

Possible Factors Contributing to the Lack of Success
in Learning English in Qwaqwa, South Africa: A Case Study

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ABSTRACT

Tatolo Edgar Molebatsi

This study was undertaken with the purpose of identifying some of the factors that may contribute to the high failure rate of grade 12 students of English as a second language in the Qwaqwa district of the Free State province of South Africa. A second purpose of the study was to seek an explanation as to why certain schools in the Qwaqwa district perform better, on average, than other schools, given that the students often share a similar socio-economic and cultural background. The research consisted of a case study, with the investigator observing and recording events as they occurred in normal classroom situations over a period of time, followed by a reflection on these events and an analysis of the lessons in terms of teacher preparation, lesson development and closure, and the apparent impact of the lesson on the learners. Four schools were selected for this study. The criterion used in selecting the schools was based on the quality of their results obtained on the national grade 12 matriculation examinations. Two of the schools sampled had obtained good marks in these examinations, while the other two schools had not performed well. The thesis ends with some suggestions for improving the level of success in the grade 12 matriculation examinations by those schools which are currently under-performing.

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Chapter 1 Presentation of the Problem

1.1 Introduction

This thesis will explore some of the reasons for the high failure rate by black South African learners in English-as-a-second-language (ESL) grade 12 examinations in the Qwaqwa region of the Free State province. By means of a qualitative multiple-case study involving a series of observations of a variety of ESL lessons in four different secondary schools, an attempt will be made to identify certain factors as possible causes for the lack of success of many learners in their ESL examinations. In addition, the physical resources of the schools involved will be evaluated to see to what extent they might play a role in the grade 12 ESL examination results.

1.2 Historical Background to the Problem

The struggle for a better and equal education for blacks in Africa in general, and the Republic of South Africa in particular, has been long and painful (Mbeki, 1991; Marx, 1992). South Africa, like the rest of Africa, is a victim of colonialism which excluded most Africans from politics, lucrative areas of the economy and, above all, education (Dekker and Lemmer, 1993). Education for blacks in South Africa was designed to be of inferior quality so that black South Africans would not participate in the economic mainstream (Kallaway, 1984; Dekker and Lemmer, 1993). When the National Party (NP), a predominantly white political party took control of the government in 1948, the policy of apartheid was fanatically and forcibly imposed upon the black people of South Africa. This policy, coupled with years of political, economic and spiritual domination and colonialism, had the unintended result of provoking a ceaseless struggle

for a better education by black South Africans. By the 1950s, according to Dekker and Lemmer (1993), it was clear that equality in education in South Africa could not be achieved within the policy of separate development.

The Bantu Education Act of 1953 brought with it untold miseries for blacks in South Africa. This act, which prohibited black South Africans from entering most of the country's political and economic spheres, stipulated that they would be trained and taught in accordance with their (limited) opportunities in life (Kallaway, 1984; Mbeki, 1991; Nkomo, 1990). Basically, this act meant that education would serve as an instrument used by South African whites to dominate blacks in every aspect of their lives. This act did not make any provision for the training of blacks for a better, more prosperous future. The architect of this act, Hendrik Verwoerd, was adamant that black South Africans were not meant to be on equal terms with white South Africans (Kallaway, 1984).

The Separate Development Act was another act designed in such a way that blacks could only develop separately according to their ethnic, tribal, and linguistic identity. Any development, including education for blacks, could only be done in the so-called "homelands." This move was resisted by all the black political organisations, such as the African National Congress (ANC), the Pan African Congress (PAC) and many liberal-minded people and organisations (Kallaway, 1984; Marx, 1992). The turning point in South African politics and education took place in the 1970s. It was on June 16, 1976, that young black learners took to the streets of Soweto to protest against the use of Afrikaans being made equal to English as a medium of instruction (Nkomo, 1990; Human Sciences Research Council (HRSC), 1990).

Perhaps what is of importance here is that, during the 1970s, it was notable that there was a great deal of antagonism on the part of black learners and academics towards the use of Afrikaans as a medium of instruction and yet there was no antagonism towards English as such a medium (Nuttal and Langan, 1994). To most black pupils and parents, English was seen as a tool that would open the gates to political, economic and educational empowerment for black people (Theron, 1993; Britton, 1990; Herbert, 1992; Lemmer, 1995). The choice of English as a medium of instruction did not please the ruling NP. Instead, the 1980s saw a return to more oppressive legislation by the government and the rise of student resistance (Kallaway, 1984; Unterhalter, 1991). This student resistance culminated in the formation of such organisations as the Azanian Students Organisation (AZASO), the Azanian Student Movement (AZASM), the Congress of South African Students (COSAS) and the South African National Students Congress (SANSCO), to mention but a few. These student organisations did, to a certain extent, manage to bring some significant changes in the educational system, but, as Lemmer (1995) correctly points out, after the Soweto Riots of 1976, the educational aspirations of the black communities were taken over by the broad liberation movements, with disastrous effects on a generation of black pupils. Simply put, the liberation movements emphasized the politicisation of education and neglected what actually went on in the classrooms.

Furthermore, the struggle by these student organisations did not bring about any significant improvements in the grade 12 examination results (Nkomo, 1990; Dekker and Lemmer, 1993). For instance, the pass rate in the grade 12 examinations in 1989 was 96% for whites and 40% for blacks (Department of Education, 1989). The slogan at the

time among black youth was: "Liberation now; education later!"

However, liberation from the apartheid system has finally been achieved, and English is now the medium of instruction in most black schools in Qwaqwa and elsewhere in South Africa (Marivate, 1993; Theron, 1993). Given these changes, an investigation into the grade 12 examination success rate is needed so that possible contributing factors can be investigated as to why there is still such a high failure rate among black grade 12 ESL learners (Gay, 1996; HSRC, 1991).

It is perhaps important at this stage to revisit the homeland system and see how its role has affected the pass rate in grade 12 examinations, especially in Qwaqwa. In the past, South Africa had five self-governing homelands, namely: Gazankulu (for the Shangaan ethnic group); Kwandebele (Ndebele); Kwazulu (Zulu); Lebowa (North Sotho or Bapedi); and Qwaqwa (South Sotho or Basotho). Then there were the four so-called independent homelands, namely: Bophuthatswana (Tswana); Ciskei and Transkei (Xhosa); and Venda (Venda). Each of these nine homelands had its own department of education (DoE), but the grade 12 examinations were still external to the homelands' DoEs, and controlled by the central government (Dekker and Lemmer, 1993; HSRC, 1990; Department of Education, 1989). Whites, mostly supporters of the ruling NP, still exercised great control over these examinations.

For several years before the ANC was elected as South Africa's ruling government party in 1994, it was clear that a great deal had to be done to redress the inequalities in education in the country. To begin with, a single DoE was established at the national level, as required by the new constitution, with the nine provinces each having its own multiracial DoE. According to the National DoE's *Educational Renewal*

Strategy (1991), some significant changes were made through the publication of the Green Paper on Further Education and Training. However, there are still signs that the results in the grade 12 examinations have not attained the desired expectations. For example, the grade 12 statistics show that the national pass rate declined from 58% in 1994 to 42% in 1997. In the Free State province alone, where Qwaqwa is situated, of the 40,035 candidates who wrote the grade 12 examinations, only 4,277 obtained university entrance passes and 12,667 obtained ordinary passes.

Like many other regions in South Africa, Qwaqwa has been affected by the high failure rate in grade 12 examinations. This region, the major urban centre of which is Phuthaditjhaba, is situated approximately 350 kilometres from the provincial capital, Bloemfontein, in the west, about 300 kilometres from Johannesburg in the north, and about 45 kilometres from Harrismith in the east. It was granted self-governing status in the 1970s by the NP government (Smith et al., 1981). Historically and culturally, Qwaqwa was designed to be a place for the Basotho, who resided in many parts of South Africa. In the 1970s only 7% of Basotho resided in Qwaqwa, but this percentage has increased over the last twenty years. The increase in the percentage was because many Basotho from Lesotho, a neighbouring kingdom founded by King Moshoeshoe in 1824, have crossed the Caledon river and the Drakensberg to settle in what is now called the Free State (Trewhella and Spies, 1991). Furthermore, as Qwaqwa shares borders with both Lesotho and the South African province of Kwazulu Natal, many people from these areas send their children to study in the schools in this area. By the early 1980s, up to 200,000 people were settled in Qwaqwa. In terms of educational establishments, the educational situation in Qwaqwa by the 1970s can be described as follows: In 1977 there

was one pre-primary school and 51 primary schools, but by 1979 the number of primary schools had increased to 72, and the number of secondary schools increased from 14 in 1975 to 23 in 1977 (Smith et al., 1981).

1.3 The Need for the Study

Many grade 12 candidates in Qwaqwa are still underachieving (HSRC, 1990; Dekker and Lemmer, 1993). In his study, Letsie (1994, p. 3) revealed the following information relating to the pass/fail rate among grade 12 learners in Qwaqwa secondary schools: In 1989, 36% of those students taking the matriculation examination passed; in 1990, 32% passed; in 1991, 38%; in 1992, 41%, and in 1993, 38% passed.

According to Smith et al. (1981), an alarming state of affairs in Qwaqwa by the late 1970s was the lack of professional qualifications among its teachers. Teachers with poor qualifications cannot be expected to produce good results since they themselves lack the necessary qualifications (Kallaway, 1984; Edelsky, 1991). Kilfoil and van der Walt (1994) and Wringe (1994) state that a teacher as a professional needs to have academic and professional qualifications plus experience. In the past, Phuthaditjhaba, because of its centrality, used to have an in-service educational training centre (INSET). In their research on Qwaqwa, Smith et al. (1981) argue that priority should be given to the training of more and better qualified teachers and that in-service programmes can play an important role in that regard. Presently there is no INSET for teachers in Qwaqwa, so the status of teachers as professionals is affected negatively, inasmuch as no in-service teacher training is readily available in the neighbourhood (Wringe, 1994; Kilfoil and van der Walt, 1994). They can no longer keep pace with new developments in the subject that

they are teaching. Teachers' inadequate qualifications (Britton, 1990; Wringe, 1994; Nuttal and Langan, 1997; Education Renewal Strategy, 1990) can be a possible contributing factor to the high failure rate among ESL learners.

A major focus of this case study will be a selected group of language teachers in Qwaqwa and the way they teach ESL. Richards and Lockhart (1994) indicate that teachers continually have to make decisions about which general methods and specific techniques will best enable a second language to be taught effectively. It can be assumed that, all things being equal, if teaching methods are suitable for their learners, the latter's ESL results will be satisfactory. This case study will attempt to discover whether ESL teachers in Qwawa appear to be aware of effective methods and techniques that would facilitate the way they teach the L2 and lead to satisfactory final examination results on the part of their learners. On the other hand, ineffective teaching methods and techniques, if found, could be a causative factor of the high failure rate (Wringe, 1994; Varaprasad, 1997; Edelsky, 1991; Herbert, 1992; Selinger and Shohamy, 1989).

This thesis aims to explore why the learners from some of the schools in Qwaqwa perform better in the grade 12 second language examinations while others do not.

According to Kilfoil and van der Walt (1994), schools that have a high success rate are those where teachers are competent and learners willing to learn. Such schools have a high motivational level among the learners and the teachers. This same view is shared by Richards and Lockhart (1994), who believe that teachers who are constantly reflective and reviewing their teaching strategies and classroom practices are likely to perform better than those who do not.

The high failure rate among black ESL grade 12 learners in Qwaqwa is a cause for concern. It results in many ESL students in Qwaqwa not fulfilling their dreams of becoming part and parcel of the new South Africa and contributing to its economic prosperity. South Africa now stands at the door of great economic and political stability and hopes to prove to the world that a long history of political inequality among its ethnic groups does not necessarily mean perpetual economic inequality among those same groups. This becomes a major challenge for stakeholders in the South African education system.

For most schools in Qwaqwa, English enjoys a significant status as the major medium of instruction among black learners, but black learners are not performing as well as they should in the grade 12 ESL examinations, and therefore, research into this problem is very important, especially as there has apparently been no focussed investigation into this high failure rate in the region.

