

**THE INFLUENCE OF THE LANGUAGE PROFICIENCY OF
ENGLISH TEACHERS WHO ARE NOT NATIVE
SPEAKERS OF ENGLISH ON THE LANGUAGE SKILLS
OF THEIR LEARNERS**

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SUMMARY

The purpose of this study is to investigate the influence of the language proficiency of English teachers who are not native speakers of English on the language skills of their learners. The words: *English teachers* in this study refer to teachers teaching English as subject/learning area but who are not native speakers of English. The word *learners* refer to English second language learners.

Although the literature review highlights the specific features of each of the language skills namely listening, speaking, reading and writing they should be done holistically as they all go hand in glove. The literature emphasises that the language of instruction and achievement are directly linked and that low levels of competence in English affect the performance of learners in South Africa. Many learners do not hear adequate and authentic English from first language speakers of the language in an appropriate register. Many teachers lack the necessary English language skills to teach English effectively. English proficiency and cognitive language skills are essential for the achievement of learners who are required to complete assessment tasks in English, and who use English to perform assessment tasks in other learning areas.

The Constitution of South Africa promotes multi-lingualism, however English is the chosen language of communication and learning by the public and private sector. Learners are more successful in acquiring second language literacy if they have already mastered strategies for negotiating meaning in print, in their mother tongue. Education Minister Naledi Pandor says that not enough teachers have been prepared adequately to teach in English and this impact negatively on the English proficiency of their learners.

The result of the empirical research reveals the following: The teaching of language skills are neglected at many schools. Learners' English proficiency is poor because they copy their teachers, who are poor role models of the English language. English second language learners' exposure to and familiarity with English varies from very little to that of limited. English second language learners

experience major problems regarding reading processing, and they have a restricted reading vocabulary and a limited understanding of the grammar of the English language. The average grade profile of English teachers of the Afrikaans ex-model C schools, regarding English literacy is Grade 12+, while the average grade profile of the teachers of the township schools, regarding English literacy is Grade 9. The average Grade 12 English second language learners have an English literacy skill profile equal to that of grade 9. The total result of the Elsa clearly shows the influence of teachers' English proficiency on their learners' language skills.

The major recommendations resulting from this study include: teachers need to understand cognitive academic language proficiency; learners must be taught the language skills, namely listening, speaking, reading and writing; teachers must be trained to teach English in a multi-lingual/multi-cultural class situation and English teachers should upgrade their English language proficiency.

OPSOMMING

Die doel van hierdie studie is om the invloed van die taalvaardigheid van Engelse onderwysers, wie nie Engels sprekend is nie, op hulle leerders te ondersoek. Die woorde: *Engelse onderwysers* in hierdie studie verwys na onderwysers wat die vak Engels onderrig, maar nie Engels eerste taal sprekers is nie. Die woord *leerders* verwys na Engels tweede taal sprekers.

Alhoewel die literatuuoroorsig die spesifieke kenmerke van die taalvaardighede, naamlik luister, praat, lees en skryf beklemtoon, moet die taalvaardighede holisties benader word. Die literatuur beklemtoon die verband tussen die taal van onderrig en prestasie. Die lae vlakke van vaardigheid in Engels affekteer die werkverrigting van leerders in Suid Afrika. Baie leerders hoor nooit voldoende en korrekte Engels van eerste taal sprekers nie. Baie onderwysers beskik nie oor die nodige Engelse taal vaardighede om Engels doctreffend te onderrig nie. Bevoegdheid in Engels en kognitiewe taalvaardigheid is belangrik vir die prestasie van leerders van wie vereis word om assesseringstake in Engels te voltooi en wat Engels gebruik om assesseringstake te voltooi in ander leer areas.

Hoewel die Konstitusie van Suid Afrika veeltaligheid bevorder, is Engels die gekose taal van kommunikasie en leer in die publieke en privaat sektor. Leerders is meer suksesvol met die verwerwing van tweede taal geletterdheid as hulle die leesvaardigheid bemeester het in hulle eie moedertaal. Minister van Onderwys, Naledi Pandor, sê dat nie genoeg onderwysers genoegsaam opgelei is om Engels te onderrig nie en dit het 'n negatiewe effek op die Engelse taalvaardigheid van hul leerders.

Die resultate van die empiriese navorsing onthul die volgende: Die onderrig van taalvaardighede word in baie skole verontagsaam. Leerders se Engelse taalvaardigheid is swak omdat hulle die voorbeeld van die onderwysers navolg, wat swak rolmodelle van die Engelse taal is. Engels tweede taal leerders se blootstelling aan en vertroutheid met Engels wissel van baie min tot beperkte blootstelling en vertroutheid met Engels.

Die belangrikste aanbevelings wat spruit uit hierdie studie is: onderwysers moet kognitiewe akademiese taalvaardigheid verstaan, leerders moet die taalvaardighede, naamlik luister, praat, lees en skryf geleer word. Onderwysers moet opgelei word om Engels te onderrig in 'n veeltalige en multi-kulturele klaskamer en Engelse onderwysers moet hulle Engelse taalvaardigheid opskerp.

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CHAPTER ONE

ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

According to Barry (quoted by Rees, 2000:18) research shows that the language of instruction and achievement is directly linked and that low levels of competence in English affect the performance of learners in South Africa. This is supported by De Wet's (2002:119) research: "educators in traditional black schools often lack the English proficiency that is necessary for effective teaching. Educators do not have the knowledge and skills to support English language learning and to teach literacy skills across the entire curriculum". Foley (2002:57) also claims that English is on the whole being used badly by most educators. According to Dedman (quoted by de Wet, 2002:119) a large number of African educators educate in 'an English dialect'. This has negative consequences for the learners – learners often imitate their role models' wrong pronunciation, grammar and vocabulary. Rees (2000:18) confirms this, arguing that many of these learners do not hear adequate and authentic English from first language speakers of the language in a register appropriate for their age or scholastic level. Balfour (1999:109) claims that there is much evidence that where English is being taught incompetently it hampers and impairs the learning process.

De Wet (2002:121) claims that a substantial number of educators lack the necessary English language skills for effective teaching and learning. Brock-Utne & Holmarsdottir's (2001:295-296) research also suggests that teachers may overestimate their knowledge of English and found that recent teacher graduates are not significantly more proficient in English than those who have been teaching for some time. Rees (2000:18) asserts that language and achievement are directly linked. Furthermore, English proficiency and cognitive language skills are essential for the achievement of learners who are required to complete assessment tasks in English, and who use English to perform assessment tasks in other learning areas.

This study will stimulate awareness regarding the level of teachers' command of English as Medium of Instruction and the impact it has on their learners.

1.1.1 Language skills

Masitsa (2004:220) asserts that in the teaching situation, command of language is of primary importance not only for the construction of the system of knowledge but also for the development of thought.

Donald *et al.* (2002:348) argue that where children are not encouraged to interact freely and use language (spoken, read and written) in experimental and creative ways, language development will suffer.

Van Aswegen (2004:2) states that **listening** is a communication skill. Since learners find it easier to speak than to listen, teachers have to teach the listening skill consciously. One should not confuse hearing and listening as hearing is a passive activity whereas listening requires concentration, energy, insight, understanding, a critical approach and active involvement. Wessels and Van den Berg, (2002:144-145) ask if one learns to speak by imitation. If the answer is yes then there is a place for rote learning and endless language structure drills in the modern language classroom. If it is no, then rote learning and drill work should no longer bore generations of learners. Every time a young child uses a word and it is met with a positive response, a deeper understanding of the word is established. When understanding becomes an integral part of the production of **speech** sounds, then, irrespective of the immaturity of these attempts, they cannot be regarded as mere imitation. Every sentence constructed by a speaker who knows what the sentence means is an expression of the speaker's creativity, because every meaningful sentence uttered is an original one. The ability to speak well and express oneself adequately will prevent misunderstandings, promote harmony and create endless opportunities to establish meaningful contact with those people we meet in our daily lives. According to Mucelli (1997:3) the ability to **read** is as vital to being an awakened member of society as rain clouds are to producing life-sustaining water. The inability to read and being without water are destructive factors to life in society and the earth. According

to McCarthy (1999:6) the skills in **written** language are of most concern, as the written form is more formally bound than the spoken form. To write well, learners must have mastered the structure, spelling, punctuation and fairly large part of the vocabulary of the language in which they are writing. They need to express their thoughts in clear logical, well-constructed sentences (Wessels and Van den Berg, 2002:286). This brings the researcher to the question of Medium of Instruction.

1.1.2 Medium of Instruction

"A Medium of Instruction forms the basis of all learning since everything a student learns is dependent on his/her command and control of language" (Masitsa, 2004:220). The right of all learners to receive education in the official language or languages of their choice in public educational institutions where this is reasonably practicable is acknowledged by the South African Constitution (SA, 1996a: art.29) and the South African Schools Act (SA, 1996d: art.6). De Wet (2002:119) states that in accordance with the Constitution and the Schools Act the Department of Education's language-in-Education policy (DoE, 1997:1-2) and the Working group on values in education aim to promote multilingualism and the development of the official languages and to pursue the language policy most supportive of general conceptual growth amongst learners. De Wet (2002:119) further claims that according to research findings the home language is the most appropriate medium for imparting the skills of reading and writing, particularly in the initial years of schooling.

According to NEPI and Webb (quoted by De Wet, 2002:119) in a research project - investigating preference of home language education - that was undertaken during 2000 by the Pan South African Language Board (PANSALB) (Die Burger, 12 September 2000:9), 90% of the participants indicated that they were in favour of home language education. Despite the aforementioned research findings and support for home language as language of learning and teaching (LOLT), the majority of South Africans opted for English and not their home language as LOLT after the first four years of schooling. Balfour (1999:107) claims that in the majority of South

African schools English is the Medium of Instruction. Although there is a growing recognition that while English may be the official Medium of Instruction the reality has always been more complex and there is little investigation why students come to tertiary education with low language skills.

Based on the above discussion, the problem of this research seems to be vested in the following questions:

- Are teachers who teach English proficient in the use of English?
- Is there a relation between the English proficiency of English teachers whose mother tongue is not English, teaching English as a subject/learning area, and the language skills of learners?

1.2 AIMS OF THE STUDY

According to the Revised National Curriculum Statement (RNCS) the purpose of Languages are central to our lives. We communicate and understand our world through language. Language thus shapes our identity and knowledge (DoE, 2002:17). The RNCS states that the languages learning area contributes to the curriculum in the following important way, namely that it develops reading and writing, which is the foundation of other important literacies (DoE, 2002:18). This study aims to investigate the influence of English teachers' language proficiency, using English as Medium of Instruction, on the language skills of learners. **The words: *English teachers* in this study refer to teachers teaching English as subject/learning area but who are not native speakers of English and *learners* are those who are English second language (ESL) learners taught by these teachers.**

1.3 METHOD OF RESEARCH

An empirical investigation was conducted using the ELSA (English Literacy Skills Assessment). The aims of this study were achieved by means of:

1.3.1 Literature Study

The literature study included the four language skills (listening, speaking, reading and writing) with specific emphasis on reading and writing. The literature study also investigated English as Medium of Instruction and teachers' and learners' proficiency in English as these are aspects that possibly hamper the learning process.

According to Vermeulen (1998:21) the researcher must take note of previous research and existing theories in the specific problem area. A literature study includes consulting standard text books, sources, thesis, dissertations, research reports and articles in journals. By using prior studies the research can be planned more thoroughly.

For this study an EBSCO-Host and ERIC search of primary and secondary information sources were conducted to gain information with the aid of the following key words:

English Medium of Instruction, teacher proficiency, learner proficiency, language skills/competence/ability, language teaching, reading skills/competence, writing skills/competence, speaking skills/competence and listening skills/competence.

1.3.2 Empirical research

An empirical investigation was conducted to determine the influence of the language proficiency of English teachers who are not native speakers of English on the language skills of their learners. The research design was quantitative in nature. In general, quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy and Ormrod, 2005:94). Quantitative research may include observation techniques, survey research, questionnaires and other data collection methods necessary to answer the research problem. It is not necessary or helpful to look at individual scores; rather, the power of interpretation rests in the large number

of scores that depict the norm, or average, of the group's performance (Leedy and Ormrod, 2005:97).

1.3.2.1 Aim

The aim of this research was to investigate the influence of the language proficiency of English teachers who are not native speakers of English on the language skills (listening, speaking, reading and writing, with specific emphasis on reading and writing) of learners.

The above aim was operationalized into the following objectives:

- To determine how proficient/non proficient teachers of English Medium of Instruction are.
- To determine if there is a relation between the English proficiency of English teachers and the language skills of learners.
- To provide guidelines to improve the English language proficiency of prospective teachers.

1.3.2.2 The research instrument

The researcher made use of the ELSA (English Literacy Skills Assessment) that was administered to teachers teaching English as a subject but whose mother tongue is not English, and grade 12 learners taught by the afore mentioned teachers at schools that opted to use English as Medium of Instruction. The ELSA which is a standardized measuring instrument in compliance with the Employment Equity Bill (1998) was used to determine the language proficiency level of both teachers and learners.

1.3.2.3 Population and sample

According to De Vos (quoted by Vermeulen, 1998:50) a population is the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned.

The population or target group is that group about which the researcher is interested in gaining information and drawing conclusions. The definition of the target population in a study is largely determined by the independent, moderator and control variables in the study design along with practical considerations such as availability of subjects or respondents (Vermeulen, 1998:51). The population for this study was comprised of all teachers teaching English as a subject/learning area whose mother tongue is not English as well as all the grade 12 learners taught by these teachers at Secondary Schools using English as Medium of Instruction.

