

CHAPTER 7

RESEARCH RESULTS : ERROR ANALYSIS

7.1. INTRODUCTION

In this section, the information obtained from the Error Analysis of the tape-recorded lectures of the subjects, is discussed. These results are discussed in terms of the framework described in Section 5.4.3.1.

7.2. ERRORS OUTSIDE THE DOMAIN OF THIS STUDY

This study deals with linguistic errors (including errors of morphology, syntax, sentence formation and lexis), and many errors which were identified in the lectures of the subjects were not of a such a nature.

Errors of high frequency that did not fall inside the domain of this study include errors of rhetorical organization and socio-linguistic competence (i.e. cases of inappropriate use of register - especially a tendency to verbosity and redundancy), and non-native or clumsy expression. The following is an example of such an error that occurred :

- * "The woman decides that she is sick and tired of her doing whatever her husband is wanting her to do and she decides that she is bored to crying [?bored to tears?] with living with him".

A number of examples of incorrect pronunciation were also identified, some of which are so severe that they make comprehension difficult. Some examples include :

* "I'm too old now to be in tune with the fashions (pronounced /fækʃəns/)."

* "... and when workers are observed, you find that they become more competent (pronounced /kɒmpɪtənt/)."

None of the above error types will be dealt with in greater detail here, but they could be an interesting object of further research.

7.3. ERRORS AT THE LEVEL OF MORPHOLOGY

Errors at the level of morphology constitute 3.05% of the total number of linguistic errors identified in this study.

7.3.1 TABLE OF ERRORS

Table 7 provides a summary of the occurrence of morphological errors in this study :

Table 7 : SUMMARY OF MORPHOLOGICAL ERRORS

Area/Level of Errors	Number of Errors	Percentage of Errors
Use of indefinite articles	51	31.87%
Use of possessive case	20	12.5%
Simple past tense	44	27.5%
Double marking	45	28.13%
TOTAL :	<u>160</u>	<u>100%</u>

Each of the aforementioned cases in which errors occurred will now be dealt with separately. All examples used in this study are taken from the corpus of errors. They have been kept intact, as they occurred, and therefore may include examples of errors of other types other than those under discussion at any particular stage.

7.3.2 USE OF THE INDEFINITE ARTICLE

The use of an incorrect indefinite article is an error common to each of the subjects' production. This use of the incorrect indefinite article took the form of the use of 'a' instead of 'an' before vowels. Examples of such errors taken from the corpus are given below :

- * "Right. Okay. Let's take a example - the ages then for Levinson's theory."
- * "You remember the first one was also a unsettled phase."

7.3.3 USE OF THE POSSESSIVE CASE

The incorrect use of the possessive case took the form of the omission of 's (when indicating possession). Examples of such errors taken from the corpus include :

- * "We have only done research on men and not on women because women development[al] stages is different from those of men."
- * "Okay, so we can't really discuss the next week work."

7.3.4 SIMPLE PAST TENSE

Different kinds of errors that were identified in the use of the simple present tense and examples of these errors are listed in the Table 8. The percentages given are percentages of the number of errors in the use of the simple past tense only.

Table 8 : ERRORS IN THE USE OF THE SIMPLE PRESENT TENSE

Area/Level of Error	Examples of subjects' errors	%
Regular Past Tense : Omission of <i>-ed</i>	* "The prices in your growth phase is influence by prices in your introduction phase." * "Although learning takes place through-out this phase, it is only end by perseverance."	50%
Irregular Past Tense Regularization by Adding <i>-ed</i>	* "Before she joined us and leaved the English department, she was also unhappy." * "He hitted the other man, and that is what started the fight."	50%

7.3.5 DOUBLE MARKING

The different kinds of errors that occurred in the form of double marking are listed in Table 9. (The percentages are of the number of errors as a result of double marking only).

Table 9 : ERRORS IN DOUBLE MARKING

Area/Level of Error	Examples of Subjects' Errors	%
Comparative Adjective or Adverb Incorrect - Use of <i>more</i> + <i>-er</i>	* "You can think more emotional - your identity is more clearer."	26.8%
Irregular Plural - Regularization by adding <i>-s</i>	* "The woman's career is interrupted by childrens sometimes."	24.4%
	* "He says to the other man : "I have many oxens. How many do you have?""."	
Use of <i>busy</i> + <i>-ing</i>	* "If you come across somebody busy lying in the road, busy bleeding to death, what will you do?"	48.8%

The errors at the level of morphology constitute the smallest number of errors identified in this study. However, it should be pointed out that the figures mentioned above indicate only those morphological errors which were made repetitively, and not any morphological errors which only occurred once in the corpus of each individual. The reason for this may be illustrated by reference to the quote below.

* "One considers a elephant with fear sometimes ... However, an elephant is generally a friendly and harmless creature."

If - as in the example above - a speaker uses 'a' instead of 'an' before a vowel in only one place, and for the remainder of his performance uses the correct indefinite article, it is more than likely that such erroneous use of 'a' (instead of 'an') is a 'slip', 'mistake', or 'performance error', rather than a 'competence-error'.

In general, errors in morphology are unlikely to lead to a serious breakdown in communication and may therefore be referred to as being (generally) LOCAL in magnitude (cf. Section 3.4.5.)

7.4 ERRORS AT THE LEVEL OF SYNTAX (56.9% of the total number of errors identified)

7.4.1 TABLE OF ERRORS

Table 10 summarizes the occurrence of syntactic errors in this study.

Table 10 : ERRORS AT SYNTACTIC LEVEL

Area/Level of Errors	Number of Errors	Percentage of Errors
NOUN PHRASE		
• Determiners	434	14.56%
• Number	103	3.46%
• Pronouns	375	12.58%
• Prepositions	531	17.81%
	SUB-TOTAL : 1443	SUB-TOTAL : 48.4%
VERB PHRASE		
• Omission of verb	362	12.14%
• Tenses	310	10.4%
• Agreement of subject and verb	135	4.53%
• Auxiliaries	157	5.27%
• Past Participle	18	0.6%
• Conditional forms	28	0.94%
	SUB-TOTAL : 1010	SUB-TOTAL : 33.9%
Verb-and-verb construction	10	0.3%
Word Order	327	11%
Transformations	191	6.4%
TOTAL :	<u>2981</u>	<u>100%</u>

7.4.2. Errors Within the Noun Phrase

7.4.2.1 Determiners

The errors in the use of determiners which were made are indicated in Table 11 (percentages are of the number of errors in the use of determiners only).

Table 11 : ERRORS IN THE USE OF DETERMINERS

Area/Level of Error	Examples of Subjects' Errors	%
Omission of the article	* "You find especially in case of small kiddies, if they watch a horror movie on TV that night, they're usually a bit scared to go to sleep."	49%
<i>The</i> instead of <i>A</i>	* "When I formulate a questionnaire to ask the child [indefinite] whether he has suffered from violence, I need to keep the following factors in mind ... "	12.45%
<i>A</i> instead of <i>the</i>	* "It is necessary that you should use a spoon [definite] you used earlier."	3.7%
<i>A</i> instead of ϕ	* "When you want to break down prejudice, it is important to build up a contact or a relationship between the two groups over a period of time."	7%
<i>The</i> instead of ϕ	* "Who of you are between the seventeen and twenty-two years of age?" * "During this phase, a lot of the people [indefinite] get divorced."	15.75%
Substitution of possessive pronoun for definite article	* "So the question paper might be difficult for that person who has only studies old question papers."	3.7%
Use of the possessive with the article	* "So the child will put it in the her mouth."	3.4%
Use of the incorrect possessive	* "Everybody tries to find out what their chances are to win the competitions' clients." * "The little baby girl continues to disturb its mother's concentrating."	5%

Errors in the use of articles constitute a significant percentage of the total number of syntactic errors (14.5%). This may suggest that this area of language use is one with a considerable degree of difficulty for the subjects. However, it is important to keep in mind the fact that errors in the use of articles occur so frequently because the need to use them arises so often.

Although repetitive errors in the use of articles may be irritating to a native-speaker, it is unlikely that they will lead to a serious break-down in communication, and therefore, such errors may be referred to as being **LOCAL** in magnitude.

7.4.2.2. Number

Table 12 provides a summary of the kinds of errors in number made by the subjects (percentages are of the number of errors in number only).

Table 12 : ERRORS IN NUMBER

Area/Level of Error	Examples of Subjects' Errors	%
Substitution of the singular for plurals	* "What do you think are the type of development task that you have to cope with?"	52.1%
	* "There's a lot of new role and choice which you have to make."	
Substitution of a plural for a singular	* "The 'all-goes-for' - its an autocrats."	47.9%
	* "Not a single children will be spared."	

Errors in number were some of the least common syntactic errors identified (3.5%). It would seem as if a number of these errors are a result of the subjects being unsure whether "a lot of", "an enormous amount of", etc., should be accompanied by a plural or singular form of the noun. Errors in number may cause some minor confusion on the part of the listener, but are unlikely to

result in a serious breakdown in communication. For this reason, these errors in number may generally be classified as being **LOCAL** errors.

7.4.2.3 Pronouns

Table 13 show the errors in the use of pronouns which were made by the subjects (percentages are of the number of errors in the use of pronouns only).

Table 13 : ERRORS IN THE USE OF PRONOUNS

Area/Level of Error	Examples of Subjects' Errors	%
Omission of the subject pronoun	* "As I explained to you : can't talk when you're, there's a development in the cognitive abilities of the child, hey?" * "What happened was that used her fist to break through the window."	11%
Omission of the 'dummy' pronoun <i>it</i>	* "Yes, is a nice day." * "Is wrong to use negative aggression."	11%
Omission of the object pronoun	* "The boy needed to learn how to co-ordinate his vision, The father used the ball to show his child how to accomplish." * "Is it necessary to do now?"	11.8%
Omission of the relative pronoun	* "He is the one is responsible for the problems at this point." * "There are no studies have been done about our influence yet."	11.4%

Table 13 : ERRORS IN THE USE OF PRONOUNS (Continued)

Area/Level of Error	Examples of Subjects' Errors	%
Subject pronoun used as redundant element	* "The man he got up to the other man and hit him." * Remember, you shaping people's lives and that's the same thing for me as a lecturer to realise that."	19.5%
Interrogative pronoun replacement	* "What theories relate to this?" * Whereby can this be achieved?"	6.5%
Relative Pronoun Replacement	* "There was also an experiment done whereby people in a factory - ah - weren't performing very well." * "The man what went there was really upset to see the destruction."	4.9%
Pronominal Reflexes	* "There are some assignments that I received it yesterday." * "The little child it can't follow the movements of the swing."	5.6%
Agreement with Antecedent	* "When you give the answers in the exam, remember it should be written in full sentences." * "If you have any questions regarding this work, please bring it along for next week and Wednesday."	18.3%

Errors in the use of pronouns form a substantial percentage of the total number of syntactic errors identified in this study (12.6%), and particularly in the form of the redundant use of the subject pronoun, the omission of the subject pronoun, and the alternating use of pronouns by number. The last five categories of errors in the use of pronouns (namely the redundant use of the subject pronoun, interrogative pronoun replacement, relative

pronoun replacement, pronominal reflexes, and lack of agreement with antecedent), may cause irritation in native speakers, but are unlikely to seriously impede communication. Therefore, in general, these errors may be regarded as **LOCAL** in magnitude. However, the omission of the subject pronoun, the dummy pronoun 'it', the object pronoun, or the relative pronoun, are likely to lead to much confusion and will almost certainly obstruct communication. For this reason, these errors may, in general, be referred to as being of **GLOBAL** magnitude (cf. Section 3.4.5).