Most schools in Qwaqwa do not have adequate resource centres and technological equipment such as computers, televisions, video players, reading laboratories and language laboratories. A lack of these resource centres and technology may be partly responsible for the high failure rate. Presently, some schools in South Africa are being “adopted” and assisted by industrial companies which donate money to provide schools with technological equipment and facilities (Hollingworth, 1987; Kilfoil and van der Walt, 1994). In Qwaqwa, however, the researcher is not aware of any schools that have benefitted from such an arrangement.

The public library as a resource centre (Minami and Kennedy, 1993; Kilfoil and van der Walt, 1994) helps learners to advance and improve their second language

performance. Presently there is only one small public library in Phuthaditjhaba and it remains to be seen whether it can contribute to improving the performance of grade 12 ESL learners. Unfortunately, very few secondary schools in Qwaqwa have properly organized school libraries. These are mainly used as storerooms to keep the prescribed books (many of which are many years out of date) supplied by the provincial government.

A high failure rate in the grade 12 examinations may also be attributable to a lack of parental involvement in their children's education. Many parents lack a formal education, and have difficulty helping them with their schoolwork (Thayer-Bacon, 1993). Most fathers of the second language learners in Qwaqwa are poor migrant workers who seek employment in the mining cities of South Africa and it is highly probable that an unfavourable family economic situation has a negative influence on the performance of second language learners (Nkomo, 1990; Smith, et al. 1981; Marshall, 1993). Various studies have indicated that if parents are involved in the education of their children, there is a possibility that examination results can be improved (Van Lier, 1988; HSRC, 1990; Adler, 1993; Letsie, 1994; National DoE, 1998)

Another significant factor is that highly industrialized and economically vibrant areas (such as Gauteng province, where South Africa's most important factories are located) tend to produce second language learners who can compete favourably in the target language (Harris, 1991; Smith et al., 1981). Qwaqwa is not a highly industrialized area. Smith et al. (1981) concluded their research by indicating that Qwaqwa is poorly endowed with natural resources such as gold, diamonds, copper, silver, or any other important minerals. It has little arable land and what grassland there is, suffers from

overgrazing. However, what Qwaqwa lacks in natural resources could be compensated by its potential human resources, if these resources were well educated.

Lack of student motivation has been found to be a factor for high failure rates in schools (Britton, 1990; Letugke and Thomas, 1991; Brumfit, 1989). Given the manifold difficulties described above, it is no wonder that there is a serious problem with learner motivation in the schools of Qwaqwa. It is to be hoped that this problem will lessen, once some of the difficulties described above have been resolved.

1.4 The Purpose of the Study

The purpose of this study is to explore, through direct and detailed observation of a purposeful sample (Patton, 1980, pp. 100-108) of some Qwaqwa-area ESL classes, some of the possible factors that might lead to the high failure rate in the final, grade 12 English matriculation examinations of ESL learners in Qwaqwa. These possible factors include the physical facilities of the schools that are the subjects of the case study.

It is through these classroom observations that this study will try to determine whether the high or low success rate in ESL examinations might be the result of the nature and relative importance of learner and teacher participation in the lesson; pre-lesson preparation by the teacher; the flow and development of the lesson from beginning to end; and its apparent impact on the learners. Researchers such as Butler and Bartlett (in Richards and Lockhart, 1996) claim that it is not difficult to determine whether the approaches and strategies chosen by classroom teachers have an influence on the performance of the learners.

Once the observations have taken place, and been reflected upon, another purpose of the study is to be in a position to make recommendations to teachers of ESL in Qwaqwa and elsewhere. It is to be hoped that this study will enable teachers to reflect upon their teaching practices, and make changes that might improve the examination success rate of their learners.

1.5 Summary

This case study aims to explore what happens in a selected number of ESL classrooms, and to reflect upon the possible changes to current teaching practices which might help teachers and learners of ESL to improve on the prevailing conditions. After all, seeking improvements in educational performances has been the subject of research and investigation for many years (Dekker and Lemmer, 1993). Skehan (1989) points out that research has the capacity to describe such factors as motivation, attitudes, and learner strategies that might help improve second language learning and teaching. This case study should be viewed as part of a search for a wider solution to the many problems facing ESL learners and teachers in South Africa in general and Qwaqwa in particular. It is also important to mention that, like many countries in the world, South Africans regard the success or failure of the grade 12 examinations with national fervour, since it is these examinations that determine the future of most young people in this country. Over many years these results have become something of a national yardstick, since the failure or the success of young grade 12 learners will determine what type of government policies are achievable or not. After the elections of 1994, there were great expectations on the part of the majority of South Africans that something would be done to improve the pass rate in

the grade 12 examinations. The country needs young skilled people who will take it through the next millennium.

Furthermore, it is possible that this case study may, to a certain extent, assist the Free State provincial education by making certain recommendations that will be discussed in Chapter five of this thesis. Smith et al. (1981) have indicated that Qwaqwa needs all the support it can get so that the lives of people living in this area can be improved. Dekker and Lemmer (1993) have indicated that the inferior qualifications of most black teachers, overcrowded classrooms, understaffed schools and equipment shortages, have all contributed to huge inequalities between black and white learners in South Africa. This situation still prevails in most secondary schools in Qwaqwa.

ESL learners and teachers in Qwaqwa are also likely to benefit from this case study, since in Qwaqwa and in most schools South Africa, English is the medium of instruction. Since the rationalisation of most educational institutions in Qwaqwa, the shift has been one of transforming existing schools and colleges into more community-based institutions. Programmes in the post-grade-12 institutions will still be conducted in English and the role of the ESL teachers will become even more important.

The case study is a mode of research that has not been exploited frequently in Qwaqwa secondary schools, but, if successful, could be replicated in the future. The case study will also dispel the belief that classroom observations are evaluations of teachers' methods and approaches but rather observations that can serve as sources for reflection as to what most ESL learners and teachers should or should not be doing during classroom teaching (Richards and Lockhart, 1996).

Letsie (1994, p. 127) states, "...secondary schools in Qwaqwa are not functioning

at maximum efficiency.” Given its demographics and its inability to be an economically viable place as a mining or agricultural area (Smith et al., 1981), Qwaqwa’s remaining resource is its human potential. If ESL learners and teachers can modify their approaches and attitudes, and if there is an improvement in the availability of educational resources, there could be a marked improvement in the grade 12 ESL examination results.

Finally, while this thesis is about exploring various factors that might play a part in the poor matriculation results in ESL, it is certain that one of the major factors to be examined is how teachers conduct themselves in a classroom situation. Richards and Lockhart (1994, p. 104) in confirming the above statement say “Teachers create their own roles within the classroom based on their theories of teaching and learning and the kind of classroom interaction they believe best supports these theories”. Teachers differ in their approaches to different lessons and different situations. On the roles that teachers play Richards and Lockhart (1994, p. 106) further say that: “ The way in which teachers interpret their roles leads to differences in the way they approach their teaching. It leads to differences in how teachers understand the dynamics of an effective lesson and consequently different patterns of classroom behavior and classroom interaction.” These roles are determined by the different situations as they occur in the classrooms. Case studies can be very useful in determining what contributes to a successful series of lessons and why some lessons are not successful.

Put simply, this case study will examine the relationships among the selected sets of teacher, learners, and the lessons themselves, in an attempt to discover those factors which might be causal in the disappointing success rates in grade 12 ESL matriculation examinations.

Chapter 2 Literature Review

2.1 The High Grade 12 Examination Failure Rate in Qwaqwa

In the past, the failure rate among second language learners in South Africa and in Qwaqwa in particular was influenced by political factors (Nkomo, 1990; Mbeki, 1991; Dekker and Lemmer, 1993). Writing about this failure rate, Kilfoill and van der Walt (1994, p. 207) say: "The external examination at the end of grade 12 is of vital concern to every matriculant's future. A central objective would certainly be to ensure that as many pupils as possible pass." As a self-governing territory between 1975 and 1994, with its own department of education, Qwaqwa had limited freedom of action to improve the level of education offered to its students. The grade 12 examinations were still controlled by the white government in Pretoria. Nuttal and Langan (1994, p. 211) say: "Structurally the education system in South Africa, including the self governing territories and the nominally independent states, was characterised by a tension between bureaucratic fragmentation and attempts to maintain centralisation of control."

Since English is the preferred medium of instruction in South Africa for most blacks (Theron, 1996; Marivate, 1993; Nuttal and Langan, 1994) the various factors involved in learning it to a competent level should be critically looked at so that improvements can be made in learning it successfully. In order to reach this objective, Ovando (as cited in Lemmer, 1995, p. 83) correctly indicates that language is a crucial means of gaining access to important knowledge and skills. It is the key to cognitive development and can promote or impede scholastic success. The same view is held by Kilfoil and van der Walt (1994, p. 1), who point out that, "learning a language is generally accepted to be one of the most natural processes on earth and it is self-evident

that human life would not be the same without language communication.”

It has long been acknowledged that there are many black teachers in South Africa who are not adequately qualified. Nuttal and Langhan (1994), writing about South Africa in general, state that

Teachers who teach English in African schools are not native English speakers, nor has their training prepared them for teaching English for EMI [English as a medium of instruction]; they have at best been exposed to a very structural view of language and language use and to a mechanistic view of the “four skills” as separate and discrete. (p. 216)

Leithwood and Montgomery (1987, p. 70) emphasise their point on teacher training by saying that: “In-service education is a potentially useful strategy for overcoming some obstacles such as: lack of knowledge and skill; lack of motivation to change; inappropriate organisational arrangements and lack of resources.”

However, presently, it is the impression of this researcher (from courses offered in his institution) that many teachers in Qwaqwa have enrolled in programmes to improve their qualifications. These programmes are offered by tertiary institutions such as the University of the Free State, UNISA, and Vista, but this enrolment is not enough to address the problem of a lack of teacher preparedness and of the high failure rate in Qwaqwa secondary schools. In their work, which can be described as a most important contribution to the improvement of the training of non-native speakers of English who teach English to non-native speakers, Nuttal and Langhan (1994) conclude by saying:

Similarly, the project’s experience in working closely with teachers should allow it to contribute to the improvement of the process in working closely with teachers in the practice of language-teacher education, at both pre- and in-service levels, In addition, the project’s strategies and practices in training and supporting teachers need constant review and improvement. (pp. 231-232)

Lemmer (1995, p. 94) also emphasises the need for teacher training by proposing that: "Teachers who themselves have limited proficiency in English [must] be given assistance in upgrading their own language abilities through in-service teacher training programmes."

The remainder of this chapter will examine some of the factors that may possibly be responsible for the "constant failure" (Mackey, 1965) that leads to resentment towards having to learn a second language, and the low success rate in ESL grade 12 examinations. These factors will be discussed as follows: The present situation in ESL classrooms; the necessity for classroom observation; and reflections on classroom observation.

2.2 The Present Situation in ESL Classrooms

The present situation in Qwaqwa ESL classrooms indicate that a great deal has still to be done in order to improve the low success rate. This problem of the high failure rate among grade 12 learners has been studied to some extent (HSRC, 1991) but solutions remain to be found. This case study is being undertaken in the hope that, if certain factors are identified and addressed adequately, there will be some improvements in the grade 12 ESL examination results.

Kilfoil and van der Walt (1994) state:

Motivation remains the most crucial factor in the language-learning process. Even a learner of limited intellectual ability will learn and acquire a second language if he is highly motivated. Different types of motivation will result in the language being learnt and acquired differently. (p. 2)

They go on to refer to the classical differentiation between integrative and instrumental motivation first proposed by Gardner and Lambert (1972).

In addition to motivation, Kilfoil and van der Walt (1994, p.3) mention such factors as personality, intellectual ability, age, external factors, and the distance of one language from another (English and Afrikaans are “close,” while English and Sesotho are “distant.”). It is perhaps worthwhile to quote these authors more extensively about the external factor of a negative attitude towards English, because it applies to the situation in Qwaqwa secondary schools:

In South Africa specifically, teachers often complain that learners are prejudiced against the learning of English because the subject is compulsory. This is indeed true, and the only way to overcome the problem is to take the needs of the learner into account....If they are forced to learn the language, many learners may view both the language and its speakers with loathing....The teacher will have to deal with this problem by making his classes a pleasant experience, and gradually breaking down this resistance. (p.3)

One of the objectives of this study will be to examine to what extent teachers make their lessons interesting, and how they attempt to motivate their learners.