Leedy and Ormrod (2005:207) state that the generalized rule to identify a sufficient sample size, namely that *the larger the sample, the better*, is not too helpful to a researcher who has a particular decision to make about a specific research situation. The following guidelines have been suggested for selecting a sample size:

- With a small population, fewer than 100 people or units, the entire population should be used.
- If the population is about 500, 50% of the population should be used as sample.
- If the population is about 1500, 20% should be used.
- If the population is more than 5000, then a sample of 400 should suffice.

However, according to Seaberg (quoted by Vermeulen, 1998:56) in most cases a 10% sample should be sufficient for the control of sampling errors.

For the purpose of this study systematic sampling was used. This sampling entails selecting individuals according to a predetermined sequence. The sequence must originate by chance. For example a list of units might be scrambled and then every 10th unit on the list is selected (Leedy and Ormrod, 2005:203). Only the first case is selected randomly, preferably from a random table and all subsequent cases are selected according to a particular interval (Vermeulen, 1998:54). If a sample of size $n = 10$ has to be drawn from a

population of size $N = 200$, it means that one element in every 20 ($N/n = 20$) has to be selected. This principle is used in systematic sampling (Steyn *et al.* 2003:30). The sample for this research was limited to 8 Secondary Schools in the Sedibeng East District (D7) of the Gauteng Department of Education that opted to use English as Medium of Instruction. The Sedibeng East District Office (D7) identified the 8 Secondary Schools for the use of this research, where Grade 12 learners ($n=102$) are taught English by teachers ($n=9$) who are not native speakers of English. Four of these schools are from the former model C schools and the other four schools are from the previously disadvantaged (township) schools.

For the sake of this study, the researcher is convinced that the sample will be a valid representative of the population.

1.3.2.4 Pilot survey

A pilot survey was not deemed necessary for this study as the ELSA has been used as measuring instrument since 1990 by various educational institutions as well as the corporate sector. ELSA is norm-based, not syllabus-based. ELSA norms are national norms and were established under the direction of the HSRC, using representative groups. ELSA 's predictive validity is 84% and its reliability 0,86.

1.3.2.5 Administrative procedures

The study was conducted after permission had been obtained from the Gauteng Department of Education and the relevant role players, namely the Sedibeng East District office (D7) and the principals of the relevant schools. The data, as well as the names of the participants who took part in the assessment, were treated as confidential. The objectives and aims of the research were explained to them before they wrote the assessment.

1.3.2.6 Statistical techniques

The collected data, that is, the responses of the ELSA were scored, processed, analysed and interpreted in association with Hough & Horne Consultants, the founders and developers of the ELSA. Inferential statistics, frequencies, means, medians, modes, correlation coefficients and standard deviations were reported to substantiate findings and recommendations.

1.4 CONCEPT CLARIFICATION

For the purpose of this study the researcher feels inclined to clarify the following concepts:

1.4.1 Language skills

The four language skills, listening, speaking, reading and writing.

1.4.2 Medium of Instruction

The Medium of Instruction is the language which is used to teach.

1.4.3 LOLT

The LOLT (language of learning and teaching) is the Medium of Instruction used by the school.

1.4.4 English proficiency

English proficiency is about being competent or skilled in using the language correctly. It refers to the level of language mastery.

1.5 FEASIBILITY OF THE STUDY

The study is feasible in that there are sufficient literature sources on the topic and that the study was conducted in the Sedibeng East District (D7) of the Gauteng Department of Education.

1.6 PRELIMINARY CHAPTER DIVISION

Chapter 1: Orientation

Chapter 2: Language skills

Chapter 3: English as Medium of Instruction

Chapter 4: Language proficiency

Chapter 5: Research design and methodology

Chapter 6: Data analysis and interpretation

Chapter 7: Summary, findings and recommendations.

1.7 CONCLUSION

An overview of what this study entails has been elucidated in this chapter. The following chapter will explore language skills.

CHAPTER TWO

LANGUAGE SKILLS

2.1 INTRODUCTION

Vygotsky (Donald *et al.*, 2002:70) who is regarded as one of the greatest authorities on cognitive development claimed that language is not just a system of words to communicate with, but is the carrier of our thoughts, our feelings, our cultural and soul goods, our values, our meaning-giving, our attitudes and our relationships. Since language is the primary vehicle of communication through which people socially interact and because social interaction is seen as the very basis of cognitive development, language becomes an important tool of cognitive development itself (Donald *et al.* 2002:70).

Chall (1983) claims: "People who are significantly below average in literacy are less successful in using other academic skills, in continuing education, and in their jobs."

The Revised National Curriculum Statement (RNCS) states that learners should be prepared for Further Education and Training, and for life and work in the adult world. Thus learners should demonstrate high levels of competence in listening, speaking, reading, writing and thinking (DoE, 2002:53). In the next section the language skills will be discussed.

2.2 LISTENING

Listening is a communication skill. Since learners find it easier to speak than to listen, teachers have to teach the listening skill consciously. Because hearing is an inactive action compared to listening which demands concentration, energy, insight and understanding, hearing and listening should not be confused (Van Aswegen, 2004:2).

Kilfoil and Van der Walt (1997:138) state that the skill to listen has consistently been ignored in language teaching that has often led to embarrassments in

real life language use when learners have to keep on asking the first language speaker to repeat what has been said. According to Kilfoil and Van der Walt (1997:137-138) the concept of 'input' must be understood to understand the rationale behind the development of listening skills. Input refers to the content that the teacher uses, the materials and texts that learners read and listen to. They maintain that the problem of understanding the spoken language in the language-teaching situation has many facets, namely:

- Language learners do not hear a variety of accents, they mostly hear their teacher's accent;
- Teachers ensure that learners understand every word the teacher most probably speaks to the learners in a very pronounced, slow and formal way which does not prepare learners for fast everyday conversation; and
- Teachers are often more concerned with correct utterances than with appropriate utterances, thus learners never learn to listen for meaning and respond meaningfully. The focus of the interaction is on form rather than on meaning. Ngwenya (1990:3) confirms this, saying that language lessons emphasise accuracy and parsing at the expense of fluency with the result that learners become pre-occupied with the meaning of unknown words, ignoring the fact that language is largely redundant; the meaning of unknown words could be inferred from what the speaker may say later.

2.2.1 The necessity for developing listening abilities

Learners should acquire the requisite fluency in language usage, therefore they must be taught to speak fluently and appropriately. Teachers, however often overlook the fact that in order to speak fluently, learners have to be able to listen and understand:

- fluent speech by first-language and other competent speakers of English;
- halting and incorrect speech by other speakers; and
- different accents by fluent speakers from different language groups (Kilfoil and Van der Walt, 1997:139).

Ngwenya (1990:2) asserts that black first year students at university find it difficult to listen to their lecturers and understand what is said, as the lectures contain high information density, the lecturer's voice is comparatively soft with many contractions, elisions and assimilations and at a speed that the English second language student cannot cope with.

Communication is the outcome of both listening and speaking. If the listening ability is neglected, the communicative ability is gravely hampered. According to Wessels and Van den Berg (2002:115-116) it is important that learners be good listeners for the following reasons:

- listening to and understanding what other people are saying will enable people to build good relationships with their fellow human beings;
- learners who listen and understand in class will be able to learn more easily than if their thoughts have wandered in class;
- teachers must listen to learners in order to understand the needs of the learners;
- at their work people need to listen to their employers, colleagues or their customers, because good listening skills may save valuable time and money; and
- in the additional language the listening skill needs to be developed in order for the learner to converse, learn and work using the language as medium as well as paying attention to the sounds of the additional language in order to learn to pronounce the words correctly.

2.2.2 Levels of listening

Block (2001:143-159) asserts that effective listening instruction increases learners' ability to learn from what they hear and distinguishes six levels of listening:

2.2.2.1 Level 1 – Receiving

Receiving means to ensure that learners can hear. According to researchers there are five reasons why learners have difficulty receiving information:

- The ***fading theory*** claims that learners lose information because it fades from memory unless it is used quickly and often enough.
- The ***distortion theory*** proposes that the longer information stays in the long-term memory, the more it is mixed with and indistinguishable from other stored information.
- The ***suppression theory*** suggests that learners deliberately forget unpleasant information.
- According to the ***processing breakdown theory*** students may not be able to answer a question but feel that the answer is on the 'tip of their tongue'.
- The ***never-learned theory*** is exactly that. Learners find it difficult for aural material was never learned to begin with and thus cannot be recalled (Block, 2001:150).

2.2.2.2 Level 2 – Auditory discrimination

Auditory discrimination implies: instruction to distinguish sounds (at this level listeners have the ability to discriminate between sounds and words and between individual sounds within words). Rhyming is essential for developing auditory discrimination, because it ties letter-to-sound (Block, 2001:150).

2.2.2.3 Level 3 – Attending to a message

Block (2001:151) claims that many learners need to be taught how to pay attention. One of the stages of auditory attention is *selective* attention which involves the ability of the sensory register to filter sounds into the mental control processing for meaning schematic folder. According to Gans (quoted by Block, 2001:151) there are a number of variables that influence why learners choose one piece of information over another for processing. Those

might be: intensity of the stimuli, the number of times that they have heard particular stimuli, how concrete or abstract the stimuli are, the amount of contrast or novelty involved in its presentation and the speed with which the stimuli are presented. Therefore elements of greatest intensity, extensity, concreteness, contrast and speed receive priority attention.

2.2.2.4 Level 4 – Building efferent listening abilities

Building efferent listening abilities is to teach learners to comprehend – (efferent means to receive, attend and comprehend with the central purpose to gain new information, new facts and perspectives).

Block (2001:154) defines efferent listening comprehension as behaviour used to understand speakers' meaning, categorize information, monitor own comprehension during listening, asking questions for clarification, follow sequential ideas and taking notes.

2.2.2.5 Level 5 – Becoming an active listener

Teaching learners to invest themselves in listening (enthusiastic and energetic sharing of information, ideas, feelings or dilemmas) make an active listener (Block, 2001:157). Learners learn best when they participate in meaningful discussions, discover for themselves while the teacher listens actively to them. Such situations teach learners to observe how teachers do not allow distractions to interfere with oral exchange in which they are engaged in.

2.2.2.6 Level 6 – Listening appreciatively and reflectively

Rosenblatt (quoted by Block, 2001:158) claims that learners who listen to appreciate the beauty and value of a language experience are listening appreciatively and reflectively, because they listen, read or think to savour the pleasure of a personal meaning.

Most often the best listening requires patience. When a teacher includes every learner in his/her listening audience and demonstrates that their listening is important to the teacher, most learners will begin to share their ideas, feel more supported in their work and value their peers listening to

them. According to Duckworth (quoted by Block, 2001:159) it is a matter of being present as a whole person with your own thoughts and feelings. It is a matter of working very hard to find out what those thoughts and feelings are, as a starting point for developing a view of the world in which people are as much concerned about other people's security as they are about their own.

In conclusion Van Aswegen (2004:3) supports the importance of developing learners' listening abilities, because becoming an expert listener may be among the most important competencies that learners can develop as they will spend more than 50% of their lives listening. Accurate and perceptive listening can minimize misconceptions and assist learners to interpret messages and maintain satisfying and productive relationships. Effective listening abilities strengthen learners' abilities to use other language skills such as speaking, reading and writing.

2.3 SPEAKING

When learning is spontaneous and informal, e.g. when a young child is exposed to a language, it is acquired naturally without any thought about its structure, sound system, grammar or vocabulary (Krouse, 1992:40).

The question arises if a person learns to speak by means of copying another person. If that is the case then rote learning occurs with endless language structure drills in the modern language classroom. However if that is not the case, then rote learning and drill work should no longer bore generations of learners (Wessels and Van den Berg, 2002:144). A positive response from the teacher, follows every time when a child uses a word and therefore a deeper understanding of the word is established. When understanding becomes an integral part of the production of speech sounds, then, even though infantile, these attempts cannot be regarded as mere imitation since every sentence uttered by the speaker is an expression of the speaker's creativity, because then every meaningful sentence is an original one. Good speaking ability and expressing oneself adequately will prevent misunderstandings, promote unity and establish endless opportunities for meaningful communication daily.

Communication by means of speech is an essential skill that should be developed thoroughly. It is only through practice that this skill can be developed. Obviously the more learners practise the better they will speak (Van Aswegen, 2004:22). Every language has its own peculiar patterns of speech, its unique way of arranging words and phrases and its own vocabulary. To be accurate and fluent in a language a person has, among other things, to be able to use the correct word order and sentence pattern or language structure. The learner also has to pronounce the words correctly and speak with correct intonation (Krouse, 1992:41).

Feelings of insecurity and shyness often prevent learners from wanting to express themselves in front of others, and from becoming good communicators. The less criticism the learners experience the more they will be prepared to try to speak. The teacher should therefore cultivate an attitude of acceptance and tolerance by giving an easy smile and always be ready to praise (Wessels and Van den Berg, 2002:145). Ngwenya (1990:19) has found that black first year students are often overwhelmed by the rapid speech of the lecturers and have little self-confidence and ability to participate in tutorials or lectures. The uninitiated English second language student finds native speakers' speech to be too fast. Furthermore the students' blindness to sentence boundaries, word boundaries, body language and supra-segmental clues add to the students' speaking difficulties.

