

Chapter 5

Presentation and discussion of results

5.1 Introduction

This chapter is devoted to the presentation and discussion of the analysed data. The aim with this chapter is to attempt to answer the question posed in chapter 1: what are ESL students' motivation towards course-specific, teacher-specific and group-specific components in the ESL classroom in black secondary schools?

5.2 Results

In order to ensure a logical order of discussion the results are grouped and discussed under course-, teacher- and group-specific motivational components.

5.2.1 Course-specific motivational components

Motivational components that are focused on in this section include: content, teaching method, and learning tasks.

5.2.1.1 Content

Under the heading of content the following aspects which can influence motivation are discussed: interest in and relevance of content.

5.2.1.1.1 Interest and relevance

In chapter 3 interest was discussed in relation to whether content mirrors interests of students, whether it identifies with students' goals, and whether the students' ability is matched with difficulty of content. Relevance was discussed in relation to the syllabus (OBE and CLT), satisfaction of personal needs, and everyday life situations. The purpose of the questions formulated in Table 5 was to determine students' perceptions of: the aim of learning, the extent to which real life is reflected in the content of their lessons, their interest in the content of their lessons, how well their own perceived proficiency in English allowed them to cope with classroom learning activities, how difficult they found lessons and how that affected relevance and enjoyment of lessons.

Table 5: Interest in and relevance of content

Questions	Agree		Disagree		None	
	Fr	%	Fr	%	Fr	%
1. I think the objective of my English lessons should focus on passing tests/exams.	99	92.5	8	7.5	0	0.0
2. I think the objective of my English lessons should focus on gaining knowledge.	67	62.6	40	37.4	0	0.0
3. Each of my English lessons has a specific objective (i.e. goal).	37	34.6	70	65.4	0	0.0
4. What I do in the English class helps me outside school.	79	73.8	23	21.5	5	4.7
5. I find poetry interesting.	42	39.3	63	58.8	2	1.9
6. I find novels interesting.	57	53.3	47	43.9	3	2.8
7. I find grammar interesting.	65	61.0	38	35.5	4	3.7
8. I enjoy my English classes.	107	100	0	0.0	0	0.0
9. In general, my English lessons are difficult.	71	66.3	34	31.8	2	1.9
10. I find poetry difficult.	60	56.1	45	42.0	2	1.9
11. I find novels difficult.	59	55.1	45	42.1	3	2.8
12. I find grammar difficult.	43	40.2	60	56.1	4	3.8
13. I know English well enough to cope with my English lessons and my work.	47	43.9	60	56.1	0	0.0

Key:

Agree: Concur with the given statement/question.

Disagree: Oppose the given statement/question.

None: Represents students who did not respond to the given statement/question.

Fr: Frequency refers to the number of students.

% : Percentage.

In addition to the above statements, open-ended questions were asked to give students the opportunity to express their opinions about their interests and the relevance of the content in more detail. The following aspects were highlighted by students: enjoyment of lessons, the necessity of learning English, the preferences with regard to content, and desired changes

relating to content. Responses to the open-ended questions are presented in Table 6. Spelling errors have been corrected, but the grammatical aspect of the students' responses are presented in an unedited form.

Table 6: Students' opinions on aspects related to content

Goals	Relevance	Interest	Desired changes relating to content
<p>-I so enjoy English because it teaches us many things for instance like debating and many students are able to cooperate and we also learn to speak English very well.</p> <p>-They improve my knowledge and my English speaking.</p> <p>-They give us more information to understand.</p> <p>-Because I learn more things from it and it helps me to know it. I gain something from English lessons.</p> <p>-Because I want to know how to speak correct words with people.</p> <p>-Because I learn something from it, and ultimately know the English.</p> <p>-It is good language for me in school or at home.</p> <p>-Because it helps me communicate with people like whites.</p> <p>-Because sometimes you are</p>	<p>-Because we understand it.</p> <p>-Because I can know anything and read easy books.</p> <p>-Because English is not so difficult to speak but one thing I don't like is if I speak to myself I speak well, but with other people I don't know how to speak well, I don't know why.</p> <p>-Because sometimes it is important and because we have to.</p> <p>-Because you can get a job by means of English whether you are uneducated.</p> <p>-If you go to other school like Potch Tech.</p> <p>-Because I feel I can talk with other people outside.</p> <p>-Because my future will be right about English.</p> <p>-Because in our day we need English experience and jobs with English speaking.</p> <p>-In parliament English is needed,</p>	<p>-English is my favourite subject and I do well in it.</p> <p>-Because it is fun to know English and most of us like it.</p> <p>-Because we speak English in class and I like to speak like Americans.</p>	<p>-Not doing topics we have already done in class.</p> <p>-I would change the way we study English and make it interesting and enjoyable.</p> <p>-I would like to change poetry because some teachers did not teach us well, they look the work in the dictionary.</p> <p>-Debating in English in class.</p> <p>-I would like more speeches.</p> <p>-Discussing topics like AIDS and rapists.</p> <p>-Less reading and writing.</p>

invited somewhere by a letter and you don't know how to read.

in any kind of job English is needed.
-Because I can learn it and I can take it again.
-Because as you can see nowadays on the television they used to talk English than other languages.
-Because in school we do most subjects in English.
-Because when I want to attend school in town then I know English well.
-Because the career I have chosen requires a lot of English speaking.
-Because most people at universities speak it.
-Because I want to be a presenter on TV1.

Goals or objectives are one of the most important factors in motivation; they are representations of the future, of an individual's interests, and therefore, have considerable influence on motivation (Alderman, 1999:89). Goals direct attention and action, they mobilise effort, they promote persistence and effort over time, they promote the development of strategies to reach those goals, and they provide a reference point that provides information about one's performance (Locke & Latham, 1984).

The results indicated that a large number of students (92.5%) believe that tests and exams are central to learning. This view could be the result of having had an educational system which was more content/subject oriented rather than skills oriented (Hartshorne, 1992:92). Passing tests and exams is an indication of a student's ability, with less emphasis on practical and demonstrable language skills. However, a large number of students (62.6%) agreed that acquiring knowledge should be the focus of English lessons, a requirement which is restated in their responses to open-ended questions (cf. Table 6). This indicated that students are aware that they need to possess knowledge and be able to use it correctly, and that passing tests and exams is not the defining experience of learning. The reality is that they are in a situation where they have to pass tests and exams in order to progress to the next level of their schooling. There were indications that students were also grappling with objectives and goals at the level of lessons. Most students (65.4%) claimed that the objective of each English lesson was not made clear to them. They might know that for a specific lesson they are going to learn verbs, but this does not hold practical value for them, as they do not get enough opportunities to practice newly learnt structures so that they know how to use them properly.

The relevance of English is established by how useful students thought the content of English as a subject and as a language to be outside the school and classroom. The results indicated that the majority of students (73.8%) found English as a subject to be necessary for life outside the classroom. It is understood by students that English is important in making opportunities available to them. The learning of English is instrumental in getting jobs, for the furthering of education, and going to "better" schools (cf. Table 6). There is recognition of English as an international language. Failure to know the language could also result in one being labelled as uneducated, and all the other negative associations of being uneducated. Therefore, it can be concluded that students know the importance and value of learning English, which should act as motivation.

One of the contradictions inherent in interest as a motivational variable is balancing the entertainment value of learning and the educational quality. Students may not see learning activities that are deemed necessary and required by the curriculum as interesting and necessary, and this does not mean that in the end students will not learn (Alderman,

1999:229). However, we generally do not take interest in something if we do not enjoy it; our interest, our drive to learn helps us to focus attention and persist in learning even complex material if we want to (Good & Brophy, 1984:331). Students expressed their interest in English in terms of preference (most likely as opposed to other subjects), and the associations one can make when speaking English, for example “speak like Americans” (cf. Table 6). Goals can also be said to be instrumental in developing an interest in language learning.

Desired changes in content are largely topical (cf. Table 6). A change in topics instead of dealing with the same topics would be welcomed. Students would also embrace more dialogue which focuses on topics of interest, for example AIDS and rapists (cf. Table 6). Other responses were directed towards change in teaching and learning procedures (“the way we study English”) and teachers looking up the work in the dictionary. This response indicates a lack of confidence in a teacher’s knowledge of content as well as expectations students have of teachers (to know all the work and not need to use a dictionary). It might also imply that students do not regard a dictionary as a constant necessity for L2 learning, an aversion also reflected in their responses in Table 7.

Responses to open-ended questions concerning interest, difficulty and enjoyment of literature and language components are presented in Table 7.

Table 7: Interest in and relevance of literature and language components

Poetry	Novels	Grammar
<p>Most preferred lesson</p> <ul style="list-style-type: none"> -Because it is interesting and teaches us more. -Because it teaches us more about something in life. -Because some of it reminds us of our culture and shows us what happen nowadays. -The more you study the poem the more you become educated with many things. -I enjoy the speech, it is good to make noise about education. -Because we read it. -Because when we are reading it, the teacher explain to us the difficult words that we don't know. -I can learn and practice it and know it by myself. -When you do poetry you feel like sharing with all the people. -It teaches us to read, write and speak. -Because when I finish schools I want to be a poetry (poet). -It give me a lot of confidence and courage to do my work neatly every time -Poetry is like imagining things in your mind or you can express your feeling with a poetry that you know. -I do it with a big smile, and I become active. <p>Least preferred</p> <ul style="list-style-type: none"> -Because I have to cram it, and I don't know 	<p>Most preferred lesson</p> <ul style="list-style-type: none"> -It tells me something that happens in that book or anything that is inside that book It teach me to learn, my reading and understanding will be correct. -Because most of the time the writer is trying to make us aware of something. -Because it is very easy and you can understand it. -Because I can understand some difficult words and what I am reading. -I do well in it. -When I read that book I can understand what I am reading. -We learn so much, so we become (gain) knowledge. -It has interesting tales that they do something oral. -We learn more and find words that you do not know and learn how to use it in a sentence. -We found some difficult words and the teacher is next to you, you must him what it means. -You'll get to know many words and different kinds of messages and you will also understand the feeling of the writer. -I enjoy it than any thing and understand. -Through it I can know English better. -You can speak something inside of you out. 	<p>Most preferred lesson</p> <ul style="list-style-type: none"> -It helps too much to improve my knowledge and so all (on). -Because it teaches me things that we do in the classroom. -Because everyday you do your work. -Because it is not boring and it teaches everything. -Because it gets more people interested to learn English. -Because it is easy to understand and it is not difficult like literature. -When it comes to grammar I try to work very hard and to raise my marks, and that's why I pass. -Because I understand better than other lessons. -Grammar is understandable and I don't have any problem with it. -Because most of the questions we are asked are questions I know. -It is interesting and fun and it makes you want to do more. -It is easy when I write with tenses that I can pass English. -It teaches us to talk proper English with each other. -Grammar have words and facts. -Because most of the questions is the questions that I know and not in our notes.

English too well.

-Because some of the sentences are not understandable and also they have many difficult words.

-It is difficult for me to understand because we used to do grammar most.

-Because I don't learn it well, I don't take time to read it.

-Because I don't know how to make poem in front of people.

-You have to know poetry by heart and mind and sometimes it gives me trouble.

-Because I am not good in poetry when a teacher say you must make some actions that the word indicates.

-I am shy to talk in front of people.

-It is difficult to know all poetry.

-Some poems are not interesting and they tell lies.

-I do not understand, and no one has discussed with me.

-I don't know how to make poetry by myself.

-There's nothing important I learn from poems.

-It is difficult to understand when teacher is talking.

-There are some tricky words which needs dictionary and I hate looking for meaning of words.

-Because we don't really use our knowledge.

Least preferred

-Because it needs too much explaining.

-Teacher teaches very slowly.

-I don't understand it well, it is difficult to answer all the questions you are given in the test.

-Because it takes time to finish and we don't have time to start with.

-Because it tells a story so I have to concentrate about what has already happened.

-It has difficult words which challenge and need dictionary.

-It want people to challenge even if you don't understand it.

-Because it is difficult and the teacher does not summarise the book to be easy to understand.

-Because you must know the names of all the people in the book.

-Because you must study many chapters and summarise them.

-It has a lot of terms and it is not easy to understand what is happening.

-Because you just to know the books, read it, but you can't concentrate on what tense is good.

-You have to write a long thing and it does not make sense.

-It is difficult to answer all the questions we are given in the test.

-I don't understand what I read.

-Because we are learning more about spelling.

-Because grammar helps with the tenses and more things that I don't know. It shows me where to use verbs, and how, and why. And many things.

Least preferred

-In grammar there are short stories (comprehension passages ?) and I want to know what's going to happen at the end.

-We do it every day.

-Grammar is difficult.

-Because it is not so important, some of the things do not exist in most cases.

-I feel it is a waste of time.

-I don't like it because from the beginning it is interesting, but for more it becomes very difficult.

-When I read grammar I feel like I read a book.