7.4.2.4 Prepositions

The types of errors which were made in the use of prepositions are listed in Table 14 (percentages are of the number of errors in the use of prepositions only).

Table 14 : ERRORS IN THE USE OF PREPOSITIONS

Area/Level of Error	Examples of Subjects' Errors	%
Omission of prepositions	* "Because during winter the sun is in the northern hemisphere, the sun shines directly the land."	46.6%
	* "Every society there is always competition."	
Use of the incorrect preposition	* "Sting is one of the greatest conservationists for tropical rain forests."	39.5%
	* "I don't have a very high tolerance from the sun."	
Redundant use of prepositions	* "We did kind of an introduction the previous lecture in to the biogeography."	13.9%
	* "Those of you who have with small ferns at home, grass with it, know they can withstand a lot of direct sunlight."	
	* "There's competition in everyone in."	

Errors in the use of prepositions constitute the largest percentage (17.8%) of syntactic errors which were identified in this study. Although the redundant use of prepositions is unlikely to cause serious breakdowns in communication (and may therefore be classified as being **LOCAL** in magnitude), the omission of prepositions and use of the incorrect preposition, may.

For example, in the case of the omission of a preposition, the listener may be forced to guess what the missing preposition is, and may do so incorrectly, thus understanding something very different than that intended by the speaker. Compare for example the following :

- * "Against every society there is always competition [sic]."
- * "Within every society there is always competition [sic]."

There may be a similar result in the case of the use of an incorrect preposition. Consider the quote given as an example of the use of an incorrect preposition : "I don't have a very high tolerance from the sun". Does this imply that the sun does not tolerate the speaker ('I'), or is the speaker the one who lacks tolerance with regards to the sun? Such errors may therefore be considered to be of **GLOBAL** magnitude. However, in other cases, the omission of a preposition, or the use of an incorrect preposition may still result in an utterance which can be relatively easily interpreted by the listener, as is the case in the examples given below :

- * "Because during winter the sun is in the northern hemisphere, the sun shines directly the land."
- * "Sting is one of the greatest conservationists for tropical rain forests."

In such cases, these may be referred to as being **LOCAL** in magnitude. In this particular study, 84.7% of the errors in the form of omitted prepositions may be regarded as being **GLOBAL**

errors, and 15.3% as being **LOCAL** errors. As far as errors in the form of the use of incorrect prepositions, 54.3% of these errors may be regarded as being of **GLOBAL** magnitude, and 45.7% as being **LOCAL** errors.

7.4.3 ERRORS WITHIN THE VERB PHRASE

7.4.3.1 Omission of the verb

The types of errors related to the omission of the verb which were identified in this study are presented in Table 15 (percentages are of the number of errors in the omission of the verb only).

Table 15 : ERRORS IN THE OMISSION OF THE VERB

Area/Level of Error	Examples of Subjects' Errors	%
Omission of the main verb	<ul style="list-style-type: none"> * "If you measure the temperature outside without the wind factor, it will, might, maybe be twenty four." * "A plant, a adaptive thing - like you are - most of you's." * "The plant can't absorb that kind of rays so what happens, you get close these yellow patches on the leaves and eventually more and more patches will appear." 	51.4%
Omission of <i>to be</i>	<ul style="list-style-type: none"> * "So they also the energy for plant growth." * "So we not able to tell which are the most important factors, but humans do have an influence." * "For instance, if you have fifteen millimetres average rainfall each year you not going to have a big, humungous tree growing in that area." 	48.6%

The errors related to the omission of the verb form a large percentage (12.2%) of the total number of errors at the level of syntax. Omission of the main verb frequently (though not in all cases) leads to confusion and a breakdown in communication. Therefore, in general, these errors may be considered to be **GLOBAL** in magnitude. Of those cases of omitted verbs identified in this study, 92.5% may be considered as seriously impeding communication, and therefore may be classified as **GLOBAL** errors (the remaining 7.5% of these errors may be considered to be **LOCAL** errors).

As regards the omission of the verb 'to be': such errors are unlikely to seriously impede communication, and may therefore be regarded as **LOCAL** errors.

7.4.3.2. Tenses

The types of tense errors identified in this study are presented in Table 16 (percentages are of the number of errors in tense only).

Table 16 : TENSE ERRORS

Area/Level of Error	Examples of Subjects' Errors	%
<u>Use of the continuous tense :</u>		
• Omission of <i>be</i>	* "You going to realise that education is actually a big responsibility."	8.9%
• Substitution of the continuous tense for the simple past tense	* "It's not going to be the same format as the previous exams - uh - in the sense that the same questions repeating themselves over the years." * "In the past, people were having a hard time in that regard."	5.6%

Table 16 : TENSE ERRORS (Continued)

Area/Level of Error	Examples of Subjects' Errors	%
<ul style="list-style-type: none"> • Substitution of the present continuous for the simple present tense 	<ul style="list-style-type: none"> * "I am wanting you assignments in, now." * "We'll be having a look at some of the aspects you might be having problems with with regard to exams." 	<p style="text-align: right;">43.6%</p>
SUB-TOTAL :		58.1%
<u>Other tense errors</u>		
<ul style="list-style-type: none"> • Present instead of future tense of <i>would</i> conditional 	<ul style="list-style-type: none"> * "The week of twenty-four to twenty-eight of October, I am in the position that you going to be in from the eleventh of November." * "If you begin with a high price in the introduction, the prices drop all the way later then." 	<p style="text-align: right;">10.3%</p>
<ul style="list-style-type: none"> • Past instead of present tense 	<ul style="list-style-type: none"> * "What is the second aspect of basic price? The second one was - adding a fixed amount." * "What does the study guidelines tell us about this? It said : "Research assignment : Identify a research topic" 	<p style="text-align: right;">12.2%</p>
<ul style="list-style-type: none"> • Present instead of past tense 	<ul style="list-style-type: none"> * "You see, Shockten set up his experiment and it look very impressive." * "What he do when the people complained was to re-encourage them." 	<p style="text-align: right;">13.8%</p>
<ul style="list-style-type: none"> • Use if <i>to be</i> with the simple past or present tense 	<ul style="list-style-type: none"> * "She decides : "I'm hate this man, so I's going to leave him now"." * "We is said if something is away - can you remember that example?" 	<p style="text-align: right;">5.6%</p>
SUB-TOTAL :		41.9%

Tense errors form a relatively large part of the syntactic errors identified in this study (10.4%). Errors in the use of the continuous tense clearly form the largest body of such errors, with the substitution of the present continuous tense for the simple present tense being by far the most common of these errors in the use of continuous tense (43.6%).

Although this type of error may result in intolerance (irritation) on the part of native-speakers, it is unlikely that it will seriously impede communication, and they may therefore be classified as being **LOCAL** in magnitude.

As is the case with errors in the use of the present continuous tense - other errors in tense are unlikely to seriously impede communication, although they may cause minor confusion on the part of the listener and may lead to irritation in native speakers. Therefore they may be described as being **LOCAL** in magnitude.

7.4.3.3. Agreement of subject/object and verb

Table 17 indicates the types of errors in the agreement of the subject/object and verb which were identified in this study (percentages are of the number of errors in agreement of subject/object and verb only).

Table 17 : AGREEMENT OF SUBJECT/OBJECT AND VERB

Area/Level of Error	Examples of Subjects' Errors	%
Disagreement of subject/object and verb person	<ul style="list-style-type: none"> * "For example, if you be a teacher, but you see : "No this teaching are driving me mad ..."." * "A midlife crisis is a difficult event and sometimes you be a very unhappy person at the end of the day." 	8%
Disagreement of subject/object and verb number	<ul style="list-style-type: none"> * "We also don't have the rainfall and there is not many clouds." * "So the first thing is there is a number of things that influence them, for instance, the amount of rainfall, the temperature and type of soil." 	92%

The overwhelming majority of errors in the agreement of the subject/object and verb identified in this study were in the form of disagreement between the subject/object and verb number. Although the agreement of the subject/object and verb may cause irritation in native speakers, they are unlikely to seriously impede communication. For this reason, the majority of these errors may be classified as **LOCAL** in magnitude.

7.4.3.4 Auxiliaries

The errors in the use of auxiliaries which were identified in this study are summarised in Table 18 (percentages are of errors in the use of auxiliaries only).

Table 18 : ERRORS IN THE USE OF AUXILIARIES

Area/Level of Error	Examples of Subjects' Errors	%
Omission of the auxiliary verb	* "Okay, so, but we only go quickly through them, hey?" * "Can you remember what my little girl could or not do? Can you remember that?"	25.8%
Incorrect form of auxiliary	* "He don't have a hope to win the competition because of his lacking motivation."	15.8%
Incorrect modal verb	* "Okay, why? I can start marking them but I prefer to mark all of them together." * "If someone asks a question, you could evaluate that question before giving a reply."	35%
Omission of modal verb	* "The week after that there be no classes." * "Maybe I mark more strictly for the second assignment."	23.4%

Errors in the use of auxiliaries are unlikely to seriously impede communication, and may therefore be regarded as being **LOCAL** errors.

7.4.3.5 Errors in the use of the past participle

- * "She remembered back that when he call her the year before she was real unhappy about it."
- * "He was mail a letter from the government saying he must come to army."