According to Silva (2003:4) in South African English, pronunciation and intonation, and often vocabulary and sometimes even grammar, differ considerably from one ethnic community to another. Silva claims that there is no one South African English but a number can be distinguished, namely mother-tongue-English, Afrikaans-English, Black-English, Coloured-English and Indian-English, each with its own standard form. The RNCS (DoE, 2002:54) contends that learning to speak an additional language confidently and intelligibly is a challenge and learners need much opportunity, support and encouragement to achieve this. Furthermore in the "Speaking" learning outcome of the English learning area, learners must develop the ability to use the spoken language with correct intonation and rhythm (DoE, 2002:59).

English second language learners who attend schools in which the majority of learners and teachers are themselves first-language English speakers benefit because the second language learners are provided with sufficient input and with sufficient opportunities for output in the second language. However, it does not benefit the majority of learners in South Africa who are not surrounded by English first language speaking peers and who are not taught by English first language speaking teachers (Sweetnam Evans, 2001:3).

2.4 READING

The well known adage: "Readers are achievers" is very true. However, according to Van Aswegen (2004:34) concerns about reading proficiency levels have been expressed over the past decade, as visual media like television and computers have increasingly replaced books for leisure and entertainment. A learner's positive attitude towards reading is one of the most powerful incentives to read and is best established when a child is young. Many authors (Blacqui re, 1989:77; Kilfoil & Van der Walt, 1997:164; Wessels & Van den Berg, 2002:199) refer to the schema or existing knowledge of the world that the learner brings with him to the reading experience. The learner not only needs to recognise a word by connecting the symbol to the sound, but he/she also needs to connect the symbol and sound to an existing concept in his/her mind. If the concepts do not exist or are contradictory to what the learner understands, the reading material is experienced as difficult. Added to these problems, is the need to recognise the value that words and sentences have in relation to each other as elements of discourse. Therefore the reader not only works out what has preceded, but also predicts what is to come.

Reading instruction provided by a focused, learner-centred teacher will produce many proficient readers. A proficient reader is one who reads quickly, comprehends quickly and retains subject matter, by connecting and relating ideas within the text being read to prior knowledge which includes previous reading and life experiences (Mucelli, 1997:4). Reading speed and in particular reading with insight are factors that must be taken into consideration in relation to scholastic achievement (Masitsa, 2004:220).

2.4.1 Poor reading skills

According to Collier, (quoted by Nel, 2003:41) for the successful acquisition of second language literacy, second language learners must first master strategies for negotiating meaning in print in their first language. Learners must be proficient readers in their first language in order to be able to transfer the (generic) skill of reading to English (Weideman & Van Rensburg, 2002:158). To be academically literate learners have to master English for academic purposes over and above English as a second language. Learners usually acquire second language literacy more effectively if literacy in the first language is encouraged (Nel, 2003:41). To rely on a second language for learning and reading, as well as having low-level reading skills and low-level listening skills contribute to educational underachievement (Sweetnam Evans, 2001:1).

Weideman & Van Rensburg (2002:158) assert that many black English Second language (ESL) learners are exposed to reading in English as early as their primary school years with the result that they do not become fluent readers in their first language or in English, therefore they fail to master English reading since they had failed to acquire basic reading skills in their first language. Reading and comprehension comprise processes requiring skills that underpin every aspect of learning across the academic curriculum (Sweetnam Evans, 2001:1).

2.4.2 Reading stages

Chall (1983:9) proposes six stages in reading development, ranging from childhood to maturity, from a fake-reading stage progressing to a highly creative stage:

2.4.2.1 Stage 0: Pre-reading

This stage includes birth to age 6. Bissex (quoted by Chall, 1983:13) states that this stage covers a greater period of time and probably covers a greater series of changes than any of the other stages. Children living in a literate culture with an alphabetic writing system during this stage, accumulate a fund

of knowledge about letters, words and books. Children grow in their control over various aspects of language. Many preschoolers today can discriminate and name most of the letters of the alphabet; many can print their names; some can recognize common road signs; brand names etc.

2.4.2.2 Stage 1: Initial Reading or Decoding Stage

According to Chall (1983:15) this stage incorporates grades 1-2 learners, ages 6-7 years old. The essential element of this stage is learning the arbitrary set of letters and associating these with the corresponding parts of spoken words. In this stage cognitive knowledge about reading is interiorized.

2.4.2.3 Stage 2: Confirmation, Fluency, Ungluing from Print

Chall (1983:18) defines this stage from grades 2-3 learners, ages 7-8 years old. Reading in stage 2 consolidates what was learned in stage 1. Reading stories previously heard increases fluency. At this stage reading is not for gaining new information but for confirming what the reader already knows.

2.4.2.4 Stage 3: Reading for Learning the New

This stage concerns stages 4 – 8 learners, ages 9 – 14 years old. In stages 1-2 learners learn to read, whereas from stage 3 learners read to learn. In the case of English mother-tongue this stage is typically towards the end of the primary school or the beginning of the high school. Learners have the ability to access new information from books. They cope best with material that presents only one viewpoint and depend on their personal experience and extant knowledge to gain meaning (Blacqui re, 1989:78).

2.4.2.5 Stage 4: Multiple viewpoints

This stage involves the high school learners, ages 14 – 18 years old. The essential feature of reading in this stage is that it involves dealing with more than one point of view. Stage 4 is mostly acquired through formal education (Chall, 1983:23).

2.4.2.6 Stage 5: Construction and reconstruction – A World View

This stage includes College/University students - age 18 years old and above. Reading at this stage is essentially constructive, i.e. the reader constructs knowledge for him/herself. The processes depend on analysis, synthesis and judgment. Generally stage 5 means that one has the ability to construct knowledge on a high level of abstraction and generality and to create one's own "truth" from the "truths" of others. According to Perry (quoted by Chall, 1983:24) it is open to study whether all people can reach stage 5 reading, even at the end of four years of college.

Presently we experience a mushrooming of information and it becomes all the more necessary for learners to be able to read critically and be able to choose what is relevant and reject what is not. Good reading skills enable learners to gain knowledge of the world. It stimulates thought, leading learners to question the text, which evidently leads to cognitive development. Poor reading processing is also indicative of poorly developed writing skills.

2.5 WRITING

Lacking the ability to develop sequences of sentences into paragraphs and arranging these paragraphs into a unified whole might be caused by poor reading processing. Not all mother tongue users of English master this stage of writing, let alone second language speakers of English who are not functionally literate in English, that is functioning at a grade 7 level or below (Hough & Horne, 2006a:2).

The RNCS (DoE, 2002:54) states that writing is closely linked to reading, and is an essential tool for thinking and learning across the curriculum. It is a means of self-expression and personal growth. It is necessary for further study and for successful citizenship. Writing requires not only knowledge of the second language but also the coordination of various motor skills. The writing skill is therefore considered to be difficult (Kilfoil and Van der Walt, 1997:248).

Allen and Corder (quoted by Kilfoil and Van der Walt, 1997:248) divide the writing process into three stages:

- First the **manipulation** stage which is the physical act of writing that becomes problematic when first-language writing differs from that of the second language and learners then have to be taught how to shape the letters of the target language.
- The second stage of **structuring** is where learners have to form sentences and short paragraphs.
- The third stage of **communication** is where most of the problems in writing occur. Here the learners have to join sentences and paragraphs, take the audience into account and pay attention to all the styles making communication possible on paper. These skills are not natural and therefore they need to be taught thoroughly.

Learners must be given ample opportunities to practise the writing skill in order to do it well. Teachers have to think of various activities of interest to learners that will give them a wide scope to practise this language skill. Learners must be motivated to write, which implies a reading audience is necessary. It is therefore important that learners get the opportunity to read their writings out loud to their peers. Learners can also be encouraged (on a voluntary basis) to place their piece of writing in the library for all other learners to read. To write well, learners must learn from their errors and they must be made aware of errors which occur frequently in their writing thus from experience they will learn to avoid making those mistakes (Wessels and Van den Berg, 2002:286).

According to McCarthy (1999:6) the skills in written language are of most concern, as the written form is more formally bound than the spoken form. To write well, learners must have mastered the structure, spelling, punctuation and a fairly large part of the vocabulary of the language in which they are writing. They need to express their thoughts in clear, logical, well-constructed sentences (Wessels, and Van den Berg, 2002:286). Research done by Rees (1998:18) concluded that many second language learners find it difficult to

complete writing responses where they have to comprehend and interpret the question before they can recall the knowledge which then has to be formulated in the appropriate written form and register.

Kilfoil and Van der Walt (1997:249) claim that extended writing in the second language has traditionally been restricted to “creative” writing or the writing of essays to which supporters of the Communicative Approach object because it has no communicative purpose. They demand that writing must have a purpose and be functional. Functional writing includes tasks like filling in forms, making lists giving instructions, applying for jobs and sending written messages. Functional writing can be linked to the idea of improving cognitive academic language skills (CALP) in those schools where English is used as language of learning and teaching (LOLT/Medium of Instruction) by students who use it as a language of wider communication (Kilfoil and Van der Walt 1997:250).

2.6 CONCLUSION

The importance of each of the four language skills, listening, speaking, reading and writing, was dealt with in this chapter. Listening is a communication skill which is often neglected, causing great harm to the learner. Speaking is a skill which is learnt spontaneously from early childhood whence a language's structure, sound system, grammar and vocabulary are naturally acquired. The world we live in necessitate good readers, for through reading meaning is given and understanding is gained about almost every aspect of life. Writing is not only a tool of learning and teaching but also ensures fulfilment in the joy of being creative. Although the specific features of each of the language skills have been discussed separately, the teaching of listening, speaking, reading and writing should be done holistically as they all go hand in glove. Speaking and listening cannot be separated; neither can reading and writing be separated. All the aspects should flow into one another so that learning the language makes sense to the learner. This brings the researcher to the question of Medium of Instruction, which will be treated in the next chapter.

CHAPTER THREE

MEDIUM OF INSTRUCTION / LOLT

3.1 INTRODUCTION

"A Medium of Instruction forms the basis of all learning since everything a student learns is dependent on his/her command and control of language" (Masitsa, 2004:220).

"Since the first South African democratic elections in 1994 and the subsequent 'dis-establishment' of Afrikaans and English as the only two official languages of the country, there has been conflict surrounding the issue of English dominance and the survival of other languages" (Balfour, 1999:103). The political merits and economic demerits of the present language policy cannot be understood in isolation from the historical perspective of the development of English as an official language in South Africa, therefore the researcher briefly looks at the origin of English in South Africa.

3.2 HISTORIC OUTLINE OF ENGLISH IN SOUTH AFRICA

The history of English in South Africa dates back to 1814 when the British settlers took charge of the Cape administration. Reagan (quoted by Cele, 2001:182) states that in 1809 General Colin proposed that English teachers be imported to ensure that the next South African generation, black and white, be 'English'. English rooted itself as a Southern African language as a result of the settlements of 1820 in the Eastern Cape, 1848-1862 in Natal, the influx to the diamond mines of Kimberley in 1870 and the gold mines of the Witwatersrand in 1886 (Silva, 2003:1). In 1825 the implementation of policies that legitimised English as the South African first official language were effected. In 1907 the Smuts Education Act made the teaching of English compulsory, specifying that children had to learn English at school (Cele,

2001:182). English aroused different reactions in the different South African language communities. The Afrikaans-speaking community in general had a deep resentment which is still noticeable in some Afrikaner groups today. Many black communities were introduced to English by missionaries and had to attend mission schools where they were taught in English. English came to be perceived as the language of prestige and empowerment for black South Africans and for many Afrikaners, however among a significant section of the Afrikaans population it was consistently received with hostility as an oppressor. With the establishment of the union in 1910 Afrikaans competed with English both politically and economically and from the time the National Party came into power in 1948 Afrikaans became the openly favoured language (Balfour, 1999:103 & Silva, 2003:2). With the collapse of the Nationalist government a new area dawned and to include all races of South Africa the newly elected government decided to incorporate eleven official languages.

3.3 SOUTH AFRICA – A MULTILINGUAL COUNTRY

South Africa has a unique multilingual, educational scenario with eleven equal official languages. This decision to have eleven official languages may have had more to do with political strategy than linguistic practicality (Foley, 2002:51). The present educational language scenario includes the following elements:

- eleven official languages;
- recommendation that mother tongue is the best choice of LOLT; and
- parents' freedom of choice versus English dominance regarding the Language of Learning and Teaching (LOLT).

3.3.1 Official languages

The South African Constitution, Act 108 (SA, 1996c) accords equal status to 11 official languages: Afrikaans, English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa and isiZulu. Sign language, the

Khoi, Nama and San languages must be promoted and conditions must be created for the development and use of these languages.

The eleven official languages account for the home languages of more than 98% of the population. The remaining 1.32% which is needed to bring the total to 100% is made up of languages from many parts of the world, often referred to as modern 'heritage languages'. Only 9.01 % of the population are English speaking (De Wet, 2002:120). Although there are many processes to promote multilingualism in South Africa the reality is that the public and private sector use English as the national language of politics, record and international commerce (Nel, 2003:21). The influence of English in politics and commerce therefore affects the choice that parents make for the LOLT of their children (De Wet, 2002:121).