-We do not know it.

-Because it might be embarrassing.

-Because there is a lot of work in it.

-They teach us simple things, but I don't hate it so much as it teach us vocabulary.

The majority of the students (58.8%) did not find poetry interesting (cf. Table 5). Factors related to interest include: the manner in which poetry is taught, which also encompasses teacher-related factors, and the level of understanding.

The manner in which poetry is taught affects students' interest in poetry, and it also makes clear the purpose of studying poetry for students. Students' responses (cf. Table 7) indicated that cramming poetry and reciting it constitute a big part of poetry teaching and learning. This elicits some negative feelings such as being shy, and feeling the lack of inadequate language skills which cause inability to recite poems in front of other students. Students also fail to see the point of learning English poetry, as they do not understand it, and it holds no relevance for them. The sentiments that are reflected in the students' responses (cf. Table 7) echo Pfaff's (1992:14) views that secondary students approach poetry passively, that they view it as something to be endured, and that for most it remains isolated and lifeless. Personal involvement is one of the ways in which apathy can be addressed. Pfaff (1992) provides examples of strategies that can be helpful (cf. Appendix B & C). After a series of similar exercises, once students begin to understand and enjoy poetry, and also know what is required of them in reading poetry, it is then that complex poetry can be introduced gradually. At secondary level, students are supposed to be capable of intellectual responses that reflect analytical and creative thinking (Pfaff, 1992), but if the content does not engage them, or if they are not given a chance to be engaged in active discussion, this becomes difficult. Group and classroom discussions would also address problems related to relevance. Discussions draw out opinions and feelings, and in this manner the poems can take on a personal meaning for students. The responses of the students who reported an interest in poetry (cf. Table 7), ("you feel like sharing with all the people", and "poetry is like imagining things in your mind, or you can express your feelings with a poem you know") indicated that students require more interaction than what they are experiencing presently. The practice of cramming and reciting poems seems to have an isolating effect, which in turn stresses the students, leading to a lack of interest and motivation to learn.

The results of the study showed that 43.9% of the students have little or no interest in the prescribed novel (cf. Table 5). The reasons given for lack of interest include length, literature teaching methods, and difficulty of the text. The length of the novel interferes with concentration. Students feel that they need more time than what they have (in the classroom) in order to read with understanding. Because the text is too long for them, they do not have a sense of continuity as they most probably do not review it satisfactorily. Hogge (1991) reports on encountering similar problems with students who showed no interest in reading, which adversely affected their general performance in ESL learning. The students showed the same lack of enthusiasm for both Western and African literature, so the problem was not related to

cultural preferences. When his students asked for shorter texts he noticed that they began to read frequently and with enthusiasm, and he gradually introduced longer and more complicated texts, and finally back to the prescribed texts. By identifying the problem he was able to get students interested in reading again, which positively affected their academic performance and their English proficiency. The teachers in the schools in which this study was conducted might not have recourse to Hogge's (1991) strategies, but there are other methods in which the tedium of long novels might be dealt with. The method of teaching novels was another factor which the students reported as causing lack of interest. Students want the teacher to provide summaries in order for them to understand the novel. There is also an indication that students are not comfortable with reading and looking at aspects of language at the same time (e.g. tense). A study conducted by Barkhuizen (1994) reported similar findings when attempting to determine effective literature teaching methods from students' point of view. Effective teaching methods included the teacher providing good explanations, good notes and summaries, while notes and summaries dictated from a study guide were reported to be ineffective (Barkhuizen, 1994:36). The pace of the teacher was also cited as problematic; teaching slowly can prove to be boring and cause restlessness in students if they feel they are not progressing as fast as they would like (Barkhuizen, 1994:38).

The majority of the students (53.3%) found the prescribed novel interesting (cf. Table 5). The reasons they gave included good performance, understanding of the text, and the contribution to learning and improving English. Good performance is instrumental in making positive attributions which reflect well on the students' ability, which encourages motivation to persist (cf. chapter 2). Good performance can cultivate interest in students which influences the development of intrinsic motivation and thus sustaining long-term learning (Deci & Ryan, 1985). Students feel a sense of accomplishment when they are able to understand "difficult words". Students were also of the opinion that reading the novel contributes significantly to their learning and understanding of the English language, and this keeps them interested in the novel. Students' responses also implied that the themes of the novel were relevant, namely, "different kinds of messages and you will also understand the feeling of the writer" (cf. Table 7). The instrumental value of reading is thus important for keeping them motivated.

Students' responses concerning their interest in grammar and the difficulty of grammar provided an indication of students' learning motivation. The majority of students (61.0%) found grammar interesting (cf. Table 5). Factors that affected students' interest in grammar included: the ability or the lack of ability to understand goals of lessons, difficulty or familiarity with content, and routine.

In general, students enjoy English lessons (cf. Table 5), but there are factors which can cause problems, particularly the level of difficulty, which can influence their motivation level. Matching the difficulty of the content to students' ability is considered important in language acquisition (Krashen, 1985) and for learning motivation (Good & Brophy, 1984). The majority of the students (66.3%) found English lessons to be difficult (cf. Table 5). This suggests that most students struggle with lessons and do not take as much pleasure in learning as they could. Students' opinions on specific components of their lessons were elicited in order to get an indication where most difficulties lie, and the possible reasons (cf. Table 7). Most students (56.6%) found poetry difficult (cf. Table 5). The responses indicated that students for the most part struggle to understand poems because of the inaccessibility of English generally, and the language of poems in particular. Saunders (1992:15) claims that students' capabilities and needs have to be considered. He blames the elitist assumption held by those who choose literature, especially poetry, that it must be difficult otherwise it is of inferior quality. The results of this study support Saunders' claim in that it showed that difficult poetry which is beyond students' level of understanding only causes frustration for students, and increases their lack of interest.

To overcome vocabulary problems, students should be required to look up unfamiliar words for homework before a poem is taught in class (Kauchali, 1988:10). Students in this study showed a decided aversion for using the dictionary, which is an unfortunate attitude to have because in order to know another language and to understand difficult words requires the constant use of a dictionary. Background information can be provided either by students conducting some research on the author and the subject, or by the teacher. This contextualises the poem. Relevant pictures in magazines and newspapers could be used as teaching aids, and maps and atlases could also be used for reference (Kauchali, 1988:10). Having the teacher read with a suitable tone and intonation helps in clarifying and simplifying the content of a poem (Kauchali, 1988:10), as understanding when the teacher talks was cited as a problem.

Mkhize (1991:26) claims that poetry in ESL classrooms is easily the most difficult partly due to the selection of poems which are too obscure, too long, too parochially English, or are too remote in content and style for students to identify with. It is true that works of literature written in other countries and in far-off times hold universal appeal, but when this universality is remote, it becomes pointless and meaningless for both students and teachers. While the setting of a poem could be distant, themes of poems tend to be universal, and teachers need to point out parallels to their own lives and explain it to students. Ingenuity is required largely of the teacher to keep abreast with new developments and share experiences of other teachers in order to make a difference in their classrooms.

Problems encountered in the area of novels pose similar problems. Students have to be provided with progressively difficult content which presents new challenges, making sure that each step is mastered along the way (Hunt, 1960). Being able to master difficult content is important in enhancing a feeling of achievement, which can in turn enhance intrinsic motivation to sustain long-term motivation to learn. Mastering difficult content also influences the attributions students make about their ability; they regard themselves as competent, which is encouraging and motivating (cf. chapter 2). The problems posed by novels were not totally different from those posed by poetry.

Kilfoil (1994:33) states that in South Africa there is a distinct reluctance to abandon the structural syllabus, and that studying literature remains unintegrated. The study of literature is not regarded as part of teaching students to acquire and develop language competence. However, the role of literature should be viewed in terms of developing communicative competence, linguistic competence, sociolinguistic competence, and strategic competence (Kilfoil, 1994:40). Generally, the students (55.1%) found the novel to be difficult, with difficult terms, and not easy to pass in tests. If the text is beyond the level of understanding of the students, the result is most likely to be boredom and a lack of interest (Saunders, 1991).

The challenges posed by grammatical content were slightly different from those posed by both novels and poetry. Students' personal responses to the perceived value of grammar are reported to be related to motivation in a study conducted by Van Zyl (1989). The aim of Van Zyl's (1989) study was to determine students' feelings about the value of grammar, their personal responses to learning grammar, and the educational needs they perceived in grammar teaching. The findings of the study indicated an "overriding conviction that grammar is the essential key to learning English" (Van Zyl, 1989:18). Students in this study showed similar convictions, which accounted for the presence or the absence of interest in grammar. Students who reported an interest in grammar were also influenced by their perceptions that it is comparatively uncomplicated and straightforward (words and facts), and that it provides a means of increasing marks, thereby increasing chances of passing. Negative emotions associated with grammar teaching include embarrassment and the dreariness of doing it everyday. Pienaar (1993:47) asserts that any language study should be linked directly or indirectly to creative expression, and that it should never be an arid mechanical exercise. He suggests livening up classwork in order to break the monotony of routine (cf. Appendix D). Pienaar (1993:49) claims that once the students grasped the grammatical concepts, he was able to take reports from local newspapers and ask students how they could vivify the reports. In using this approach, a varied and novel element was added to what could have been dull content. This exercise was given to Grade 7 students, but the students (Grade 10) in this

study could also benefit from it. The majority of students (56.1%) found grammar difficult (cf. Table 5). Difficulty, coupled with the feeling that grammar teaching is useless, could be effective in making students feel a sense of futility. Grammar teaching needs to be contextualised for students to develop an interest in it; there should be a connection with real life (Van Zyl, 1989:21) which could help in eliminating the feeling that it is a waste of time.

An issue which has come up time and again in the students' responses is their inadequate language skills which hampers the understanding of content. The majority of the students (56.1%) felt that they did not know English well enough to cope with lessons and the work which they have to do (cf. Table 5). Students cannot claim to fully partake of lessons if they lack the linguistic skills to contribute and understand.

The results have shown that students' interest in and the relevance of content influence motivation. Long term goals are important, but of more immediate importance are the objectives (i.e. outcomes) of each lesson, which need to be made clear to students, and then connected to their own long term goals. The results also indicated that students' abilities need to be matched to the difficulty of content, otherwise it is irrelevant to their needs and of no interest to them. Bringing the outside world into the classroom makes the content seem less remote from the rest of their lives, and thus of some consequence.

5.2.1.2 Teaching method

In chapter 3 the audio-lingual method and CLT are discussed as the relevant approaches/methods for ESL teaching, either because they are used most frequently, or because they should be used. It was also claimed that each teaching method influences the choice of teaching materials in a specific manner. Following Richards and Rodgers' (1986) definition of method in chapter 3 (i.e. approach, design and procedure), and the particular elements of design, this section focuses on teaching and learning materials to determine students' motivation towards the teaching method.

5.2.1.2.1 Teaching and learning materials

The purpose of the questions (cf. Table 8) was to determine which materials are used for lessons, the extent of students' dependence on textbooks, whether exercises and assignments are sourced from different types of materials, and whether students believe varied teaching materials can be of some benefit, and therefore, a source of motivation.

Table 8: Teaching and learning materials

Questions	Agree		Disagree		None	
	Fr	%	Fr	%	Fr	%
18. The teacher only uses our English grammar textbooks.	95	88.8	7	6.5	5	4.7
19. The teacher uses newspapers, magazines, etc. for English lessons.	0	0.0	100	93.5	7	6.5
20. Without a textbook it is difficult to do anything in class.	48	44.8	57	53.3	2	1.9
21. It is possible to work without the help of the teacher, using the textbook only.	45	42.1	61	57.0	1	0.9
22. We do only the exercises in the textbook.	90	84.1	14	13.1	3	2.8
23. Using magazines, newspapers, and novels can help to make English lessons more interesting.	103	96.3	3	2.8	1	0.9

Key:

Agree: Concur with the given statement/question.

Disagree: Oppose the given statement/question.

None: Represents students who did not respond to the given statement/question.

Fr: Frequency refers to the number of students.

% : Percentage.

Both OBE and CLT discourage adherence to a single textbook. Using materials which will show different instances of language usage are advocated. The results of this study indicated that for the larger part, teachers use only the textbook for language instruction. In this study, the students (88.8%) indicated that only English grammar textbooks are used, and all (100%) claimed that supplementary materials such as newspapers and magazines are not used. It is not impossible that textbooks on their own can be sufficient for language instruction; some incorporate features such as the layout of newspapers, varied communicative situations and language use. Also, the success of a textbook depends on how the teacher uses it. However, the sole use of a textbook excludes activities which could further motivate students and keep them interested, such as collecting materials themselves, or using materials brought by the teacher.