Hofmeyr and Buckland suggest that “an estimated one million school-age children will enter school and that each year that there is a general shortage of resources, and that those available are insufficient to meet the scale of all educational needs” (as cited in Nuttal and Langhan, 1994, p. 212). This quotation was referring to black school children in South Africa as a whole, because the resources are not distributed equally. This study will attempt to determine whether a lack of resources might have an effect on the low success rate of learners in Qwaqwa schools.

In their studies, Nuttal and Langhan (1994) have given a critical analysis of what it means to learn or teach a second language, especially in the case of black learners in South Africa. Their studies were based on the Molteno Project, which looked at ways of facilitating second language learning and teaching. Their studies also involved looking at

ways in which second language learning and teaching were affected by political instability in South Africa. Of great importance in their studies is that the sequence of lessons, amounts of teacher talk, teacher's questions, pupils' responses and all the tasks set for pupils in the classroom influence the final outcomes of successful teaching and learning. This is how Rea-Dickins writes about such factors:

The evidence collected through the systematic classroom observations lends strong support for the view that [Molteno] has had an influence on (a) teacher performance, (b) learner behaviour, and (c) classroom contexts ... with, for example, enhanced pupil participation in class, linked with pupil achievement in English, greater teacher competence and classroom management skills. (as cited in Nuttal and Langhan, 1997, p. 230)

This researcher also believes that what actually takes place in the classroom will determine the success or the failure of ESL learners, especially in Qwaqwa secondary schools. It is for this reason that this case study aims to look at what actually happens in a selection of ESL classrooms in Qwaqwa and how this might influence the results obtained in the grade 12 ESL examinations.

Since this research is a case study based on actual lessons and how learners react to them, the work of Richards and Lockhart (1994) is of particular interest. They have described lessons as follows:

They take place in a particular setting (e.g., a school or classroom), they normally involve two kinds of participants (the teacher and the students), and they normally consist of recognizable kinds of activities (e.g., the teacher lecturing at the front of the class, the teacher posing questions and calling on students to answer them). (p. 113)

Later, on the same page, Richards and Lockhart claim that the structure or organization of lessons "will optimize the amount of learning that can take place in the time available" (p. 113). The observations to be conducted as part of this study will attempt to link what actually happens in the classroom with the end-of-year results.

The structure of a lesson (i.e. openings, sequencing, pacing, closure) as discussed in detail by Richards and Lockhart (1994, pp. 114-125), is something that many teachers of ESL in Qwaqwa secondary schools may neglect to plan. One of the important aspects of this research will be to discover whether or not the teachers observed had written plans for their lessons, and whether or not the lessons appeared to follow a logical sequence.

The causes of the high failure rate in Qwaqwa secondary schools might be attributed to the way lessons are conducted in the classrooms. Writers such as Legutke and Thomas (1991) have identified factors which lead to the failure of lessons in the ESL classrooms and also the poor performance of the learners in the examinations. Some of these factors are listed as follows: the failure of teachers to make their lessons enjoyable; the lack of learner autonomy in ESL lessons; the lack of cultural values in lessons; inappropriate teaching strategies; and the failure to have well-organized lessons. The way teachers present their lessons, pace the tempo, accommodate time for questions from their learners, and round off their lessons, is bound to influence the success or failure of the learners at the end of the year. Richards & Lockhart, (1994, p. 114) writing on how lessons should be structured, say that this refers to: "how lessons are organized into sequences and how the momentum of a lesson is achieved. This is referred to as *structuring*. The focus will be on four dimensions of structuring:

- Opening* —How a lesson begins;
- Sequencing* —How a lesson is divided into segments and how the segments relate to each other;
- Pacing* —How a sense of movement is achieved within a lesson.;
- Closure* —How a lesson is brought to an end.

Much work in this regard was done by Richards and Lockhart (1994), who have written extensively on what constitutes a successful lesson. For instance, such aspects as openings, sequencing, pacing, closure and follow-up activities, are what should be critically observed so that we can say whether a lesson is successful or not. It may be that the aspects of the ESL lessons presented in most Qwaqwa secondary schools are inadequate, in terms of those aspects mentioned by Richards and Lockhart. To most ESL teachers in Qwaqwa, the only way to measure the success of a lesson is when learners respond to the teacher's questions. If most ESL learners respond well to the teacher's questions, then that lesson is assumed to have been successful. Unfortunately, this is not really true. Good teachers produce good results only if they are consistent in their classroom practices and the way they handle their lessons. Wringe, (1994) on concluding his studies on ineffective lessons says that:

The most conspicuous of these nevertheless appear to fall into the four categories mentioned, namely: problems of classroom management, difficulties arising from use of the target language, shortcomings at the level of planning and failure to relate to pupils appropriately and engage with their learning. Weaknesses in classroom management, target language use and planning are tractable and students usually make good progress as a result of guidance and experience. (p. 14)

2.3 Classroom Observation

2.3.1 The necessity for classroom observations

Much has been written about classroom observations and how they can help researchers come up with possible solutions regarding the teaching and learning of ESL. Freeman (1982, p. 22) has identified three types of classroom observation within an in-service setting. The one most relevant for this study is the "supervisory approach," in which,

The observer, usually a supervisor or administrator, visits the class and afterwards talks to the teacher about what s/he has seen. The observer comments on the strengths and weaknesses of the lesson and the teacher's performance. S/he may make suggestions for changes and improvements concerning a variety of things, such as the lesson plan, the curriculum sequence, classroom discipline, or even the seating arrangement. (p. 22)

While this researcher will not meet with teachers after the observed lessons, he nevertheless will be reflecting on the strengths and weaknesses of the lessons, and, if weak, considering how they could be improved, in order to raise the level of performance in ESL of the learners. The other two approaches ("alternatives," and "non-directive") were not relevant to this study, which is not an in-service teacher-training project.

Another writer, Allwright (1983), describes classroom observation as a necessary qualitative approach to research. He says [the italics are the author's]:

Classroom-centred research is just that-- research *centred* on the classroom, as distinct from, for example, research that concentrates on the *inputs to* the classroom (the syllabus, the teaching materials). It does not ignore in any way or try to devalue the importance of such inputs and outputs. It simply tries to investigate what happens inside the classroom when learners and teachers come together. At its most narrow, classroom-centred research is in fact research that treats the language classroom not just as the *setting for* investigation but, more importantly, as the *object of* investigation. Classroom processes become the central focus. We want to understand why it is that things happen as they do in the classroom. (p. 191)

2.3.2 *The methodology of classroom observation*

Allwright (1983, p. 192) says [the italics are the author's] that: "Basically, research on classroom language learning can be done either by *observation*, or by some form of *introspection*, or (and probably most often, in fact) by some combination of these two." Indeed, the core of the research in this study will be a combination of observation and post-observation introspection.

The methodology to be adopted in this study will be qualitative in its approach, as Patton (1997, p. 273) correctly points out that: "Qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories."

2.3.3 The results of classroom observation

Patton (1997), referring to research conducted by Shapiro, says that:

Observations also revealed that the children performed differently in the two environments on important dimensions that standardized achievement tests failed to detect. Shapiro found factors operating against the demonstration of differences, factors that called into question, for her, traditional ways of gauging the impact and effectiveness of different kinds of school experiences. (p. 276)

This study intends to observe classrooms to seek answers to questions that the grade 12 examinations do not, by themselves, reveal. The results of the observations simply record the high failure rate of certain schools, and the high success rate of others. By observing what occurs in some of the classrooms of these schools, it is hoped that the causes of the failure and success rates will become apparent.

Fröhlich, Spada and Allen (1985, p. 50) state that, "The development of an observation scheme capable of capturing the characteristics of different types of classrooms is an important step toward identifying what makes one set of instructional techniques more effective than another." The research to be conducted will indeed devise two post-observational schemes (see Appendices C and D), which will attempt to capture the principal characteristics of the classes observed.

Classroom observations are also supported by Richards and Lockhart (1994, p. 121), who maintain that they help observers to determine to what extent effective transitions between activities can influence the success of a lesson.

Specialists of classroom observations such as Richards and Lockhart (1994) and Kilfoil and van der Walt (1994) seem to be unanimous on one thing, which is: classroom observations are barometers of what happens among teachers and learners, and the information gathered can benefit everyone concerned. So, if carried out correctly, these classroom observations may bring about a change in the ESL grade 12 examination results in Qwaqwa secondary schools. This will be discussed in the next section of this chapter.

2.4 Reflections on Classroom Observation

As teachers, once we have taught, we need to reflect as to whether what we have done has been effective in helping our students learn. Reflective teaching has, for a long time, been an aspect that has largely been ignored in Qwaqwa secondary schools.

Richards and Lockhart (1994, p. 1) define a reflective approach teaching as “one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching.” Later on the same page, they state that “Critical reflection involves asking questions....” They then provide a lengthy list (pp. 1-2), which includes:

- What are my beliefs about teaching and learning, and how do these beliefs influence my teaching?
- What beliefs do my learners hold about learning and teaching?

- What kind of planning decisions do I make while I teach?
- What is my role as a teacher?
- What form of structures do my lessons have?
- What kinds of interactions occur in my class?
- What kind of learning activities do I employ?
- What patterns of language use occur when I teach?

Richards and Lockhart (1994, p. 8) mention the case of one teacher, who, upon reflection, found that he had wasted a lot of time on only one aspect of his lesson without taking into consideration other important aspects of his lesson. And as such, he had concluded that his lesson had been a great failure.

It is uncommon to hear ESL teachers from most Qwaqwa secondary schools asking the kind of questions involved in reflective teaching raised above, or how the answers to such questions could help them improve the performance of their learners at the end of the year. If reflective teaching had ever been engaged in by teachers, the ESL grade 12 results in most Qwaqwa secondary schools might have improved. But unfortunately this is not the case.

This case study is going to explore all possible causes of the high failure rate in ESL examinations in Qwaqwa. There is a great deal of potential for success among ESL teachers and learners in Qwaqwa secondary schools, but unless these causes are explored, this potential will evaporate like snow in the hot desert air. ESL teachers in Qwaqwa can be assisted by making them aware why it is necessary to teach reflectively.

As was pointed out earlier, classroom observations are important. Wringe (1994, p. 13) says about teachers and classrooms: "Essentially, teaching is not a performance but a transaction. The trick is to bring to the classroom a change in someone's state of mind, understanding or skill." What these authors state is that the only way to improve the teaching of ESL in schools is to start from the classroom. If we agree that what happens

in the classroom is important, this study will be appropriate in the sense that we first look at the root of the problem and then come up with possible solutions, so that a marked improvement in the ESL examinations can be made.

The few writers who have completed research studies on Qwaqwa (Letsie, 1994; Smith et al., 1981) seem to agree that in order to improve this area in terms of its educational, economic and social development, some of the causes of its problems must first be identified. After this, possible solutions must be found so that Qwaqwa can, as a region, make a meaningful contribution to the Free State province in particular and the whole of South Africa in general.