Nel (2003:21) commends that although English is the chosen language of communication and learning by the public and private sector in South Africa which impacts on the parents' choice of the LOLT for their children, the government has structures and policies in place to promote multilingualism. The structures and policies government has in place are:

- The LANGTAG (Language Plan Task Group) which was appointed in 1995 to advise the Minister responsible for devising a coherent National Language Plan for South Africa. The following goals were put forward:
 - all South Africans should have access to all spheres of the South African Society by developing and maintaining a level of spoken and written language which is appropriate for a range of contexts in the official language(s) of their choice;
 - all South Africans should have access to the learning of languages, other than their mother tongue;
 - the African languages which have been marginalised by the linguistic policies of the past should be elaborated on and maintained; and

- equitable and widespread language facilitation services should be established.
- Marivate (2000:133) claims that the Pan South African Language Board (PANSALB) was established under the auspices of the Pan South African Language Board Act (no. 59 of 1995). The PANSALB has a subcommittee on Language in Education, which focuses on the use and status of languages in education and is responsible for preparing recommendations regarding these matters to the government. The functions of PANSALB are :
 - to promote multilingualism;
 - to develop languages;
 - to undertake research on language policy matters;
 - to investigate language rights violations; and
 - to give advice to the government concerning language policy, language legislation and language planning issues (Marivate, 2000:133).
- The South African Languages Bill made public in June 2003 (South African Languages Act), aims to provide an enabling framework to give effect to the language section (Section 6) of the Constitution. The framework includes the following aspects:
 - promotion of South Africa's linguistic diversity;
 - cognisance of the principle of equal access to public services and programmes;
 - respect for language rights; and
 - the establishment of language services at all levels of government, as well as the powers and functions of such language services and matters connected therewith.

- The Language in Education Policy (LIEP) recognises our cultural diversity as a valuable national asset and promotes multilingualism, the development of the official languages and respect for all languages used in South Africa. LIEP advocates additive multilingualism, which entails that the primary language (mother tongue) is maintained throughout the schooling period as a LOLT while other languages are introduced as second languages through the curriculum (DoE, 2003:26).
- The Schools Act of 1996 supports cultural inclusion, recognising the many cultures and languages in our country (Ministry of Education, 1996:7).
- The Revised National Curriculum Statement states that the Languages Learning Area follows an additive approach to multilingualism which is in line with the Department of Education's language-in-education policy (DoE, 2002:16) that states:
 - All learners learn their home language and at least one additional official language.
 - Learners become competent in their additional language while their home language is maintained and developed;
 - All learners learn an African language for a minimum of three years by the end of the General Education and Training band. (In some circumstances it may be learned as a second additional language) (DoE, 2002:16).

According to Education Minister Pandor, the national policy for the development and use of mother tongue instruction provides for the increase of mother tongue instruction to the first six years of education (Rademeyer, 2006:6).

The above paragraphs make it quite clear that the government attempts by all means to promote mother tongue learning and additive multilingualism. Regardless of all the above mentioned acts, policies and processes, English is still the first choice of LOLT for parents (Nel, 2003:29). According to

Education Minister Naledi Pandor far too many parents and learners think they choose the correct Medium of Instruction, English, while their choice is in fact to their own disadvantage.

3.3.2 Mother tongue - the best choice of LOLT

It is important that children should learn to think and function in their home language up to CALP (cognitive academic language proficiency) level and then the child may transfer to the new language, the system of meaning he/she already possesses in his/her own home language (De Wet, 2002:119). Therefore learners are more successful in acquiring second language literacy if they have already mastered strategies for negotiating meaning in print in their home language. According to De Witt *et al.* and Nkosi (quoted by De Wet, 2002:119) learning and changing over to a second language is a traumatic experience because it takes a learner up to seven years to acquire adequate skills in a second language. This may significantly delay, sometimes permanently, learners' academic development. Therefore it is important to understand the place of language in cognitive development and its critical implications for education (Donald *et al.*, 2002:73).

When children have to learn through a language other than their first language (that is the language of their homes, their normal social interaction and their culture in which they are likely to feel most competent and comfortable) it is known as subtractive bilingualism (Donald *et al.*, 2002:219). 'Bilingualism' implies learning through a second language and 'subtractive' implies that it denies or takes away, both the place and the value of the first language in the context of formal learning. Subtractive bilingualism has many negative consequences for psychological and educational development which need to be considered, namely:

- Language, thinking and learning are all tied together in the cognitive development of a learner (Donald *et al.* 2002:70). Because of this basic relationship between language, thinking and learning, there is a great deal of evidence that if children's process of formal learning is abruptly cut off from their first language, this negatively affects cognitive development in

general, as well as scholastic performance in particular (Donald *et al.*, 2002:219).

- For most learners to achieve real competence in a second language takes a long time (Liddcoat, quoted by Donald *et al.*, 2002:219). Therefore, when forced to learn through a language in which children feel inadequate, they begin to doubt their competence and confidence as learners. This can have far-reaching psychological effects on the child's self-concept and sense of self-worth, which consequently undermines healthy emotional, cognitive and educational development (Donald *et al.*, 2002:219).
- The social and psychological process of identity formation can be negatively affected when children's first language is not given positive value in the formal learning process. The result is that they see their own language and everything culturally associated with it as devalued (Donald *et al.*, 2002:219).
- A negative influence on the quality of the teach/learning situation occurs when both teachers and students feel incompetent and uncomfortable in the second language as Medium of Instruction. Therefore communication is hampered when there is no easy flow of language and knowledge, as language interaction cannot be explored, because language is a barrier.

From the above discussion it is clear that research has proven time and again that the home language is the most appropriate medium for imparting the language skills to achieve the best cognitive development of the learner. De Wet (2002:119) asks why, despite the reasons for home language education being an educationally sound policy, the majority of South Africans prefer English and not their home language as LOLT.

3.3.3 Parents' freedom of choice versus English dominance regarding Language of Learning and Teaching

The right of all learners to receive education in the official language or languages of their choice in public educational institutions where this is reasonably practicable is acknowledged by the South African Constitution

(SA, 1996a: art.29) and the South African Schools Act (SA, 1996d: art.6). The Language in Education Policy (DoE, 1997a:2) states, *inter alia*, the following policy requirements under the heading “Languages as subjects”:

- all learners shall offer at least one approved language as a subject in grade 1 and grade 2;
- from grade 3 onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subject;
- from Grades 1 to 9 one language and from Grade 10 to 12 two languages must be passed for promotion; and
- the language(s) of learning and teaching in a public school must be (an) official language(s) (DoE, 1997a:2).

Concerning “The protection of individual rights” the Language Policy (DoE, 1997a:2) states the rights of the learner to “choose the language of teaching upon application for admission to a particular school” and for parents to exercise these rights on behalf of minor learners. The policy states about the rights and duties of the school that “Subject to any law dealing with language in education and the Constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or offering additional languages as fully-fledged subjects”.

According to Nel (2003:30) almost a billion people in the world today are learning English as a foreign language. Geographically, English is the most widespread language on earth, second only to Mandarin Chinese in the number of people who speak it. English is the language of business, technology, sport and aviation (Soars & Soars, 1989:2). In 1999 the European Union recognised English as their *lingua franca* (language of communication) (Stadler, quoted by Nel, 2003:30). It is not surprising that English is parents’ choice of LOLT as it dominates world wide.

Education Minister Naledi Pandor states that the country still has a long way to go in having indigenous languages recognised as Media of Instruction (2006:2). One of the major reasons why parents choose English as LOLT can be ascribed to the lack of suitable textbooks and material for the specialized language needs of second language learners (De Wet, 2002:119). According to Jones (quoted by De Wet, 2002:119) Indigenous African Language (IAL) teachers accused the South African government of not making African language textbooks available. Truth of the matter is that books in African languages are being published less and less. Research by the University of Pretoria showed a decrease of 43% in publications in the African languages between 1995 and 1998. English books represent 56, 35% of the books published in the same time (Nel, 2003:33). Since knowledge is available mostly in English parents opt for English as LOLT.

Silva (2003:5) states that politicians and position papers condemn the hegemony of English and call for the development and modernization of the African languages as languages for higher education, yet the reality is that practicality, the cost and public opinion all lead to English. The Constitution entrenches eleven official languages as equals, and supports the concept of multilingualism. Ironically impassioned conferences on the promotion of multilingualism have been conducted largely in English. The language of government is English. English is used in 85%, Afrikaans in 10% and African languages only 5% of the debates in Parliament (De Wet, 2002:120). Minister of Education, Naledi Pandor stated at the Language Policy and Implementation in Higher Education Institution Conference at Unisa that she has done her best to encourage members of Parliament to use other languages instead of English, but it seems as if the political leaders do not want to seize opportunities to communicate with communities in other languages but English (Rademeyer, 2006:6). The reality is that the high cost of multilingualism is beyond the reach of South Africa. English is the only 'neutral' national language available to government (De Klerk, quoted by Silva, 2003:5).

De Klerk (2002:6-7) states in a research report the following reasons why parents choose an English school for their children:

- 26% of respondents mentioned the need for a better education and a more stable learning environment; the feeling was that English medium schools offered more sport and cultural facilities, a “more meaningful” education, free from the problems in black schools;
- 19% of respondents viewed English as an international language which prepared their children for the modern world, developing cultural awareness, tolerance and communication with other groups;
- 16% of respondents strived to give their children a better chance in life than they themselves had;
- 11% of respondents believed that English would open up opportunities for more jobs and equip their children with a competitive edge, since it is the “...language most used in the workplace” and the language of science and technology;
- 7% of respondents saw English as vital to educational success generally, because it is the key to other subjects and “exams are in English”;
- 3% of respondents saw the prestige of English being important, “never inferior”;
- 2% of respondents wanted their children to socialise with native speakers of English; and
- a few reasons were pragmatic, such as closer geographical proximity to an English school.

Parents further reported that they were very satisfied with their children's progress and had no regrets about their decision to send their children to an English medium school (De Klerk, 2002:7). According to Heugh (2000:36) however, bilingual education for every learner in a multilingual education policy does not mean that parents/learners must choose between either

English or an African language as it means both. It means that the first language must be developed and a second language must be added in the best possible manner to ensure the successful learning of the second language.

3.4 CONCLUSION

Multilingualism is entrenched in the Constitution of South Africa, and is supported as an ideal by the South African language policies, governmental structures and much research as pointed out in this chapter. However its massive translating, interpreting and printing implications are the cause of English being used as an easy way out. Recommendations that learning in the mother tongue is the best way for learners to achieve their potential and develop the necessary cognitive skills have been discussed at length.

The status of English as an international language, as one which is politically more neutral than any other South African language and its choice by the government, academic institutions, business and technology seems to ensure its ever increasing dominance at national level (Silva, 2003:7). The evident result is the choice that parents make regarding the language of learning and teaching for their children, namely English. In the light of the insistence of parents and learners on English as LOLT the proficiency or lack thereof will be looked at in the next chapter.

CHAPTER FOUR

LANGUAGE PROFICIENCY

4.1 INTRODUCTION

According to Ellis and Barkhuizen (2005:362) Second Language Acquisition (SLA) researchers generally talk about 'second language **competence**'. However language testers and teachers refer to 'second language **proficiency**'. These two labels represent different understandings of the products of second language acquisition. Richards *et al.* (quoted by Ellis and Barkhuizen, 2005:362) describe competence as a learner's internalized grammar of the language in contrast to language proficiency which is the degree of skill with which one can use a language. Taylor (quoted by Ellis and Barkhuizen, 2005:362) sees the key difference in pointing out that whereas the term 'competence' relates to what learners know, 'proficiency' is both what they know and their ability to use their knowledge in real communication. As the focus of this chapter is on **proficiency** competence will not be discussed.

Donald *et al.* (2002:220) say that if active communication does not take place when either learners or teachers or both feel limited by a language in which they are neither fluent nor comfortable, the language proficiency, teach/learning process may switch from active learning to a passive process of information giving and then rote learning occurs as it is linguistically easier to handle. Masitsa (2004:220) agrees that education is impossible without clear communication between the teacher and the learner. The feasibility of communication is reduced if one or both parties have a poor command of language. Accordingly language proficiency is undoubtedly a prerequisite for successful learning. Reading speed and in particular reading with insight are factors that must be considered in relation to scholastic achievement. Lemmer (quoted by Masitsa, 2004:220) claims that in the teaching situation command of language is of primary importance not only for the construction of the system of knowledge, but also for the development of thought.

It is an important means of gaining knowledge and skills as well as a key to cognitive development and it can promote language proficiency or foil scholastic success. Thus it can be concluded that before a language is used as a Medium of Instruction, learners must feel at home with it, otherwise they will have difficulty to understand lessons, extract information from literature and ask or answer questions in class, which obviously would hamper learning. It can therefore be expected that learners with a lack of language ability will in all probability also be underachievers. In the face of this, teachers must strive to equip learners with the necessary proficiency in English required for academic advancement.

Von Gruenewaldt (1999:207) claims that factors influencing the acquisition of second language literacy are the level of literacy proficiency in the first language and cultural determinants such as the aspiration or motivation to learn the second language. Students generally acquire second language literacy more effectively if literate behaviour in the first language is practised in their home environment. Students who have already mastered strategies in their first language for negotiating meaning from written discourse acquire second language literacy more easily than those who are not yet competent first language readers. Teachers should also remember that second language literacy is usually acquired within the context of the school, which, in contrast to the home, constitutes a relatively formal, de-contextualized environment. Teachers of English need to be informed about the factors influencing the acquisition of second language literacy because it is through the second language that in South Africa many students have to attain the required level of competence to pass institutionally administered tests in the academic discourses of various disciplines (Von Gruenewaldt, 1999:208).

4.2 TEACHERS' ENGLISH PROFICIENCY

Education Minister Naledi Pandor (2006:9) confirms that parents in South Africa prefer that their children be taught in English although not enough teachers have been adequately prepared to teach in English.