While dependence on textbooks might not be encouraged, students' convictions in this study tended to be different. Most students (53.3%) felt that they are able to function in the classroom without a textbook, while 44.8%, still a substantial portion, felt that they need a textbook (cf. Table 8). Van Lier (1996:208) claims that textbooks can provide points of stability that are an important feature of a balanced classroom. His experience in trying to work without a textbook, using a set of reference and source materials was that students preferred a textbook. They liked that there were exercises to be done in the classroom and at home, which allowed for some structure and progression.

The extent to which students relied on the teacher to provide direction and guidance, and the extent to which they displayed a preference for self-directed learning was another aspect that could affect motivation. The majority of students (57.0%) claimed that they are not able to work without a teacher's guidance; indicating an inclination for spoon-feeding, while 42.1% felt that they could manage without a teacher, displaying a tendency towards self-autonomy (cf. Table 8). Students in this study tended to display an unenthusiastic attitude towards being self-directed in their work (cf. Table 7). They wanted the teacher to provide summaries for them, they have an aversion to looking up unknown words in the dictionary, and knowing all the names of the characters in the prescribed novel seemed to be too taxing. While teaching techniques and teaching and learning styles might be responsible for these attitudes, it also suggests a general disregard for doing work on one's own. This attitude could further be a reflection of a mind-set of entitlement on the students' part, an attitude which has its roots in the school riots which became a common part of political struggles in black South Africa (Hartshorne, 1992). Students seem to think that they are able to get through their schooling with minimum effort on their part, while teachers ought to bear the weight for their success or failure.

It would be ideal to vary textbook-based lessons with exercises from alternative sources in order to provide variety, novelty and interest. These are factors which could be positive for learning motivation. Most students (84.1%) claimed that for exercises and assignments only the textbook is used, while 96.3% claimed that using newspapers, magazines and novels could help to make English lessons more interesting (cf. Table 8). This indicated that students are bored with the textbook, meaning that it does not offer much stimulation. Any number of factors could be deterring teachers from using popular authentic material for classroom teaching, factors which are student-based or teacher-based. For example, teachers might not see it as possible to base some lessons on a magazine (e.g. grammatical structures such as verbs), or it could be a lack of initiative on the teachers' part. Rumboll (1993) claims that in his experience as an English teacher in a secondary school, the teaching materials were often dull, irrelevant or removed from the South African teenager's life experience. Rumboll

(1993:50) suggests using authentic materials to facilitate a more effective and creative learning environment filled with intrinsically motivated students. Rumboll's (1993) suggestions for activities based on magazines are provided in Appendix E. Teachers can always adapt according to what their students know, and to their interests (e.g. Step 8 in Appendix E).

Students were questioned on changes they would like to see with regard to learning materials. Their responses are presented in Table 9.

Table 9: Students' opinions on aspects related to learning materials

<i>Authentic material</i>	<i>Interest and relevance</i>	<i>Other (language)</i>
<ul style="list-style-type: none"> -I prefer that we must do talking about what we have learn and some speech. -Engineering material, company business material. -Reading newspapers and magazines and also having a very open teacher to talk to. 	<ul style="list-style-type: none"> -To go to the library and get any book that writing by English and read them. -Newspapers and other books, short stories. -Drama, poetry and debating -To watch TV. -More enjoyable textbooks -To talk in classroom with your teacher. -Talking about youth's life, guiding each other learning about life, learning about our future, and where we are going with English. -To watch television -Debate and oral work. -Jobs. -Participating in the English class, cooperating with the teacher and learners. -I would like to learn English on Saturday because on Saturday there is nothing to do. -Competing with other classes. -TV lessons and Saturday school. 	<ul style="list-style-type: none"> -Tswana explanations. -Speaking English outside school as well, with friends, parents, anybody outside school. -Students that understand English well. -Using the dictionary to check some difficult words. -Reading and communicating in English. -I think good listening could be a key. Challenging one another by speaking it (English) could be another solution. -To talk in classroom with your teacher. -To discussing about English and by speaking English every time and everyday in the classroom. -If we could have extra class of English where they use English as a first language. -Speaking it everywhere and forget about Tswana for a moment. -English teacher must come to class and talk to us in English, asking us English questions. -Someone who knows English perfectly should come and teach us English. -Mixing with white children. -By meeting white people and making friends with them. -To play with whites any sports each month so that we can communicate.

The results indicated that students would like to have variety from the normal textbook, and have other materials brought into the classroom for language learning purposes. Reading material on future career interests was requested. Students also requested the use of newspapers and magazines. This would introduce a real-life context in which learning could take place, rather than the distant world of textbooks alien to them. Students could also have discussion on the things they learnt, instead of just doing exercises and tasks which is the feeling conveyed by the students who want to “do talking” and wish for “a very open teacher to talk to”.

Grouped under “Interests and relevance” are not only learning materials, but mostly activities which students felt could enhance their learning experience. These can be grouped into activities which can be done within schooling hours and outside schooling hours. Activities which can be done in the classroom indicated a need for more dialogue about school work, current topics of interest, and youth concerns. Competition could also drive students towards hard work. Activities for outside the classroom include library patronage, for which students need encouragement from the teacher, watching of educational programmes on TV, and Saturday lessons, indicating that they do not manage to cover all their work during school hours. Incorporating these features into a structured teaching schedule would reinforce students’ motivation.

The opinions of students indicate two areas of discontent where language is concerned. They do not understand what goes on in class, therefore, they would appreciate lessons being explained in the L1. At the same time, they would like to see less of the L1 spoken in class and more of English (cf. Table 9). This situation is a result of the low levels of English proficiency which complicates matters for both teachers and students. Because students felt deprived of proper learning opportunities by the absence of constant English spoken around them they would like to associate regularly with people who know English well, preferably other students and a good English teacher (cf. Table 9). Some students felt that an association with white people, especially white students, would help them to improve their learning of English. It seems as if students have come to associate black teachers with incompetence and would prefer white teachers who know the language well, and would teach them well. These sentiments reiterate Mawasha’s (1993) findings in a study on students’ perception of ESL teaching. The study reported that students associated black teachers with unprofessionalism and incompetence, and that they reported a confidence in and a preference for white teachers. When placed in a situation where they have to speak English it might encourage them to put more effort into their learning. Students who felt that they could benefit more from L1 explanations do not necessarily oppose more English-speaking around them; L1 explanations are the immediate solutions to a problem. This shows that students encounter

difficulties with learning materials which are beyond their understanding, which are not presented in such a manner as to make them easily comprehensible. Their logic, therefore, might be that if L1 speakers of English taught them, they would perform better than presently. These sentiments are an example of how attitudes can be easily formed, which could have negative consequences for ESL learning and motivation.

The results indicated that teachers work with the textbooks they are given, and do not supplement them with other materials, which goes against the principles of CLT and OBE. It is possible that teachers work better with a single textbook, but students have expressed dissatisfaction with the use of a sole text. It does not provide for variety which often leads to boredom and encourages a negative attitude towards their work and ESL learning.

5.2.1.3 Learning tasks

The questions were aimed at eliciting students' attitudes towards their work in order to make inferences about their general approach to learning and the attributions they make especially with regard to failure (cf. Table 10).

Learning tasks are inextricably linked to content and teaching materials. Learning tasks are, therefore, a reflection of content and teaching and learning materials. Task type should be communicative and task presentation clear (cf. chapter 3), both factors which can have positive outcomes for task and learning motivation. Communicative tasks have to ensure that all four language skills are practised, namely, reading, writing, listening and speaking. Reading has been left out of this section because it is largely covered under content (section 5.2.1.1) and under teaching/learning materials (section 5.2.1.2.1). Writing encompasses many activities such as comprehension exercises, essay and letter writing, and exercises based on set books (novels and poetry). Listening and speaking skills are largely practised in oral work. This section focuses on written and oral tasks. The questions in Table 10 focus on task type, task difficulty, interest in tasks, task presentation, and task attributions.

Table 10: Learning tasks

<i>Questions</i>	<i>Agree</i>		<i>Disagree</i>		<i>None</i>	
	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>
25. We do multiple choice tasks in grammar.	32	29.9	73	68.2	2	1.9
26. We do exercises that require us to supply missing information	16	15.0	87	81.3	4	3.7

27. We do fill-in-the blank exercises.	50	46.7	54	50.5	3	2.8
28. The tasks we do in class are difficult.	34	31.8	71	66.3	2	1.9
29. I prefer easy work, then I am sure I will do well.	61	57.0	45	42.1	1	0.9
30. The tasks we do in class are interesting.	28	26.2	76	71.0	3	2.8
31. Tasks and exercises are usually explained clearly, so that I know what is required of me.	51	47.7	54	50.5	2	1.9
32. Failing a task is discouraging.	48	44.9	49	45.8	10	9.3
33. Failing a task just means trying harder next time.	98	91.6	8	7.5	1	0.9

Key:

Agree: Concur with the given statement/question.

Disagree: Oppose the given statement/question.

None: Represents students who did not respond to the given statement/question.

Fr: Frequency refers to the number of students.

% : Percentage.

Candlin (1987:8) states that an optimal environment for communicative language learning is a classroom where students are allowed to respond actively, and to take part in purposeful communication with other students. This makes imperative the need to offer students a variety of alternative and differentiated options in the choice of classroom activities, subject matter, and modes of working. Communicative tasks involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989:10).

The aim of the first three questions of this section was to determine the task types students are exposed to, and whether their tasks are varied. The majority of the students (68.2%) claimed not to do multiple choice tasks, 81.3% claimed not to do information gap activities, and 50.5% claimed that they do not do cloze exercises. These results suggested that students are not engaged in communicative activities, and also do not have interesting and motivating tasks for language learning. Most of the tasks which students do in the classroom are likely to be exclusively from the textbook. It is possible that the typology of tasks in the textbooks is communicative and varied, but that students do not see the difference. When students have

been dealing with the same kinds of activities in each grade, the same mode of presentation, the same structural drills, and the same type of tasks, a sameness develops about all their tasks and activities, and they might lose importance and relevance for students.

Breen (1987:25) offers some guidelines for task design, also important for task motivation:

- why is the task being undertaken? (to share information? to solve a problem? to practice the use of a rule?)
- what is the content of the task (linguistic rules, functions of language, everyday general knowledge, practical skill)?
- how is the task to be done? (problem-solving process, recalling previously learned information)?
- where is the task being done? (pairs/groups? homework, community project?)
- are tasks communicative?

These guidelines can help the teacher plan to sequence tasks accordingly, and plan for variety in content, modes of task presentation, and also to ensure that communicative aims are being met.

Effective tasks, carefully balance the demands between learning, content and action and they also build in flexibility for action, so that the performance required can be adjusted in accordance with the resources that are available (Van Lier, 1996:206). If the challenge presented by the task outweighs the students' skills, anxiety and frustration result, but then again, if the skills are ahead of the challenges, boredom might be the result. In the present study, the majority of the students (66.3%) did not find the tasks to be difficult. This meant that the tasks are well within their ability for successful completion. Being able to successfully complete tasks gives satisfaction and bolsters students' confidence in their ability. However, the majority of the students (57.0%) prefer easy work. This way they can be sure that they can complete tasks successfully, and therefore also pass. According to Blumenfeld et al. (1987:143), less complex tasks might be more preferable for the teacher because they allow for more routinization of procedures and are easier to teach and manage. For students, they might be boring, but they also readily generate acceptable products. Blumenfeld et al. (1987:144) also claim that giving tasks of low cognitive complexity and challenge is likely to result in preferences for easy clearly defined task forms which require minimal time or involvement on the part of the learner, which could be creating workers desirous of doing the least possible in an individualist fashion. This preference for easy tasks is a reflection of the desire to pass and have good marks at the possible expense of taking part in meaningful learning activities.

Most of the students in this study (71.0%) did not find the tasks interesting. Some of the reasons for this feeling can be found in previous responses. Students do not see the relevance of learning grammar, novels, poetry (cf. Table 7), and these sentiments in turn affect the manner in which they view tasks based on dull and boring content. Breen (1987:28) states that it is important that task objectives should serve immediate opportunities for something which the learner regards as a lack in their current knowledge and abilities. Morrow (1981:60) puts it succinctly when he states that, "every lesson should end with the learner being able to see clearly that he can do something that he could not do at the beginning- and that the 'something' is communicatively useful." Blumenfeld et al. (1987:144) explain that task experience affects motivation in that while students clamour for simple tasks, boredom is likely to result. He further adds that as tasks become routinized and removed from children's lives, the applicability and meaning they do possess are obscured. Although students may feel more secure when completing simple tasks, their motivation to engage meaningfully in these tasks may well decline. Furthermore, the repetition may diminish student interest in the content itself since children may not distinguish between the form of the task and its content (Blumenfeld et al., 1987:144).