In conclusion, many of the ideas discussed in this review seem to confirm that classroom practices in Qwaqwa secondary schools have been an issue that has long been ignored by most researchers in this area. While it can be said that a small body of literature exists on the issue of the low level of success by black learners of ESL in South Africa, little has been done for the Qwaqwa area. This locality has the highest number of secondary schools in any region in the Free State province and it should be setting high standards of achievement for its learners. It is also expected to provide the province and the country with the much-needed human resources that are needed in the new millennium. Classroom observations are one small way of helping to meet this expectation. It is only fair to suggest that classroom observations may reveal that what has been going in many of the classrooms in Qwaqwa secondary schools has not been contributing to learner success. The right way would be to expose these inappropriate classroom practices and then set down principles that will help ESL teachers in Qwaqwa to become better practitioners and help ESL learners become more effective in the way

they learn and perform in the second language. As Lewis (1989) puts it:

Teachers of ESOL [English to speakers of other languages] are accountable not only to their clients, but also to the taxpayer, so it is important that they can support their claim of professionalism and effectiveness with systematic evidence of student achievement and curricular planning that is logical and coherent and meets the needs of the client group. (Lewis, 1989, as cited in Richards and Lockhart, 1996, p. 41)

The above statement points to what this study hopes to achieve. That is, there has to be an improvement in the way ESL is taught and learned in Qwaqwa classrooms. It is only through this that there will be a marked improvement in the performance of the grade 12 examinations in the area's secondary schools. As mentioned earlier in this chapter, teachers, learners, parents and even the greater community within Qwaqwa, cannot afford to let this situation continue unchallenged. Qwaqwa, although not given much in the way of agricultural or mineral resources, can still rise to high levels of success, given its actual and potential human resources.

Chapter 3 Methodology

3.1 Sampling and Case studies

Patton, in his 1980 text *Qualitative Evaluation Methods*, discusses the advantages of purposeful over random sampling. He describes how decision makers may “already have a basic sense of what program variation is like. The more critical question may be for them to understand *the extreme cases* [author’s emphasis].” He goes on to say.

With limited resources and limited time they might learn more by intensively studying one or more examples of poor programs and one or more examples of excellent programs. The evaluation focus then becomes a question of understanding under what conditions programs get into trouble, and under what conditions programs exemplify excellence. It is not even necessary to randomly sample poor programs or excellent programs. Decision makers and program evaluators think through *what cases they can learn the most from*, and those are the cases that are selected for study. [Author’s emphases.] (p.101)

A few pages later (p. 103), Patton notes that, “While studying one or a few critical cases does not technically permit broad generalizations to all possible cases, logical generalizations can often be made from the weight of evidence in studying a single, critical case.

It was the intent in this thesis to purposefully select a few critical cases (certain ESL classes in certain schools in the Qwaqwa area), in order to attempt make some logically sustainable generalizations.

Hopkins, in his *A Teacher’s Guide to Classroom Research* (1985, p. 81) writes that “The main use of the case study in classroom research is that it provides a relatively formal and fairly definitive analysis of a specific aspect of classroom life.” Later (p. 83) he gives the principal advantages of case studies as being “accurate; representative; uses range of techniques.” He gives their main disadvantage as being “time consuming,” and

their principal uses as a “comprehensive overview of an issue; publishable format.” This study used three principal techniques: classroom observation; post-lesson analysis; and evaluation of physical resources. While time-consuming, it was felt that this study provided an accurate picture of the classes and schools selected.

Yin, in his classic text on the subject, entitled *Case Study Research: Design and Methods* (1994) defines this particular kind of research as follows: (p. 13) “A case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” He states categorically (p. 14) “Yes, case study research can include both single and multiple case studies.” He summarizes his introductory chapter with the statement: (p. 15) “The case study, like other research strategies, is a way of investigating an empirical topic by following a set of prespecified procedures.”

The research conducted for this thesis, then, is firmly planted within the “qualitative/naturalistic paradigm” (Patton, 1997, p. 273) with its purposeful sampling of relevant cases. The research instruments and prespecified procedures used will be described in section 3.3.

3.2 Schools, Learners and Teachers in the Study

It was decided to purposefully select (Patton, 1980, pp. 100-101; 1997, p. 273) four schools or “critical cases” (Patton, 1980, p. 103) among the over 40 Qwaqwa-area secondary schools (divided among the Phuthaditjhaba, Bethlehem, and Harrismith districts). Information on the matriculation examination results was obtained from the Free State Department of Education (Examinations Section). Two of the schools, Alpha

and Beta, were selected on the basis of very high achievement (for the Qwaqwa and Eastern Free State areas) in the grade 12 matriculation examinations; the other two schools, Gamma and Delta, were selected because of their very low success rate in these examinations. It was believed that it would then be possible to generalize from these critical cases to more schools in the Qwaqwa region.

Three male and five female teachers agreed to take part in the investigation. Student participants for this study were eight intact classes of grade 10 and 12 ESL learners from the four sample schools selected. Participating learners included both genders, since most schools in Qwaqwa are coeducational. The age range of the learners was 15 to 20 years old. This is typical of most South African schools at present. Many twenty-year-olds are still in grade 12, given the legacy of apartheid in this country.

Two to three classes in each school (i.e. grade 12a, b or c and grade 10a, b or c) were each observed between four and seven times over a period of five months (see Appendix F). Fourteen of the twenty lessons observed had large numbers of learners (38 or more), while six had between 25 and 35 learners. At least one ESL teacher in each of the four schools was observed between twice and four times, depending on the circumstances that prevailed in each school, during the five-month period. The observations were made with the understanding that no school activity would be hampered. Permission to make these observations was obtained from the teachers themselves, the principals of the sampled schools, and the provincial education department.

3.3 Research instruments

The investigative instruments used for this research (developed during a pilot study) comprised lesson observation record sheets (see Appendix B), post-observation analysis sheets (see Appendix C) a post-observation comparative checklist (see Appendix D), and a form for evaluating the physical facilities of the four schools involved (see Appendix E). Lastly, a record was kept of the number of times each ESL teacher was observed (see Appendix F). It was decided early on in the investigation to eschew the use of tape or video recorders. These technical devices are rarely seen in Qwaqwa-area schools, and the teachers and principals concerned felt that they would have been too intrusive and invasive, and the researcher agreed with them.

The ESL lesson observation sheets (see Appendix B) recorded in detail what the teacher and learners did during the ESL lessons that were observed. The top of the sheet recorded the name of the observer, the school, and the teacher; the date; the grade observed; and the number of learners. The rest of the sheet was divided into one narrow, and two wide columns. The narrow column recorded the time that each lesson activity commenced, beginning with the exact time that the lesson began. The second and third columns recorded what the teacher and learners, respectively, did during each activity. In most cases, as many of the actual words used by the teacher and learners were entered, verbatim, into the observation record, without comment or analysis.

The post-observation analysis sheets (see Appendix C) were filled in immediately after the lesson had been observed. These post-observation analyses included questions about:

- (1) *The teacher's preparation for the lesson*

—three indicators of this were: the teacher's apparent preparedness; the presence of a written plan; and the presence of materials or teaching aids brought in for the specific lesson.

(2) *The teacher's execution of the lesson.* This was sub-divided into:

2.1 the beginning;

—some questions asked about this stage were: Did the teacher: give the learners any indication of what they would be learning during the lesson? give any objectives or learning outcomes? motivate the learners in any way? use the learners' L1?

2.2 the development;

—some questions asked about this stage were: Did the teacher: maintain a steady pace? not introduce material too quickly or too slowly? give examples/models?

2.3 the end;

—some questions asked about this stage were: Was the teacher surprised by the bell, or did he or she seem to be ending the lesson as planned? Did the teacher indicate what the next lesson would deal with? give out any homework? use the learners' L1?

(3) *The impact of the lesson on the learners.* This was sub-divided into:

3.1 the beginning;

—some questions asked about this stage were: Did the learners appear to know what they would be doing during the lesson? How quickly did they get on-task? Any confusion? Positive attitude toward the teacher and the subject? Any use of the L1?

3.2 the development;

—some questions asked about this stage were: Did the learners appear (comments and body language) to find the main part of the lesson interesting? challenging? enjoyable?

Did it appear to be too easy? too difficult? just right? Any use of L1?

3.3 the end;

—some questions asked about this stage were: Did the learners appear to leave with a sense of closure and completeness, or with a sense of inconclusive, unfinished business?

Any confusion over instructions? Any use of their L1?

In order to render the qualitative post-observation analyses into comparable, quantitative results, an ESL lesson post-observation checklist was developed sheets (see Appendix D). The checklist consisted of the three parts of the analysis, with yes/no answers scored as 1 or 0; low/high evaluations scored on a 0-3 scale; and percentage answers left as percentages. Each of the eight teachers' lessons was scored in this fashion, and subtotals calculated when possible. This enabled the researcher to make quantifiable comparisons between the teachers.

Another form (see Appendix E) was developed as an evaluation of the physical resources of the schools sampled for this thesis. Items on this checklist targeted such diverse issues as: the general appearance of the school (state of repair, cleanliness); library facilities (appearance; size, variety, and recency of the collection; and borrowing facilities); sickbay (appearance, cleanliness, and availability of a first aid kit); and the presence of audiovisual aids (such as TV; radio; tape recorder; and overhead projector). These physical resources were scored on a scale of 0 to 3, where 0 = non-existent, and 3 = high.

The investigative instruments were designed in such a way that they would reveal any differences among teachers, learners, classes, and schools in terms of lesson design, teachers' classroom practices, learner behaviour, and physical resources. As for the in-

class observation instrument, the observer recorded, as objectively as possible, what he saw and heard in the classroom. It was only during the post-observation analyses that he made certain judgements about what he had observed.

3.4 Procedures

A pilot observation was undertaken at Alpha and Gamma schools in April, 1999, so that the researcher and the teachers to be observed could begin to become acquainted. Observations were made later (in May and August) at Delta and Gamma schools, respectively. In order to schedule the observational visits, the timetables of Alpha, Beta, Gamma and Delta schools were obtained. No changes were made in these timetables. It was then agreed between the principals of the sample schools and the heads of the English departments to allow observations to take place during certain periods.

Agreement was also reached that the observations would not clash with normal school activities, such as sporting activities, debating activities, and school trips, and that teachers would not be interfered with during official staff meetings. It was also agreed that no comments would be made by the observer about the lessons or the teachers observed to either staff members or the learners in any of the schools.

The observer then visited the schools according to the agreed times, when he would sit in the classroom and observe what the teacher and learners did (see Appendix F for the record of school visits from April to September). The times were recorded on the observation instrument as to when the various activities in the lesson started, and when they ended.

After the lesson, the observer would then reflect, using the post-observation

analysis sheets (see Appendix D), on his notes and on his impressions of what had taken place in the lesson and how it had taken place. The post-observation analysis included the observer's impressions of the teacher's opening, introduction, pacing, and closure of the lesson; whether there was any attempt on the part of the teacher to motivate the learners; the number of times the L1 was used by the teacher and the learners; questioning techniques, and whether the lesson appeared to be a success or not. These analyses would be written in the post-observation analysis form. Other, more subjective observations were made, such as: a teacher's nervousness, self confidence, evasiveness, and unpreparedness. These observations were written in the form of notes and the observer was able to record the number of times each indicator was observed on the part of teachers Alpha 1; Beta 1 and 2; Gamma 1, 2, and 3; Delta 1 and 2.

Chapter 4 Findings

4.1 Introduction

The findings will be given as follows: first, the physical facilities of the four schools and their ESL learners will be described in turn. Secondly, the preparation and execution of the twenty lessons will be summarized for the eight ESL teachers one by one, and the impact of the lessons on the learners will be described.

4.2 The Physical Facilities and Learners of the Schools

4.2.1 The Physical Facilities and Learners of Alpha School

The foyer of the school was clean and welcoming, with varnished chairs and a bench. A series of elegantly framed photographs of school staff on the walls, dating back to 1989; showed groups of predominantly white teachers evolving into groups which were mostly black. The large, carpeted staffroom had ten comfortable chairs and five sofas. Security did not appear to be a problem, as two teachers' handbags had been left unattended on the chairs.

The grade 8 classroom visited on 1999-04-13 had 44 learners, and was very crowded, with barely enough room to walk between the desks. The room, however, was bright and airy, with windows stretching down two complete walls. The large chalkboard was in good condition. At the rear of the room was a wall-to-wall notice-board with various posters, including an advertisement of a Readathon; an AIDS calendar; an anti-crime poster; and a "We support Bafana Bafana" [South Africa's national soccer team].

In short, an evaluation of the physical facilities of Alpha school indicated that in terms of general appearance, state of repair and cleanliness, the school obtained a high

score (see Appendix E). The books in the library were relatively recent, and the lending facilities of the library were good. The school had a sickbay and a first-aid kit was available. There were sufficient audiovisual aids. After taking into account all of these factors, the school obtained a score of 45 points out of a possible maximum of 48.