Although such errors in the use of the past participle may prove to be irritating to native speakers and may cause some confusion, they are generally unlikely to lead to a serious breakdown in communication and may therefore be regarded as **LOCAL** errors.

7.4.3.6 Conditional Forms

- * "If I were to tan in the sun for three hours from eleven o'clock to twelve o'clock, I will be a different shade of red the next day and eventually my skin would peel."
- * "If there wasn't any sunlight, there won't be any growth in the plant."

Errors in the use of conditional forms may be considered to generally be **LOCAL** in magnitude, as they do not seriously impede communication.

7.4.4 VERB-AND-VERB CONSTRUCTION - Omission of 'to' in identical subject construction

- * "Now if you able for example ... classify according to more than one principle, hey?"
- * Pro-social aggression is, for example, when the police act aggressively take a murderer into custody."

The omission of the conjunction 'to' in an identical subject construction can frequently lead to much confusion and may impede communication. In this study, 70% of the errors of this nature resulted in serious breakdowns in communication and may therefore be classified as **GLOBAL** in magnitude (the other 30% of the errors in this category may be described as **LOCAL** errors).

7.4.5 ERRORS IN WORD ORDER

Table 19 presents the kinds of errors in word order which were identified in this study (percentages are of errors in word order only).

Table 19 : ERRORS IN WORD ORDER

Area/Level of Error	Examples of Subjects' Errors	%
Repetition of the object	* "The city [object], the people, they take the decisions, regarding it." * "The activities [object] the city decides about them."	3.1%
Omission or inversion retained in imbedded sentences	* "I will again for the block test be briefing you and the type of question which you can expect in the block test and in the examination." * If we do an oral, we do it at least in front of two department members."	30.2%
Subject and object permuted	* "Some people handed in on the wrong day the wrong assignment." * "It's a better advantage the bigger a panel is."	20%
Misplaced conjunction	* "Remember Monday we'll do research and Tuesday." * "The experiment belong to Shockten and the results."	4.5%
Other errors in word order	* "On Tuesday in my office, I will be available." * When I formulate a questionnaire to ask the child has he suffered from violence ..."	42.2%

Although certain types of errors in word order (e.g. the repetition of the object) are unlikely to result in serious breakdowns in communication, others (e.g. misplaced conjunction) may lead to serious confusion which may make comprehension

difficult. In this study, 57.8% of the errors in word order may be considered as **GLOBAL** in magnitude, and 42.2% may be categorised as **LOCAL**.

7.4.6 ERRORS IN TRANSFORMATIONS

The types of errors in transformations which were identified are presented in Table 20 (percentages are of the number of errors in transformations only).

Table 20 : ERRORS IN TRANSFORMATIONS

Area/Level of Error	Examples of Subjects' Errors	%
Negative Transformation : • Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> • Multiple negation	* "I've had this woman for three years but I think I not like her. So I think : "No perhaps I must make a change"."	7.6%
	* "The man he not want his wife any more."	
	* "At least not twenty out of forty, can't stay out of class, hey?"	8.4%
	* "In that case, there won't be no solution to the problem."	
SUB-TOTAL :		16%
Question transformation	* "Alright. You remember what we have said about this child?"	24.4%
	* "You remember he can think logical now?"	

Table 20 : ERRORS IN TRANSFORMATIONS (Continued)

Area/Level of Error	Examples of Subjects' Errors	%
<i>There</i> Transformation		
• Use of <i>is</i> instead of <i>are</i>	* "Now you will see that there is a lot of overlaps between their theories, but there also differences between the two theories." * "There is a lot of challenges when you are in the becoming an adult."	36.6%
• Omission of <i>there</i>	* "Not just one cause of something - but can be a lot of causes, hey?" * "But then in the CBD is a sharp drop."	15.4%
• Use of <i>it was</i> instead of <i>there was</i>	* "It was more sunshine and this lead to a rise in temperature." * "The man discovered that it was no point in pursuing the matter."	7.6%
SUB-TOTAL :		59.6%

Although errors in transformations are often such that they do not seriously disrupt communication, certain errors (particularly errors in the form of multiple negation and omission of 'there' in 'there' transformations) do cause great confusion and can lead to a breakdown in communication. In this study, 12.6% of the errors in transformations which were identified may be considered to seriously impede communication and may therefore be classified as **GLOBAL** in magnitude, whilst 87.4% of these errors may be described as **LOCAL** errors.

7.5. ERRORS AT THE LEVEL OF SENTENCE FORMATION [17.08% of the total number of errors]

7.5.1 TABLE OF ERRORS

Table 21 provides a summary of the occurrence of errors in sentence formation in this study.

Table 21 : ERRORS IN SENTENCE FORMATION

Area/Level of Errors	Number of Errors	Percentage of Errors
Sentence fragments (incomplete sentences)	367	41.01%
Omission of subject	70	7.82%
Omission of or unnecessary addition of object	115	12.85%
Use of conjunctions	343	38.32%
TOTAL :	<u>895</u>	<u>100%</u>

Each of the above areas related to errors in sentence formation will now be discussed separately.

7.5.2 SENTENCE FRAGMENTS

Examples of incomplete sentences include :

- * "As I explained to you, there's a cognitive development of people who"

- * "Alright, when you a bit older"

- * Except, do you want to have, I'll give you class, but it's going to be revision"

- * "The theoretical one should have been in and the research one, twenty-ninth of September"

7.5.3 OMISSION OF THE SUBJECT

- * "There are different ways of selling things - the first one is the one-price [?strategy?]."

- * "So price differentials looking at the price from the [?perspective?] of the buyer's circumstances and promotional items."

7.5.4 OMISSION OF THE OBJECT

- * "Sales can rise and then they cause a decline in."

- * "You can think about your when at the disco or wherever you find that people like to dress up."

7.5.5. USE OF CONJUNCTIONS

Table 22 presents the types of errors in the use of conjunctions which were identified in this study (percentages are of the number of errors in the use of conjunctions only).

Table 22 : ERRORS IN THE USE OF CONJUNCTIONS

Area/Level of Error	Examples of Subjects' Errors	%
Omission of sub-ordinate conjunctions	<ul style="list-style-type: none"> * "In the atmosphere we are concerned especially with plants and animals they also call as enviro-geography." * "He indicated during each period you would look at a new facet." 	68.2%
Omission of co-ordinate conjunctions	<ul style="list-style-type: none"> * "But as it becomes summer there is more sunshine it is rise in temperature." * "The flowers are needed to produce the seeds to reproduce." * "The plant can't absorb that kind of rays you get close these yellow patches on the leaves." 	27.5%
Unnecessary addition of the conjunction	<ul style="list-style-type: none"> * "This is important because as the man is then held responsible." 	4.2%

The omission of the subject, object, sub-ordinate conjunction or the co-ordinate conjunction frequently result in serious breakdowns in communication and may therefore be regarded as being of **GLOBAL** magnitude. The unnecessary addition of the conjunction is unlikely to cause any serious confusion, and may therefore be regarded as being of **LOCAL** magnitude. Sentence

fragments are common to spoken language and often do not lead to a breakdown in communication. Compare for example the two quotes below :

- * "The theoretical one should have been in and the research one, twenty-ninth of September."
- * "As I explained to you, there's a cognitive development of people who."

In the case of the first quote, it is relatively easy for the listener to understand the meaning of the utterance, even though it is an incomplete sentence. Therefore, in such cases, such an error may be considered to be **LOCAL** in magnitude. However, in the case of the second quote, the meaning of the utterance is not such easy to establish. In such cases, the error may be considered to be **GLOBAL** in magnitude.

7.6. ERRORS AT THE LEVEL OF LEXIS [22.97% of the total number of errors]

7.6.1 TABLE OF ERRORS

Table 23 provides a summary of the occurrence of lexical errors in this study.

Table 23 : LEXICAL ERRORS

Area/Level of Errors	Number of Errors	Percentage of Errors
Vocabulary	1033	85.87%
Parts of speech	170	14.13%
TOTAL :	<u>1203</u>	<u>100%</u>

Each of the above areas in which errors occurred are dealt with separately below (percentages are of errors at the level of lexis only).

7.6.2 VOCABULARY

Table 24 presents the types of errors in vocabulary which were identified in this study (percentages are of errors at the level of lexis only).

Table 24 : ERRORS IN VOCABULARY

Area/Level of Error	Examples of Subjects' Errors	%
Choice of incorrect verb	* "As a result, the sun totally destructs the vegetation." * "Arrangements need to be done regards the next week's classes"	35.1%
Choice of incorrect adverb	* "Can you measure interaction very good through a questionnaire?"	10.6%
Choice of incorrect noun	* "Usually humans are quite destructive people." * "It is in the Panama and the equal of ten rugby fields of trees."	15.4%
Choice of incorrect pronoun	* "Now this plant has to cool themself down." * "If - ah - two man, men, like the same girl, they in competition with one another to get the girl and usually when he gets the girl, one dumps her."	8%
Choice of incorrect adjective	* "The plant is cool and the surrounding temperature is hot." * "I will be open to you the whole revision week."	9.7%
Choice of incorrect conjunction	* "You can also go down and try and apply a specific theory." * "At the end of the day, you don't think the same that I do."	5.8%

Table 24 : ERRORS IN VOCABULARY (Continued)

Area/Level of Error	Examples of Subjects' Errors	%
Use of L1	* "He can put this together like a little snake - you organises it into a kraal [necklace]."	7.2%
	* "You have different skemas [frameworks] in your brain."	
	* "My grandfather always told us he like a - how can I say - a vol [?well-rounded?] girl."	
Choice of incorrect demonstrative	* "The plant can't absorb that kind of rays."	8.2%
	* "Black frost : That is when all the moisture in the plant freezes."	

7.6.3 PART OF SPEECH

The types of errors which were identified in the use of incorrect parts of speech are given in Table 25 (percentages are of errors in parts of speech only).

Table 25 : USE OF INCORRECT PARTS OF SPEECH

Area/Level of Error	Examples of Learners' Errors	%
Substitution of an adverb by an adjective	* "I don't want to mark them before the exam, because if the exam goes bad, maybe I'm worse for the second."	23.3%
	* "If you set a high price, you can easy lower it."	
Substitution of an adjective by an adverb	* "Such a man is a very aggressively man."	17%
	* "Maybe she looked beautifully in the white dress, but that didn't make a difference."	