Oldfather (1993) conducted an 8-month collaborative study of student motivation towards literacy activities (tasks). One of the practices of the classroom which had powerful motivating influences on the students was being able to choose what they wanted to read, and the kinds of projects (tasks) they wanted to work on. Having a choice helped one student to pursue personally relevant reading about interesting topics, and choice about pacing of her work. Oldfather (1993:679) stresses that gradual experimentation is important, not implementing many drastic changes all at once; it can be overwhelming and confusing for the students. Students in this study have shown a preference for structure and organized learning (especially teacher-led instruction), therefore, it would not be advisable for a wide range of student choice. The teacher could encourage interest in tasks by providing choices on different aspects of tasks, e.g. different content, different forms of presentation (oral, written), a choice between group and individual work. It would be a departure from the uniform manner of working on learning tasks.

Task clarity is necessary for successful task completion; students need to know what is required of them. Breen (1987:26) states that whether or not a task objective is explicitly stated for learners, they will consciously or unconsciously superimpose upon any task their own individual purposes; a learner will define the purpose of the task through his or her orientation in the value of the task personally. About half of the students in the present study (50.5%) claimed that they found that tasks are not always explained clearly. This might have

two results: that students might not always be able to complete the task successfully, and the teacher might not get the expected outcome. Kumaravadivelu (1991), Block (1996), Wright (1987) and Breen (1987) have identified that teacher intentions regarding tasks are not always understood by their students. Breen (1987:23) states that one of the most common experiences of teachers is to discover disparity between what learners seem to derive from a task and what teachers intended/hoped the task would achieve.

This is exemplified by the findings of Block's (1996) study. The aim of the study was to investigate teachers' and students' perceptions of the reality of classroom learning tasks. His study included asking, amongst other questions, what students thought the purpose of each learning activity (task) was. Their responses were often a restating of the task, for example, with reading, they would identify the purpose as learning how to read well. The teacher's view of tasks was vastly different. With a reading activity (of a job advertisement) the teacher hoped that the students would: understand vocabulary, synthesize information, summarise and explain to other students, get a fuller vocabulary of the advertising language, and be able to say what they considered to be important in interviews. The teacher also planned to show a video on interviews, tell students to focus on specific people, note the positive and negative things done by the people being interviewed, and get feedback on the video. When the students were asked about the activities, they said they thought that they were meant to learn new vocabulary and to listen to English, to try to speak, and some said that not much difference was noticeable from one day to the next in what they learnt (Block, 1996:171).

Wright (1987) identified other instances in which teacher intentions regarding tasks changed. In his study, one of the activities was reading out loud; the teacher wanted to see if the pupils could recognise and read aloud the language patterns he was about to practice and teach. As the students read, the teacher corrected mispronunciation and misreading, and soon students also joined, often correcting their classmates before the teacher could do so. Wright (1987:56) states that the goals of the task in this instance became a competition to achieve the 'perfect performance', particularly the students who were correcting the others' mistakes. The students who are corrected might not see the point of being subjected to their classmates' correction, and this could possibly lead to a negative attitude towards tasks of this nature.

The effects of the lack of task clarity might not be immediately obvious, but it can lead to frustration for both student and teacher as they fail to understand the purpose of the task in the same way. In most studies, teachers are often not aware of the gap in their ideas of what tasks should achieve and in the students' ideas of what the task entails. Students come up with their own interpretations of tasks, and might not even see the point of some tasks, thus possibly decreasing task motivation.

According to Blumenfeld et al. (1987:144), experience with tasks has an impact on student self-perception, motivation and interest. These influence the standards by which students judge their academic performance and their perceptions of their success. These self-perceptions of ability have important implications for motivation, for task selection and persistence, and for future achievement-oriented behaviour. Of the students tested, 44.9% were of the opinion that failing a task is discouraging, while a marginal majority (45.8%) disagreed. On the one hand, that the students do not find failure discouraging is positive, because a defeatist attitude towards task failure can lead to poor general performance (Weiner, 1972), and a decline in the students' belief in their ability. On the other hand, these results suggested that the students seemed to be impervious to task failure. It seemed as if students are used to failing, and accept it as a matter of course. However, it might be hoped that they see task failure as a challenge to be overcome, as the responses to the last question indicated. The majority of the students (91.6%) were of the opinion that failing means trying harder in following tasks. Teachers could take advantage and try to influence students' task attributions positively (cf. Chapter 2).

The results suggested that task motivation is not as optimal as it could be if communicative aims and guidelines were followed. But lack of adherence to communicative teaching methods is not the only cause; learning has become routinized, and students do not view tasks with interest, and as serving an immediate purpose.

5.2.2 Teacher-specific motivational components

The following questions attempted to elicit students' opinions on the following: teacher movements, questioning style, how teachers maintain discipline, teacher expectations, teacher comments, decision making, teacher domination of speaking time in class. The responses are presented in Table 11.

Table 11: Teacher-specific motivational components

<i>Question</i>	<i>Agree</i>		<i>Disagree</i>		<i>None</i>	
	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>
34. I prefer the teacher to walk around in the classroom.	70	65.4	37	34.6	0	0.0
35. I prefer the teacher to remain in one place for the whole lesson.	25	23.4	82	76.6	0	0.0

36. The teacher should choose the student who should answer a question.	54	50.5	53	49.5	0	0.0
37. Questions should be directed to all students, and students should volunteer to answer.	96	89.7	10	9.3	1	0.9
38. If a teacher is not strict, some students might take advantage.	74	69.1	31	29.0	2	1.9
39. Everybody benefits when the teacher corrects my mistakes in front of everybody.	86	80.4	20	18.7	1	0.9
40. When the teacher expects us to do well, I try hard.	103	96.3	4	3.7	0	0.0
41. The teacher expects too much of us; the work is too difficult.	44	41.1	62	58.0	1	0.9
42. If the teacher is not pleased with my performance, that means I could have done better.	75	70.1	31	29.0	1	0.9
43. If the teacher reacts angrily when I don't do well it's not fair because I did my best.	64	59.8	42	39.3	1	0.9
44. If the teacher does not comment when I don't do well, it means I was not expected to do well anyway.	46	43.0	59	55.1	2	1.9
45. The teacher should be the only to make decisions in the classroom about learning activities.	42	39.3	61	57.0	4	3.7
46. The teacher does most of the talking in class.	49	52.3	56	45.8	2	1.9
47. The teacher should give students plenty of chances to speak in the classroom.	59	55.1	47	43.9	1	0.9

Key:

Agree: Concur with the given statement/question.

Disagree: Oppose the given statement/question.

None: Represents students who did not respond to the given statement/question.

Fr: Frequency refers to the number of students.

% : Percentage.

Teacher movements cover a range of functions: to enable the teacher to supervise students, to be accessible to students instead of keeping a distance (e.g. always being behind the table), and to keep an eye on students for disciplinary concerns. The majority of the students

(65.4%) prefer the teacher to walk around in the classroom, and 76.6% of the students did not want the teacher to remain in one place for the duration of the lesson. Moving about among students helps forge a familiar routine of interaction, where students can feel that teachers are approachable. To encourage and maintain communication between students and teachers, a high level of interaction is necessary. Students have expressed a desire for a teacher who is accessible (cf. Table 9). One of the roles of the teacher in CLT is to facilitate, which suggests that the teacher does not dominate, but rather guides and supervises interaction when students work on communicative activities. These results indicate that students prefer a high level of contact and interaction with the teacher.

The teaching methods employed in the schools where this research was conducted is largely question-and-answer format instead of whole-class/group activities. Recent research also supports this claim (e.g. Mbennah, 1999). Thus, it was felt that the questioning style of the teacher could be an influencing factor in students' learning motivation. The majority of the students (50.5%) preferred the teacher to be the one to choose the students to respond to a question, although those that did not (49.5%) also constituted a large number of the respondents (cf. Table 11). The posing and answering of questions has been known to cause frustration for both ESL teachers and students (Tsui, 1996). Most frustrating for teachers is when their questions are met with a stony silence, or one-word answers, or half-hearted attempts on being forced to answer. Most frustrating for students is when they have not understood the gist of the lesson, or when they do not understand the questions, and are expected to give a knowledgeable response. A large number of the students in the present study (89.7%) opted for a questioning style where questions are directed to all students, and for students to answer of their own accord. One of the many explanations for this choice could be as Tsui (1996:155) states that language learning is more than a process of acquiring linguistic rules or participating in communicative activities, it is also a process in which individual learners are constantly placing themselves in a vulnerable position of having their own self-concept undermined and subjecting themselves to negative evaluations. Stress and anxiety could result. A study conducted by Horwitz et al. (1986) on language learning anxieties in ESL classrooms reports that students panic when they have to speak publicly in the classroom because they could embarrass themselves in front of their peers. However, possible frustrations for teachers include having to wait interminable periods for students to respond, thus making them resort to single students to respond in order for the lesson to move along. With activities where discussions are held, individual opinions given, there is likely to be less of a stress factor than when there is one possible correct answer. However, since drills and question-and-answer activities dominate classroom learning, this impasse is likely to continue.

Another possible angle on questioning the behaviour of teachers is the influence of classroom seating arrangements. Shamim (1996) conducted a study on the location of students and teachers as a feature of interaction in the classroom. The study reports that students located in the front were usually chosen by the teacher to read out loud and to answer questions, while those at the back were largely ignored. The teachers thought that students seated in front were assertive and clever, while those at the back were dull and lazy, and wanted to hide their low ability level from the teacher (Shamim, 1996:131-2). Students also agreed that sitting in front placed one in a better position to understand the lesson, that there is less distraction, and more attention from the teacher. Even if the students seated at the back wanted to participate, they got ridiculed by their classmates for even attempting to work, since they were generally regarded as low achievers. This study shows that it is possible for teachers to unwittingly exclude students from classroom participation. It does happen that students seated at the back of the classroom tend to have more chances of engaging in their own chosen activities and not pay attention, and since they are not in the immediate vicinity of the teacher, they cannot be under constant supervision. The teacher also tends to interact, and direct questions to students who actively participate, usually those in front. It is possible that if teachers' questioning styles were more inclusive, students would have the same opportunity for participation, so that lessons would not have to be carried by the few in front who tend to appear to be the most motivated.

Discipline proved to be a problem area for students. The majority of the students (69.1%) agreed that students tend to take advantage of a teacher who is not strict. In response to the question on desired changes in the classroom (cf. Question 24, Table 9), a few answers referred to discipline, and are presented in this section because discipline is largely the teacher's domain.

- It will be corporal punishment. If my English teacher come with a stick I become hopeless and scared that if my answer is wrong or I fail the exam she will beat me.
- Noise in the class.
- A boy must sit with a girl so that a boy must be a little shy of that girl and read his books.
- The learners should have more discipline.
- I will try to change the things that are happening during English period, people should stop laughing at teachers.
- Stop making noise, and come at the right time, and stop disagreeing with each other.
- Children should give the teacher a chance to give the lesson in class so that they can understand.

These responses seemed to suggest that a considerable number of students have a problem with the lack of discipline and consideration shown by classmates. It hinders effective teaching, which in turn negatively affects learning. The reasons for misbehaving are

numerous, among which Wittmer and Myrick (1989:98) list: seeking attention, feeling bored, looking for revenge, believing that one is a failure, fearing rejection, having to prove something, lacking impulse control, needing social skills, and having inappropriate habits. However, Wittmer and Myrick (1989) are of the opinion that too much attention is given to analysing causes instead of attending to skills and actions which are needed to improve the learning environment. Ngcobo (1988:19-24) gives some reasons why discipline is a serious problem in black schools: a disproportional student-teacher ratio, a curriculum which students find irrelevant, the teachers' lack of command of the subject matter, the authoritarian use of corporal punishment, teaching styles, a minimal involvement in school affairs might lead students to resent what they perceive as an intolerant and unreasonable imposition of rigid adult norms, and minimal parental involvement in their childrens' school affairs. The causes of disciplinary problems listed by Wittmer and Myrick (1989) and Ngcobo (1988) are not the only causes, but they do give a fair impression of how discipline has become a problem in black schools. An article in a national paper (Sunday Times, 1992) claims that lack of discipline in black schools is responsible for high failure rates and for turning out some of the worst educated children on the continent, and not apartheid, segregated educational institutions, and a lack of money, as politicians claim. The community (i.e. parents) can play a big part in maintaining school discipline. Teachers can work out which disciplinary measures work for them and their students. Interpersonal relationships and skills are important in tackling disciplinary problems (Wittmer & Myrick, 1989:99). A list of guidelines and rules, stated positively, have to be drawn up to be clear, concise and negotiable. But for the students in this study, the lack of discipline is disruptive, and is most likely to have a demotivating effect.

Of all the ways of giving students feedback on their performance on tasks and activities (e.g. written comments, marks without comments, verbal comments), verbal and public feedback was chosen because it indirectly includes all the students in the class. It was also chosen because teachers most likely provide this type of feedback since language drills and question-answer activities dominate learning (Mbennah, 1999). Most students (80.4%) felt that it benefits other students when their mistakes are corrected publicly (cf. Table 11). This response can be interpreted as an indication for their need to interact as students, to help and learn from each other, as well as a recognition for their need to get as much help as possible. One would have expected them to be wary of being publicly corrected since they displayed some reluctance to being involuntarily chosen to answer questions in class. The preference indicated by the students could be used to some advantage by using feedback to encourage students, not only to point out errors.