Based on an estimate of about 40% of the children being brought to school in their parents' private cars, and that most of the remainder came by shared taxi, most learners from Alpha school appeared to have a very favourable socio-economic background and they were very conversant with the target language, as the school is an English-medium one. Moreover, while it is a public institution, Alpha school requires candidates to take an entrance examination, and only the top-performing students are accepted. The learners were highly motivated and were eager to participate in the lessons. They were well dressed and their classrooms were very tidy. They understood the objectives of the lessons quite well. Their attitude towards the ESL teacher was significantly positive. Their use of the L2 at the beginning, during, and at the end of the lessons showed that they were competent and comfortable in ESL. It was apparent from their cooperative behaviour that in each of the four lessons observed, the learners were satisfied with them.

4.2.2 The Physical Facilities and Learners of Beta School

Beta school is surrounded by a village, unlike Alpha school, which is in the midst of a middle-class suburb. Beta school, with two points out of three, scored lower than Alpha in terms of general appearance and cleanliness. However, the school had a well-kept headmaster's office and a second office for the deputy principal. Compared to Alpha school's three points, the library facilities rated a score of two (medium), as the collection

of books was much smaller than that of Alpha's. However, Beta school had recently been supplied with computers and science equipment by the provincial education department because of its high success rate in the grade 12 examinations. With a similar set of teaching aids, Beta obtained the same score as Alpha with regard to the availability of audiovisual materials. There was no sickbay, but there was a first-aid kit. The total score for the physical facilities was 34 out of a maximum possible of 51.

Like the ESL learners from Alpha school, the learners from Beta school showed signs of coming from Qwaqwa's middle class, as the vast majority wore their school uniforms (the costs of which are often beyond the reach of poor families). Moreover, rather than purchasing non-nutritious snacks from street vendors at lunchtime, Beta school students brought healthy packaged meals from home that had been carefully prepared before school. Beta school is one of very few in the Qwaqwa area that offers private boarding facilities to about a quarter of its students. These are from families who reside too far away to come to school each day. The Beta learners observed were fairly competent in the L2, and, from the observers' notes of the quality and amount of student interaction, seemed to understand the value of using it.

4.2.3 The Physical Facilities and Learners of Gamma School

Gamma school is located in a village. The school scored lower than Alpha and Beta in terms of general conditions, except for the administrative offices, where it obtained the same score as Beta. There were broken windows and doors in most of the classrooms at Gamma school. There was a science laboratory, but it did not have running water, and there were no gas bottles to conduct science experiments, as in the first two

schools. The “library” was in fact a storeroom to keep sets of mostly obsolete prescribed books supplied by the provincial education department. There was no sickbay and no first aid kit for the learners. However, the principal’s office was in good condition and it was tidy, as were the teachers’ staffroom and the administrative office. There was a cleaner responsible for the maintenance of the administrative buildings. There were no audiovisual materials at this school and the surroundings were not well kept. The total score for Gamma school’s physical facilities was a low 13 out of 51.

From their non-standard school attire and the fact that nearly all of them walked long distances to school, the socioeconomic status of the learners at Gamma school appeared to be less privileged than those of the Alpha and Beta groups. Most learners struggled to share the minimal school materials, such as books (up to five students were sometimes trying to share the same textbook), and this made their lessons very difficult for them to follow. The learners were less enthusiastic about their lessons than the Alpha group.

4.2.4 The Physical Facilities and Learners of Delta School

Delta school is surrounded by an impoverished village. The general appearance of Delta was the same as that of the Beta, but the school scored much lower in the areas of administrative offices, classrooms, toilets and the schoolyard. The caretaker of the school did not live in a proper house. He had built a shelter made out of rusty, corrugated iron. The general condition of the schoolyard was not well looked after or tidy. There was no separate building for the administration block and a series of three classrooms had been converted to serve as the principal’s office, a staff room, and a library. This arrangement

was not convenient for the principal, as he could not perform his official duties in peace. There was a telephone in his office which he had to share with a nearby school, because the latter did not have its own telephone. Messages from the district office to the other school were sent to the principal of Delta and he had to transmit these messages, or call somebody from the neighbouring school to take them. The school had no sickbay, no audiovisual materials, but scored comparatively well in its book collection (although it was not very large). This collection was also kept in the “office” of the principal and this made it difficult for either teachers or learners to come and borrow books. There were other books kept in boxes that had been supplied to the school by the provincial government. There were no newspapers or magazines as part of extra reading materials for the learners, because no money had been set aside by the Delta staff to acquire them. However, the school had a photocopier. Like Gamma school, Delta scored 13 out of 51 in the evaluation of physical facilities.

It was observed that most learners from this school, like those from Gamma, also travelled long distances on foot, and their socio-economic background was not good, either. Some of the learners were not in their proper school uniforms.

Learner self-esteem appeared to be very low. During the observation of teacher D2, there was none of the usual classroom liveliness or excitement as observed in Alpha and Beta schools. For example, the following exchanges, or rather lack of exchanges, were observed:

Teacher D2: “Say ‘true’ or ‘false’: The rains were late”

Learners: [There is no response.]

Teacher D2: “Maru’s life was too short. True or false?”

Learners: [There is still no response.]

Teacher D2: “Bheki, Tieho, Deliwe! Say ‘True’ or ‘False’”

Learners: [No response.]

The Delta learners exhibited problems on most indicators in the post-observation analysis. Most of them were very passive, and the teacher was forced to pry answers out of them as she tried unsuccessfully to make her lesson enjoyable.

4.3 The ESL Teachers and their Lessons

4.3.1 The ESL Teacher from Alpha School and his Four Lessons

Teacher A1 observed at Alpha school seemingly knew what he wanted to do with his lessons. He was observed as being ready to teach as soon as the class began. For one of the four lessons, he had prepared special materials for the learners. In every lesson, he gave the objectives of the lesson and tried to motivate the learners. For example:

Teacher A1: “Who can remind us what a syllable is?”

A learner: “It’s a unit of sound in a word.”

Teacher A1: [Writes ‘education’ on the board.] “Show me the syllables.”

A learner: [Writes ‘edu’-‘ca’-‘tion.’]

Teacher A1: “Is he correct?”

Learners: “Yes!”

Teacher A1: “Give him a hand!”

Learners: [Applaud.]

All the lessons observed were conducted entirely in the L2 and the teacher had a good command of English. His attitude towards his learners seemed to be very positive. The

interactions between teacher A1 and his ESL learners were rich and friendly during all four lessons observed. For example, the following exchange was observed:

Teacher A1: “Who watched ‘Take Five’ on TV last night? Maybe by mistake, because you do not watch TV late!”

Learners: [Laugh.]

Teacher A1 tended to be so enthusiastic about the content of his lessons and the dynamic atmosphere he had created, that he was still in full teaching mode when the closing bell rang. In fact, he stayed behind in the classroom, after the end of the three lessons observed, animatedly discussing different interpretations of the material with a group of learners. At the end of each of the lessons observed, save one, teacher A1 gave his learners some homework.

From the post-observation checklist (Appendix D), it can be seen that teacher A1 received very high marks for his execution of the four lessons (7, 5, 6, and 6 out of a possible maximum of 7). He scored 15 out of 15 for the quality of his motivation; examples given; versatility; teacher-learner interaction; and command of English.

The impact of the four lessons on the learners was judged to be highly positive, as the students were eager to give plentiful, helpful answers to the questions posed by the teacher, who encouraged them to discover answers on their own. The lessons were challenging, always covering new material, but never so challenging as to be frustratingly difficult for the learners. In the post-observation checklist, teacher A1 received full marks for the impact of his lessons on his learners (10 out of 10 for each lesson).

4.3.2 The Two ESL Teachers from Beta School and their Five Lessons

Teacher B1 had written a lesson plan to which she constantly referred. She apparently knew the objectives of each of her lessons in the three ESL classes observed. Her execution of the lessons was also very good, and her interactions with the learners earned her a score of 3 out of 3. Most of the lessons conducted by teacher B1 were in the L2. The teacher's command of English was very good, and it was estimated that she used the L2 between 90% and 100% of her speaking time during her lessons (see Appendix D). Teacher B1 seemed to be versatile and gave good examples of the details covered in her lessons, and these examples were written on the chalkboard. She was also a good motivator and communicator and constantly encouraged the learners to answer the questions posed to them.

The impact of Teacher B1's lessons on her learners was somewhat similar to that of Alpha 1's lessons on his students. Beta learners appeared to know what the objectives of all the lessons were. For example, in one of the lessons the teacher said:

Teacher B1: "What would you do if you won a jackpot? Say,
R250,000?"

Learners: [There is a mumble of excitement.]

Teacher B1: "Come on, think about any rich man you know."

Learner: "I would give some of the money to my mother and spend
the rest on clothes and music equipment."

Learners: [They all laugh and clap their hands.]

This exchange took place during a poetry lesson about being rich, and from the extract quoted above, it seemed clear to the researcher that the learners were being made aware of the objectives of the lesson.

Teacher B1 involved the learners by posing questions, such as:

Teacher B1: "Give me an example of alliteration"

Learner: "Face fell."

Teacher B1: "What about a simile?"

Learner: "Some flowers smelt like honey"

The learners' attitude towards the teacher seemed to be positive. In one instance, learners interacted with teacher B1 in the following manner:

Teacher B1: "Solid gold tooth.' What does it mean?"

Learner: "You have one in your mouth."

Learners: [Laughter and excitement as the teacher flashes her gold tooth.]

Teacher B1's lessons were challenging and made the learners think for themselves. Lesson objectives were met, and most of her learners seemed to be satisfied at the end of her lessons. She used a lot of "WH" questions which learners were always ready to answer. She exhibited a great deal of humour in her lessons. For example:

Teacher B1: " Good morning everybody. How are you?"

Learners: "Fine! and how are you Ma'am?"

Teacher: "A lot better. By the way, ignore our visitor."

Learners: [Laughter.]

Teacher B2's lesson plan had been written down, and was placed in front of him before he began each of the two lessons observed. However, there had been no materials prepared for the lessons presented. He seemed to have succeeded in indicating the objectives of the ESL lessons. Unlike teacher B1, teacher B2 used the L1 at the beginning of one of the lessons. The use of the L1 by teacher B2 accounted for approximately 10% and 30% of his speaking time in the two lessons, respectively. The other difference between the two teachers was the use of the chalkboard by teacher B2; it was used less frequently than in the case of teacher B1.

The learners from Beta school appeared to interact with each other more frequently in the L1 than the learners at Alpha school. This could be the reason that teacher B2, during one of the lessons observed, used the L1, as noted in the observation record. In both classes given by teacher B2 it appeared that students had not attained the learning objectives by the end of the lessons. For example:

Teacher B2: "In indirect speech do we use 'should' or 'would'?"

Learners: [There is no response.]

Learner: "Can we use 'whether' and 'if' at the same time?"

Teacher B2: [Teacher fails to give the correct answer.]

The impact of their two lessons on the second Beta group was a great deal less effective than the impact of the lessons on the first Beta group. The learners did not appear to finish with a sense of closure and completeness. They were still struggling with the rules regarding indirect speech. This was made more difficult because teacher B2 had

failed to explain the uses of “should” and “would,” and also had not explained if it was grammatically correct to use “whether” and “if” at the same time. For example:

Teacher B2: “Change the following sentence into indirect speech:

‘Nomvula says: “I will go to town.”’”

Learner 1: “Nomvula said that she would go to town.”

Learner 2: “Nomvula said that she should go to town.”

Teacher B2: “Now, which one is the correct answer?”

Learners: “We are not sure, sir!”

At this stage the teacher failed to supply the correct answer and moved on with the rest of the lesson. The observer could not give the correct answer, as it was agreed that there would be no intervention by him during the lessons. It would have been better for teacher B2 to have realised that the lesson had not been well understood by the learners and he should have devised a different strategy to make his lesson comprehensible to them. On the post-observation comparative checklist, with regard to the impact of his two lessons, teacher B2 scored 4 out of a possible total of 10, whereas the impact of teacher B1’s lessons were 10, 8, and 8 out of 10.