Table 25 : USE OF INCORRECT PART OF SPEECH (Continued)

Area/Level of Error	Examples of Learners' Errors	%
Substitution of a noun by a verb	* "But there's a wind chilling factor and that's usually causes the temperature to drop."	27.7%
	* "The cost of producing is one rand fifty."	
Substitution of an adjective by a noun	* "It is important to stick with a sociology theory."	18.8%
	* "Especially ultra-violet rays very destructive and damage rays."	
Substitution of an adjective by a verb	* "In other words, it's allowed aggression because it protects society."	13.2%
	* "The amount of sunshine then is at a level of allowed radiation."	

The errors in lexis mentioned above may prove to be irritating to native speakers but most are unlikely to seriously impede communication. The one obvious exception is the use of the L1, which will undoubtedly seriously impede communication. In this study, 18,3% of the errors identified at the level of lexis may be classified as **GLOBAL** errors and 81.7% may be classified as **LOCAL**.

7.7. SUMMARY OF ALL ERRORS IDENTIFIED IN THE STUDY

7.7.1 TABLE OF ERRORS

Table 26 provides a summary of all the errors identified in this study in terms of the four main categories of linguistic errors (i.e. errors at the level of morphology, errors at the level of syntax, errors at the level of sentence formation and errors at the level of lexis); an indication of the relationship between the number of errors in each of these four categories and the total number of errors identified (%); and an indication of the

number of these errors which are global in magnitude, and the number which are local in magnitude.

Table 26 : SUMMARY OF IDENTIFIED ERRORS

Area/Level of Errors	No. of Errors (and % of total no. of errors)	No. of global errors	No. of local errors
Morphology	160 (3.05%)	0	160
Syntax	2981 (56.9%)	885	2096
Sentence Formation	895 (17.08%)	857	38
Lexis	1203 (22.97%)	220	983
TOTALS :	<u>5239</u> (<u>100%</u>)	<u>1962</u>	<u>3277</u>

Table 27 provides a summary of the individual subjects' errors in terms of the total number of errors identified (for each subject); the relationship between the total number of words in each subject's text and the total number of errors which they made (%), and an indication of the number of these errors which are global in magnitude, and the number which are local in magnitude.

Table 27 : SUMMARY OF INDIVIDUAL SUBJECTS' ERRORS

Subject	Total no. of errors	% of total no. of errors	No. of global errors	No. of local errors
L1	791	19.75%	281	510
L2	505	12.6%	178	327
L3	653	16.33%	278	375
L4	759	18.98%	277	482
L5	426	10.65%	146	280
L6	393	9.83%	185	208
L7	518	12.95%	186	332
L8	317	7.93%	130	187
L9	436	10.9%	155	281
L10	441	11.03%	146	295
TOTALS :	<u>5239</u>		<u>1962</u>	<u>3277</u>

7.8. CONCLUSION

The data obtained from the Error Analysis conducted in this study provide important information related to which aspects of the use of English the subjects' presently experience the greatest difficulty (lacks). The information obtained from the Error Analysis and Needs Analysis has some important implications for a possible remedial course for these subjects. These implications are discussed in the following chapter.

CHAPTER 8

IMPLICATIONS AND APPLICATIONS FOR A POSSIBLE REMEDIAL COURSE

8.1 INTRODUCTION

Much attention has been paid to the development of courses to assist second language students in both South Africa and around the world, and much has been done in terms of developing courses to teach foreign language learners how to speak English. However, very little has been done to assist lecturers who work, and present lectures, at universities where the medium of instruction is their second language.

This chapter will provide suggestions as to how the perceived and substantive linguistic needs of Second-Language lecturers which were identified by the needs and error analysis (cf. Chapter 6 and Chapter 7) may best be addressed. Although it is not possible within the limited length of this dissertation to provide an extensive account of the topic of an error remediation programme, this chapter will discuss some remedial methods which may contribute to the improvement of the subjects' proficiency in English.

One of the more prominent factors to emerge from the needs analysis conducted as part of this study is that the subjects feel strongly that if they are to participate in any remedial programme, it will have to address their specific needs with regard to the aspects of their use of English they would like to improve, and what they require the use of English for (cf. Section 6.6.3). Time and time again it was emphasized by the subjects that such a course should be 'practical', 'applicable', and so on. As one lecturer commented :

"I don't want to learn Shakespeare or poetry or that type of thing - that won't help me to present a lecture, write a study-manual or address a conference".

The result of this is that no matter how appealing a method of language teaching or learning may appear to be in theory, if it does not address the subjects' needs and desires, it is unlikely to succeed (cf. Section 5.1.). The implications for a remedial course of the information gathered from the needs analysis (cf. Section 6) and error analysis (cf. Section 7) used in this study are discussed below.

8.2 DEMOGRAPHIC FACTORS AND THEIR IMPLICATIONS FOR REMEDIATION

Although the lecturers differ with regard to such demographic factors as their specific ages and number of years teaching experience at English-medium institutions, they actually have more in common than not (cf. Section 6.2).

All the subjects are Afrikaans-speaking, reside in the Goldfields area, are adults, and are lecturers by profession. The fact that all the subjects have a common first language may simplify the language teaching process somewhat, particularly when dealing with errors which are clearly the result of mother-tongue interference.

As was pointed out in Section 4.6, the fact that the subjects are adults will influence the choice of the method of instruction. One may, for example, need to adopt a somewhat more formal approach than one would adopt when teaching children (cf. Section 4.6). [The choice of method will be discussed in greater detail in Section 8.5].

The fact that all the subjects are lecturers by profession (albeit within different departments) may also simplify the teaching process to some extent, in that it provides a common core in terms of certain interests and some needs on the part of the subjects.

In general, it would therefore seem that this particular group of subjects form a fairly homogeneous group in terms of their demographic factors.

8.3 THE IMPLICATIONS OF THE FINDINGS OF THE PRESENT SITUATION ANALYSIS

It has become abundantly clear from the information gathered regarding the subjects' Present Situation, that the focus of their use of English is overwhelmingly in the area of SPOKEN English (cf. Section 6.3.2.). As a result of this, it would seem that a remedial course will need to predominantly focus on improving the use of English in its SPOKEN form - with less emphasis on the use of WRITTEN English. Therefore, by the very nature of such requirements, the course will have to involve the actual use of SPOKEN English within the class setting. This is emphasized by the indication on the part of the subjects that they lack confidence in their use of English (cf. Section 6.3.2.).

Therefore, the subjects need to be provided with an environment where they can 'practise' their spoken English without the threat of ridicule or any negative reaction. The remedial class should provide such an environment. In order for this to happen, it is necessary for the following factors to be kept in mind :

- 1) The instructor should adopt an attitude to the learners' errors which does not make him/her feel that they are being criticised or made to feel or appear 'stupid'. It would even perhaps be a good idea to emphasise the positive aspects of errors (i.e. that errors may be indicators of the fact that learning is taking place, etc.).
- 2) Learners should be encouraged to support and assist one another in the learning process.

- 3) The instructor should consistently encourage and praise the learners for what they achieve rather than criticising them for what they have not yet learnt (cf. Section 6.5.3. and Section 6.6.3.).
- 4) Each individual learner should be given as much time as possible within the class setting to actually speak English, and should be encouraged to use English as much as possible outside of the class setting.

Perhaps one of the more disturbing facts to emerge from the analysis of the subjects' 'Present Situation', is the fact that most of them believe that their proficiency in English is good and generally above average (See Section 6.3.3.). In the majority of cases, this opinion does not correspond with the findings of the error analysis. With the exception of perhaps Lecturer 8 and Lecturer 5 the subjects' language proficiency may be regarded as being 'weak' rather than 'good' (See Table 7.7.1.2.).

For example, Lecturer 1 indicated that she believed that, in general, her proficiency in English might be described as being 'above average' (requiring less improvement than the average person), whilst the results of the error analysis indicated that 19.75% of everything she said (in the lecture which was analyzed) was erroneous. This percentage would of course be much higher if all types of errors were included in the corpus, and not only those belonging to the four categories (morphology, syntax, sentence formation, and lexis) focused on in this study.

The implications of this 'over-estimation' of language proficiency are immense if one considers the previously-mentioned fact that fossilization may occur when a learner believes that his/her language ability is of such a standard that it is no longer necessary to develop his or her interlanguage (See Section 4.5). Therefore, this writer is of the opinion that it is important to help learners become aware of their errors from an early stage in an advanced course, or even prior to the course.

Prior to a course, this could be achieved through an error analysis similar to that undertaken in this study - the results of which are then (tactfully) discussed with the subjects involved.

Within the course, one method in which such 'error-awareness' may be fostered is through the use of audio tape-recording or even video-recordings of the students' language production (in spoken form) which they are then asked to take home and listen to carefully with the aim of attempting to identify (and correct) their own errors. [The subject of 'error-awareness' is dealt with in greater detail in Section 8.8.1]. This approach provides the learners with many opportunities to discover solutions to their own errors. It has already been asserted that such an approach may "well develop students' abilities to write more clearly and accurately in a foreign language than would be the case if teachers supplied all the correct forms and structures of students' errors" (Hendrickson, 1980 : 220), and this writer is of the opinion that such a technique may be equally effective in the context of spoken language. A possible constraint related to such a technique would be the fact that the subjects involved in this study indicated that they would only be prepared to spend between one and two hours a week in attempting to improve their English, and such a technique is relatively time-consuming. On the other hand, it is likely to be very difficult to achieve anything at all - regardless of the method/s employed - over a period of only one to two hours a week (cf. Section 6.5.3.). One possible solution to this problem may lie, yet again, in the learners' level of motivation. If, by some means, the learners' level of motivation can be raised, it is possible that they will also then be prepared to sacrifice more time to use in attempting to improve their English. [For a more extensive discussion of the subjects' levels of motivation and the implications for remediation, see Section 8.6].

8.4 THE IMPLICATIONS OF THE FINDINGS OF THE TARGET SITUATION ANALYSIS

It is clear from the needs analysis conducted in this study that - as is the case regarding the subjects' Present Situation - lecturers believe that their ability to SPEAK English will be the most important facet of their use of English in future (cf. Section 6.4.).

It has also become clear that the subjects have vastly different priorities regarding the improvement of their English. However, it would seem that the ability to SPEAK English, and particularly their English grammar and vocabulary, are what lecturers believe to be of greatest importance, followed by an ability to WRITE in English (cf. Section 6.4.1.). None of the lecturers felt that it was very important for them to improve their ability to understand spoken or written English (cf. Section 6.4.1.) and therefore these facets should receive relatively little attention within a remedial course.

