIVITY

The learners should name people they are living with. The teacher should ask questions like:-

- a) With whom do you live?
- b) What they are doing?
- c) How they affect their lives
- d) Who do we love most and why do we love them?

The learners will talk and share one by one.

PRE LISTENING : The teacher ask questions about pictures. Learners answer questions. During listening the teacher reads, learners listen and the teacher ask questions the learners respond.

POST LISTENING : The teacher ask questions about the story, simplify difficult words.

P2

LESSON PLAN

SUBJECT : ENGLISH FAW
TOPIC : PUNCTUATIONS & NOUNS
GRADE : 7
DATE : 15-01-13 TO
TERM : 1
DURATION : 1-3 weeks

CONTENT - PUNCTUATIONS; Introductions; self or stress; Teach features and conventions of introduction.
TEACHER ACTIVITIES

- The teacher reads the extract from learner book. The teacher reviews punctuations by asking oral questions, posing questions to learners.
- Ask them about nouns

LEARNER ACTIVITIES

- learners re-write the extract using the correct punctuation in their ~~workbooks~~ classworks books.
- They do corrections in order to understand where to write a punctuation i.e. Capital letter, comma, colon, semi colon, question marks, exclamation marks, etc.
- Given classworks on nouns i.e. different type of nouns.
- learners identify types of nouns from the extract given individually.

INCLUSIVITY

The whole class read the extract from their books and identify nouns, punctuations.

APPENDIX B

INTERVIEW SCHEDULE ON CLASSROOM INTERACTION

BIOGRAPHICAL DATA

1 WHAT QUALIFICATIONS TO YOU HAVE?

NPDE

2 WHEN DID YOU OBTAIN THE QUALIFICATIONS?

21.0.....

3 FOR HOW LONG HAVE YOU BEEN TEACHING?

5 years

AWARENESS OF TRENDS IN CLASSROOM INTERACTION

4 WHAT TYPES OF CLASSROOM INTERACTIONS DO YOU USE WHEN TEACHING YOUR LEARNERS?

I use lecture and sometimes
small groups

5 HOW EFFECTIVE ARE YOUR INTERACTION STRATEGIES?

Sometimes learners do benefit
so I can say sometimes they
are effective

SUPPORT FRAMEWORK

6. WHAT SUPPORT DO YOU RECEIVE AT SCHOOL IN ORDER TO BE EFFECTIVE IN YOUR INTERACTIONS WITH YOUR LEARNERS?

My Principal and My HOD
help me by giving me material

7 WHAT SUPPORT DO YOU RECEIVE FROM YOUR SUBJECT ADVISOR?

I have never seen her in
our school. She organises
workshops for peer sharing.

TEACHER REFLECTIONS AND TEACHER PRACTICES

8 WHY IS IT NECESSARY TO MAINTAIN A GOOD RAPPORT WITH YOUR STUDENTS?

So that they can develop
trust in me and open up

9 WHAT DO YOU CONSIDER WHEN PUTTING YOUR LEARNERS IN GROUPS?

I consider the learners'
ability above all else.

10 HOW DO YOU REWARD YOUR LEARNERS WHO TAKE PART IN CLASS DISCUSSIONS

I give them verbal praise.

11 WHAT INTERVENTION STRATEGIES DO YOU PUT IN PLACE TO HELP BACKWARD
LEARNERS?

I try to give them extra
work during remediation.

12 WHICH ARE THE INDICATORS OF A SUCCESSFUL LESSON?

When learners answer questions.

13 WHY IS IT IMPORTANT TO REFLECT ON YOU TEACHING AFTER EACH LESSON?

so that I determine whether the lesson was a success or not.

14 WHY DO YOU THINK THAT PASTORAL CARE IS IMPORTANT IN YOUR

CLASSROOM?

learners need to be loved at home and at school for them to realise their full potentials.

15 WHAT ROLE DOES COLLEGIALLY PLAY IN IMPROVING YOUR PRACTICE AS A

TEACHER?

If we point out each other's mistakes and strengths then we can improve.

16 HOW DO YOU INTEND TO IMPROVE YOUR INTERACTION

By involving learners in learning.

17 WHICH ARE THE FACTORS THAT IMPACT NEGATIVELY ON YOUR TEACHING?

Lack of resources and time factor.