4.3.3 The ESL Teachers from Gamma School and their Seven Lessons

Although teacher G1 knew what her two observed lessons would be about, she seemed to be less prepared during both of them. She had the prescribed book in front of her, but there was no written lesson plan. No other materials had been prepared or were used. For her lesson on a telephone conversation, two old telephones could be brought to the class as a teaching aid so that her learners would have enjoyed the lesson more.

Her execution of the first lesson also indicated that she did not have clear objectives about it. Although the lesson was about the use of the telephone, she did not indicate in her introduction that this would be the topic of the class. She used the chalkboard less frequently than would have been expected of an effective teacher. Her lessons were not finished when the classtime ended, although she maintained a steady pace. Other negative indicators such as: not using the L2 at the start of the lesson; ineffective use of the chalkboard; failure to assign homework; and not using the L2 at the end of the lesson, resulted in teacher G1 obtaining 0 out of a possible total of 7 points for lesson execution (see Appendix D).

In terms of the quality of the interactions between the teacher and the learners, it was observed that some questions were asked in the L2 by teacher G1, but the learners gave answers in the L1. For example:

Teacher G1: “What is a recent school leaver?”

Learner: “Ke motho ya tlohetseng sekolo haufinyane.” [Response is in Sesotho = A person who has left school.]

More significant was the fact that both the teacher and the learners frequently interacted in the L1. The learners were observed using the L1 at the beginning, during, and at the end of the lesson, while the teacher used the L2 for only an estimated 40%-50% of the lesson during the two observations.

Furthermore, the quality of some of the examples given by teacher G1 were poor, as they were in incorrect English, or deprived the learners of opportunities to improve their knowledge of the English language. For example:

Teacher G1: "A bluebottle is a bird."

....

Teacher G1: "You don't have to know what kind of bird it is."

....

Teacher G1: "You don't have to know the dictionary meaning."

The first example had an obviously negative effect on the learners, as they assume that anything a teacher says is correct.

In terms of lesson impact on the learners, they appeared not to know or understand the objectives of the two lessons and neither did they seem to get on very quickly with the tasks that they were set. For example:

Teacher G1: [Writes on the chalkboard:] "The jackal was hungry."

Learner: "No. It should be, 'The jackal was hunger.'"

At that stage most learners seemed to agree with the learner who said that the correct word should be "hunger" and not "hungry." Finally, the teacher was able to explain to the class that the correct word was "hungry." When teacher G1 requested the learners to tell her any words from the short story that were typically South African, there was no correct response from most learners, except one learner, who eventually gave some correct answers, such as "putu," "pap," "taboets," and "kiewiet." It was surprising that other learners were unable to give such examples, as this was a South African story.

Two of her lessons from *Focus* (a prescribed anthology of short stories) were too difficult for her learners. The latter were passive and, from their puzzled expressions, did not appear to understand the content of the stories. In terms of the impact of her lessons on the learners, on the post-observation checklist, teacher G1 scored 0 out of 3 in terms

of: challenging the learners sufficiently; meeting lesson objectives; and satisfying learners with the lesson. She scored positively on learners' attitude towards her. Because of the mostly negative impact of her lessons, teacher G1 scored 1 or 2 out of 10 in this section of the post-observation checklist for the two lessons.

Of the two observations of teacher G2, only one indicated that there had been some lesson preparation. At the beginning of each lesson, teacher G2 did not use the L2. She and the learners did not use the chalkboard, but the lessons were finished when the bell rang. No homework was given by teacher G2 at the end of either lesson. It was estimated that she used the L1 of the learners approximately 40%-50% of the time.

Her learners seemed to be totally lost as to what the lesson was about. The teacher's voice was inaudible because she spoke too softly. To compound matters even further, teacher G2 gave some proverbs in the L1 which were difficult to understand, as she tried to explain to the learners what was contained in the poem that was being studied.

The only positive impact observed in teacher G2's lessons was that the interactions of the learners with the teacher were positive. As an example of this, the following exchange was noted:

Teacher G2: "Can you sing [*sic*] like a crow?"

Learners: [They laugh and giggle as they imitate a crow.]

Teacher G2: "Can a fish powder its nose in the water?"

Learners: "No!" [There is more laughter.]

The impact of Teacher G2's lessons on the learners was mostly negative, and she obtained a score of only 1 out of a total of 10 for each lesson. The following factors contributed to making her lessons unsuccessful: they were not challenging to the learners, who did not appear to feel satisfied at the end of the lessons; the learners appeared to have had no clue as to what the lessons were about, and they were not given any guidance about the tasks they were expected to carry out; and, lastly, the learners did not interact with the teacher in the L2.

Three lessons of teacher G3 were observed (one grade 12, and two grade 10s). During these observations the attitude of the learners towards the teacher was positive. The third lesson focused on a short story entitled *The Voter*, by Nigerian author Chinua Achebe, and the learners seemed to be interested as teacher G3 explained how the process of voting works in Nigeria.

However, it appeared that these learners could not interact with one another in the target language. Most of them used the L1 at the beginning, during, and towards the end of the three lessons presented by teacher G3. In the observation record, at the end of each lesson, it was noted that it was unclear whether or not they had understood it.

One of the three observations indicated that teacher G3 had done some lesson preparation. It was not given to the researcher, but the teacher had written out the preparation and had it in front of her. Teacher G3's execution of the lesson revealed the following: her objectives were not clearly spelt out; she did not use the chalkboard effectively and frequently; she did not use the L2 at the beginning or the end of her lessons, although the quality of her L2 was good. The quality of her interactions with the learners gave her a score of 3 out of 3 (see Appendix D). However, she had not finished

her lessons when the bell rang. The proportion of the lessons conducted in the L1 was estimated to be about 40%-60%. Like teacher G2, she did not give homework to her learners. This was disappointing, as all lessons can benefit from some form of extended work to continue building upon the classroom activities.

As for the execution of her lessons, she scored 2 out of 3 regarding student motivation for each of the three lessons, but on offering challenging lessons and obtaining a reasonable degree of learner interaction in the target language, she scored 0 out of 3 on two lessons, and 1 out of 3 on the third one. Her lesson objectives have not been met and learners did not appear to have felt satisfied at the end of the lessons presented. This results in teacher G3 obtaining only 4 points out of a possible 30 for the total of the three sections of the impact of her lessons on the learners.

4.3.4 The Two ESL Teachers from Delta School and their Four Lessons

The one-hour lessons at Delta were unusually long for the Qwaqwa area, and 25 minutes longer than those of Alpha, Beta, and Gamma schools. The researcher was told that this was because the school wanted to improve on its past performance in the grade 12 examinations.

There was some written preparation by teacher D1 for his two lessons but this was not handed to the researcher. The only material for the lesson was the prescribed anthology. As for the execution of the lesson, he did not use the L2 at the beginning or at the end of the two the lessons observed. The teacher gave homework on the first of the two lessons observed, but, by the time the bell rang, had not finished either lesson.

Teacher D1 had relatively good command of the L2 but did not utilize this ability to good

effect. In one ESL lesson, it was estimated that Sesotho accounted for about 80% of the teacher's talking time. Teacher D1's motivation of the learners was moderate, which gave him a score of 2 out of 3; and the quality of the examples given also gave him a score of 2 out of 3. Teacher D1's interactions with his learners were fair.

Regarding the impact of his lesson on the learners, teacher D1 did not get a high score. As noted in the post-observation analysis, there was a lot of confusion among the learners, especially during the presentation of the "passive and active voices" in teacher D1's grade 10 classroom. For example:

Teacher D1: [Writes on the chalkboard]

"We poured the chemicals in [*sic*] the beaker."

Learners: "We poured by the chemicals in the beaker."

Teacher D1: "No. Remember the phrase [*sic*] 'by' does not have to follow the verb in scientific sentence."

And in another case a learner was requested to write a sentence of her choice on the chalkboard and she wrote: "*The boy kick the ball.*"

Teacher D1: "Can anyone write the answer?"

Learner A: [Writes] "The boy was kicked."

Learner B: [Writes] "The boy was kicked the ball."

Teacher D2 had prepared for only one lesson of the two observed. No objectives were apparent, and there was no indication as to what the lesson was going to be about. Classes seemed to be finished long before the bell rang. Teacher D2's motivation of the ESL learners was even lower than that of teacher D1. The two observations of teacher D2

showed that the attitude of her learners was not positive. On occasions, the teacher had great difficulty eliciting answers from the learners. Most did not appear satisfied with the class at the end of the lesson.

In terms of the execution of lessons, significantly, teacher D2, unlike teacher D1, seemed to conduct ESL lessons much more in the L2 (estimated at between 60% and 90% of total class time). However, on other sub-sections of part 2 of Appendix D, she did not satisfy such criteria as using the chalkboard; encouraging learners to make use of the chalkboard; or giving homework. There was, nevertheless, a satisfactory level of interaction between the teacher and the learners, which gave the teacher a score of 2 out of 3.

For the impact of her lessons on the learners, teacher D2 did not satisfy such criteria as: offering challenging lessons; eliciting a positive learner attitude towards the lesson itself; securing learner satisfaction by the end of the lesson; and encouraging the learners' use of the L2 during lessons. Learners did not get on quickly with the task at hand. For example:

Teacher D2: "Let us read."

Teacher D2: [She continues to read without pausing to make some explanations of difficult words.]

Learners: [Merely look at their books.]

Teacher D2: "Do you understand?"

Learners: [Silence.]

4.4 Miscellaneous Findings

The reflective analyses performed after the observations in the classrooms revealed that teacher-learner interaction was often minimal in Gamma and Delta schools. Learners were forced to speak, as the teachers wanted to make sure that they participated, however unwillingly, in the lesson. In the Alpha and Beta schools, however, teacher-pupil talk was very evident and the learners participated freely in the lessons. This analysis indicated that schools with a liberal attitude towards pupil-teacher talk were also schools that were more likely to produce better results. Where autonomy was absent in the classrooms, such schools were likely to perform poorly in the grade 12 ESL examinations. Post-observation analyses of the data gathered also indicated that the use of the L1 by teachers was more frequent in the schools whose students did not perform very well in the grade 12 examinations. In Gamma and Delta schools, the use of the L1 by the teachers, on average, was estimated at just over 50% of total teacher talking time (TTT), while in the Alpha and the Beta schools the use of L1 by teachers A1 and B1 accounted, on average, for less than 10% of TTT. Learners in the Alpha and the Beta schools also showed that they were more competent in the target language. The use of the L1 by the teachers during classroom teaching could be a stumbling block for black learners of ESL, since it deprived them of an opportunity to hear English. Other post-observation analyses indicated that in Alpha and Beta schools most of the lessons were well planned and carried out in a professional way. The development and the rounding off of the lessons were also well done and the teachers had a great deal of confidence in themselves. In Gamma and Delta schools, ESL teachers seemed to lack self-confidence, were nervous, and often appeared to be interested only in finishing their lessons as

quickly as possible.

Lastly, it was clear from the evaluations of the schools that physical resources appeared to be symptomatic of academic success and failure.

Chapter 5 Discussion of the Findings, Conclusion, Limitations, and Recommendations

5.1 Discussion of the Findings

5.1.1 The Characteristics of Apparently Successful and Unsuccessful ESL Learners

As pointed out earlier in this thesis, there has to be some improvement in grade 12 ESL examination results. On January 16, 2000, an article written under the pseudonym of "Pretorius" in a major South African newspaper, the *Sunday Times*, accompanied the national matriculation results, published province by province and school by school, for the first time. The results showed that the failure rate was the highest in four years in the country as a whole and in Qwaqwa in particular. Education Minister Kadar Asmal was quoted by the *Sunday Times* as saying:

We really want improvement. Parents, teachers, local businesses and unions have to combine forces to help these schools improve. I have requested provincial departments to draft specific intervention plans that will pull these schools out of this abysmal situation. (p. 2)

This study reveals, not surprisingly, that Qwaqwa schools that have a high success rate in the matriculation results seem to have ESL teachers and learners that are very competent and comfortable in the target language. Such learners are motivated by their teachers and they are quick to grasp the work before them. Their attitude towards their teachers is positive and they enjoy challenging ESL lessons. The interactions between these learners and their teachers seem to be productive.

