

THEME 2: PEDAGOGICAL PRACTICES IN TEACHING SL1

SUB-THEME 2.2: USE OF THE LEARNING ENVIRONMENT

PARTICIPANT	EXTRACT	CATEGORY	SCT CONSTRUCT
SEA2	"My learners learn the language in class, but they acquire many words outside when they play and interact with their peers. For example, I had a Pakistani learner who didn't understand SiSwati at all. As time went by, I realised that the learner had acquired much vocab, and I knew I was not responsible for such success. I asked the parent, who informed me that he had hired a garden boy who spoke SiSwati to his son. After school hours, the learner interacted with the helper, and in no time, his language improved as he actively participated during SiSwati lessons".	ROLE OF THE HOME AND SCHOOL ENVIRONMENT IN SUPPORTING SL1 LEARNING	SOCIAL INTERACTION AND MEDIATION
SEA3	"They also learn plenty of vocabulary outside when they play with friends. In class, we have insufficient time for the learners to acquire all SiSwati words".		
SEB2	"According to my observation, learners are involved in teaching each other spoken language. Fortunately, in our school, learners are not punished for speaking vernacular		

	during break time, so they speak SiSwati at that time. You will hear the non-mother tongue speakers of SiSwati saying vulgar language, then you know you didn't teach her that word, so she might have heard it from friends".		
SEB6	"For me, the environment plays a crucial role in language acquisition. It makes a big difference with whom the child interacts and in which language, so when the child interacts more with SiSwati native speakers, she acquires the language. In class, we teach the basics, vocabulary and the rules of sentence formation. I once had one learner who came to this school not knowing a single word of SiSwati, but within a term, she had acquired the language. I discovered that her parents encouraged her to play with the local children in their neighbourhood. Then, I realised that she got the language from her peers".		
SEA3	"The relationship between the teacher and the learners should be friendly. It makes learning easier. Children learn by imitating a lot. If you are kind to them, they will be kind to us, so when I explain concepts to them, I do it		

	with love and empathise with those who are struggling and encourage them that they can do it".	ROLE OF THE GOOD INTERPERSONAL RELATIONSHIPS IN SUPPORTING SL1 LEARNING	SOCIAL INTERACTION AND MEDIATION
SEB3	"It's important to have a good relationship with your learners and for them to relate. That makes them speak, ask questions and are not afraid to answer your questions. Our school is in town, and the learners from rural areas are fluent in SiSwati. In class, when they understand a concept, they explain it to their peers".		
SEB4	"The relationship between the teacher and the learner determines the learning environment. I am friendly to learners but strict. When it's time to learning, we learn, and when it's time to play, we do so".		
SEB5	"I have observed that learners learn better from each other. In my class, I encourage them to ask each other, and they cannot do that if they are not friendly to others".		