Norris (1999:44-45) reports as follows on research done in Australia regarding the different understandings of *language teacher proficiency*: Three broad components of language teacher proficiency were identified by the respondents, namely ***linguistic knowledge***, ***cultural knowledge*** and ***pedagogical knowledge***. ***Linguistic*** knowledge was emphasised and was defined in three different ways. One approach defined linguistic knowledge in terms of the teachers' competency in the four macro-skills, reading, writing, speaking and listening. The second approach states that proficiency incorporates capabilities for use which includes the socio-linguistic element, the strategic element, the context, role, relationship, purpose, pragmatics and how the language is used – strong linguistic awareness in the technical sense. The third and most common approach to linguistic proficiency emphasised the need for teachers to be able to communicate successfully in the classroom environment. Proficiency is about performance, it is about being able to perform in the language as the situation demands in the classroom – to conduct lessons in the target language. Communicating effectively in the classroom requires that the teacher uses appropriate language for the age group and skill level of the students they are teaching and applying the language to the practical situation of being in a classroom. Respondents felt that a measure of proficiency is to be able to use the language confidently and competently in unpredictable situations.

According to Nel (2003:44) teachers in South Africa are at the centre of problems that English second language learners with inadequate English proficiency experience and could also create barriers for second language acquisition due to their inadequate English proficiency. Amazu (1992:133) asserts that one of the causes of the poor teaching in Black schools is the poor calibre of the teachers who teach there. Research has revealed that students, who entered teacher training colleges, in the past, were in general people who failed to get matriculation exemption to enter university and therefore very often they were those people who had low grades in their matric examinations. In addition many were not genuinely interested in teaching as a profession, they came to teaching as a last resort and therefore quite a large number of students were not the right material who undertook

the type of training needed by teachers who were to teach disadvantaged learners (Amazu, 1992:133). Bull (1996:160) claims that learners have to face the problem that very few teachers are actually trained to teach English as a second language. The reason for this could be that when students enrol at a university to study English as a subject, the course emphasises literature with very little, if any, formal language training. When students finally graduate as English teachers they have a fair knowledge of literature but very little knowledge of the structure and usage of the English language. Chick (1992:35) agrees that English courses offered to second language student teachers tend to be heavily literature-orientated and that the courses seldom provide student teachers with sufficient and explicit knowledge about language for them to be able to understand and implement a communicative approach to language teaching, let alone prepare them linguistically and conceptually for its use in teaching content subjects. Since 2002 the researcher has been lecturing English Methodology to post graduate students who enrolled for the Post Graduate Certificate in Education (PGCE) diploma, at the Vaal Triangle Campus of the North-West University. These students have studied academic English at a second or third year level. Less than 40% of these students manage to pass a very basic baseline test to determine their linguistic abilities which confirms the aforementioned.

The second language learners in the *multilingual/multicultural* classes encounter English as a second or even foreign language while the teachers have been trained in English as a first language. Bull (1996:160) continues, saying that because classes are now racially and linguistically integrated, teachers experience the problem to explain concepts and give instructions, and therefore some learners experience difficulty to understand because the teacher does not know how to teach English to speakers of different languages, for the simple reason that teachers have not received the necessary training to do that. One must bear in mind that it is a unique situation for teachers in South Africa, because never before have they experienced multi-cultural and multi-racial classes to teach. The researcher also has the experience that none of the “English major” classes at the Vaal Triangle Campus of the North-West university are comprised of a

homogeneous group of students. They vary in gender, race, colour and ability. It is the absolute minority of students who are native speakers of English.

- Van den Berg (quoted by De Wet, 2002:119) warns that because teachers lack the English proficiency that is necessary for effective teaching and do not have the knowledge and skills to support English language learning, it all may have negative repercussions for learners because learners often copy their teachers, whom they regard as role models. Thus learners copy the wrong pronunciation, grammar and vocabulary. Pluddermann (quoted by Masitsa, 2004:222) ascribes the failure of English second language teaching to the poor English proficiency of the majority of teachers, because to them, English is also a second language which they themselves were poorly taught. The implication of this is that teachers who are not proficient in the Medium of Instruction will be insecure in their teaching. When learners and teachers feel limited by the language of instruction, in which they are not fluent and comfortable, teaching and learning in the classroom can become a passive process of information giving and rote learning, as this is linguistically easier to handle (Donald *et al.* 2002:220). Teachers who are not proficient in English often encourage active learner participation, reflection, understanding, the ability to express ideas and feeling (functions of language), communication of ideas (notions) and the effective and appropriate use of English by means of code-switching (Kilfoil and Van der Walt, 1997:49-50). This practice does not support learners in the process of becoming more proficient in English.
- If activities are carefully structured, learners use the target language in order to prepare for whatever report-back the facilitator requires. Teachers must encourage learners to use the target language in order to become more proficient and as the report-back will be in the target language, the learners will have the opportunity to speak and write in it (Wessels and Van den Berg, 2002:16).

- Code-switching should only be when learners are involved in activities which require co-operation from and discussion with their peers.

Rees (2000:18) and Cele (2001:190) argue that the curriculum in teacher education institutions should prepare teachers to be English language teachers before they are specialists of their ***chosen disciplines (pedagogical knowledge)***. Teachers must be able to distinguish between basic language proficiency and cognitive academic language proficiency that is fundamental to the teaching of higher order thinking skills.

Macdonald (quoted by Meyer, 1998:15) has found that there are limiting factors in the classroom, namely:

- The teacher's difficulty with giving clear expositions in English.
- The insufficiency of the learner's English, specifically in relation to giving a reasoned account of new concepts.
- The relative remoteness of the concepts from the learner's experience.

Thus Macdonald (quoted by Meyer, 1998:15) asserts that the global effect of these factors is loss of meaning. The learners are likely to be alienated by what they have to learn, and only dimly perceive the implications and linkages between the concepts which they are presented with.

4.3 LEARNER PROFICIENCY

Grové (2006) claims that from early childhood many of our non English speaking learners have to learn in English, before they have mastered certain basic cognitive skills in their mother tongue, from some people who themselves are not proficient in English. In this way we become a nation of dysfunctional adults, a nation who cannot formulate, cannot spell, and cannot argue logically, a nation struggling to find a way in this world in a foreign tongue.

According to Nkabinde (1997:102) many black learners entering an English medium school only start speaking English when they go to school. Mostly

these learners have not been in a pre-primary school or a grade R, where learners are exposed to more formal English. Sarinjeivi (1999:130) emphasises the necessity that the learner's mother-tongue must be used as language of learning up to and even including the secondary level. According to Cummins (quoted by Sarinjeive, 1999:130) "until cognitive academic language proficiency (CALP) has been attained in the L1 (mother-tongue), a satisfactory transition to the L2 (second-language) is difficult to make". CALP (cognitive academic language proficiency) skills need to be attained in the L1 (the mother-tongue), if there is to be a successful transfer of the same skills to the L2 (the second-language). Dlamini (quoted by Von Gruenewaldt, 1999:205) states that if learners have not mastered the language of instruction, it becomes all the more laborious to grapple with the content of what they have to learn and the result is 'rote learning'. Nel (2003:35) argues that a sudden English encounter in a formal learning environment will frighten the cleverest of non-English speaking children and create emotional as well as academic barriers for these learners. Sweetnam Evans (2001:2) fully agrees, adding that because the teachers are almost invariably not mother-tongue speakers of English at many Afrikaans ex-model C schools and at most, if not all the township schools, learners' struggle to master English is aggravated. Consequently the learners have little or no contact with first language speakers of English and have no opportunities to extensive input (reading and listening) or output (practice in speaking and writing) in English. This is to the disadvantage of the majority of learners in South Africa. Those students whose first languages and home cultures are strongly maintained while they are instructed in a second language by teachers fully proficient in the second language, in fact learn the second language more effectively than students who are instructed by teachers with low levels of proficiency in the second language and/or whose first languages and cultures are not maintained strongly at home and/or recognised and nurtured in the educational institutions (Sweetnam Evans, 2001:3).

Van Heerden (quoted by Masitsa, 2004:221) feels that black learners experience problems because they cannot study in their first language and they are not fluent in English, the tuition medium of their choice. Most black

learners have an insufficient command of English and thus battle to succeed at school. As a result they encounter problems regarding effective understanding of the content of academic material, analysis of questions and presentation of answers. During an examination or a test a learner may know the answer but not have adequate vocabulary to express it. If learners cannot understand the Medium of Instruction they will find it difficult to understand the subject matter. Thus complex concepts will be particularly difficult to understand. Such learners do not have the basic language ability, vocabulary or insight to understand and grasp subject content. Masitsa (2004:221) states that owing to poor comprehension, anything learners learn tends to be easily and quickly forgotten. As comprehension leads to retention and both are fundamental to learning, learners are deprived of the fundamentals of learning. One can only speak of success in learning if the learner is able to recall what has been learned. Therefore learners are at risk of underachievement. This will become worse if a second language is incompetently or only partially taught and it will impair the learning process.

Rees (2000:18) says that a study to examine the differential achievement of English First and Second Language speakers showed that the English First Language learners consistently across Grades 4, 5, 6 and 12, irrespective of the assessment formats used, achieved better scores. Furthermore it was found that although the English Second language speakers were able to cope well on a literal language level, they did not have the necessary competence in English to comprehend, make inferences about and critically evaluate reading texts. Many Second Language learners do not have the productive skills to interact actively on an equal level with their English mother tongue counterparts in a multilingual classroom and they find it difficult to complete writing responses where they have to comprehend and interpret the question before they can recall the knowledge which then has to be formulated in the appropriate written form and register (Rees, 2000:18).

Asmal (2001:3) argues that there are too few youths passing their final school exams and those who succeed may lack the linguistic confidence or ability to

enter the workforce and perform certain tasks required to drive South Africa's economy into the new millennium. This could be ascribed to two factors:

- The poor scholastic performance of learners not learning in their mother tongue; and
- The inadequate English proficiency of learners.

Ebersöhn (2006:1) reported that even after the 'pass-mark' had been reduced from 57% to 50%, almost 40% of the first-year students at the Potchefstroom-Campus of the North-West University failed an academic-literacy test. According to the training staff at the office for academic literacy, statistics show that the number of first-years who fail this compulsory academic-literacy test is on the rise. In 2004, 28% of the first-years failed the test and the number of failures increased to 38% in 2005. This test for academic literacy has been compiled by experts from different universities and tests first-years ability to function in an academic environment.

Nel (2003:56) claims that learners with inadequate English proficiency are at a disadvantage to succeed at school in general, as well as in tertiary institutions. Consequently their opportunities in the world of work will probably be diminished. Nel *et al.* (2004:100) claim that many first year students had a secondary school experience that left them under prepared for the academic literacy demands of university learning. These students are often alliterate and suffer wide gaps in their prior knowledge, they are not generally prepared to read regularly, widely or critically. These students have problems, including that they do not have the ability to implement strategic reading or to draw upon metacognitive awareness, they also have deficiencies in conceptual background knowledge and reading vocabulary.

In a study done by Sarinjeive (1999:129) students' struggle, at the Sebokeng campus of Vista University, to get to grips with the English language continues right up to and beyond third-year. Students at the third year level were still struggling to express themselves in written English so much so that in order to cope with examinations they resorted to "clustering of key terms, jargon and rhetorical fragments that have been memorised and woven into baffling

answers to the questions posed". According to Prah (quoted by Sarinjeive, 1999:132) only a small minority of students are able to fully digest what they are taught or critically handle the ideas presented to them during lectures. Their poor language use limits this understanding and distorts their expression. Often third year students struggle to formulate simple coherent English sentences. The researcher had the very same experience with the students who majored in English at the Sebokeng College of Education. The question arises what effect such weaknesses may eventually have when these students enter the education profession.

Viljoen and Molefe (quoted by Nel, 2003:48) describe English Second Language learners with inadequate English proficiency as frustrated. Apart from the frustration that can be seen on their faces and in their behaviour, the researchers also noted stress, feelings of isolation, of being lost, anxiety and sometimes even aggressive behaviour. Teachers and parents do not always understand this behaviour and treat learners who cannot cope due to limited proficiency in English, as 'problem learners' or even 'slow learners'. Cele (2001:190) puts the blame on teacher training institutions for the incompetence of English second language learners. Teacher training institutions should prepare English language teachers to have a better proficiency in English. Teachers must acquire the knowledge and skills to support English language learning and to teach literacy skills across the whole of the curriculum.

4.4 CONCLUSION

This chapter has outlined the English proficiency or the lack thereof of teachers and learners who are not native speakers of English, and the disastrous effect it has particularly on second language speakers of English who are instructed through the medium of English. In the next chapter the research design will be discussed.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.1 INTRODUCTION

The purpose of this chapter is to outline the design of the empirical research regarding the influence of the language proficiency of English teachers who are not native speakers of English, using English as Medium of Instruction, on the language skills of their learners. The words: English teachers in this study refer to teachers teaching English as subject/learning area but who are not native speakers of English and learners are those who are English second language (ESL) learners.

According to Stotsky and Mall (2005:1) the immediate purpose of academic research in education, is empirical evidence for explanatory generalisations or theories about the relationships among teaching practices, learning processes and educational outcomes. In the context of English language skills, these explanatory generalisations or theories amount to knowledge about what the interactions between teaching practices, learning processes and educational outcomes mean to researchers, why these interactions take place and what effects they have on the quality of language learning.

5.2 METHOD OF RESEARCH

An empirical investigation was conducted using the ELSA (English Literacy Skills Assessment). The aims of this study were achieved by means of:

5.2.1 Review of literature

The literature study included the four language skills (listening, speaking, reading and writing) with specific emphasis on reading and writing. The literature study also investigated English as Medium of Instruction and teachers' and learners' proficiency in English as these are aspects that possibly hamper the learning process.