A further important fact to emerge from the Target Situation Analysis is that although the lecturers felt the need (or are required) to improve their English for **occupational** purposes, they would also like (ie. their wants/desires) to improve their English for **general** purposes (cf. Section 6.4.2.). The implication of this for the content of a remedial course is that the focus should be on skills linked to both the subjects' occupations as well as skills linked to the general use of English (how to address friends at a cricket match or colleagues at a social function, etc.).

8.5 IMPLICATIONS OF THE SUBJECTS' PREFERRED LEARNING STRATEGIES

As was indicated in Section 6.5.4., some conflicting information was obtained from the needs analysis regarding the subjects' preferred learning strategies. For example, although the subjects indicated that they disliked 'traditional' methods of

language teaching which involved rule-learning, repetition and so on, the majority of the subjects indicated that they believed that such methods would be the most effective by which to learn or remediate their use of English. As a result of the fact that the majority of the subjects indicated that they were interested in both the results and the method of instruction (cf. Section 6.5.2.), this may mean that it would be a good idea to first explain and identify (in very basic terms) the various forms of language teaching and the methods which they employ. This writer is of the opinion that if one can provide a sound explanation as to why a specific method or methods are to be employed, the subjects will probably be willing to 'try out' such methods and then be able to more effectively decide for themselves which learning strategies they prefer.

The fact that the subjects indicated that they would prefer to follow a more linear learning pattern (cf. Section 6.5.2.) ties in with what has already been said about adult learners and the fact that they generally prefer a more formal approach to language learning (See Section 4.6). Therefore, for example, if one wishes to adopt a language teaching approach which is based on learning-through-use principles, it would perhaps be sensible to point out to the learners what the focuses or aims of particular topics or discussions, and so on, are.

8.6 THE SUBJECTS' LEVELS OF MOTIVATION AND THE IMPLICATIONS FOR REMEDIATION

The majority of the subjects appear to feel motivated to improve their English. As was mentioned in Section 6.6, the greatest part of this motivation is external in nature, and it seems that - to some extent - lecturers feel that they need to, or are required to, improve their English rather than actually wanting to do so. It is therefore important to attempt to point out and focus on the personal enrichment and personal benefits which proficiency in a second language (and particularly in English) may hold for them (cf. Section 3.4.3.1. and Section 4.5.1.). A

possibility linked to this is presenting a certificate of some kind (or other form of recognition) to the lecturers' on their successful completion of the course. If lecturers can see such a course as 'curriculum-vitae-building' they are more likely to want to participate in the course than if they receive no such rewards.

It is perhaps also important to take cognizance of the fact that although the majority of lecturers are aware of and accept the importance of English in South Africa and the world today, there seems to be an underlying feeling of unhappiness and even bitterness about the elevated status of English (particularly in South Africa today), amongst them (cf. Section 6.6.2.). Although an awareness of the importance of English is an important motivating factor, it is possible that if lecturers are pressurised too much with regard to their language use, they may develop a negative attitude towards English as a language, and therefore lose their motivation to improve their English (cf. Section 4.7.). It is therefore imperative that the lecturers' first language (Afrikaans) be treated with respect by the course instructor and that the lecturers are not made to feel that they are being forced to REPLACE Afrikaans with English.

Furthermore, this writer is of the opinion that if the subjects are made aware of their errors and are encouraged to be aware of their own errors, it is likely that this could provide further (internal) motivation, as the subjects will become aware of the fact that their proficiency in English is not actually of as high a standard as they previously believed it to be.

8.7 ERRORS AND LINGUISTIC PROFICIENCY - IMPLICATIONS FOR REMEDIATION

It has become clear from information obtained from the error analysis that - in the majority of cases - a substantive need for the improvement of linguistic proficiency does exist amongst the subjects in this study. Corder (1981 : 45) suggests that

remedial action becomes necessary when "a mismatch between the knowledge, skill, or ability of someone and the demands that are made on him by the situation he finds himself in", exists. The importance of both 'accuracy' as well as 'fluency' on the part of lecturers has already been discussed (cf. Section 3.4.3.1.), and when one considers that between 7.93% and 19.75% of all the subjects' production was erroneous (cf. Table 7.7.1.2.), it is clear that the subjects' knowledge, skills and abilities are not adequate enough to deal with their situation. This is particularly significant when one bears in mind the fact that this study only took account of errors at the level of morphology, syntax, sentence formation, and lexis. Although they did not form part of this study, errors in rhetorical organization, as well as a lack of coherence and cohesion in the lectures on the whole, were identified and this would suggest that attention would need to be paid to such aspects of language use as well.

It is also important to note the large differences in the percentages of errors amongst the subjects - indicating very different levels of linguistic proficiency amongst the subjects. This would mean that although the subjects may be regarded as a relatively homogeneous group in terms of demographic factors (see Section 8.2) and their present- and target-situations (see Section 8.3 and Section 8.4), as far as their linguistic proficiency is concerned, they form a heterogeneous group. This implies that some of the subjects will be likely to require more intense remedial action than others. In the case of those individuals who require more attention to be paid to the linguistic aspects of their language, additional remedial work outside of the classroom situation may be a possible solution. This could take the form of language 'exercises' to be done at home or possibly even the use of a computer program which provides 'grammar' and 'vocabulary' exercises. [The use of language exercises and the computer will be discussed in greater detail in Section 8.8).

More specific information gathered for the error analysis indicated that by far the greatest percentage of linguistic errors identified in this study occurred at the level of syntax (cf. Table 7.7.1.1.). Errors in the noun and verb phrase were particularly prevalent and also resulted in a large percentage of the global errors.

Lexical errors and errors in sentence formation also form a substantial percentage of the errors and resulted in a large percentage of the global errors.

It would therefore seem that a remedial course would need to focus most strongly on aspects of syntax (particularly at the level of the noun and verb phrases), and the expansion and improvement of vocabulary, and sentence construction.

8.8 SUGGESTIONS FOR REMEDIAL TREATMENT

In the light of the above, a number of recommendations can be made regarding possible methods of assisting lecturers in improving their proficiency in English, particularly as far as SPOKEN English is concerned and specifically in terms of the grammatical and lexical aspects of their language use. The suggestions to follow are in no means intended to be an exhaustive list of all possible methods which could be employed to assist the lecturers, but rather an attempt to give some practical 'starting points' and ideas of some possible remedial techniques which may be adopted in a remedial course for these specific subjects. These suggested methods include helping learners to become aware of their errors, teaching/learning 'grammar in context', grammar practice, and striving towards learner autonomy.

8.8.1 Error Awareness

As was previously pointed out in Section 4.5.1., in order to prevent fossilization and at the same time increase the learners'

motivation it will be important to help learners become aware of their errors - particularly when dealing with learners who over-estimate their proficiency in the target language. However, the method employed in helping learners become aware of their errors is significant in obtaining the desired results (cf. Section 4.6. and Section 4.7.). It is clear from the results of the needs analysis that the subjects of this study lack confidence as regards their use of English, and that they also harbour a great deal of fear that they may be made to look foolish because of the imperfections in their use of English. For these reasons it is very important that if and when an instructor points out errors to the learners that he/she does so as tactfully and unobtrusively as possible. So, for example, "when the learner is more concerned with expressing a meaning, imparting some information or opinion than he is with the forms of the language he is using for that purpose, he should not be stopped and corrected 'in mid-stream'" (Norrish, 1983 : 116). If a learners' speech is interrupted in order to correct all the errors he/she makes, it is likely that (particularly in the case of weaker students) they will be stopped so frequently that eventually the meaning or information which they had tried to impart would be lost. Furthermore, such interruptions serve to emphasise and make public the errors of that particular individual in a very obtrusive manner. In certain settings it is perhaps advisable to make use of a 'correct-feedback' technique instead. This technique involves the repetition of what the learner has just said, but using the correct form. (This can obviously only be used when group- or class-discussions or similar techniques of instruction are being employed). An example of such 'correct-feedback' is given below :

Learner : "So the man he go-ed to the park."

Instructor : "Okay. So, [learner's name] says that the man went to the park - Would you agree with that answer or do you think that he went elsewhere?"

In such a way, the learner's errors are subtly pointed out to the him/her and the entire class, without them actually being 'singled-out' as errors, and without interrupting the learners' speech. Obviously, longer portions of speech are likely to produce more errors, and it will not be possible for the instructor to repeat everything the learner says in its correct form. In such cases the method mentioned earlier in Section 8.3 provides a possible solution to this problem. The learners' speech can be tape- or video-recorded and the learners asked to analyse their own speech and identify their own errors in their own time - at home. Feedback may also be given to the learners in a written form.

If the instructor notes the type of errors which recur frequently in the language productions of the majority of learners', he or she may also use these errors as the basis of future teaching points within the class setting or in the form of language exercises or drills which the learners' can do in the own time - outside of the class setting.

8.8.2 Grammar-in-Context

This writer is of the opinion that grammar teaching may play an important role in the remediation of errors - particularly when dealing with adult learners (cf. Section 4.7.). This does not imply, however, that sociolinguistic competence and fluency should be ignored and that a strictly structural approach should be employed, but rather that the teaching of English as a second language should be approached as a combination of grammar and function teaching. Montgomery and Eisenstein (1985), for example, suggest that using function-based and grammar-based approaches together is more effective in producing grammatical accuracy than strictly grammar-based approaches. This opinion is supported by Ellis (1994 : 659) who points out that there is evidence to suggest "focusing learners' attention on forms, and the meanings they realize in the context of communicative activities, results in successful learning". Furthermore, as the subjects of this study indicated that they would like a

remedial course to be as 'practical' as possible, a strictly structural grammatical approach is unlikely to satisfy their requirements.

The 'grammar-in-context' approach involves getting the learners to actually use (as far as possible) the language as they will need to use it in 'real-world' situations (Close, 1977 : 122). To address the subjects' desire to improve their English for general purposes, it may be possible to make use of group discussions. The learners can be divided into groups of three or four persons and given a topical issue to discuss (the learners could even decide on their own topics or issues which they wish to discuss). This gives each individual an opportunity to 'practise' their use of spoken English in an environment where they do not need to fear ridicule or reproach.

In order to address the subjects' desire to improve their English for occupational purposes, this writer is of the opinion that not only the grammatical and lexical aspects of the language use should be given attention, but also aspects which, for example, deal with the correct structuring of lectures, the presentation of papers at conferences/seminars, or the structuring of articles, etc.