Teacher expectations have been shown to have an effect on student performance and motivation (e.g. Brophy & Good, 1970; Cooper, 1979, Good & Brophy, 1978). Teacher

expectations can be communicated in different ways to students: by always choosing certain students to answer and ignoring others, through comments and feedback on students' performance, by encouraging students, and by explicitly stating what type of performance is expected of students. Most students in the study (96.3%) claimed to try hard when the teacher expects good performance, more than half (58.%) do not think the teacher has unrealistic expectations of their abilities, while 70.1% agree that if the teacher is not pleased with their performance, it is confirmation that they have the ability to perform better (cf. Table 11). These results indicated that students, to a considerable extent, model themselves after their teachers and their expectations and belief in them. However, most of the students (59.8%) felt that sometimes they do their best, and the negative reaction of the teacher is unwarranted. Most of the students (55.1%) did not agree that the absence of teacher comment/verbal feedback on poor performance means that they have lived up to poor expectations. Thus, the results seemed to indicate that students tend to respond to expectations that are motivating and lead them to put more effort in their work.

Traditionally, teachers have been the central figure in classroom learning, which meant that they spoke more than students could. With different approaches to teaching, this view was supposed to have changed, but studies suggest that not much has changed (Malindi, 1996; Mbennah, 1999). The majority of students in this study (52.3%) claim that the teacher does most of the talking in class. However, most students (55.1%) are of the opinion that the teacher should not give students plenty of chances to speak in class. There could be many reasons for this reluctance, including learning style preferences, language learning anxieties, or even disinterest. Again, "speaking in class" is more likely to conjure up images of solitary figures standing in front of the entire classroom, more than students engaged in two-way or group tasks, with equal chances to speak. But then again, students in this study have indicated that the teacher has to do most work related to learning (cf. Table 7), so it might not seem in place for them to speak more than the teacher in the classroom.

The last two questions (cf. Table 11) refer to interaction as well as teaching style. One way of encouraging student participation and interaction in the classroom is through allowing students to contribute to decision-making (Maphumulo & Vakalisa, 1986). Autocratic and authoritarian teaching styles do not always promote a positive and motivating learning situation. Students have also been getting more vocal in school and classroom matters through student representatives. In this study, more than half of the students (57.0%) felt that they should be allowed to take part in decision-making. These need not be major decisions; involving students in more immediate concerns at classroom level still leaves enough room to accommodate being a democratic teaching style. Teachers could let students make decisions on dates for handing in assignments, they could agree on measures to be taken for students

who breach codes of conduct, or the teacher could give students a wide choice of tasks, differing in formats (e.g. written or oral). In this way, students are more involved, and might be motivated to invest more effort in learning.

Students' responses have revealed that there is a discrepancy between teaching and learning style. However, it is not merely a matter of adapting teaching style to accommodate students; some of the students' opinions are a result of long-established teaching practices and attitudes, for which there is not an immediate solution.

Students were also questioned on their perceptions of a good teacher to get an indication of teacher-characteristic preferences. The personality traits that were focused on are: attentiveness, encouragement, readiness/professionalism, affection, and level of expertise deemed necessary. The results are presented in Table 12, and have been arranged from the highest student rating to the lowest.

Table 12: Qualities of a good English teacher

<i>Option</i>	<i>Fr</i>	<i>%</i>
Gives individual attention to students.	74	69.2
Makes students achieve higher all the time.	74	69.2
Has always prepared lessons.	71	66.4
Is kind.	65	60.7
Has a sense of humour.	55	51.4
Is sensitive about my feelings.	50	46.7
Shows genuine interest in me and in what I do.	43	40.2
Can make mistakes and admit it.	39	36.4
Is an expert in what he/she teaches.	30	28.0
Does not expect too much of students.	13	12.1

The highest ratings (69.2%) are for teachers who give individual attention for students, and a teacher who encourages students to strive for better achievements in class. In a 45-minute period, it is conceivable that students might not get as much attention as they would like from the teacher. Learner-centred approaches to teaching and learning such as CLT and OBE emphasize that students should not be regarded as a homogeneous entity, but as individuals with different learning rates and styles, and different abilities. The students seem to confirm that they need more contact with their teachers. The need for a teacher who provides encouragement could be a statement on teachers' attitude towards students' performance. Teachers who do not display enthusiasm and a belief in their students' ability could in turn pass on the same attitudes to students, which can have a negative effect on learning

motivation. The recognition of effort or of an improvement in students' performance is in itself a form of encouragement, which is important for sustaining motivation.

Lesson preparation was ranked highly by the students; 66.4% rated being prepared for lessons highly and teacher expertise received a low rating (28.0%) in comparison. The low rating for teaching expertise does not necessarily mean that it is regarded as insignificant, as shown by the responses in Table 9 (cf. "Other"). Kotze's (2000) study, whose aim was to determine students' perceptions of ESL teachers and teaching, also showed that students hold lesson preparation as important in a study. Teachers who are well-prepared, friendly, organised and made work interesting for students was rated highly by students (Kotze, 2000:40). Kotze's (2000:40) study also reports that students held in high regard teachers who know the subject matter and do not read from the prescribed text. The results indicated that teachers who display a confident knowledge of the subject matter in turn make their students confident in the quality of the teaching they receive. The results of this study seem to support that of Kotze (cf. Table 7).

Next in the ratings were personal characteristics: kindness (60.7%), a sense of humour (51.4%), sensitivity towards students' feelings (46.7%), and genuine interest in the students (40.2%). Students also respond to the person that the teacher is, not only to the teaching-learning process. Kotze's (2000) study also reports that students rate personality highly. Students valued a caring teacher the most, as well as interest, enthusiasm and humour; negative aspects were meanness, being nasty, vindictive and picking on students. Being at ease with the teacher lessens anxiety, and enhances the learning process, and therefore enhances the motivation to learn.

For teachers to be able to acknowledge their mistakes is not so much a reflection of their ability as an admission that they do not know everything, and that they can also learn from the students. In comparison, this received a low rating (36.4%), indicating that students are less concerned with this aspect of teachers, and consider other factors (i.e. more attention, encouragement, lesson preparation) as more pressing. Being an expert was also rated fairly low (28.0%). This is in no way an indication that students regard this as not important; they do as strongly indicated in their responses in the study (cf. Table 7). The lowest rating (12.1%) was for teacher expectations towards student performance. This suggests that students are less concerned about themselves compared to what their teachers should be able to do and how they should behave towards them. Expecting too much of students would mean that students are put in a position where they constantly have to work up to the teachers' expectations.

Overall, students are motivated by a teacher who is also motivated; the knowledge of the subject matter and lesson preparation are indications of teacher motivation. Good communication channels between student and teacher make learning less of a daunting task if teachers are approachable, can relate to students, and have a good rapport with the students.

5.2.3 Group-specific motivational components

The aim of the questions in this section were to determine how comfortable the students are with each other as a group, their preferences with regard to group work as opposed to pair or individual work. Questions that aimed to determine reward structure preferences were also included (cf. Table 13).

Table 13: Group-specific motivational components

<i>Questions</i>	<i>Agree</i>		<i>Disagree</i>		<i>None</i>	
	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>	<i>Fr</i>	<i>%</i>
49. I don't mind making mistakes in front of my classmates.	42	39.3	65	60.7	0	0.0
50. It's embarrassing when I make mistakes in front of the whole class.	77	72.0	30	28.0	0	0.0
51. We learn from others when we do group work.	83	77.6	23	21.5	1	0.9
52. Group work means we share the responsibility of learning.	102	95.3	5	4.7	0	0.0
53. In my class we compete against each other often.	68	63.6	36	33.6	3	2.8
54. One should always try to do better than others in class.	82	76.6	25	23.4	0	0.0
55. Competition makes people work harder.	97	90.7	9	8.4	1	0.9
56. Competition leads to bad relationships with classmates.	42	39.3	64	59.8	1	0.9
57. Working with one person is better than working with a bigger group or working on my own.	42	39.3	63	58.8	2	1.9
58. When I work in a group, and we do well, I feel my contribution is not properly recognised.	48	44.9	55	51.4	4	3.7
59. Group work makes learning more interesting and enjoyable.	100	93.5	7	6.5	0	0.0

Key:**Agree:** Concur with the given statement/question.**Disagree:** Oppose the given statement/question.**None:** Represents students who did not respond to the given statement/question.**Fr:** Frequency refers to the number of students.**% :** Percentage.

Clement et al. (1994:424) explain that it is important to understand group dynamics because the quality and quantity of classroom interaction is to a large extent a function of the social structure and milieu of the class. The results indicated strong group ties; 77.6% of the students felt that they gain from others in when working together, and 95.3% agreed that group work means sharing of responsibilities (cf. Table 13). Being in a cohesive group offers opportunities for interaction and affiliation with other students, gives feelings of belongingness, can enhance favourable attitudes towards peers, and promotes cooperation (cf. Diagram 9, chapter 3). Cohesive groups share the same interests, and work towards similar goals. They tend to be more productive than noncohesive groups (Evans & Dion, 1991), which in turn promotes motivation (cf. chapter 3). However, while students' responses indicated group cohesion, there were factors specific to L2 learning, particularly in group situations, which reveal another side to groups. The majority of students (60.7%) claimed to be uncomfortable making mistakes in front of their classmates, and 72.0% claimed that it is embarrassing to make mistakes in front of everybody. It has been the finding of a number of studies (e.g. Hilleson, 1996) that EFL and ESL learners tend to be reticent about making language errors. In a study conducted by Barkhuizen (1998) to find out students' perceptions of teaching and learning activities in an ESL classroom there were similar concerns. Students' concerns included finding it difficult to talk with the boyfriend in the same class, the whole class laughing at incorrect words making one feel like a fool (Barkhuizen, 1998:100). The results, therefore, seemed to indicate that there are strong group ties within the group.

According to Johnson (1980:133), ideally, all three reward structures (i.e. competitive, cooperative, and individualistic) should be used in appropriate situations. The teacher should decide the appropriateness of a situation, and know how students react to each reward structure. There was a positive response towards competition, in both individual and group learning situations. Of the students that responded, 63.6% agreed that there is often competition against each other, and 76.6% felt that one should always strive to outdo others. Covington (1992) claims that one of the reasons that students compete against each other in the classroom is that they are all vying for scarce resources. They could be vying for the teacher's favourable impression, marks, or the chance to outshine all other students. The

reward system used does not allow for all students to be rewarded; categories such as effort and improvement would allow more students to be rewarded and recognized instead of only the students with the highest marks. Students responded just as favourably to group competitions: 90.7% students were of the opinion that competition makes people work harder, and 59.8% of the students disagreed that competition between groups could lead to bad relationships with classmates. Working on tasks as groups enhances students' interest in activities, increases individual effort and contribution (Johnson & Morrow, 1981). Group work is not generally used in classroom activities, reasons include teachers' preferences, disciplinary measures needed to keep the entire classroom focused on the task and behaved, and even the layout of the classroom. But group work is one of the definitive aspects of communicative tasks that is important for making students engage in meaningful exchanges.

The results indicated that 93.5% of the students prefer group work, which they agreed makes learning more interesting and enjoyable. The majority of the students (51.4%) disagreed that their contribution is not properly recognised in a group. Several factors make the cooperation amongst group members seem attractive; there is a minimal chance of being singled out as unable than when working individually and it offers some sense of security for students whose learning style tends towards interaction. Being part of a group or partnership that successfully completes tasks and assignments makes available to students a resource (i.e. belongingness, etc) which also has positive implications for motivation. More than half of the students (58.8%) felt that working with one person is preferable to working with a larger group or alone. This further reinforces the perception that the students are more comfortable working with somebody than alone. Students would love to be helped by other students, possibly because they are more comfortable with them than with the teacher. Kamwangamalu and Virasamy (1999) conducted a study on the effectiveness of peer tutoring, its benefits, students' attitudes towards it, and implications for the English only argument. Students who knew English well helped new students whose English proficiency was low. Students helped each other to understand, review, practice and to remember, learners use fellow learners as models, sources of information, and interactants (Kamwangamalu & Virasamy, 1999:61). The results of this study indicated that when students help other students, learning, participation and interest are increased, motivation is sustained, and friendships are fostered (Kamwangamalu & Virasamy, 1999:67). Therefore, student interaction, and more particularly, students helping each other to learn, should be encouraged because it can have a positive impact on learning motivation. Research (e.g. Hartman, 1989; De Villiers & Grobler, 1995) has shown that cooperative learning increases motivation.