On the other hand, Qwaqwa ESL learners who achieve a low success rate in the grade 12 examinations exhibit characteristics of low motivation and self-esteem. They tend to struggle with the target language and find ESL lessons too challenging for them.

In some cases, such learners' attitude towards their teachers appears to be negative. They use a great deal of the L1 among themselves and do not appear to understand the objectives of their ESL lessons.

What is problematical about these findings is the proverbial "chicken-and-egg" question. It is difficult to decide what comes first: the high or low motivation and self-esteem or the high or low scholastic achievement? One factor indubitably influences the other, but which causes which phenomenon?

5.1.2 The Characteristics of Apparently Successful and Unsuccessful ESL Teachers

The post-observation analyses suggest that ESL teachers whose learners achieve a high success rate in grade 12 examinations are versatile, have a good command of English, and all their lessons are conducted in the L2. Their lessons are interesting and challenging to the learners but not too difficult (See Appendix D on teachers A1 and B1). Such teachers come to class with well-prepared lesson plans. Their objectives are clear and they are eclectic in their method of ESL teaching. Such ESL teachers seem to enjoy what they are doing, and this tends to have a positive effect on their learners, just as enthusiastic, successful learners tend to encourage their teachers to work hard to excel in the classroom.

For those ESL teachers in schools with a low success rate, the post-observation analyses indicate that they often teach the L2 through the medium of the L1, and that their lessons are too difficult for their learners. The role of the teacher in the classroom is important, and the success or failure of lessons depends greatly on the role played by teachers. Richards and Lockhart (1994, p. 31) correctly point this out by saying that: "For

many teachers, experience is the primary source of beliefs about teaching.” The inability of some teachers to give good examples, motivate their learners and interact well with them, suggest that their own experiences as learners of English were probably not very positive, and that they will have considerable difficulty in enabling their learners to obtain good passes in the grade 12 ESL examinations. Teachers without good motivation either for themselves or their learners can never hope to assist their learners to perform well.

It is indeed significant that teacher-learner interactions were minimal in the low-performing Gamma and Delta schools. This would be lamented by Legutke and Thomas (1991, p. 102) who said: “We are no longer talking about teachers who teach and learners who learn but of everyone contributing to the management of everyone’s learning including their own and the teacher’s.”

5.1.3 The Characteristics of Apparently Successful and Unsuccessful ESL Lessons

Having learners think for themselves, as teacher B1 attempted to encourage, appeared to contribute towards the success of a lesson. Richards and Lockhart (1994, p. 35) have also noted this. Commenting on research into the needs of adult learners in Australia, they summarize a set of learner-centred teacher beliefs, and then state: “Learners, however, may express their assumptions about learning in quite different terms,....”

Democratic or “autonomous” lessons and classrooms (Chambers & Sugden, 1994) are the ones in which teachers allow a considerable amount of participation by the learners. In the schools observed that had a high success rate in grade 12 examinations,

ESL learners who participated freely, and were given greater lesson autonomy by their teachers, apparently do well at the end of their school career. Writing on autonomous classrooms, Chambers & Sugden (1994, pp. 53-57) indicate: "Autonomous learning seeks to promote the pupils' ability to learn independently of the teacher. They develop their dependence in the choice of tasks."

Lessons that are well prepared and planned by teachers apparently achieve the teachers' objectives. Repeated use of the chalkboard by the teacher and the learners seem to be important aspects of good lessons.

ESL lessons that are not successful are apparently those that have no objectives, and are not well planned or executed by the teachers. The post-observation analyses of unsuccessful lessons showed other factors, such as the minimal use of the chalkboard; no homework being given at the end of each ESL lesson; learners not being encouraged to use the L2; and teachers failing to simplify difficult lessons. A lack of teaching and learning materials also contributed to lessons not achieving their goals.

5.1.4 The Possible Impact of Physical Facilities on ESL Lessons

The schools that had better physical facilities (Alpha and Beta) have a high success rate in the grade 12 ESL examinations. The availability of a lending library with a good collection of books and proper borrowing facilities suggest that learners are thereby helped to perform well at the end of their formal schooling. Legutke and Thomas (1991, p.107) have this to say about this issue: "Learners should be given opportunities to gather information from library books, newspapers, periodicals, encyclopaedias and any other form of media. Without a proper library, this is unachievable."

Well-maintained classrooms, toilets and schoolyards were observed at the schools with a high success rate. The availability of audio-visual materials was another characteristic of schools with a high examination success rate.

Schools with fewer or no physical facilities such as libraries (Gamma and Delta) recorded a low success rate. Kopstein (as cited in Minami and Kennedy, 1991, p. 121) said "One of the goals of our educational system is to produce graduates who are not simply able to read but who are able to perceive the complexities of the world...." It can be assumed from this quotation that school facilities such as libraries not only produce literate learners but that they can prepare learners who will face the world with confidence. It could be concluded that schools without proper physical facilities are not likely to produce good results at the end of the year. The analysis of physical facilities at Gamma and Delta schools suggests that the worse the physical facilities, the lower the success rate in grade 12 examinations. Of course, correlation does not imply causation. It is impossible to know if the families of superior learners in Alpha school have been instrumental in demanding and creating superior facilities or if the superior facilities have produced superior learners.

Let us give the last word on this matter to Langan (as cited in Lemmer, 1995, p. 88) who stated the uncomfortable truism that: "Inferior qualifications of black teachers, overcrowded classrooms, understaffed schools and equipment shortages have all contributed to growing inequalities."

5.2 Conclusions

This case study was aimed at identifying possible contributing factors that lead to the high failure rate of ESL grade 12 learners in the Qwaqwa area. From the four schools selected for this research, certain factors (such as motivation, teacher versatility; learner participation and the use of the L2 by learners and teachers) suggest that schools with a high success rate had the benefit of the factors mentioned above. Furthermore, Alpha and Beta schools have had a high success over the years, possibly because teachers and learners in these schools are guided by these factors. It is likely, therefore, that for ESL learners in Qwaqwa to achieve a high success rate in grade 12 examinations, teachers need to be competent enough in the target language, versatile, prepare their lessons carefully, motivate their learners, allow greater learner autonomy in their classes, and give homework at the end of each lesson.

From classroom observations and post-observation, it is clear that much has still to be done in Qwaqwa secondary schools if teachers and learners hope to achieve better results. It must be emphasized that these observations and their analyses were conducted with only a few of the schools within the Phuthaditjhaba district and that this may not be applicable to other schools in the same area. But what is of importance is that schools that performed well in the grade 12 examinations had adequate resources and classroom practices were mostly good. Teachers' attitudes towards their subject and the way they conducted themselves in the classrooms appeared to have a positive effect on learners, who obtain good results on the matriculation examinations at the end of their studies.

The analyses also indicated that there were serious shortages of pedagogical materials in some secondary schools in Qwaqwa. Indeed, many ESL learners had no

books at all. As mentioned earlier in the findings, in one school during an ESL lesson up to six learners were crowded over one book. In such instances, proper learning and teaching cannot take place. What happens and what does not happen in the ESL classroom has a definite bearing on ESL final examinations. Schools that recorded a high success rate had autonomous classrooms and those with a low success rate had what can be termed conventional, traditional classrooms where autonomy is unknown.

The use or non-use of the L2 by both ESL teachers and learners seemed to indicate whether certain schools would or would not achieve success in the ESL final examinations. Analyses showed that, where teachers of English as a second language used the L1 (Sesotho) for about 50% of their time in the classroom, matriculation results in those schools were low. On the contrary, schools whose ESL teachers used the L2 for 90% or more of the time had a good pass rate in the grade 12 examinations.

The fact that some of the lessons were not well planned by ESL teachers can be seen as possible contributors to the high failure rate in the schools sampled. Those schools with a high pass rate in the grade 12 examinations were schools where the teachers' lessons were well planned. Richards and Lockhart (1994, pp. 113-125) have indicated that well-planned classroom lessons are likely to produce good results at the end of the year. Such positive indicators as satisfactory pacing, sequencing, rounding off and learner participation in the lessons were more common in the two high-achieving (Alpha and Beta) than the two low-achieving (Gamma and Delta) schools observed.

A lack of educational aids appears to be associated with a low success rate in the schools sampled for this research. Such educational aids as videos and tape recorders; overhead projectors; reading laboratories; and classroom libraries were not common in

Gamma and Delta schools. Educational aids have the capacity to bring variety and change in classroom lessons. The record of classroom visits showed that in most of the lessons observed, relatively little use of educational aids was reported. However, Alpha and Beta were better resourced than most schools in this area, and definitely better than Gamma and Delta. Is the lack of teaching aids and the low level of achievement (as measured by the matriculation examinations) a coincidence? Only more extensive, carefully controlled research will tell.

The observation records of Alpha and Beta schools completed during actual classroom teaching show a high percentage of spontaneous learner participation in the lessons. Most learners in the Gamma and Delta schools only reacted when the teacher directly posed a question to them. Student participation in these latter two schools was minimal. Again, it is doubtful that these facts are purely coincidental with high and low performance levels in the grade 12 examinations.

5.3 Limitations

There are limitations to this case study and it cannot therefore be concluded that the findings will be generalizable to all the schools in Qwaqwa, let alone to all the schools in South Africa. The first limitation is that only four of the schools in the Phuthaditjhaba district of Qwaqwa were investigated: two schools with a high success rate and two schools with a low success rate. The schools sampled are not the only ones with high or low pass rates in ESL grade 12 examinations. There are other schools that have recorded high and low levels of success, and a wider sampling might well have shown that the observations recorded here were somewhat atypical. Secondly, only a few

of the ESL classrooms in grades 10 and 12 were observed in those schools, and only a few of the ESL teachers were involved. Thirdly, the proposed schools for this study did not use the same scheduling. Alpha, Beta, and Gamma schools all provided the standard amount of 35 minutes per day of ESL, while Delta school opted for daily one-hour periods of ESL, because their results in the matriculation examinations had been unsatisfactory. The varying amounts of ESL per day determine how many activities can take place in a typical ESL class. Fourth and lastly, the factors investigated in this thesis are not the only ones that could lead to the high failure rate in grade 12 ESL examinations. Other possible factors such as socio-economic status, parental involvement, school disruptions and curriculum design were not investigated. Indeed, the schools and the intact classes selected were definitely not comparable in terms of socio-economic status, and it may well be that this could prove to be the determining factor in the success of the Alpha and Beta learners.

5.4 Recommendations

For the teachers whose learners have many difficulties with their English classes in general, and with the grade 12 examinations in particular, the researcher would recommend that they consider reflecting upon their ESL lessons, perhaps with the help of a reflective journal. Richards and Lockhart (1994), define a journal as:

A teacher's or a student teacher's written response to teaching events. Keeping a journal serves two purposes: Events and ideas are recorded for the purpose of later reflection. Many different topics from classroom experiences can be explored through journal writing. (p.7)

In this journal they would write what they did, and what their learners did, with annotations as to whether the activities seemed to be successful or not, and with

suggestions for alternative activities. Although reflective journals have been in use in Europe, Australia, New Zealand, and North America for some years, it would be a challenging innovation if such journals could become a permanent feature of language teaching in Qwaqwa.

Much more research in the discipline of ESL in the Qwaqwa region is needed. For instance, only grade 10 and 12 classes have been sampled for this study, and no attempt was made to identify factors in the lower grades leading to low levels of achievement in the upper grades. In the 1999 grade 12 final examinations, the Free State province obtained a 41.2% pass rate. This is very low compared to other provinces in the country and it is hoped that this study will contribute towards improving this situation. The Free State Minister of Education, in a meeting held at Uniqwa in March 2000 to address the issue of poor results commented as follows: "Action will be taken against those schools who achieve below 40%." Commenting on the same results, the Free State Premier in a Radio Lesedi talk show recorded earlier in January 2000 had this to say: "Teachers must work hard or otherwise they must look elsewhere for jobs." These comments by the minister of education and the premier reflect the true state of affairs in the province and a lot of work still has to be done.