Lecturers could even be encouraged to tape- or video-record their own lectures, and in their own time and perhaps in consultation with an instructor, analyse their presentation of the lecture as well as their language use, and identify (and correct) any errors.

8.8.3 Grammar-Practice

In terms of the findings of the error analysis (c.f. Section 7), it is clear that the learners need to improve their linguistic proficiency in English. In particular, attention needs to be paid to those aspects of language use which the subjects' appeared to find most problematic, namely syntax (particularly aspects of the noun and verb phrase, vocabulary, and sentence construction. This writer is of the opinion that grammar-

practice activities which focus on these aspects of the English language, can be of great benefit in a remedial programme for adult learners. 'Grammar-practice' in the sense which this writer intends it, does not merely refer to mechanical accuracy or learning of grammar rules per se. Rather, it implies a method of practising grammar which incorporates a blend of fluency and accuracy. Widdowson (1987 : 59) points out that "Fluency and accuracy are complementary and interdependent phenomena : the problem is to know how the dependency works in natural language use and how it can best be developed in the process of language learning".

Oral drills are one method of grammar practice which this writer believes may be effective in addressing the needs of the subjects of this study. However, certain types of oral drills are less likely to concurrently address both fluency and accuracy. Paulston distinguishes three types of oral drills on the basis of the expected terminal behaviour (1971 : 197) - mechanical, meaningful, and communicative drills. Both the mechanical and meaningful drills are based on the behaviouristic notion of learning through habit-formation, whilst communicative drills are aimed at normal speech through the learning processes of problem-solving and analysis.

Communicative drills involve the use of thought, opinion and decision-making - which means that instead of simply repeating the speech pattern which is to be learnt, the learner needs to also understand the essential elements of what is being learned. A simple example of such a communicative drill is given below :

Instructor : "Would you like to learn how to sew?"

Learner : "No. I would much rather learn how to paint".

Therefore, the main difference between a communicative drill and a mechanical or meaningful drill lies in the fact that instead of merely repeating an utterance, the learner is required to provide new information about the real world.

One constraint in the use of such drills is the fact that they are time-consuming and the most difficult type of oral drill to arrange. However, if we want learners to be able to use language in a way similar to that which they are required (or will be required) to use it in real-world situations, we must teach the skills taught through communicative drills. In order for them to be most effective, these drills should be based on the grammatical structures and lexical items that are most arduous to learners.

A further possible means of providing grammar practice for the subjects of this study, is through **grammar practice activities** such as those suggested by Ur (1988). These activities make use of 'real-life' situations to provide the learners with an opportunity to practise various aspects of language use. For example learners are given the *curricula vitae* of candidates who are applying for a job. These *curricula vitae* indicate the past experience of the candidates. The learners are then required to discuss who they would choose for the job on the basis of past experience and their own judgement. This provides an opportunity for the learners to make use of the past perfect to express past events with relevance for the present situation (Ur, 1988).

'Language games' suited to the interests of adults may also provide an opportunity for grammar practice, both inside and outside of the classroom situation. Such language games which may appeal to adults include the use of crosswords to help the learners' expand and improve their vocabulary (and even aspects of their grammar), and language exercises.

Linked to this is the possibility of the use of **computer programs** designed to offer grammar and vocabulary practice to the learner. Many exciting and creative computer programs have already been designed to assist learners (eg. Saunders, 1987 : 69; Klier, 1987 : 78; etc.) and recently there has been a growing interest in what is referred to as Computer-Assisted Language Learning or CALL (Hainline, 1987 : Introduction). Computer programs can

provide learners with immediate, personal and private feedback regarding their errors (or correct use of language) and also provide the potential of interaction.

Furthermore, the computer can provide information as to why a specific error is considered to be an error, as well as to make positive suggestions and give encouragement (Maddison & Maddison 1987 : 21). Therefore, working with computers provides an opportunity for the learners' to use English and make errors - without fear of ridicule or any embarrassment. One restriction of such programs is the fact that they will necessarily take the form of written language, as the technology to deal with spoken language is not yet freely available. It is also important to note that such programs would not be intended to take the place of classroom instruction and/or language practice and interaction with other learners, but should rather be seen as supplementary to such activities. In a world where there is growing computer-literacy, Computer-Assisted Language Learning may form a very effective and convenient tool to assist learners in their attempt to learn and perfect a second language.

8.8.4 Learner Autonomy

As a result of the very limited time which the subjects have to devote to improving their proficiency in English, as well as the fact that all the subjects are adults, this writer is of the opinion that the subjects should be guided to a level of ever-increasing learner autonomy. Hallgarten (1988 : 109) points out that a crucial area common to all students lies in "the need for learner training in effective ways of learning, in taking responsibility for one's own learning, in strategies for learning language and evaluating progress". This would include aspects such as those mentioned earlier in this chapter, for example, encouraging learners to identify and correct their own errors; providing learners with (very basic and practical) information regarding language teaching/learning methods - and why certain methods are preferred to others; helping learners to become aware

of their own needs and requirements with regards to the target language; the formulation of goals which result from these needs; etc.

There are many advantages in such an approach, particularly when it is employed in conjunction with adult learners. Hallgarten (1988 : 111) summarises some of these advantages as follows :

- Learning is more effective when the learner takes control.
- As adults, learner and tutor are equal and power is shared.
- An autonomous learner can go on learning the subject outside the classroom at the end of the course and if there is a gap in attendance.
- An autonomous learner can transfer learning skills to other subjects.

8.9 A BRIEF OUTLINE OF A SUGGESTED REMEDIAL COURSE FOR AFRIKAANS-SPEAKING LECTURERS AT AN ENGLISH-MEDIUM UNIVERSITY

Although it is not possible to give a detailed description or explanation of a possible remedial course for Afrikaans-speaking lecturers within the limited scope of this study, this writer would like to provide a very basic suggestion for an outline for such a course - based on what has been discussed above. The outline of such a possible course is summarized below.

8.9.1 Before the Course Begins

- 1) Provide the learners with (tactful) feedback regarding their errors which have been identified in the error analysis, and given them some kind of indication of their general linguistic proficiency (in English). This discussion of the

learners' errors should occur between only the instructor and the particular learner involved so as to avoid any embarrassment on the learner's part.

8.9.2 At the Beginning of the Course (The First Lecture or two).

- 2) As an introduction to the course, discuss with the learner what it is hoped they will achieve through the course, what the aims of the course are to be, why these aims were chosen, how these aims are going to be achieved, etc.
- 3) Conduct a short discussion on what errors are, and point out the positive aspects of errors.

8.9.3 During the Course

- 4) Through-out the duration of the course, the methods of instruction to be employed should be discussed with the learners.
- 5) Classroom activities may include activities such as group discussions on relevant, controversial and topical issues, with the discussions being guided by the instructor. Such discussions may incorporate the techniques of oral drills and 'correct-feedback', in that the instructor may ask questions of the learners which are designed to act as oral drills, and then provide correct-feedback - where this is appropriate.
- 6) The course instructor should identify common errors made within the classroom situation, and use these as the basis of teaching points through-out the course.
- 7) In view of the results of the error analysis conducted in this study it is clear that need to improve their linguistic proficiency. Grammar exercises and activities should be use

to provide the subjects with opportunities to practise various aspects of their English grammar. These activities should specifically focus on those aspects which have been shown (by the error analysis) to be most problematic for the subjects. Therefore, these grammar activities and exercises should focus on providing opportunities for the subjects to practice their syntax, vocabulary and sentence formation.

- 8) Attention should be paid to expanding and improving the subjects' vocabulary. The focus on vocabulary should include both general lexical items (for general use) and specific lexical items for occupational use. Although this study did not take account of errors in register, a number of such errors were identified, and therefore, this writer is of the opinion that some attention should be paid to the use of correct register during the course.
- 9) Through-out the course, there should be an emphasis on trying to instill increasing learner-autonomy in the learners (for example by means of techniques such as instilling error awareness, teaching learning strategies, etc.)

8.9.4 Outside of the Classroom Situation

- 10) Encourage students to analyse their own language production, and identify and correct their own errors.
- 11) Make use of language exercises and computer programmes - particularly in the case of those subjects who require more intense treatment of the English grammar and vocabulary.
- 12) The subjects should be encourage to read material written by first language speakers, and to listen to English spoken by first language speakers.

8.9.5 After the Course

- 13) Assess the learners' proficiency, and indicate to them whether any improvement has taken place and if so, what the nature and extent of that improvement is.
- 14) Conduct follow-up interview to establish whether the learners feel that the course has addressed their needs.

8.10 CONCLUSION

This chapter does not pretend to provide an in-depth, concrete description of a remedial course for Afrikaans-speaking lecturers at an English-medium university. What it does attempt to do is to 'match-up' the perceived and substantive needs of the subjects with possible methods and approaches which may be used. Of course, there are many other methods which may be equally successful in addressing these perceived and substantive needs of the subjects, but it is hoped that those mentioned and the principles which underlie these methods may serve as a basic starting point for the development of more specific courses for other groups of Afrikaans-speaking lecturers in other environments and with their particular needs and levels of proficiency in English.

CHAPTER 9

CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

9.1 INTRODUCTION

In this chapter, conclusions will be drawn from the literature survey as well as from the needs and error analyses conducted in this study.

9.2 CONCLUSIONS FROM THE LITERATURE STUDY

9.2.1 NEEDS ANALYSIS

- 1) The analysis of the needs of language learners gained central prominence in the 1970's with the advent of English for Special/Specific Purposes. Until then, language course/programme planners tended to overlook what learners believed they should, or need to, learn about, or to do, in a particular language.
- 2) There are a wide variety of different learner needs which should be considered when planning a course. In order for a course to be a success, the objectives of the course should include the satisfaction of these needs.
- 3) It is important that both the substantive and perceived needs of learners be identified as, even though the nature of the perceived and substantive needs of an individual may differ, the satisfaction of both of these forms of needs is essential if a course is to be successful.

- 4) Although a needs analysis has very real limitations and difficulties, it is a useful and essential part of any second language course design - including the design of a remedial language course.