The indication from these results has been the students are a relatively cohesive group. They also seemed positively inclined towards group work and competitive situations. One could

conclude that in trying to increase their learning motivation, more competitive situations have to be incorporated into their group work, keeping in mind some of the suggestions for healthy competition in chapter 3. Group projects and assignments would also assist in increasing the motivation of the students. Reward structures elicit emotions in students that affect interest, participation, performance, and motivation. It is important to stress that there is no necessarily better reward structure (being influenced by some specific factors such as individual differences and learning styles). However, students should be able to function in all three settings, although the teacher should be mindful of the preferences, and should try to be accommodating.

5.2.4 Students' self-perceived proficiency

Self-perceptions of ability have important implications for motivation. It is imperative for learning motivation that the students believe that they are adequately equipped for learning the language. Students were asked to rate their English proficiency by circling the appropriate number according to the following scale:

1=poor 2=average 3=good 4=excellent

Table 14: Language skills' rating

ENGLISH SKILLS	<i>poor</i>		<i>average</i>		<i>good</i>		<i>excellent</i>	
	<i>fr</i>	%	<i>fr</i>	%	<i>fr</i>	%	<i>fr</i>	%
Speaking	12	11.7	43	41.7	41	39.8	7	6.8
Reading	4	3.8	18	17.1	61	58.1	22	21.0
Understanding	4	3.8	29	27.6	59	56.2	13	12.4
Writing	3	2.8	28	26.7	55	52.4	19	18.1

Scott (1981:70) identifies speaking/oral communication as an activity involving two or more people in which the participants are both hearers and speakers having to react to what they hear and make their contributions. Most of the students in this study claimed that their speaking was average (41.7%), closely followed by good (39.8%). In the biographical section of this questionnaire most of the students claimed that they speak English outside the school. An allowance has to be made that they were giving answers which they thought were 'correct', or the researcher might want. It is also possible that they meant speaking English in places like the bank or shops (cf. Sarinjeive, 1999). However, for motivational purposes, it helps if students perceive their speaking to be fairly adequate; after all the years of schooling which they have gone through, and also because they were in the first year of matriculation, it could be defeating for them to think that their skills were poor. Other possibilities for most of the

students to rate their speaking skills as average and good could be: confusing student talk common in structural drills with learning to communicate, and taking 'speaking' to mean getting a message across without necessarily putting together grammatically correct and coherent utterances. According to Scott (1981:70), it is easy to confuse communicating with student talk; in a classroom that uses the structural approach, oral communication is largely confined to the appraisal of utterances on structural criteria and in isolation from each other. The students might have taken the talking they do for learning activities, which they might be good at, as indicative and representative of their overall speaking/communicative skills. The students might also have taken 'speaking' to mean the ability to make oneself understood regardless of grammaticality. The researcher's experience of the students' speaking ability was that they were not able to express themselves well, often lacking the vocabulary and the grammar for clear presentation of their thoughts and ideas. Most of the time they reverted to speaking in their L1 or other black languages. For motivational purposes, it is preferable that the students rated their speaking ability highly, although their distorted beliefs could also have negative spin-offs in another area, such as a failure to understand when they receive poor marks for oral work, or even fail to progress to the next grade.

Reading skills were also rated highly: 58.1% of the students rated themselves as good. According to White (1981:87), the purpose of reading is to obtain information which is presented in written form. The information read can be cognitive (intellectual), referential (factual), or affective (emotional). For students to develop purposive skills will involve training them to adopt a number of reading strategies related to the reasons for reading as well as developing reading techniques. Reading techniques include scanning to find a known item, search reading for information, skimming to gain an idea of the organisation of the text, receptive reading to reflect upon what the writer wishes to convey, and responsive reading to reflect on what the writer has written (Pugh, 1978:53-55). In the biographical section of the questionnaire, the bulk of the students' reading was mostly for affective reasons (magazines and romance novels). Cognitive reading seemed to be restricted to the prescribed text, and most likely because they have little choice in the matter. Their reading techniques might also not be adequate, as their responses revealed that they want their teacher to summarise the text in order for them to follow (cf. Table 7). They also seemed reluctant to use aids important in L2 reading, such as the dictionary (cf. Table 7). However, they might have perceived their reading as good because they are good L1 readers, and because they are able to read, albeit without understanding. Lee and Schallert (1997) conducted a study aimed at exploring the relative contributions of L2 language proficiency and L1 reading ability to L2 reading comprehension. They also address a question raised by Alderson (1984) of whether L2 reading is a language problem or a reading problem. The conclusions reached by Alderson (1984) as well as Lee and Schallert (1997) is that reading ability in an L2 is more likely to be

influenced by L2 proficiency than by reading ability. Lee and Schallert (1997:732) also found that the relation between L2 proficiency and L2 reading was stronger than that between L1 reading ability and L2 reading ability. Thus, contrary to their self-perceptions, the most likely probability is that the students' reading skills are not good; a few admitted this to themselves.

The term 'understanding' was purposely chosen instead of 'listening' to avoid the confusion of the physiological aspect (i.e. being able to hear) with comprehension skills. Listening and speaking are generally two of the most commonly used skills, and in some classrooms, mostly listening. Listening skills are also dependent on purpose; the purpose in listening will affect how we listen and what we select from the stream of sound (Geddes, 1981:78). Listening is the ability to understand how a particular sentence relates to what has been said and its function in the communication (Widdowson, 1978). Most of the students (56.2%) rated their understanding as good. This perception is to be expected because students are exposed to English from various media, particularly from the television and the radio, and from the teacher. It is easy to follow and understand English from TV because one can use contextual clues (facial gestures and expressions, prior knowledge) to understand utterances, even when one is not certain about the specific meanings of some words. Students' favourite TV programmes listed in the biographical section of the questionnaire are largely in English, and easy to follow (soapies and talk shows). And often the purpose for listening is largely for entertainment and one is likely to be very relaxed. Listening in the classroom would be for different purposes, therefore, in a different state (e.g. trying to understand everything on which a task is based). And in a conversational situation, the circumstances would be different because one has to respond to utterances and maybe keep up a flow of verbal exchange (Scott, 1981:70). Comprehension skills need to be used in conjunction with other skills most of the time, and the students who took part in this study do not possess this ability.

Johnson (1981:95) claims that just as communicative reading practice is concerned with the understanding of information content, communicative writing practice should deal with the productive equivalent, namely, the conveying of information content. Most of the students in this study (52.4%) claimed that their writing skills are good (cf. Table 14). A large part of their classroom tasks involves writing (compositions, letters, grammar exercises, comprehension exercises), therefore, they might construe their constant writing activities to be tantamount to being good at writing. Johnson (1981:95) states that students' writing is often judged for structural errors rather than the overall success of the piece of writing to convey the message clearly. Writing, in such instances, is largely being able to write grammatically correct work. However, in answering the questionnaires of this study, most students made gross spelling and grammatical errors, and lacked apt vocabulary, but it was possible to work out what they meant to say. Nevertheless, erroneous spelling and grammar do detract from the impact a

piece of writing makes, and they are important particularly when conveying information clearly is solely dependent on writing it. It is possible that, generally, teachers do not pay much attention to the teaching of spelling, as was the case in Barkhuizen's (1998) study on learner perception of classroom learning activities. While the students rated the mechanical aspects (i.e. using a dictionary, learning about parts of speech, learning about correct spelling) of language study highly, one teacher's comment was that she does not worry about teaching spelling as it should come naturally, although adding that their students are not good spellers (Barkhuizen, 1998:96). It should be the aim of communicative tasks that students have vocabulary, are able to spell and write structurally good work. Johnson (1981) provides an example of an activity to teach students comprehension and writing skills (cf. Appendix F). Spelling and vocabulary should also be taught to students as evidence suggests that they are not acquiring these skills naturally, and there are interesting and innovative ways in which this can be done (cf. Appendix G).

The results indicated that although the probability is that the students' language proficiency is low, they perceive it to be fairly high. While a positive self-perception is good for motivation, it could also hinder remedial steps which the students themselves could take up. Ultimately, this conflicts with the purpose of language learning.

5.3 Conclusion

This chapter has discussed results on ESL learning motivation related specifically to the course, to the teacher and to students as a group. The findings in this study have shown that learning-specific components can affect motivation. With course-specific motivational components, it was found that the students perceived the course to be uninteresting and that they often could not make any connection between L2 learning and their lessons. Teaching materials were considered inadequate and dull, and learning tasks could be made to be more interesting and motivating. Regarding teacher-specific motivational components, the results suggested that the teachers' motivational potential was not being fully utilised; more interpersonal interaction with students was needed. A more visible display of knowledge by teachers could increase the students' confidence in teachers and in the learning process, while some aspects of personality needed to come to the fore for students to be able to work easily with their teachers. The analysis of group-specific motivational components indicated that the students were a cohesive group who tended towards competitiveness and also showed a preference for group and cooperative work instead of individual work. If organised well, it seemed possible that further group-specific motivational potential could be tapped from the students. The findings have also shown that discrepancies in the desired and the actual

state of some aspects of learning result from long-held attitudes and entrenched practices, thus making it difficult to envisage or practice different behaviours. A point was made in the course of the study to provide suggestions of how the students' motivation could be enhanced and practical examples were given where possible.

Chapter 6

Conclusion and recommendations

6.1 Introduction

Researchers have focused on several aspects of classroom learning to try and determine motivating influences of ESL learners. The results of this study concur with the findings of other studies, but the uniquely South African circumstances make for different analyses and interpretation.

Students as a voice that can make a difference to the success of classroom ESL learning are as yet an unexplored field. The results show that students have a definite sense of how they want their learning to be.

6.2 Findings

The results have been analysed and the conclusions based on the findings are discussed.

6.2.1 Course-specific motivational components

The results indicated that the specifics of content, teacher, and group motivational components that this research sought to isolate and investigate are interconnected and interdependent. Problems that are experienced with regard to the content affect teacher motivational components, just as much as problems related to the teacher will affect group motivational components. The implication of this interdependence of motivational components is that rather than isolate an aspect of classroom learning as an area that needs most attention, a more integrated approach is necessary. If, for example, teacher-concerns are identified as a problem area, then in addressing the problem, it should be considered how changes affected could simultaneously address content and student

concerns. The results of this study also revealed other factors that affect motivation, e.g. lack of discipline.

Teaching materials still hold a central place in classroom learning. However, the results indicated a willingness to supplement the textbook with other interesting and meaningful learning materials. The results also indicated that the reading habits of students need shaping and encouragement in order for them to take advantage of learning opportunities around them.

It is the finding of this study that students prefer easy work to difficult or challenging work. This is an attitude that needs to be challenged at a more in-depth level, beginning with challenging their ideas on what constitutes learning, and the aggressive role they are supposed to take in that process rather than sitting back and waiting for the work to be done for them by the teacher.

6.2.2 Teacher-specific motivational components

The results indicated that teaching and learning styles are mismatched in a number of ways. Teaching methods and learning styles are not matched; levels of task difficulty seems not to be matched to students' abilities, and neither is the form of presentation to students' cognitive and affective styles. The results also imply that teacher-characteristics which students respond to more are interest in the learner, warmth, and then expertise. However, expertise has come out strong as an area of dissatisfaction in this study, with students reflecting sentiments that teachers could be better qualified.

The implications of these findings are that teachers have to keep up with the latest in research findings and engage in constant debate over educational issues. There are journals (e.g. Transvaal Educational Journal, The Teacher) which are there to act as outlets for issues of concern, provide support from other teachers, and are a source of information. One cannot help feeling that teachers in black secondary schools could take better advantage of these resources than they are doing presently.

6.2.3 Group-specific motivational components

Group cohesion and reward structures were investigated. The findings indicated that there is a considerable degree of cohesion among the students, but that there are grounds for more cohesive bonds to be forged. Competition was found to be highly regarded while individual work was least favoured. It follows then that students are more likely to be motivated in competitive situations than in others.

The results indicated that the relationship between motivation and course-specific components was not as strong and as constructive as it could be, that teacher-specific components tended to adversely influence motivation fairly extensively, while group-specific motivational components tended to be fairly positive and motivating.

6.3 Recommendations for further research

From this study, areas of possible research have been identified with special regard to the subjects, breaking down of each motivational component, and providing a different perspective of classroom motivation.

6.3.1 Subjects

The same study could be conducted on a larger number of subjects in order to have more generalizable findings. Again, the focus could be on subjects in different provinces, to see how they compare. Lastly, the study could be carried out in different provinces, to determine how generalizable the findings in this study are.

6.3.2 Breaking down the motivational components

A more detailed study of each of the motivational components could be carried out in order to have a more in-depth investigation and understanding. This study simultaneously handled three components. Researching each component separately will yield more information, and open other avenues in ESL learning motivation. There are other aspects of classroom learning motivation that have to be studied comprehensively before the subject can be relatively exhaustively investigated.