Improved physical facilities and the adequate provision of required textbooks and other useful learning aids are recommended for all Qwaqwa secondary schools. While it cannot be said that raising the standards of physical facilities alone will improve the grade 12 ESL examination results, the analysis of current facilities (see Appendix E) suggests that these may, to a certain extent, influence the performance of ESL learners in some schools. For instance, the research discovered that only one of the four schools

selected had a proper library.

Teachers should go to classes well prepared. Analyses of the classroom observations indicated that in most successful lessons the teachers had prepared their classes well. In preparing their lessons, ESL teachers in Qwaqwa should bear in mind that such pedagogical aspects of teaching as comprehensive, detailed lesson preparation; competent execution of lessons; and reflection on whether the lesson made a positive impact on the learners or not should be attended to if the low success rate is to be improved. In classrooms, learners should be encouraged to use the target language more frequently and more confidently. Language teachers must motivate and encourage their learners to use the second language as often as possible.

Another recommendation is the reintroduction of professional in-service programmes for ESL teachers in Qwaqwa. Through these, language teachers could learn about new, successful teaching techniques, and improve the way they teach ESL.

Language teachers in Qwaqwa will also need to improve their qualifications. This recommendation is based on the assumption that well-qualified language teachers are likely to improve the grade 12 examinations more easily than their less-qualified colleagues. History and common sense should inform educators and teachers in Qwaqwa that unless qualifications are improved, the situation is likely to remain as it is.

Lastly, parental involvement in the learning of ESL in Qwaqwa should be investigated by other researchers to determine whether increased involvement might improve the situation.

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Appendix A

Letter from the Free State Education Department



FREE STATE PROVINCIAL GOVERNMENT

Education

Private Bag X20565 • Bloemfontein • 9300 • South Africa
55 Elizabeth Street • CR Swart Building • Bloemfontein
Tel.: +27 (0) 51 - 4074911 • Fax: +27 (0) 51 - 4074036

Enquiries : Mr W.B. van Rooyen/LB
Reference no. : 0.1/11/3/3

Tel. : 051-405 5504
Fax. : 051-403 3421

02 August 1999

Mr T I Makume
Director (South Africa): Uniqwa / Concordia Project
University of the North
Qwa Qwa Campus
Private Bag X 13
PHUTHADITJHABA
9866

Dear Mr Makume

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 9 June 1999 and the detailed research requests for eleven students received on 1 July 1999 refer.
2. Research titles applied for:

Name:

Titles:

Me Makgoarai Mofutsanyana:

The effect of intervention strategies used by teachers on the academic performance of learners with behaviour and/or emotional disorders in the Eastern Free State.

Mr Letekatoa Taoana:

Conceptual difficulties experienced by grade 12 pupils in basic concepts of chemistry, specifically the Mole.

Mr Molefi Thobileng:

A survey of what facilitates or hinders ESL learning in Qwa Qwa high schools.

Ms Maria Nkosi:

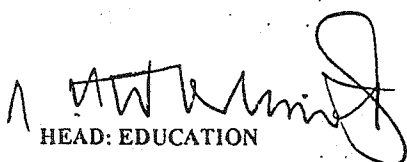
How effectively do pre-primary school playroom(s) assist children to develop holistically (i.e. Intellectually, Emotionally (affective), Socially and Physically (fine and gross motor) through various learning centers (areas)

Mr Molefi Mofokeng:	Rethinking the sources of disaffection among secondary school students.
Mr Tatolo Edgar Molebatsi:	An investigation into the high failure rate of ESL grade 12 Exams.
Mr Thabo Letho:	An effective student - Teaching practice programme.
Mr Mohapi Mohaladi	The relationship between matric pass rate and the extent of Total Quality Management (TQM) principles implemented in Harrismith District Schools.
Mr Thabo Letuka	Considering the study of leadership skills as a valuable life skill that may enhance learning.
Mr Paseka Maboya	A study of parental / guardian involvement in decision making structures and processes at tertiary level institutions in South Africa with special reference to tertiary educational institutions in the Free State Province.
Ms Varaluxmi Chetty	The role of organisation and management towards increasing pupil achievement in rural schools.

3. Permission is granted for the above students to conduct research in the Free State Department of Education under the following conditions:
- 3.1 The names of teachers/learners (where applicable) must be provided by the principals.
 - 3.2 Officials / Principals / HOD's / Teachers / Learners (where applicable) participate voluntarily in the projects.
 - 3.3 Where applicable, the names of schools and respondents involved remain confidential in all respects.
 - 3.4 Completion of questionnaires by teaching staff and learners must take place outside normal tuition time of the school.
 - 3.5 This letter must be shown to all participating persons.
 - 3.6 Individual reports on the 11 projects must be donated to the Free State Department of Education after completion of the projects where it will be accessed in the Education Library, Bloemfontein.
 - 3.7 You must address a letter to the Head: Education, for attention
W.B. van Rooyen
Room 1211
C.R. Swart Building
Private Bag X20565
BLOEMFONTEIN
9301
accepting the conditions as laid down.

4. We wish the students every success with their research.

Yours sincerely


HEAD: EDUCATION

Appendix B

Observation Record of an ESL Lesson

Observation record of an ESL lesson by _____

Name of school _____ Date _____

Name of teacher _____ Grade _____ No. of Ls _____

[illegible]

Molebats/Thesis/ObsRecord2 (99-04-15) [Continue comments on back of sheet, if necessary]

Appendix C

Post-Observation Analysis of an ESL Lesson

Post-Observation analysis of an ESL lesson by _____

Name of school _____ Date _____

Name of teacher _____ Grade _____ No. of Ls _____

1. TEACHER'S PREPARATION FOR THE LESSON: Did the T: -appear to be prepared?
-have a written lesson plan? -prepare any materials or teaching aids for this specific lesson?

2. TEACHER'S EXECUTION OF THE LESSON:

2.1 The beginning Did the T: -give the Ls any indication of what they would be learning during the lesson? -give any objectives or learning outcomes? -motivate the Ls in any way? -use L1?

2.2 The development Did the T: -maintain a steady pace, not introducing material too quickly or too slowly? -give examples/models? -monopolize the lesson time, or give the Ls opportunities to interact with him/her & with each other? -use group or pairwork? -use WH- questions, as well as Yes/No questions? -welcome questions & comments from the Ls? -utilize the chalkboard? other visual or audio aids? Approx. % of the lesson given in English = ____% In the L1 of the Ls ____%

2.3 The end Was the T surprised by the bell, or seem to be ending the lesson as planned? Did the T: -indicate what the next lesson would deal with? -give out any homework? -use L1?

3. IMPACT OF THE LESSON ON THE LEARNERS:

3.1 The beginning Did the Ls appear to know what they would be doing during the lesson? How quickly did they get on task? Any confusion? Attitude towards T & subject? Any use of L1?

3.2 The development Did the learners appear to find the main part of the lesson interesting? challenging? enjoyable? Did it appear to be too easy? too difficult? just right? Any use of L1?

3.3 The end Did the Ls appear to leave with a sense of closure & completeness, or with a sense of inconclusive, unfinished business? Any confusion over instructions? Any use of L1?

Molebatsi/Thesis/PostObsAnalysis (99-04-15) [Continue comments on back of sheet, if necessary]

Appendix D

Post-Observation Comparative Checklist of ESL Lessons

	Teacher A1				Teacher B1				Teacher B2				Teacher G1				Teacher G2				Teacher G3				Teacher D1				Teacher D2			
	Male				Female				Male				Female				Female				Female				Male				Female			
	visit 1 Gr. 12	visit 2 Gr. 8	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 10	visit 2 Gr. 12	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 12	visit 2 Gr. 10	visit 3 Gr. 12	visit 4 Gr. 10	visit 1 Gr. 10	visit 2 Gr. 12	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 10	visit 2 Gr. 12	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 12	visit 2 Gr. 10	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 10	visit 2 Gr. 12	visit 3 Gr. 10	visit 4 Gr. 12	visit 1 Gr. 12	visit 2 Gr. 10	visit 3 Gr. 10	visit 4 Gr. 12
Grade Level of Learners	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1 Teacher's Preparation for the Lesson																																
1.1 T ready to teach lesson? (Yes/No)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2 Teacher's Execution of the Lesson																																
2.1 T indicates lesson objectives? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.2 T uses L2 at beginning of the lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.3 T uses chalkboard? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.4 Ls use chalkboard? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.5 Lesson finished when bell rings? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.6 T gives homework? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.7 T uses L2 at end of lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Subtotals (out of 7)	7	5	6	6	4	5	5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.8 Quality of T motivation of Ls? (L/H)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.9 Quality of examples given? (L/H)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.10 T versatility (L/H)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.11 Quality of T-L interaction? (L/H)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.12 Quality of T's command of English? (L/H)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Subtotals (out of 15)	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
2.13 Overall % of lesson in L1? (See/No)	0	30	0	0	0	10	10	10	10	30	60	50	40	40	60	40	60	40	60	40	60	40	60	40	60	40	60	40	60	40	60	40
2.14 Overall % of lesson in L2? (English)	100	70	100	100	100	90	90	90	90	70	40	50	50	50	50	50	50	50	50	50	60	60	60	60	20	40	60	20	40	60	20	40
3 Impact of the Lesson on the Learners																																
3.1 Ls appear to know lesson objectives? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.2 Ls get on task quickly? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.3 Ls' attitude to T positive? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.4 Ls use L2 at beginning of lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.5 Lesson challenging (but not too hard)? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.6 Ls use L2 during lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.7 Ls interact in L2 with each other? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.8 Lesson objectives met? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.9 Ls appeared satisfied with lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.10 Ls use L2 at end of lesson? (Y/N)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Subtotals (out of 10)	10	10	10	10	10	8	8	4	4	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Note : [Key: T = Teacher, L(s) = Learner(s), Yes = 1, No = 0, Low/High = score of 0-3]

Appendix E

Evaluation of the Physical Facilities of Schools

Physical Facilities of Schools				
Scored from 0-3 (low to high)				
School	<i>Alpha</i>	<i>Beta</i>	<i>Gamma</i>	<i>Delta</i>
1 General appearance (state of repair, cleanliness)				
1.1 Exterior of the school	3	2	1	2
1.2 Administrative offices	3	2	2	1
1.3 Classrooms	3	2	1	1
1.4 Toilets	3	2	1	1
1.5 Schoolyard	3	2	1	1
Subtotal (out of 15)	15	10	6	6
2 Lending library				
2.1 General appearance	3	2	1	1
2.2 Size of collection of books (small-medium-large = 1-2-3)	2	2	1	1
2.3 Variety of collection (restricted-average-wide = 1-2-3)	2	2	1	1
2.4 Recency of collection (mostly from: '70s or before; 80's; '90's = 1-2-3)	2	2	3	2
2.5 Borrowing facilities (poor-satisfactory-good = 1-2-3)	3	2	1	2
Subtotal (out of 15)	12	10	7	7
3 Sickbay				
3.1 General appearance & cleanliness	3	0	0	0
3.2 Availability of first-aid kit	3	3	0	0
Subtotal (out of 6)	6	3	0	0
4 Availability of audiovisual aids (unavailable-poor-satisfactory-good = 0-1-2-3)				
4.1 TV	3	2	0	0
4.2 Radio	3	3	0	0
4.3 Tape recorder	3	3	0	0
4.4 Overhead projector	3	3	0	0
Subtotal (out of 12)	12	11	0	0
Total scores (out of 48)	45	34	13	13

Appendix F

Record of School Visits (all in 1999)

School	Alpha	Beta		Gamma			Delta	
Teacher	A1	B1	B2	G1	G2	G3	D1	D2
Date month-day								
04-12	√							
04-13	√							
04-15				√	√			
04-22	√				√			
05-13								√
05-14								√
05-27							√	
08-13		√				√		
08-14		√	√	√				
08-15	√							
08-16		√						
09-13						√ √		
09-14							√	
09-16			√					
Total visits per teacher	4	3	2	2	2	3	2	2
Total visits per school	4	5		7			4	