9.2.2. ERROR ANALYSIS

- 1) Until the early 1970's, errors were seen negatively as a result of interference or transfer from the mother tongue, or ascribed to a lack of learning on the part of the learner or ineffective teaching on the part of the language instructor. However, with the emergence of the Error Analysis Hypothesis, this negative view of errors was radically changed, and since then errors have been recognised as an integral part of language learning, and a useful diagnostic tool in language learning.
- 2) The analysis of the errors which have been made by an individual (or group of individuals) may be useful in determining the substantive language needs of that individual (or group). For this reason, an Error Analysis may be used as an effective tool within an analysis of needs.
- 3) Although the relative importance of the form of an utterance and its function may vary from situation to situation, form remains an integral part of function, and incorrect form may lead to the distortion of function in a particular utterance.
- 4) In academic and professional environments learners are particularly aware of the negative professional and social consequences of their non-standard English (cf. Section 6.3.3.). The importance of accuracy of form is further emphasised in situations where the receiver/s of the communication are non-native speakers.

9.2.3 COURSE DESIGN AND REMEDIATION FOR ADULT LEARNERS

- 1) Both a needs analysis and an error analysis play an essential and integral role in the design of any second language course. This is particularly true in the case of a remedial language course.
- 2) Learner motivation and explicit grammar teaching can influence the acquisition of a target language and the production of errors by learners.
- 3) The age of a learner is an important factor which needs to be considered in the planning of a course, the choice of syllabus type, and the ultimate success of a course.

9.3 CONCLUSIONS FROM THE EMPIRICAL STUDY

9.3.1 NEEDS ANALYSIS

- 1) This study was limited by a number of constraints which included financial and time constraints, and for this reason it was not possible to obtain in depth information on certain important categories of needs, such as socially-determined needs, a 'means analysis' and a 'language audit'.
- 2) From the needs analysis it was determined that :
 - a) The subjects' had very little contact with First Language English.
 - b) The subjects lacked confidence in their use of English.
 - c) The subjects believed that SPOKEN English was, and will be, the most important form of English which they needed to be able to use and which they needed to improve.

- d) The subjects primarily wished to improve their English grammar and vocabulary (especially as it applies to SPOKEN English).
- e) The lecturers wished to improve their English for general purposes, as well as occupational and academic purposes.
- f) The lecturers were generally not entirely sure as to which methods of learning/teaching English they would prefer. However, all the lecturers indicated that they would like any remedial instruction to have a linear structure.
- g) The lecturers indicated that they did not have much time at their disposal which they could, or were prepared to, reserve for the improvement of their English.
- 8) The majority of the subjects were relatively motivated to improve their English, and this motivation predominantly took the form of external motivation.

9.3.2 ERROR ANALYSIS

- 1) The explanation of identified errors falls outside the scope of this study as the main function of the Error Analysis within this study is to establish the nature of the participants' linguistic 'lacks' with regards to English.
- 2) Errors of rhetorical organization, sociolinguistic competence and non-native or clumsy expression occurred frequently in the lectures of the subjects, but fell outside the domain of this study.

3) The following linguistic errors were identified :

[Percentages are of the total number of errors identified in the error analysis conducted in this study].

- **Morphology** [3.05%]
 - Use of indefinite article (0.97%)
 - Use of possessive case (0.38%)
 - Simple Past Tense (0.84%)
 - Double Marking (0.86%)

- **Syntax** [56.9%]
 - Errors in the noun phrase [27.54%]
 - ▶ Determiners (8.28%)
 - ▶ Number (1.97%)
 - ▶ Pronouns (7.16%)
 - ▶ Prepositions (10.14%)

 - Errors in the verb phrase [19.28%]
 - ▶ Omission of verb (6.91%)
 - ▶ Tenses (5.92%)
 - ▶ Agreement of subject and verb (2.58%)
 - ▶ Auxiliaries (3%)
 - ▶ Past Participle (0.34%)
 - ▶ Conditional Forms (0.53%)

 - Verb-and-verb construction (0.19%)

 - Word order (6.24%)

 - Transformations (3.65%)

- **Sentence Formation** [17.08%]
 - Sentence Fragments (7.01%)
 - Omission of subject (1.34%)

- Omission, or unnecessary addition, of object (2.2%)
- Use of conjunctions (6.55%)

- **Lexis** [22.97%]

- Vocabulary (19.72%)
- Parts of speech (3.25%)

5) One could conclude that these subjects experienced the greatest difficulty in English syntax. In particular, the subjects appeared to have experienced much difficulty in the mastering of the English system of rules which governs the use of prepositions, determiners and pronouns. However, one should bear in mind that these errors might be so frequent because the need to use these language forms occurs so frequently. It is also clear that the subjects experience particular difficulty with regards to English lexis, and specifically their English vocabulary. The errors at the level of syntax and lexis also formed a large percentage of the global (and therefore more 'serious') errors, and it is therefore clear that these forms of errors will need to receive the greatest attention in a remedial course.

9.4 A REMEDIAL PERSPECTIVE

- 1) As the focus of the subjects' present use and probable future use of English is in the area of SPOKEN English, a remedial course will need to focus on improving the use of English in its spoken form.
- 2) As the lecturers lack confidence in their use of English, the remedial course should provide an environment in which they can feel comfortable to 'practice' their English, and to make, and learn from, their errors without fear of ridicule or other negative consequences.

- 3) The fact that the majority of the subjects 'overestimate' their proficiency in English makes it necessary that the lecturers should be made aware of their errors and level of proficiency in English.
- 4) In accordance with the needs which the subjects expressed, the remedial course should focus on both English for occupational use as well as for general use.
- 5) The subjects should be provided with a sound explanation of why a specific method/s of language teaching will be employed in a course.
- 6) The lecturers may be given additional motivation to improve their English, in the form of some form of recognition after the successful completion of the course (e.g. a certificate), by making the lecturers more aware of their errors, and by emphasising the personal, professional, and social benefits of accuracy of language form.
- 7) Although some theorists believe that all grammar teaching is ineffective, research shows that formal instruction may play an important role in the remediation of errors - particularly in the case of adult learners.
- 8) Communicative oral drills provide learners with the opportunity to practice their grammar and use language in a way similar to that required in real-world situations.
- 9) Grammar games and the use of computer-assisted language learning are useful for the same reason as oral drills, and both provide the opportunity for grammar practice both inside and outside of the classroom.

9.5 SUGGESTIONS FOR FURTHER RESEARCH

- 1) Before any remedial programme is implemented for this group of lecturers (or any other group), an analysis of socially determined needs, as well as a means analysis would have to be undertaken.
- 2) An error analysis should be done to identify errors in rhetorical organization, sociolinguistic errors, and pronunciation of the lecturers.
- 3) An error analysis of the lecturers' written English (e.g. in the form of study manual, departmental and inter-departmental correspondence, etc.) may provide important information regarding the lecturers' proficiency in written English, as will an error analysis of lecturers' spoken English in situations other than lectures.

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ADDENDUM A =
LECTURER QUESTIONNAIRE

DOSENT VRAELYS

1. Antwoord asseblief al die vrae.
2. Maak asseblief 'n kruisie in die toepaslike blokkie/s (waar toepaslik), tensy ander instruksies gegee word.

Die doel van hierdie vraelys is om te probeer vasstel wat u, as dosent, voel u benodig met betrekking tot u vaardighede in Engels. Daar is dus geen 'regte' of 'verkeerde' antwoord nie.

Baie dankie vir u bereidwilligheid om aan hierdie studie deel te neem.

AFDELING A :

1. Datum van geboorte : 1 9

 2. Geslag : Manlik _____ Vroulik _____

 3. Land van herkoms :
 4. Huidige woonplek : Welkom _____ Riebeeckstad _____ Odendaalsrus _____ Virginia _____
Kroonstad _____ Hennepan _____ Ander (Spesifiseer asb.) :
 5. Wat is u nasionaliteit?.....
 6. Door watter kwalifikasies beskik u? (Dui asseblief al die kwalifikasies aan)
- BA _____ BA (Hons) _____ BEd _____ MA _____ HED _____ SED _____ UED _____
- DPhil _____ PhD _____ BSocSc _____ MSocSc _____ BCompt _____ BCom _____
- MCom _____ BAEd _____ MEd _____ DEd _____ BSc _____ MSc _____
- Ander (Spesifiseer asb.)

7. Aan watter universiteit/e het u u graad of grade verwerf?

.....

8. Wat was die onderrig-medium/s van die laerskool of -skole wat u bygewoon het?

.....

9. Wat was die onderrig-medium/s van die hoërskool of -skole wat u bygewoon het?

.....

10. Wat was die onderrig-medium/s van die tersiêre instelling/s wat u bygewoon het?

.....

11. In watter departement is u tans werksaam?

Afrikaans	_____	Engels	_____	Geskiedenis	_____	Sielkunde	_____	Sosiologie	_____
	_____		_____		_____		_____		_____
Rekeningkunde	_____	Bedryfsekonómie	_____	Ekonomie	_____	Publieke Administrasie	_____		_____
	_____		_____		_____		_____		_____
Opvoedkunde	_____	'Teacher Education'	_____	Geografie	_____	Wiskunde	_____		_____
	_____		_____		_____		_____		_____

12. Het u op laerskoolvlak deur medium van Engels onderrig gegee? JA NEE

Indien 'JA', dui aan vir hoe lank

13. Het u op hoërskoolvlak deur medium van Engels onderrig gegee? JA NEE

Indien 'JA', dui aan vir hoe lank

14. Vir hoe lank gee u op tersiêrevlak deur medium van Engels onderrig?

15. Watter van die volgende bied u tans aan?

Eerstejaarskursus _____ Tweedejaarskursus _____ Derdejaarskursus _____ Nagraadse kursus _____

AFDELING B :

16. Wat is u moedertaal?

17. Watter taal of tale praat u by die huis?

18. Besik u oor enige kwalifikasies in Engels? JA NEE

Indien JA, gee besonderhede (bv. ENG 100, 200 of 300, ens).

19. Hoe evalueer u tans u vaardighede met betrekking tot Engels?

Gebruik die skaal onder om (met 'n sirkel) u huidige vaardigheid in Engels te evalueer.

- 1 = Uitstekend (Benodig min of geen verbetering).
- 2 = Baie goed (Benodig net 'n klein verbetering).
- 3 = Bo-gemiddeld (Benodig minder verbetering as die gemiddelde persoon).
- 4 = Onder-gemiddeld (Benodig ietwat meer verbetering as die gemiddelde persoon).
- 5 = Swak (Benodig baie verbetering).
- 6 = Baie swak (Benodig omvangryke verbetering).