6.3.3 Other perspectives of classroom motivation

The angle for this study is students' perspectives. A possible perspective is the teachers'; a study could be carried out to determine how classroom-specific motivational components affect their ESL teaching motivation, and the implications for ESL teaching and learning. Understanding both perspectives of concerned parties makes it possible to bridge the gap caused by miscommunication and lack of information on both their parts.

6.4 Conclusion

It is the finding of this study that learning-specific components affect ESL learning motivation. The study has also shed light on motivational processes that are influenced by uniquely South African factors. Efforts to shape attitudes of learners and develop a culture of achievement and motivation can be attempted at secondary level, but this research has shown that it would be more meaningful to lay strong foundations at lower grades of schooling.

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Appendix A: Motivation Questionnaire

Aim:

The intention of this study is to find out the motivations of students in the learning of English as a Second Language. *All the questions in this questionnaire refer only to the English class and lessons.*

PLEASE ANSWER ALL THE QUESTIONS HONESTLY.

Biographical information

Age

Gender.....

Mother tongue.....

Other language(s) you know well.....

What kind of English books do you enjoy reading?.....

What English programmes do you watch on TV?.....

Do you speak English outside school?.....

Do you plan to continue studying English after matric?.....

Section A: Course-specific motivational components

Indicate your answer by marking the appropriate box.

1 I think the objective of my English lessons should focus on passing tests/exams.

Agree	Disagree
-------	----------

2. I think the objective of my English lessons should focus on gaining knowledge.

Agree	Disagree
-------	----------

3. Each of my English lessons has a specific objective (i.e. goal).

Agree	Disagree
-------	----------

4. What I do in the English class helps me outside school.

Agree	Disagree
-------	----------

5. I find poetry interesting.

Agree	Disagree
-------	----------

6. I find novels interesting.

Agree	Disagree
-------	----------

7. I find grammar interesting.

Agree	Disagree
-------	----------

8. I enjoy my English classes.

Agree	Disagree
-------	----------

9. In general, my English lessons are difficult.

Agree	Disagree
-------	----------

10. I find poetry difficult.

Agree	Disagree
-------	----------

11. I find novels difficult.

Agree	Disagree
-------	----------

12. I find grammar difficult.

Agree	Disagree
-------	----------

13. I know English well enough to cope with my English lessons and my work.

Agree	Disagree
-------	----------

14. What type of lesson(s) do you enjoy the most?
 Why?

15. What type of lesson(s) do you like the least?

Why?

16. Do you think there is a need to learn English? Why?

17. What would you like to learn in the English class?

18. The teacher only uses our English grammar textbooks.

19. The teacher uses newspapers, magazines, etc. for English lessons.

20. Without a textbook it is difficult to do anything in class.

21. We do only the exercises in the textbook.

22. It is possible to work without the help of the teacher, using the textbook only.

23. Using magazines, newspapers and novels can help to make English more interesting.

24. If you could change the way in which English is taught and the learning materials used in the English class, how would you do it and what would you include or use?

25. We do multiple choice tasks in grammar.

26. We do exercises that require us to supply missing information.

Agree	Disagree
-------	----------

27. We do fill-in-the-blanks exercises.

Agree	Disagree
-------	----------

28. The tasks we do in class are difficult.

Agree	Disagree
-------	----------

29. The tasks we do in class are interesting.

Agree	Disagree
-------	----------

30. The teacher explains tasks and exercises clearly, so that we know what is required of us.

Agree	Disagree
-------	----------

31. I prefer easy work, then I am sure I will do well.

Agree	Disagree
-------	----------

32. Failing a task is discouraging.

Agree	Disagree
-------	----------

33. Failing a task just means trying harder next time.

Agree	Disagree
-------	----------

Section B: Teacher-specific motivational components

34. I prefer the teacher to walk around in the classroom.

Agree	Disagree
-------	----------

35. I prefer the teacher to remain in one place for the whole lesson.

Agree	Disagree
-------	----------

36. The teacher should choose the student who should answer a question.

Agree	Disagree
-------	----------

37. Questions should be directed to all students, and students should volunteer to answer.

Agree	Disagree
-------	----------

38. If a teacher is not strict, some students might take advantage.

Agree	Disagree
-------	----------

39. Everybody benefits when the teacher corrects my mistakes in front of the whole class.

Agree	Disagree
-------	----------

40. When the teacher expects us to do well in exercises and tests, I try hard.

Agree	Disagree
-------	----------

41. The teacher expects too much of us; the work is too difficult most of the time.

Agree	Disagree
-------	----------

42. If the teacher is not pleased with my performance, that means I could have done better.

Agree	Disagree
-------	----------

43. If the teacher reacts angrily if I don't do well it's not fair because I did my best.

Agree	Disagree
-------	----------

44. If the teacher does not comment if I don't do well, it means I was not expected to do well anyway.

Agree	Disagree
-------	----------

45. The teacher should be the only to make decisions in the classroom about learning activities.

Agree	Disagree
-------	----------

46. The teacher does most of the talking in class.

Agree	Disagree
-------	----------

47. The teacher should give students plenty of chances to speak in the classroom.

Agree	Disagree
-------	----------

48. Indicate five words/phrases that you feel describe a good English teacher.

- Kind.
- Has a sense of humour.
- Is sensitive about my feelings.
- Gives individual attention to students.
- Shows genuine interest in me and in what I do.
- Does not expect too much of students.
- Makes students achieve higher all the time.
- Is always prepared.

-Is an expert in what he/she teaches.

-Can make mistakes and admit it.

Section C: Group-specific motivational components

49. I don't mind making mistakes in front of my classmates.

Agree	Disagree
-------	----------

50. It's embarrassing when I make mistakes in front of the whole class.

Agree	Disagree
-------	----------

51. We learn from others when we do group work.

Agree	Disagree
-------	----------

52. Group work means we share the responsibility of learning.

Agree	Disagree
-------	----------

53. In my class we compete against each other often.

Agree	Disagree
-------	----------

54. One should always try to do better than others in class.

Agree	Disagree
-------	----------

55. Competition makes people work harder.

Agree	Disagree
-------	----------

56. Competition leads to bad relationships with classmates.

Agree	Disagree
-------	----------

57. Working with one person is better than working with a bigger group of working on my own.

Agree	Disagree
-------	----------

58. When I work in a group, and we do well, I feel that my contribution is not properly recognised.

Agree	Disagree
-------	----------

59. Group work makes learning more interesting and enjoyable.

Agree	Disagree
-------	----------

Section D: Students' self-perceived proficiency

60. How would you rate your own English proficiency in terms of language skills?

Encircle the appropriate number according to the following scale:

1=poor 2=average 3=good 4=excellent

ENGLISH SKILLS	poor	average	good	excellent
Speaking	1	2	3	4
Reading	1	2	3	4
Understanding	1	2	3	4
Writing	1	2	3	4

Appendix B: Poetry Lesson A

Instructions

1. Divide pupils into groups of 5.
2. Supply each group with the poem *Guilty Conscience* by R. Sivyour, cut into strips as indicated by the lines, without the title.
3. Screen transparency of poem.
4. Use questions and discussion to establish the pupils' response to the poem.

GUILTY CONSCIENCE

I went to the shed for a cigarette.	Mind, I was
	not allowed to smoke, and if Dad caught me
	there's no telling what would happen.
I lit it	
And puffed.	
What's that?	
Quick as a flash the cigarette is out and I stand	
	with beating heart, waiting.
It was only the door, swinging and creaking in the	
	evening breeze.
I lit up again	
And puffed.	
The door opened with a push and a clatter, hitting,	
	storming, searching out the sinner.
Without waiting to think, I dashed out, down the	
	path, round the corner, and indoors.
Safe?	
Safe from myself?	

Rodney Sivyour

(Pfaff, 1992:17).

Appendix C: Poetry lesson B

1. Divide pupils into pairs.
2. Play a recording of Poetry Lesson by D. J. Brindley.
3. Ask for volunteers to perform the dialogue with the correct tone of voice.

POETRY LESSON

Hey!
You there!-
The boy on the back row
Who's nearly fast asleep -
Next to the red-headed boy
Who's hiding a comic under his desk -
Yes, you!
Why aren't you paying attention?
What?
You were?!
Now don't give me that -
Using your arms as a pillow -
You were three parts gone already.
I beg your pardon?
You found it - BORING?!
Oh, indeed!

Then I suppose you'd rather be
Doing something else -
Like trying out your model aeroplane.
Watching trains.
Or playing football for North Pole United?
Or perhaps you want to take a ride
On that new bike your father bought?
You what?
You WOULD?!!!

All right, boy, go!

(And see you enjoy yourself!)

Class dismissed.

D. J. Brindley

(Pfaff, 1992:16).

Appendix D: Improving English usage

1. Divide students into groups, and give each group a sentence building board.
2. Write words on pieces of coloured cardboard

green for nouns orange for verbs yellow for adjectives
 blue for adverbs violet for pronouns maroon for conjunctions
 pink for prepositions

Which can be slid into slots to make up sentences.

3. Put a number of sentences on the board in this way:

(i) green blue orange yellow green.
 (ii) adjective noun verb adverbs.

4. Ask the students to make up sentences in the order in which colours or parts of speech are given on the board. Examples of sentences:

mother	always	has	good	shoes.
old	soldiers	live	long.	
she	is	often	without	sugar
and	uses	rich	black	syrup.

It will therefore be easy for students to complete exercises like the following:

1. Supply four nouns to complete these sentences:

(i) Lions eat buck. (ii) Mice hate cats.
 (iii) Police hunt criminals. (iv) Weeds grow wild.

2. Supply four verbs to complete these sentences:

(i) Pilots fly aeroplanes. (ii) Mariners use compasses.
 (iii) Impala avoid cheetah. (iv) Cannibals cook people.

3. Make this sentence interesting by adding two adjectives and an adverb:

The man died. —————> The tall fat man died painfully.

4. What two parts of speech form the 'skeleton' of a sentence?

(i) Nouns (ii) **Verbs**.

5. What two parts of speech 'put flesh on the bones' of a sentence?

(i) **Adjectives** (ii) **Adverbs**

6. Make up a sentence containing two nouns, one verb, one adjective, and one adverb, and put in brackets after each word what part of speech it is:

The small (adjective) boy (noun) stole (verb) a sweet (noun) from the lazily (adverb) sleeping shopkeeper.

7. Vary this paragraph by substituting three pronouns for three of the nouns (just delete the nouns and write the pronouns above them).

Setting off for school at 7.30 am Jack met Tim on the way. Tim joined Jack and Tim and Jack rode side by side until a policeman stopped them. After remonstrating with the two boys the policeman rode off. Tim and Jack continued on their way in single file.

8. Rewrite the following sentence inserting two prepositions:

He went the toy-shop to buy a rattle his baby brother.

He went **to** the toy-shop to buy a rattle **for** his baby brother.

9. Rewrite this description in one sentence using two conjunctions:

The driver stamped on the brake pedal. He swerved violently. He hit the cyclist a glancing blow.

The driver stamped on the brake pedal **and** swerved violently **but** he hit the cyclist a glancing blow.

10. You will need four nouns, two verbs, three adjectives, two adverbs, two pronouns, four prepositions, and two conjunctions to fill in the blanks below:

The **HUGE** crowd rocked with mirth **AS** the clowns capered **GROTESQUESLY** around the saw-dust ring. No one noticed a wisp of **SMOKE** coiling **UP** from the pile of saw-dust **NEAR** the stand. No one heeded the uneasy grunting of the lions and the alarmed trumpeting of the elephants in the background **AS** the gales of laughter **UTTERLY** drowned these **UNEASY** sounds. In an ecstasy of mirth a lady **DROPPED** her bag. As **SHE** groped to pick it up an acrid whiff of smoke assailed her nostrils. Sudden **UNDERSTANDING** dawned in her tear-filled eyes. Glancing down she was just in time to see a **RED** tongue of flame flick out of the smoking saw-dust pile.

"**FIRE! Fire!**" she **CRIED** and leapt **TO** her feet. But the **PEOPLE** around **HER** were too helpless with laughter to take any immediate notice.

(Pienaar, 1993:47-49).

Appendix E: Magazine theme

Step 1

*Each pupil brings a magazine to class, which will be used in every lesson for the remainder of this theme. Magazines such as *You*, *Fair Lady* or *Personality* have an advice column and cartoons and can be classified as a 'popular' magazine (i.e. with mass appeal).

*For HOMEWORK an interesting article must be chosen, torn out of the magazine and stuck into English books.

*Explain the PROJECT, which will be done at home. This is done in pairs. The project will be used as the basis of the orals which will be done in the last few lessons of the theme.

PROJECTS

Each pair chooses a theme (women, babies, clothes, communicating, faces, conflict, poverty, advertising, South Africa). On a poster-size piece of paper are stuck pictures, headlines, and written passages of text that relate to the chosen theme. A collage which reflects the spirit of the theme and which is created from the magazine should, in effect, be created. Pupils could be asked to select a poem of their choice which links with the theme. This poem should be incorporated into the collage. A written explanation of the link between the theme and the poem should be provided.