18 HOW WOULD YOU DEAL WITH THE NEGATIVE FACTORS

19 HOW DO THEORIES OF INTERACTION HELP YOU TO BE A BETTER TEACHER?

If I teach according to proven theory, then I am fully equipped.

20 WHY IS IT NECESSARY TO CREATE A POSITIVE CLIMATE IN YOUR CLASSROOM?

So that learners can enjoy learning experiences.

21 HOW DO YOU CULTIVATE THE LEARNERS' POSITIVE SELF ESTEEM?

By encouraging and spurring them on so that they realise their potentials.

22 HOW DO VETERAN TEACHERS ASSIST YOU IN YOUR WORK

By guiding and demonstrating how effective teaching should be done.

23 HOW DO YOU HELP OTHER TEACHERS TO TEACH EFFECTIVELY?

By offering help when needed to do so.

24 ARE YOU COMFORTABLE TO BE VIDEO RECORDED AS YOU TEACH?

Not quite because people may turn me into a laughing stock should I not perform well.

25 WHO WOULD YOU SHARE THE VIDEO WITH?

A friend that I trust.

26 WHAT ARE THE ADVANTAGES OF USING VIDEO IN TEACHER PRACTICE?

one can playback and identify weak areas.

27 WHAT ARE THE DISADVANTAGES OF USING A VIDEO?

People may gossip about one

28 WHY WOULD YOU USE A VIDEO IN CLASS?

It can be used as a teaching tool.

29 WHY IS IT IMPORTANT TO EVALUATE LESSONS?

To determine whether objectives have been achieved

30 HOW DO WORKSHOPS BENEFIT YOU IN YOUR REFLECTION?

We don't benefit much because of lack of expertise.

31 HOW DO YOU MAKE SURE THAT YOUR LEARNERS UNDERSTAND CONTENT?

By asking recap questions

32 WHAT TYPE OF SUPPORT DO YOU PROVIDE YOUR LEARNERS WITH?

Remediation-

33 HOW DO YOU BREAK DOWN INFORMATION TO SMALL CHUNKS THAT ARE NOT CONFUSING?

Explaining content in segments

34 HOW DO YOU KNOW THAT THE LEARNERS ARE INTERESTED IN YOUR CLASS?

If they participate and ask questions

35 HOW DO YOU PROVIDE A WARM ENVIRONMENT IN YOUR CLASS?

By keeping them friendly

36 WHICH INTERESTING ACTIVITIES DO YOU DO IN CLASS

Group work and pair work

37 HOW DO YOU HANDLE INDIVIDUALISED FEEDBACK?

I hand it in confidence so as not to embarrass the learner.

38 HOW DO YOU STRUCTURE YOUR LESSONS AROUND YOUR INTEREST?

No I do not do this. I follow guidelines from department.

39 HOW DO YOU DEAL WITH DISRUPTIVE BEHAVIOURS IN YOUR CLASSROOM?

I caution them and call them to order.

APPENDIX B

INTERVIEW SCHEDULE ON CLASSROOM INTERACTION

BIOGRAPHICAL DATA

1 WHAT QUALIFICATIONS TO YOU HAVE?

B Ed Honours

2 WHEN DID YOU OBTAIN THE QUALIFICATIONS?

(8 years) 2010

3 FOR HOW LONG HAVE YOU BEEN TEACHING?

3 years

AWARENESS OF TRENDS IN CLASSROOM INTERACTION

4 WHAT TYPES OF CLASSROOM INTERACTIONS DO YOU USE WHEN TEACHING YOUR LEARNERS?

Telling Method and groupwork

5 HOW EFFECTIVE ARE YOUR INTERACTION STRATEGIES?

Sometimes they are effective.
Not always.

SUPPORT FRAMEWORK

6. WHAT SUPPORT DO YOU RECEIVE AT SCHOOL IN ORDER TO BE EFFECTIVE IN YOUR INTERACTIONS WITH YOUR LEARNERS?

Not always

7 WHAT SUPPORT DO YOU RECEIVE FROM YOUR SUBJECT ADVISOR?

Very little support. Does not visit us in schools

TEACHER REFLECTIONS AND TEACHER PRACTICES

8 WHY IS IT NECESSARY TO MAINTAIN A GOOD RAPPORT WITH YOUR STUDENTS?

They feel appreciated and can do better in their work.