Engels Woorceskat	Engels Grammatika	Verstaan van Gesproke Engels	Verstaan van Beskrewe Engels	Praat in Engels	Skryf in Engels
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6

AFDELING C :

20. Ondervind u probleme om effektief in Engels te kommunikeer in enige van die volgende omstandighede :

	BYNA NOOIT	SOMS	DIKWELS	GEWOONLIK	BYNA ALTYD
Formele lesings (Waartydens studente u selde onderbreek of vrae vra)?					
Informele lesings (Waartydens studente gereeld vrae stel)?					
Tutoriale klasse?					
Individuele besprekings met studente?					
Individuele besprekings met kollegas?					
Seminare, konferensies, ens?					

21. Wil u graag u Engels verbeter? JA NEE

21.1 Indien wel, ...

* om watter hoofrede wil u u Engels verbeter?

.....

.....

* noem enige ander redes hoekom u u Engels wil verbeter

.....

.....

.....

.....

.....

21.2 Indien u wel u Engels wil verbeter, dui aan wat u prioriteite is met betrekking tot vaardighede in die verbetering van u Engels. Gebruik asseblief die tabel hieronder om (met 'n sirkel) 'n prioriteitswaardasie te verskaf dui (vir al die vaardighede soos aangedui) :

1 = Hoogste prioriteit

5 = Laagste prioriteit

VAARDIGHEID	Uitbreiding van woordeskat	Verbetering van grammatika	Verstaan van gesproke Engels	Verstaan van geskrewe Engels	Engels praat	Engels skryf
PRIORITEITS- WAARDERING	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5

AFDELING D :

24.1 Dink u dat 'n 'taal-verbeteringskursus' vir dosente, 'n wyse is waarop u graag u Engels wil verbeter?

 JA NEE

24.2 Is daar 'n ander manier wat u sou verkies om u Engels te verbeter? (Indien JA, beskryf kortliks).

 JA NEE

.....

.....

25. Sou u graag gedurende 'n 'taal-verbeteringskursus' vir dosente ...

afsonderlik werk? _____
 JA NEE

in pare werk? _____
 JA NEE

in klein groepies (3 of 4 mense) werk?

JA NEE

in een groot groep werk ?

JA NEE

29. Hoeveel tyd is u bereid om aan die verbetering van u Engels af te staan (per week)?

.....

30. Het u vantevore probeer om u vaardigheid in Engels te verbeter deur byvoorbeeld 'ekstra-lesse' te neem?

JA	NEE
----	-----

ADDENDUM B :
INTERVIEW SCHEDULE

INTERVIEW SCHEDULE - AFRIKAANS SPEAKING LECTURERS AT AN ENGLISH MEDIUM UNIVERSITY

NAME :

DATE :

TIME :

VENUE :

SECTION A :CURRENT PROFICIENCY IN, AND USE OF, ENGLISH*[Questions related to the lecturer's present contact with English]*

- Hoeveel keer in 'n gewone dag kom jy met Engels in kontak :
 - * in die gesproke vorm?
 - * in die geskrewe vorm?

[Questions related to problems which the lecturer experiencing in communicating in English]

- Het jy al probleme met kommunikasie in jou klas opset ondervind? Dink jy dat hierdie kommunikasie probleem/probleme hoofsaaklik as gevolg van taal verskil, of eerder as gevolg van die inhoud van jou vakgebied, is?
- Het jy al kommunikasieprobleme in ander situasies ondervind? Wat dink jy is die moontlike rede/s vir hierdie kommunikasieprobleem?

[Questions related to the lecturer's feelings regarding the use of English]

- Voel jy gemaklik om in Engels te kommunikeer?
- Dink jy dat dit nodig is om jou selfvertroue, met betrekking tot Engels, te verbeter?
- Voel jy dat dit moeilik is om 'n klas aan te bied in 'n taal wat nie jou huistaal is nie?

- Hoe voel jy daaroor om in Engels te praat?

[Questions related to what the lecturer uses/needs English for at present]

- Hoe gereeld kommunikeer jy daagliks in Engels? [Hoeveel keer/wanneer/waar/met wie/geskrewe/gesproke, ens.].
- Vir watter van die bogenoemde gebruik jy Engels die meeste?
- Het jy al die geleentheid gehad om 'n konferensie toe te spreek waar die nodig was om in Engels die seminar te lewer?
- Vind jy dat jy Engels nodig het in jou eie verdere studies? Vind jy dat baie van die boeke, artikels, ens. in jou vakgebied in Engels geskryf is?
- Indien wel, ondervind jy enige probleme om in Engels te studeer? Beskryf.

SECTION B :

THE LEARNER'S WANTS AND NEEDS REGARDING ENGLISH AND THE LEARNING THEREOF

[Questions related to what the lecturer perceives to be his or her needs regarding the improvement of his or her English]

- Dink jy dat dit nodig is om jou huidige Engelse woordeskat aan te vul?
- Watter tipe woorde dink jy is die belangrikste vir jou om te leer? Hoekom?
- Hoe belangrik is korrekte grammatika? [m.a.w. tyd, sinskonstruksie, ens.].
- Dink jy dat dit nodig is om jou Engels grammatika te verbeter?
- Watter ander aspekte van jou Engels-gebruik dink jy is nodig om te verbeter?
- Wil jy graag jou Engels verbeter vir :
 - ‡ klasgebruik alleen?
 - ‡ vir algemene gebruik?
 - ‡ vir gebruik in 'n privaat onderneming?
 - ‡ vir gebruik in seminare/konferensies?

- † vir sosiale gebruik?
- † ander?

- As jy sou deelneem aan 'n 'taal-verbeteringskursus', sal dit wees om jou :

- † algemene Engels
- † woordeskat
- † grammatika
- † gesproke Engels
- † geskrewe Engels of
- † u begrip van Engels - geskrewe en gesproke - te verbeter?

SECTION C :

LEARNER'S ATTITUDES TO LEARNING (PREFERRED LEARNING STRATEGIES)

[Questions related to the lecturer's previous learning of English]

- Waar en wanneer het jy al voorheen Engels studeer?
- Het jy vantevore probeer om jou vaardigheid in Engels te verbeter deur byvoorbeeld 'ekstra-lesse' ens., te neem?

[Questions related to the lecturer's perceptions as to the best technique/s or method/s to use in learning English].

- Aan watter leer tegnieke (om Engels te leer) was jy blootgestel tydens jou vorige studeering van Engels?
- Wat het jy van die metode waarop jy Engels geleer het, gedink?
- Verkies jy om deur probeer-en-tref of imitasie/herhaling te leer?
- Verkies jy om eers een aspek te bemeester en dan voort te gaan na 'n nuwe aspek, of om een aspek gedeeltelik te bemeester, aan te gaan met 'n ander aspek, en dan terug te kom na die eerste aspek?
- Watter faktore dink jy is die belangrikste om te voorsien dat Engels suksesvol aangeleer word?

[Questions related to what the lecturer feels the content of a 'language improvement course' should include]

- Wie dink jy moet besluit wat in 'n 'taal-verbeteringskursus' geleer moet word? Die instrukteur, die leerder, of albei?
- Sou jy graag deur die loop van 'n 'taal-verbeteringskursus' deur die instrukteur ingelig word oor watter metodes van opleiding gebruik word en hoekom?
- Stel jy belang in die metode van opleiding, die resultate van opleiding, of albei?
- Hoe sal jy voel as die opleiding van so 'n 'taal-verbeteringskursus' gegee word deur 'n kollega?
- Hoe sal jy daarvoor voel om taal foute in so 'n klas opset te moet maak?
- Hoe voel jy daarvoor om foute te maak as jy met moedertaalsprekers van Engels praat?
- As so 'n kursus moes aangebied word, wie dink jy moet die koste van die kursus dra, jyself of jou werkgewer?

SECTION D :

ATTITUDES TO, AND LEVEL OF MOTIVATION, REGARDING ENGLISH AND THE LEARNING THEREOF

[Questions related to the lecturer's use or avoidance of the use, of English]

- Is jy geneig om Engels te gebruik of die gebruik daarvan te vermy in die volgende omstandighede?
 - ‡ by die werk.
 - ‡ by die dokter, ens.
 - ‡ om jou kinders met hulle Engelse huiswerk te help.
 - ‡ inkopery.
 - ‡ by die bank, poskantoor, ens.
 - ‡ met bure.
 - ‡ wanneer jy sosialiseer.
 - ‡ wanneer jy televisie kyk, tydskrif lees, koerant lees, ens.

[Questions related to the lecturer's perceptions regarding the nature of English]

- Wat is jou beskouing van Engels? Beskou jy dit as :
 - † 'n versameling woorde?
 - † 'n stel grammatiese reëls
 - † gereedskap vir kommunikasie in werklike situasies?
- Wat beskou jy as die moeilikste aspekte van Engels om te bemeester?
- Watter aspekte van Engels hou vir jou die grootste waarde in?

[Questions related to the lecturer's perceptions regarding the relative importance of the English language]

- Hoe belangrik dink jy is Engels in Suid-Afrika vandag? En in die wêreld?
- Hoe voel jy oor die feit dat Engels skynbaar 'n verhewe status in Suid-Afrika vandag geniet, bo die van enige van die ander amptelike tale?
- Hoe voel jy oor Engels in vergelyking met Afrikaans?
- Hoe sal jy daarvoor voel as Vista regulasies vir dosente se vaardigheid in Engels instel (m.a.w. om te kan werk by Vista moet jou Engels aan 'n sekere standaard voldoen).
- Dink jy dat jy gedwing gaan word om Engels meer en meer te gebruik in die toekoms? Deur wie en hoekom? Hoe voel jy hieroor?

[Questions related to the lecturer's level of motivation regarding improving their English proficiency]

- Sou jy se dat jy gemotiveerd is om jou Engelse vaardigheid te verbeter?
- Indien wel, wat het jou gemotiveer?
- Watter faktore sal jou ontmoedig om aan so 'n kursus deel te neem?

ADDENDUM C :

ANONYMITY FORM

TOESTEMMING TOT DEELNAME

VAN = -----

DOOPNAME = -----

GEBOORTEDATUM = -----

Ek verklaar hiermee dat ek toestem tot my deelname aan die kwalitatiewe navorsing soos aan my verduidelik.

Ek begryp dat alle inligting aangaande myself met konfidensialiteit hanteer sal word.

Ek het die vryheid van keuse om op enige tydstip aan die studie te onttrek sonder enige nagevolge.

DATUM = -----

HANDTEKENING = -----