According to Vermeulen (1998:21) the researcher must take note of previous research and existing theories in the specific problem area. A literature study includes consulting standard text books, sources, thesis, dissertations, research reports and articles in journals. By using prior studies the research can be planned more thoroughly.

For this study an EBSCO-Host and ERIC search of primary and secondary information sources were conducted to gain information with the aid of the following key words: English Medium of Instruction, teacher proficiency, learner proficiency, language skills/competence/ability, language teaching, reading skills/competence, writing skills/competence, listening skills/competence and speaking skills/competence.

5.2.2 Empirical research

An empirical investigation was conducted to determine the influence of the language proficiency of English teachers who are not native speakers of English on the language skills of their learners. The research design was quantitative in nature. In general, quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy and Ormrod, 2005:94). Quantitative research may include observation techniques, survey research, questionnaires, tests and other data collection methods necessary to answer the research problem. It is not necessary or helpful to look at individual scores; rather, the power of interpretation rests in the large number of scores that depict the norm, or average, of the group's performance (Leedy and Ormrod, 2005:97).

The aim of the research was operationalized into the following objectives:

- To determine how proficient/non proficient teachers of English Medium of Instruction are.
- To determine if there is a relation between the English proficiency of English teachers and the language skills of learners.

- To provide guidelines to improve the English language proficiency of prospective teachers.

5.2.2.1 Research instrument

Quantitative measurement uses some kind of instrument or device to obtain numerical indices that correspond to characteristics of the subjects. The numerical values are then summarised and reported as the result of the study (McMillan & Schumacher, 2006:178).

5.2.2.1.1 Tests as research instrument

According to Kilfoil and Van der Walt (1997:283) a test as research instrument measures sample behaviour. It tests a limited amount or sample, and then generalizes from the results. Kilfoil and Van der Walt (1997:283) argue that a test measuring linguistic competence is not a precise instrument as is a scale that measures weight or a ruler that measures length. It is very difficult to evaluate linguistic competence accurately.

Test validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful and useful. Validity is an evaluation of the appropriateness of a measure for specific inferences or decisions that result from the scores that have been generated (McMillan & Schumacher, 2006:179).

According to McMillan and Schumacher (2006:179) evidence based on test content is one of the major types of evidence used to both support intended interpretations and eliminate any rival hypotheses about what is being measured. Generally evidence based on test content shows the extent to which the sample of items or questions in the instrument is representative of some appropriate universe or domain of content or task. Usually this kind of evidence is accumulated by having experts examine the content of the instrument and identify the degree to which it measures predetermined criteria or objectives. Experts are used to judge the relative criticality or importance of various parts of the instrument. Evidence based on test content is essential for achievement tests (McMillan & Schumacher, 2006:180). Standardized

tests provide uniform procedures for administering and scoring them. The same questions are asked each time the test is used, with a set of directions that specifies how the test should be administered. This would include information about qualifications of the person administering the test and conditions of administration such as time allowed, materials that can be used by participants and whether questions about the test can be answered during testing. The scoring of responses is usually objective and most but not all standardized tests have been given to a norming group. The norm group allows comparison of a score with the performance of a defined group of individuals (McMillan & Schumacher, 2006:189).

5.2.2.1.2 Assessment as research instrument

Assessment is a process of identifying, gathering and interpreting valid and reliable information (DoE, 2002:236). According to Van Aswegen, (2006:89) interpreting the results of assessment is a difficult skill to acquire as it is not simply a matter of reporting results but rather explaining what the results mean. Interpretation is the task of giving meanings to observations and shaping generalisations for decision making.

Kilfoil and Van der Walt (1997:324) say that the following factors should be kept in mind regarding assessment as research instrument:

- **Validity**

To be valid the assessment must comprise a representative sample.

- **Target group**

The needs, interests and knowledge of the target group are taken into consideration.

- **Feasibility**

The assessment must be feasible in terms of its scope and the time available.

- **Format**

The assessment should comprise a number of sub-sections. Items within each section should be sequenced from easier to more difficult. Instructions should be clear, unambiguous and uncomplicated. These sections should be written in language well within the participants' grasp. Incorrect language should be avoided and the format should be familiar to the participants.

- **Materials**

Texts should be authentic. They should be of interest and relevance to the participants. A variety of texts in differing styles should be employed. The administrator should monitor the level of difficulty and complexity of the material.

- **Activities**

Tasks must be authentic in order that the assessment is valid. Activities must be integrative and interactive to assess use and control of language in real-life situations.

- **Types of questions**

A variety of questions should be set, both short and long. The type of question will depend on the type of “‘sub-test’”, for example, multiple choice questions might be used validly for listening comprehension, but not for writing.

- **Scoring/Marking**

Scoring should be as easy as possible. Both objective and subjective responses should be required. Marking should be positive to give credit for what participants know.

- **Remediation**

The administrator can identify problems that participants have as individuals or as a group and this might lead to effective remedial strategies. When these

guidelines are followed the standard of assessment and scoring should improve (Kilfoil and Van der Walt, 1997:326).

For the purpose of this study the researcher made use of the **ELSA (English Literacy Skills Assessment)** that was administered to teachers teaching English as a subject but whose mother tongue is not English, and grade 12 learners taught by the afore mentioned teachers at schools that opted to use English as Medium of Instruction. The ELSA which is a standardized measuring instrument in compliance with the Employment Equity Bill (1998) was used to determine the language proficiency level of both the participating teachers and learners.

The ELSA has been designed and developed in South Africa to cater for the needs of Southern Africa. There are seven “sub-test”s”, namely:

- **Phonics Skills** (Decoding/Encoding) assess if the learner is experiencing problems with the sound system of the language of learning and to what extent. The prosody of languages differs, for instance the prosody of black languages differs markedly from that of English. Black languages are basically syllable-timed whereas English is stress-timed. English has 21 vowel sounds whereas black languages have no more than seven. English has a set of consonants whose number, types and clustering are different from other languages (Hough & Horne, 2006b:2).
- **Dictation** (Decoding/Encoding) determines how well the learners “hear” English and if the conventions of writing are part and parcel of the learners’ literacy skills. Spelling is also taken into account (Hough & Horne, 2006b:1).
- **Basic numeracy** determines if the learner is numerate. Numeracy is an integral part of literacy, for a person who is literate but not numerate would not be able to look up a telephone number, a date on a calendar or read a weather report, etc. or understand or write down messages involving numeracy (Hough & Horne, 2006b:1).

- **Language and Grammar of Spatial Relation** (Decoding/Encoding) identify learners who have a problem in this regard. Most second language learners whose preferred language of learning is English, have major problems with the Language and Grammar of Spatial relations. The ELSA has identified 55 concepts that often create confusion in the workplace, for instance the inability to master Technical Drawing, Machine Drawing, etc. can be related to this problem (Hough & Horne, 2006b:1).
- **Reading Comprehension** (Decoding/Encoding) assesses narrative writing at a relatively simple level (readability index: $\pm$ Grade 7 for English mother tongue users). Four sets of questions need to be answered, namely: Sequencing, True/False, Yes/No and Multiple Choice. The "pass-mark" is 80%. A matriculant who has problems with a user-friendly narrative text at this level couldn't possibly cope with the expository writings (often at a Matric+ reading level) contained in training manuals, regular business correspondence, standing orders, etc. (Hough & Horne, 2006b:1).
- **Cloze procedure** (Decoding/Encoding) determines exposure to and familiarity with English. This is an excellent way of assessment to see whether a learner has developed a "feel" for the language of learning, and the extent of his/her exposure (Hough & Horne, 2006b:2).
- **Vocabulary in context** (Decoding) involves expository writing. This part of the ELSA contains 30 items, 1000 words that need to be processed in 10 minutes. The readability index is Grade 12. Mother tongue matriculants can process 250 words a minute with 70-80% comprehension at Grade 12 level. Therefore a second language learner who processes 100 words per minute with great difficulty and poor comprehension has major problems regarding reading processing, a restricted reading vocabulary and a limited understanding of the grammar (syntax) of the English language (Hough & Horne, 2006b:2).

The ELSA is culture fair in that it steers clear of meta language, colloquialisms, idiomatic expressions and dialectic usage (Hough & Horne,

2006b:8). The ELSA quantifies a respondent's functional English skills performance, equating the performance level to that of an English Mother Tongue (EMT) user. The ELSA expresses a respondent's literacy skills in terms of grades. For example, a literacy skills' grading of 12 means equivalent 12 years of formal schooling, that is Grade 12. The ELSA diagnoses an individual's strengths and weaknesses in an English language training environment. It also prescribes remedial treatment and how to effect upgrading (Hough & Horne, 2006b:1). Moreover, ELSA literacy skills levels are benchmarked against South African norms as follows:

- Literacy – equivalent to three years of formal schooling (mother tongue implied).
- Functional literacy – equivalent to eight years of formal schooling (mother tongue implied).
- Academic literacy – equivalent to ten years of formal schooling (mother tongue implied).

5.2.2.2 Population and sample

According to De Vos (quoted by Vermeulen, 1998:50) a population is the totality of persons, events, organisation units, case records or other sampling units with which our research problem is concerned. The population or target group is that group about which the researcher is interested in gaining information and drawing conclusions. The definition of the target population in a study is largely determined by the independent, moderator and control variables in the study design along with practical considerations such as availability of subjects or respondents (Vermeulen, 1998:51). The population for this study was comprised of all teachers teaching English as a subject/learning area whose mother tongue is not English as well as all the grade 12 learners taught by these teachers at Secondary Schools using English as Medium of Instruction.

For the purpose of this study systematic sampling was used. Only the first case is selected randomly, preferably from a random table and all subsequent

cases are selected according to a particular interval (Vermeulen, 1998:54). If a sample of size $n = 10$ has to be drawn from a population of size $N = 200$, it means that one element in every 20 ($N/n = 20$) has to be selected. This principle is used in systematic sampling (Steyn *et al.* 2003:30). Systematic sampling entails selecting individuals according to a predetermined sequence (Leedy and Ormrod, 2005:203).

The sample for this research was limited to 8 Secondary Schools in the Sedibeng East District (D7) of the Gauteng Department of Education that opted to use English as Medium of Instruction. The Sedibeng East District Office (D7) identified the 8 Secondary Schools for the use of this research, where Grade 12 learners ($n=102$) are taught English by teachers ($n=9$) who are not native speakers of English. Four of these schools are from the former model C schools and the other four schools are from the previously disadvantaged (township) schools.

5.2.2.3 Pilot survey

A pilot survey was not deemed necessary for this study, as the ELSA which is a standardised test has been used as measuring instrument since 1990 by various educational institutions as well as the corporate sector. The ELSA is norm-based, not syllabus-based. The ELSA norms are national norms and were established under the direction of the Human Sciences Research Council (HSRC), using representative groups. The ELSA 's predictive validity is 84% and its reliability 0,86 (Hough & Horne, 2006a:2).

5.2.2.4 Administrative procedures

The study was conducted after permission had been obtained from the Gauteng Department of Education and the relevant role players, namely the Sedibeng East District office (D7) and the principals of the schools that had been identified by the Sedibeng East District office (D7) to be used for this research. Principals of the identified schools were telephonically or personally requested to allow their Grade 12 learners and their teachers to write the ELSA. The data, as well as the names of the participants who took part in the assessment, were treated as confidential. The researcher received training

from Hough & Horne Consultants in order to take down the assessment at each of the schools. The researcher assessed learners and teachers at 8 Secondary Schools in Vereeniging, Meyerton, Heidelberg and Rust-Ter-Vaal. The objectives and aims of the research were explained to the participants before they wrote the assessment. Participants were assured that they were not writing a test but an assessment (*cf.* 5.2.2.1).

Participants (maximum 20 per session) were seated in such a way that:

- they could hear the taped phonics and dictation;
- the ELSA facilitator (researcher) could move freely amongst them; and
- they were spaced out according to prescribed examination procedures.

The facilitator repeated instructions and moved about to check whether participants were carrying out instructions. Participants were not allowed to have any “other” papers, books, writing materials or calculators etc. with them during the assessment. Participants did not hand in scripts and pencils at the end of the assessment, for they were requested to leave their scripts on the desk for collection by the ELSA administrator after the participants had left the venue.

5.2.2.5 Statistical techniques

The collected data, that is, the responses of the ELSA were scored, processed, analysed and interpreted in association with Hough & Horne Consultants, the founders and developers of the ELSA as well as the Statistical Services of the Vaal Triangle Campus of the North-West University by means of the SAS-programme. Inferential statistics, frequencies, means, medians, modes, correlation coefficients and standard deviations were reported to substantiate findings and recommendations. Frequency tables were used to represent the results.

5.3 CONCLUSION

In this chapter the research design was presented briefly. The research method, development and process were outlined.

The next chapter will present the research data analysis and interpretations.