9 WHAT DO YOU CONSIDER WHEN PUTTING YOUR LEARNERS IN GROUPS?

The clever ones should be placed in each group to guide others

10 HOW DO YOU REWARD YOUR LEARNERS WHO TAKE PART IN CLASS DISCUSSIONS

By praising them, clapping of hands by whole class.

11 WHAT INTERVENTION STRATEGIES DO YOU PUT IN PLACE TO HELP BACKWARD

LEARNERS?

Giving them extra work to do at home

12 WHICH ARE THE INDICATORS OF A SUCCESSFUL LESSON?

When they answer questions

13 WHY IS IT IMPORTANT TO REFLECT ON YOU TEACHING AFTER EACH LESSON?

To determine whether objectives have been fulfilled

14 WHY DO YOU THINK THAT PASTORAL CARE IS IMPORTANT IN YOUR CLASSROOM?

learners need God in their lives.

15 WHAT ROLE DOES COLLEGIALLY PLAY IN IMPROVING YOUR PRACTICE AS A TEACHER?

To look out for one another helps us to understand our learners better

16 HOW DO YOU INTEND TO IMPROVE YOUR INTERACTION

By attending workshops and reading literature

17 WHICH ARE THE FACTORS THAT IMPACT NEGATIVELY ON YOUR TEACHING?

Large classes, learners who fail to read in grade 6.

18 HOW WOULD YOU DEAL WITH THE NEGATIVE FACTORS

19 HOW DO THEORIES OF INTERACTION HELP YOU TO BE A BETTER TEACHER?

If I apply them, learners benefit a lot by being involved actively in learning.

20 WHY IS IT NECESSARY TO CREATE A POSITIVE CLIMATE IN YOUR CLASSROOM?

To make weak learners to share in the lessons.

21 HOW DO YOU CULTIVATE THE LEARNERS' POSITIVE SELF ESTEEM?

By encouraging the little effort that they put into their work.

22 HOW DO VETERAN TEACHERS ASSIST YOU IN YOUR WORK

By correcting me when I use wrong approaches.

23 HOW DO YOU HELP OTHER TEACHERS TO TEACH EFFECTIVELY?

By sharing resources of teaching and encouraging them to work hard.

24 ARE YOU COMFORTABLE TO BE VIDEO RECORDED AS YOU TEACH?

Yes I am

25 WHO WOULD YOU SHARE THE VIDEO WITH?

Anyone who may ask
to view it

26 WHAT ARE THE ADVANTAGES OF USING VIDEO IN TEACHER PRACTICE?

To improve teaching skills
after identifying weaknesses
portrayed in the video

27 WHAT ARE THE DISADVANTAGES OF USING A VIDEO?

It is time consuming to watch
it.

28 WHY WOULD YOU USE A VIDEO IN CLASS?

So as to reflect on my
teaching strategies

29 WHY IS IT IMPORTANT TO EVALUATE LESSONS?

To check level of understanding
of learners.

30 HOW DO WORKSHOPS BENEFIT YOU IN YOUR REFLECTION?

By comparing how I teach with
what we are told.

31 HOW DO YOU MAKE SURE THAT YOUR LEARNERS UNDERSTAND CONTENT?

By giving tests to assess them.

32 WHAT TYPE OF SUPPORT DO YOU PROVIDE YOUR LEARNERS WITH?

I give them books and materials

33 HOW DO YOU BREAK DOWN INFORMATION TO SMALL CHUNKS THAT ARE NOT CONFUSING?

By planning for interaction

34 HOW DO YOU KNOW THAT THE LEARNERS ARE INTERESTED IN YOUR CLASS?

If they do not laugh or share in the lesson.

35 HOW DO YOU PROVIDE A WARM ENVIRONMENT IN YOUR CLASS?

By being friendly to the learners

36 WHICH INTERESTING ACTIVITIES DO YOU DO IN CLASS

Games/group work, quiz

37 HOW DO YOU HANDLE INDIVIDUALISED FEEDBACK?

I treat feedback confidential but those who pass, I announce.

38 HOW DO YOU STRUCTURE YOUR LESSONS AROUND YOUR INTEREST?

Not around my interest - I follow policy document

39 HOW DO YOU DEAL WITH DISRUPTIVE BEHAVIOURS IN YOUR CLASSROOM?

By being strict and by reprimanding wayward behaviour.