Step 2

*The chosen passage will serve as the comprehension passage. Pupils read the passage carefully and use it to do the following:

*Write down 2 common nouns, 1 proper noun, 2 adverbs, 3 adjectives, 2 prepositions, 1 conjunction, 3 verbs, 1 pronoun. Explain the FUNCTION of each of these parts of speech.

*Replace the adverbs and adjectives with more effective, interesting ones. After completing this, pupils may explain the FUNCTION of adjectives and adverbs in texts.

*Choose any 3 words. Supply antonyms and synonyms for these.

*Quote two uses of the apostrophe in the passage. Explain *why* the apostrophe has been used in your examples.

*Describe the TONE in the chosen passage.

*Write a summary (one-third of original length) of the passage.

*Write a character sketch (± 10 lines) of *one* of the people who are mentioned in the passage.

*If you were a Std 8 teacher, and you set this article as a comprehension passage for your Std 8 November exam, what two questions would you set to test if your pupils had understood the passage? Provide answers as well. (The reporting back of this work may be done in a number of ways. I found this exercise a good way of revealing what my pupils did not understand and what required reinforcement.)

Step 3

*Find the advice column.

*Stick an interesting problem into your book and ignore the answer.

*Write your own answer.

PAIRS read the problem and answer to each other. Interesting problems may be reported to the class.

*Write the diary entry which you think the person with the problem would have written. Don't simply repeat what is said in the letter.

*Various entries could be read out to the class after having been discussed in groups.

Step 4

*Write a letter of application to the magazine (the address is always in first few pages) for the position of editor OR fashion editor OR advice columnist OR cookery expert OR sports editor OR features journalist.

*The layout of and appropriate register in a letter of application may be explained here.

Step 5

*Each pupil receives a copy of the text of Simon and Garfunkel's 'Sound of Silence'.

*Play the song to pupils while they read through the poem.

*Discuss the issues in the poem.

Step 6

*Focus on link between the 'magazine theme' and the poem, e.g. the sensationalising which occurs in magazines, the 'neon gods' into which ordinary human being are transformed, the glitz and the glamour of

contemporary society, the way in which everyday magazines are filled with colours, beautiful people, flashy photographs etc. but are in fact, often silent ('sounds of silence') about 'large issues', or superficial and sensationalist in their treatment of these issues. Question why the class feels that political issues are often avoided.

Step 7

- *Find a cartoon from the magazine and stick it into your book.
- *Explain WHY the cartoon is funny.
- *Comment on how the facial expressions of the characters, their body language and other visual details in the cartoon contribute to the humour.
- *Rewrite the text of your chosen cartoon into direct speech.
- *Create your own cartoon of 3 frames.
- *In *pairs* pupils show each other their cartoons and explain the humour.

Step 8

- *Find any picture in your magazine (not too small).
- *Describe the angle which the photographer or artist has used.
- *What sort of shot has been used?
- *Comment on the use of lighting in the visual text?
- *How do these characteristics of the visual presentation of the picture contribute to the meaning the picture has for us?

Step 9

- *Discuss what the stereotypical TEACHER, TEENAGER, and MOTHER are like.
- *Find a picture in your magazine in which either a man or a woman is depicted stereotypically.
- *Provide a written description of this stereotyping.
- *Discuss how everyday stereotyping influences us and why we often do not notice it.

Step 10

Explain the difference between facts and opinions. Various pupils in the class could be required to express, at random, a fact and an opinion. Explain that emotive language (opinions) is used in advertisements to convince people to buy a product and to feel certain emotions. Explain that opinions

(constituting emotive language) are often construed as facts. You might wish to discuss WHY.

Step 11

Pupils should find a short text from their magazines that they found interesting. They should then, using different colours, underline all the facts and all the opinions.

Step 12

Pupils should choose an advertisement from their magazines and answer the following questions as well as complete the final activity:

- *Write down all the emotive language used in the advertisement.
- *What is being advertised?
- *What does this advert make you think you will be or feel if you buy the advertised product?
- *Comment on the visual aspects of the advert. How does it attract your attention?
- *How would you improve the advert you have chosen?
- *Create your own advertisement, focusing particularly on your use of emotive language.

Step 13

ORALS: Each member of each pair should speak on various aspects of their project. In essence, the project is being presented to the class. Speech should include discussion about the link between the chosen theme and the pictures and written text which were chosen to elaborate on the theme.

SUGGESTION: Number pupils who are listening. Each time a pair is presenting, arbitrarily call out 3 numbers (i.e. 3 pupils) who will each be responsible for asking both members of the pair a question concerning their project. This will also test ability to speak and answer spontaneously.

(Rumboll, 1993:50-53).

Appendix F: Comprehension and writing skills

In Winton there is a very good sports club which welcomes applications from overseas visitors. Look at the two letters below. They contain information about two people who want to join the club.

Stage 1: Students read the letters and fill the forms.

Stage 2: Students are given Odette's form completed; they write a letter using Arturo's letter as a model.

29, Gosforth Close,
Hamford,
Nottingham,
Notts.
NG16 7EA

1 Feb. 1979

Dear John

I don't know whether you remember me – we met very briefly at Michael Everton's party last week. My name is Arturo Catania and I'm an Italian doctor. My wife told me after the party that you're the secretary of the sports club, which I'm very interested in joining. Could you please send me some information about how to apply. If you wish to phone me for any reason, my number's Hamford (0273) 51469.

Yours sincerely,

Arturo Catania

Arturo Catania

2b, Lakeside Avenue,
Upton,
Notts. NG 16 7AA

13 Jan. 1979

Dear Sir

I wish to become a member of the Winton sports club, and would be grateful to receive details of subscription rates and other relevant information. I am a teacher by profession, and shall be in England for 2 years (my nationality is French). I was born in Paris on the 12 th of January 1939.

I look forward to hearing from you.

Yours faithfully,

Odette Marie Francois

(Miss) Odette Marie Francois

WINTON SPORTS CLUB: MEMBERSHIP APPLICATION

Surname CATANIA First Name(s) _____
Date of Birth 4. 8. 46 Nationality _____ Marital Status _____
Address _____
Telephone Number _____ Occupation _____

WINTON SPORTS CLUB: MEMBERSHIP APPLICATION

Surname Francois First Name(s) Oddette Marie _____
Date of Birth 12/1/39 Nationality French Marital Status S _____
Address 26, Lakeside Avenue, Upton, Notts, NG 16 7AA _____
Telephone Number (0273) 63159 Occupation Teacher _____

Adapted from Johnson (1981:93-95).

Appendix G: Vocabulary extension

Topic: STRIKE A SET prefix card game

Objective: Pupils should be able to discuss how words may be formed from prefixes; identify prefixes from the data sheet that have the same/similar meaning and those that have an opposite meaning; play the card game on prefixes according to some basic rules; and write out sentences with prefixes that they have come down with as sets during the card game.

Procedure/ content (refer to information on data sheet)

1. Definition of prefixes with examples, such as PRE + FACE = PREFACE.
2. Methods by means of which words may be formed through prefixes:
 - 2.1 prefix + letters combination = new word (e.g. CONTRA + CEPTIVE = CONTRACEPTIVE)
 - 2.2 prefix + add-on word = new word (e.g. AUTO + BANK = AUTOBANK)
3. Pupils identify those prefixes on the data sheet that are similar/ identical in meaning e.g. QUADRI/ TETRA (four)
4. Identification of those prefixes that are opposite in meaning, e.g. HETERO vs. HOMO; HYPER vs. HYPO; MONO vs. MULTI
5. Discussion and demonstration of the rules of the card game:
 - 5.1 Divide the class into groups of \pm five pupils each. Appoint a leader in each group. The leader writes out numbers 1-5 on pieces of paper which are crumpled papers to decide on the order of their turns when they are playing with the cards. The group members seat themselves accordingly.
 - 5.2 Each group is given two sets of cards made of interleaves of two colours for easier identification. One set is the prefix card set (60 cards); the other is the add-on word card set (60 cards).
 - 5.3 The group leader shuffles the two sets of cards and places them face down with only the letter of each card showing face up, that is, GROUP A gets a set of green prefix cards, with the prefix written out on one side of the card and the

letter 'A' written on the reverse side of the card – this allows for easier identification of sets of cards for particular groups. Once the cards are shuffled, they may be termed the COLLECTION CARDS.

5.4 Player no.1 in Group A picks up one prefix card and one add-on word card, then player no.2 does the same, and this carries on until all 5 members have 8 cards altogether (four prefix cards + four add-on word cards).

5.5 Players then check their cards against the data sheet to see whether they have struck a prefix sets already. One prefix set, for example, may consist of the following: SUB + MARINE. If a player has struck a prefix set already, he cannot come down with that set until after round 2 of the game.

5.6 In round 1 of the game, player no. 1 may decide to pick a prefix card. If he sees no use for that card (after consulting with the data sheet), he drops that card in the DISPOSAL CENTRE, with the writing on the card being face up.

Should he, on the other hand, need the prefix card that he has picked up, he would have to drop off another prefix card in the DISPOSAL CENTRE. This means that *at all times, pupils must have the same number of prefix and add-on word cards- either 4/4 cards, or 3/3 cards, or 2/2 cards.*

5.7 Should player no.2 need the prefix card in the DISPOSAL CENTRE, he may pick the card when it is his turn, and then drop another prefix card in the DISPOSAL CENTRE, with the writing on the card being face up ... and so the game continues.

5.8 In round no.1, no player comes down with a set of cards (motivates great interest in the game). *From round 2 onwards, players will come down with sets of cards as follows: first, they come down with a two card set, followed by another two card set, and lastly, followed by the four card set.* (It is more difficult to come with this last set, which fosters greater competition among the players.)

5.9 When a player in a group comes down with a set of cards, no other players in that group may come down with another set of cards having the same prefix, i.e. assume that player no.3 came down with a two card set as follows: MONO + PLANE, then no other person in that group will come down with a set of cards with the prefix 'MONO'. However, another player in that group may come

down with the same add-on word card as player no.3, e.g. BI + PLANE = BIPLANE.

5.10 Coming down with the four card set: once a player comes down with the first two-card set and the second two-card set (assume that he came down with MONO + PLANE, followed by OMNI + PRESENT), he then has to come down with the remaining four cards all at one time. In this four-card set, BOTH THE PREFIXES MUST BE THE SAME but the add-on word need not be the same, e.g. he may come down as follows:

- a) ANTI + BIOTIC / ANTI + TRADE or
- b) ULTRA + MARINE / ULTRA + VIOLET etc.

However, he cannot come down with his last set of four cards as follows : OB + LATE (since 'OB' is the only prefix in the 'OB' range of prefixes in the data sheet.)

5.11 If the COLLECTION CENTRE cards have all been used up, the group leader then takes the DISPOSAL CENTRE cards (both prefix cards and add-on word cards) and reshuffles them, and then places these cards down so that they are used again as COLLECTION CARDS.

5.12 The first person to come down correctly with all eight cards (as described in the above rules) is the winner of the group. The card game continues to be played, until the second or even third winner appears in that group.

5.13 Winners of various groups (first winners) who have come down with all eight cards may then compete with each other to determine who is the overall winner of the class. The first winners from various groups take the four words they have come down with as 'playing sets', and then write out clear, well-constructed sentences to bring out the meaning of those words. The teacher checks the winners' responses and the best response from a pupil makes that particular pupil the overall winner in the class.

Application

1. All pupils are required to take the set of words that they have come down with (in the card sets)- be it one word, two words, or four words- and form sentences to bring out the meaning of the words.

Data Sheet

Prefix	Add-on word	New word	Meaning (new word)
ANTE before			
1 ante	chamber	antechamber	Room leading to a more important one
2 ante	date	antedate	Affix an earlier date to document/ event
3 ante	natal	antenatal	Before birth (relating to pregnancy)
4 ante	post	antepest	Numbers are displayed
ANTI against/ opposed to			
5. anti	biotic	antibiotic	Substance that can destroy/injure living organisms (e.g. bacteria)
6. anti	trade	antitrade	Wind blowing in the opposite direction to trade wind
7. anti	thesis	antithesis	Contrast of ideas marked by parallelism of contrasted words

DE : down; off; completely

8. de	grade	degrade	Bring into dishonour
9. de	mote	demote	Deprive of rank
10. de	file	defile	Make dirty
11. de	form	deform	Spoil appearance/shape of person
12. de	bar	debar	Exclude from admission
13. de	centralize	decentralize	Transfer from central to local authority

INTER: between/ among

14. inter	marriage	intermarriage	Tribes, etc. become connected to others by marriage
15. inter	change	interchange	Make an exchange of things with each other
16. inter	cede	intercede	Mediate/ plead on another's behalf
17. inter	weave	interweave	Weave two things together alternately

Adapted from Chetty, (1990: 50-56).