CHAPTER SIX

DATA ANALYSIS AND INTERPRETATION

6.1 INTRODUCTION

This chapter presents a report of the empirical investigation conducted by means of the ELSA (English Literacy Skills Assessment) to determine the influence of the language proficiency of English teachers who are not native speakers of English, using English as Medium of Instruction, on the language skills of their learners. The Sedibeng East District Office (D7) identified 8 Secondary Schools where Grade 12 learners are taught English by teachers who are not native speakers of English. Four of these schools are from the former Ex-model C schools and the other four schools from the previously disadvantaged areas. For purposes of analysis and interpretation of data the participating schools were numbered 1 to 8. Schools 1,6,7 and 8 are the former Ex-model C schools and Schools 2,3,4 and 5 are the previously disadvantaged, Township schools. The number of Grade 12 learners at the identified schools totals to 915 and there are 12 teachers responsible for these learners. A total of 102 Grade 12 learners and 9 teachers wrote the ELSA. The following table shows the number of participating learners and teachers per school:

Table 6.1: Number of learners and teachers from participating schools

PARTICIPATING SCHOOL	LEARNERS	TEACHERS
School 1	15	1
School 2	9	2
School 3	9	1
School 4	9	1
School 5	16	1
School 6	15	1
School 7	14	1
School 8	15	1
Total	102	9

The findings of the research will be dealt with as follows:

- Results of the participating schools (teachers and learners) will be discussed individually as well as by
- Comparing the results of the Ex Model C schools to those of the Township schools.

(See Addendum A: tables depicting the ELSA results of the individual participating learners per school, followed by a table of the results of the participating teachers and diagnostic/prescriptive reports).

6.2 THE ELSA

The Elsa consists of seven 'sub-tests':

- The results of both the **phonics skills and the dictation skills** 'subtests' are not interpreted in terms of percentage but describe the results of participants as: adequate, passable, below par and inadequate.

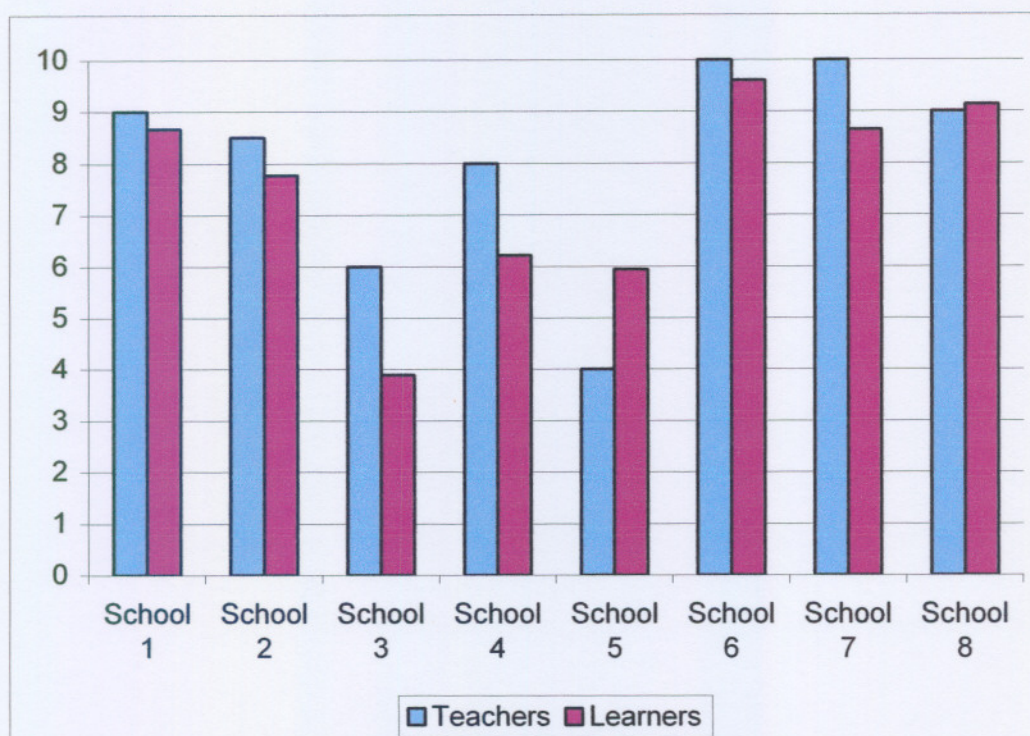
- The **basic numeracy** 'subtest' determines if the participant is numerate and does not express the result in terms of a percentage, but describes the results as: adequate, inadequate, below par and poor.
- The **language and grammar of spacial relation** 'subtest' considers aspects that create confusion, like direction, left or right, up or down, the relation between objects for example "behind", "in front", "under" etc. The results of participants are defined as: intact, satisfactory, inadequate and poorly developed.
- The **reading comprehension** assesses narrative writing and has a readability index of Grade 7 for English mother tongue users. The 'pass mark' is 80%, however the results of participants are described as on par, below par, inadequate and poorly developed.
- The **cloze procedure** 'subtest' determines the exposure to and familiarity with English. The results of participants are described as: high-degree, limited, rare-lacking and very little.
- The **vocabulary in context** 'subtest' involves expository writing and has a readability index of Grade 12 for mother tongue users, who can process 250 words a minute with a 70-80% comprehension at Grade 12 level. The results of participants are described as excellent, well developed, average, poorly developed and inadequate for most 'white-collar' jobs.

The results of the empirical investigation will now be discussed

6.2.1 Phonics

The phonics section of the ELSA assesses if the participant is experiencing problems with the sound system of the language of learning and to what extent. The results of the phonics subtest are not expressed as a percentage, but are described as: adequate, passable, below par and inadequate. Figure 6.1 depicts data on the participants' phonics ability:

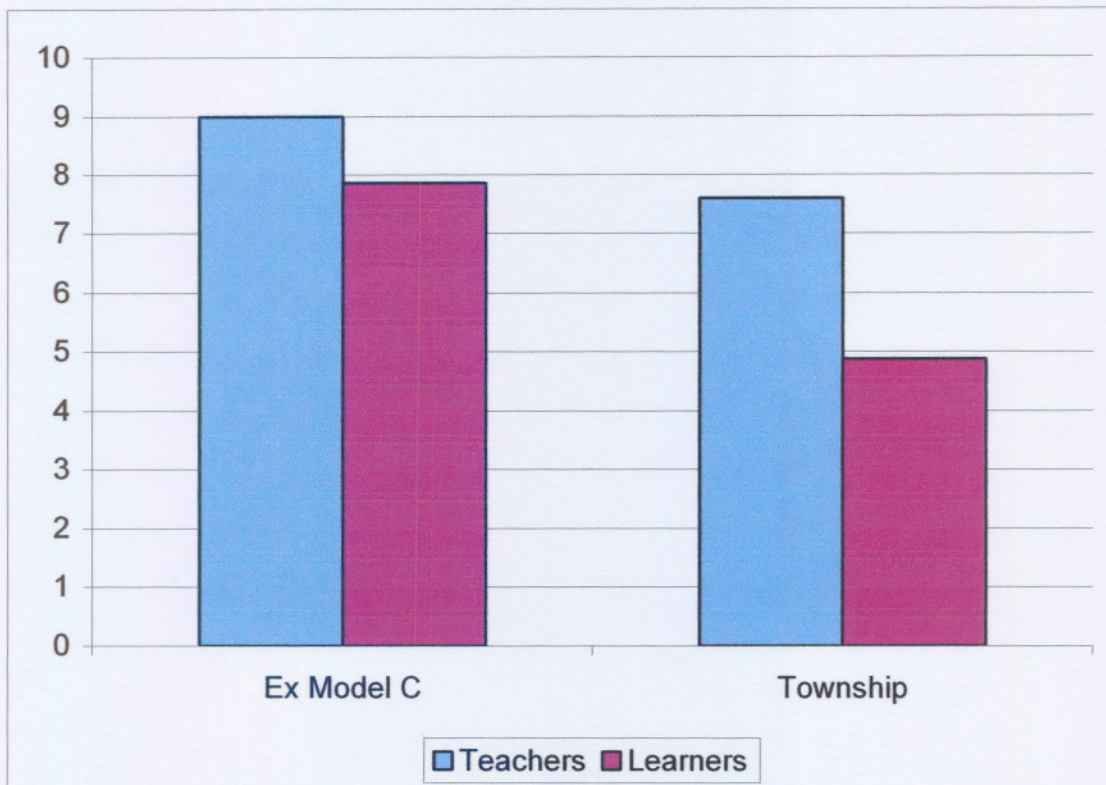
Figure 6.1: Results of the phonics 'sub-test'



The participating learners of School 1 scored an average of 8,7 (87%) and the participating teacher scored 9 (90%). School 2 scored an average of 7,8 (78%) for the participating learners and an average of 8,5 (85%) for the two participating teachers. School 3's score for the learner participants was an average of 3,9 (39%) and the participating teacher scored an average of 6 (60%). School 4's participating learners scored 6,2 (62%) and the participating teacher had an average of 8 (80%). The score for the participating learners of school 6 was an average of 9,6 (96%) and the participating teacher scored an average of 10 (100%). At school 7 the participating teacher also scored 10 (100%) while the participating learners scored 8,6 (86%). At school 8, the participating learners scored slightly better than their teacher, the learners' score being 9,1 (91%) with the teacher's average at 9 (90%). There is a correlation between the teacher and the learners score. In general teachers with better scores have learners with better scores. The result of school 3 (39%), is inadequate for the phonics 'sub-test', which is an indication that these participants have a problem with the sound system of the language, confirming the literature finding (*cf.* 2.2)

namely that listening is a skill that must be taught consciously, since it demands concentration, energy, insight and understanding. The teacher's score (60%) is below par, therefore the low score of the learners correlates with the relatively poor score of their teacher. The result for this 'subtest' of school 3 might also be due to neglect of the listening skill at this particular school. Surprisingly the participating learners of School 5 scored an average of 5,9 (59%), almost 20% better than the participating teacher's score of 4 (40%). However, the learners' score (59%) is not a good score which might be ascribed to the fact that the teacher cannot assist the learners to improve the phonics skill. Another interesting aspect is that the profile of the participating learners and teachers from the former ex-model C schools differs considerably from that of the previously disadvantaged township schools (see Figure 6.2). The average of the participants from the ex-model C schools is well above 70% which is an adequate score for the phonics 'sub-test'. This is most probably due to the fact that their teachers scored an excellent average of 95%. However, the average of the participating learners from the township schools is just below 50%, which is below par for the phonics 'sub-test'. The low score at the township schools might be ascribed to inadequate opportunities offered to learners by their teachers to practice the listening skill together with the fact that the average score for the participating teachers of the township schools is 70%, which is also below par. The findings for the phonics 'sub-test' indicate a definite correlation between the teachers' listening skills and that of the learners.

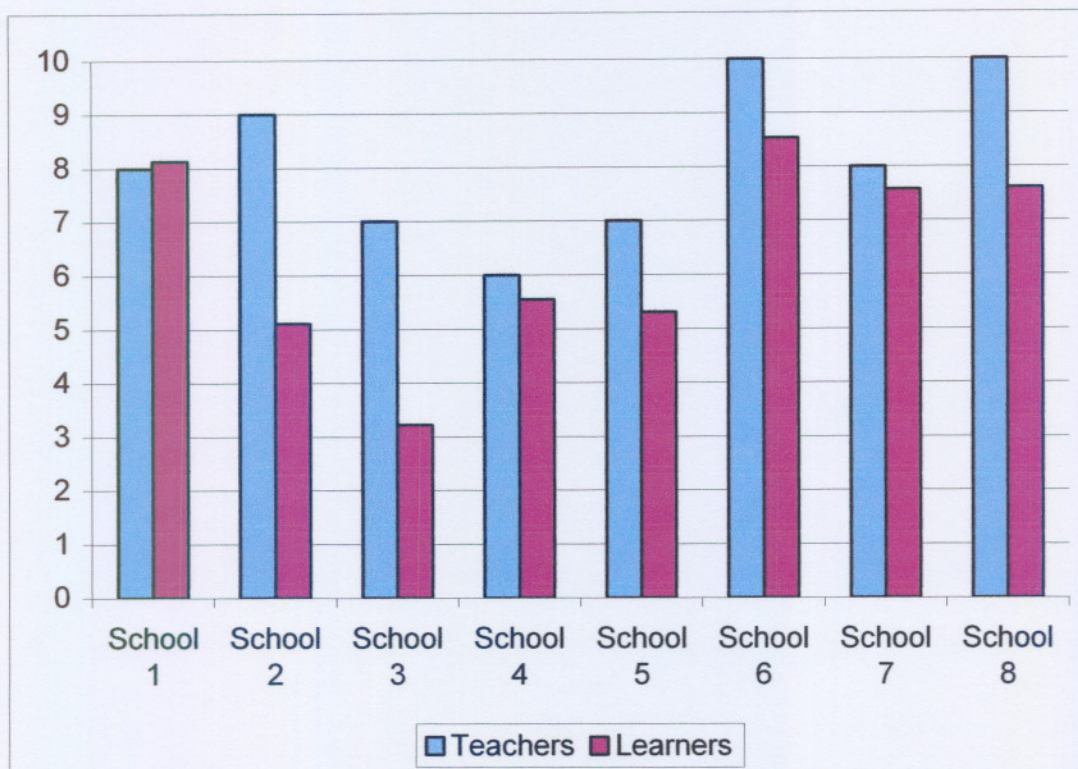
Figure 6.2: Comparison between the results of Ex Model C schools and Township schools regarding the phonics 'sub-test'



6.2.2 Dictation

The dictation 'sub-test' determines how well a person "hears" English and if the conventions of writing are integrated into the literacy skills. The results of the dictation 'subtest' are not expressed as a percentage, but are described as: adequate, passable, below par and inadequate. Figure 6.3 depicts the data on the participants' dictation abilities:

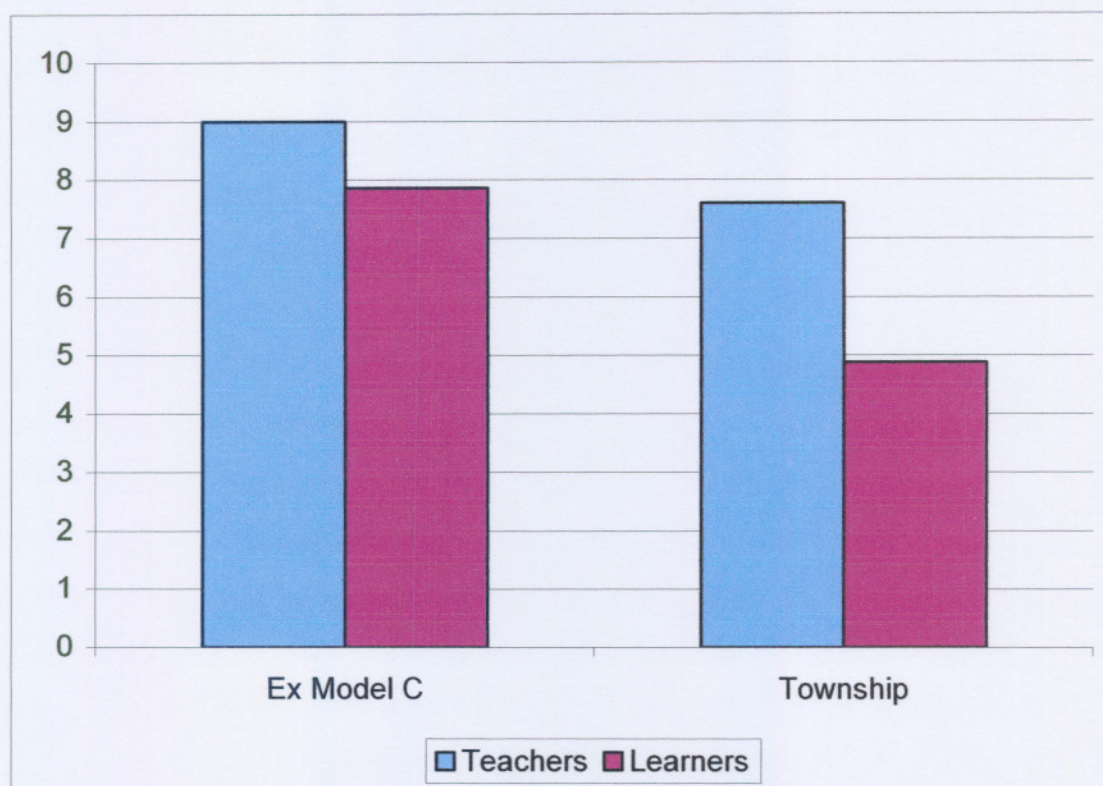
Figure 6.3: Results of the Dictation 'sub-test'



On average the participating teachers scored better than their learners, except for school 1 where the learners scored an average of 8,1 (81%), slightly better than their teacher, who had an average of 8 (80%). As in the case of the phonics 'sub-test', there is also a remarkable difference between the results of teachers and learners from the ex-model C schools in comparison with the results of teachers and learners from the township schools (see Figure 6.4). The fact that the average for the participating teachers of the ex-model C schools is 90% and the average of the learners is almost 80%, is to be expected and it indicates that teachers' listening ability has an influence on learners' ability. The teachers of the township schools have an average of 76% which is just "passable" for the dictation 'sub-test'. Consequently the average of the participating learners from the township schools is below 50% which is below par for the dictation 'sub-test'. This indicates that these participants experience a problem with how well they hear English and that the conventions of writing are not integrated into their literacy skills. This seems to support the idea that the listening skill is not taught consciously but is disregarded in the township schools. It further confirms that the influence of

teachers' listening skills have a direct effect on learners' listening skills. Therefore the literature finding (cf. 2.2) is likewise applicable regarding the results of the dictation 'sub-test' for the township schools. It also seems that teachers in the township schools do not focus on the teaching of the listening skill, therefore the low scores of the learners.

Figure 6.4: Comparison between Ex Model C and Township schools regarding dictation

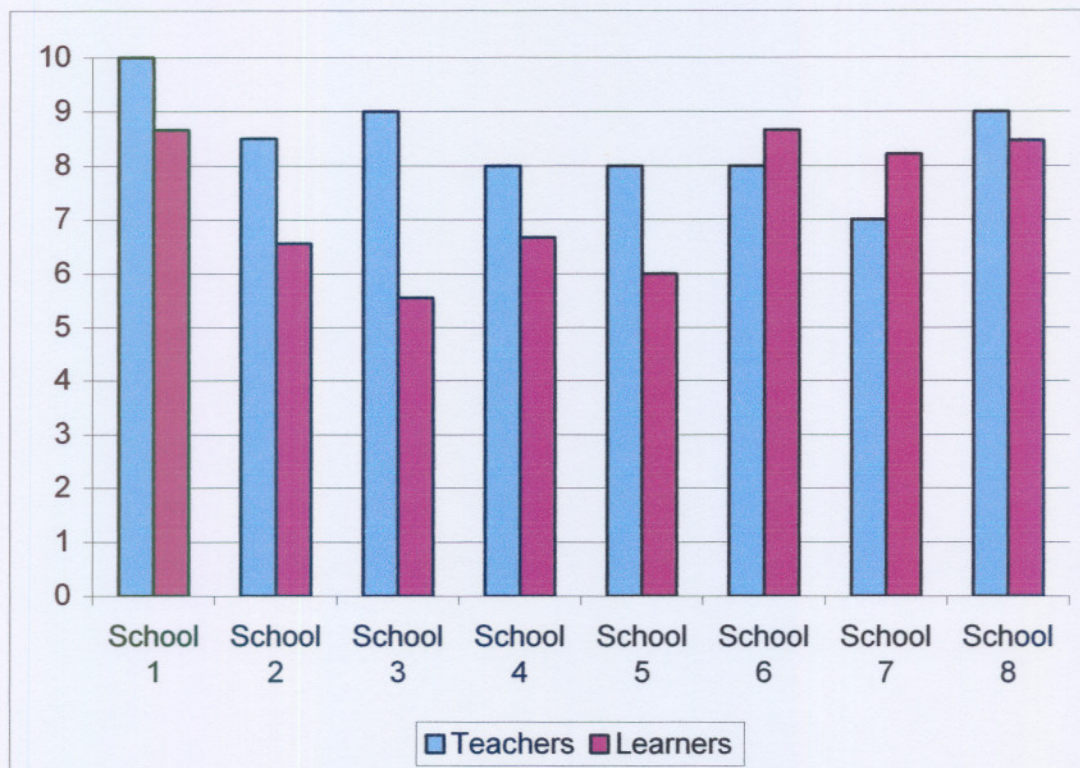


6.2.3 Basic numeracy

It is a known fact that numeracy is an important and integral part of literacy, in order to be able to read and understand any text that contains numbers, for example interpreting a weather report or dates on a calendar. The basic numeracy 'sub-test' determines if the participant is numerate and does not express the result in terms of a percentage, but describes the results as: adequate, inadequate, below par and poor.

Figure 6.5 depicts the data on the participants' numeracy:

Figure 6.5: Results of the basic numeracy 'sub-test'



In the case of schools, 1, 2, 3, 4, 5 and 8 the teachers have scored better than the learners in the numeracy 'sub-test'. However, the teacher of school 6 has an average of 80% and the learners have an average of 87%, while the teacher of school 7 has an average of 70% compared to the learners' average of 82%. This might be ascribed to the fact that teachers teaching Grade 12 learners are/should be subject experts of the English language (or some other subject) and their focus is not necessarily on numeracy, whereas learners at this grade have been exposed not only to English but also, to many other academic subjects for at least 12 years.

6.2.4 Language and Grammar of Spatial Relation

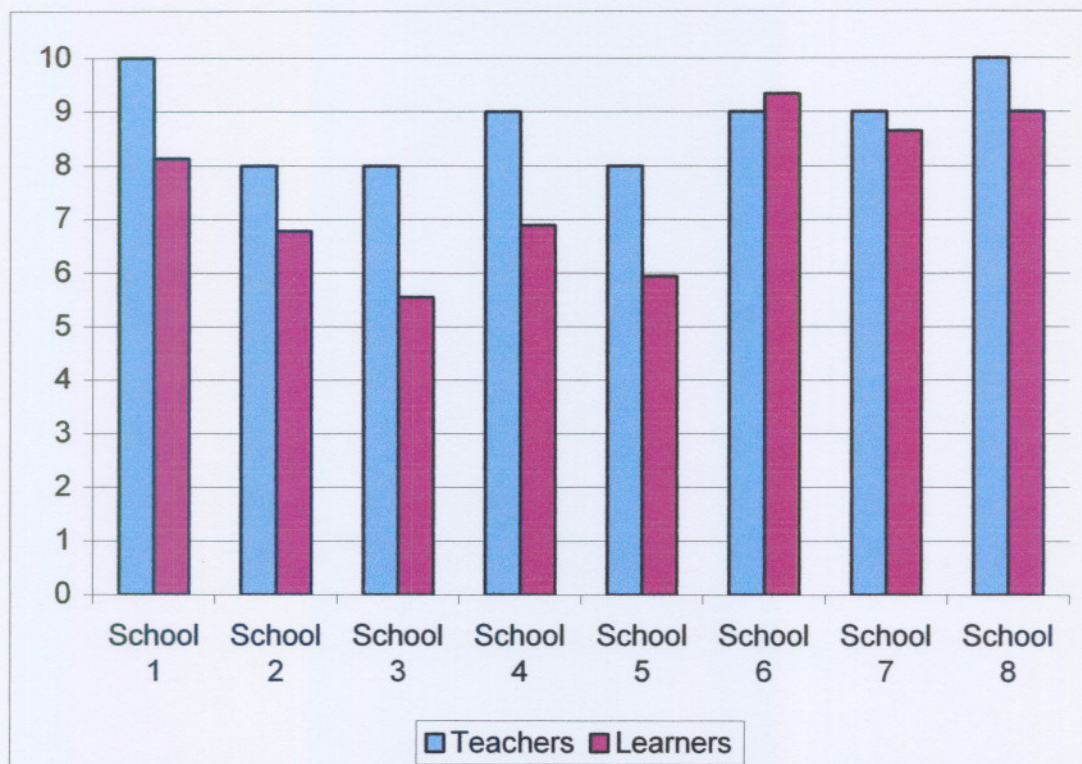
Very often second language learners, whose preferred language of learning is English, experience problems regarding the language and grammar of spatial relation. Confusion exists especially in technical areas where technical drawings and machine drawing must be designed and interpreted. Giving or understanding directions, which is a basic everyday thing people do, create

confusion. Directions such as left or right, up or down, the relation between objects, for example “behind”, “in front”, “under” etc. create confusion. The ELSA describes the results of the language and grammar of spacial relation as follow:

- intact,
- satisfactory,
- inadequate, and
- poorly developed.

Figure 6.6 depicts the data on participants’ language and grammar of spatial relation:

Figure 6.6: Results of language and grammar of the spatial relation ‘sub-test’



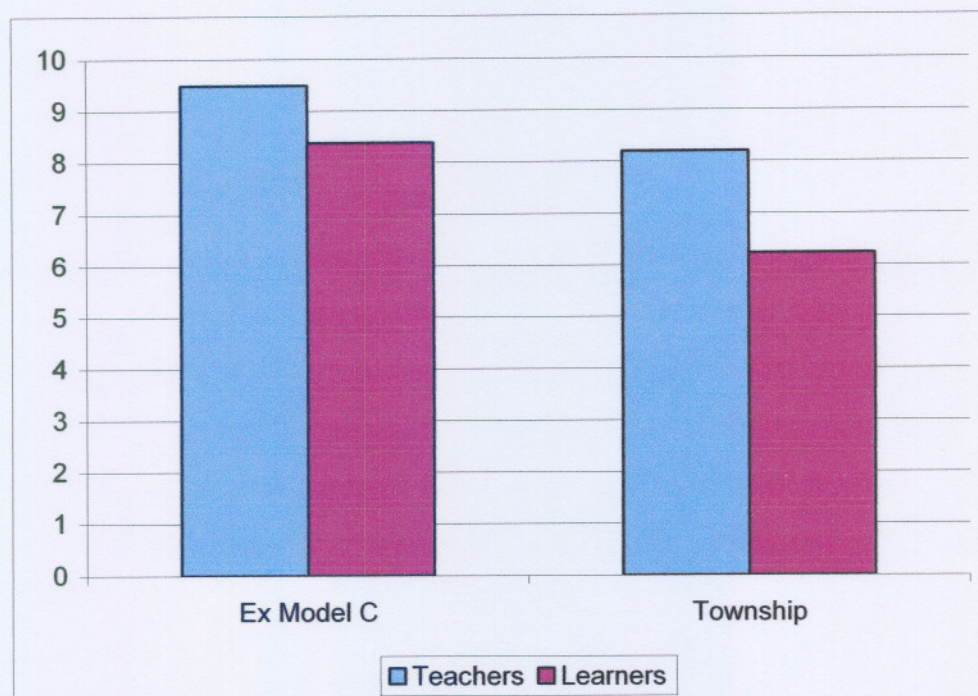
The teacher of school 1 scored 100% which indicates that the teachers’ language and grammar of spatial relation is intact, while the learners scored

an average of 81%, indicating that the learners' language and grammar of spatial relation is satisfactory. Both teachers of school 2 have an average of 80%, which is satisfactory. The learners scored an average of 68% which is inadequate. The teacher of school 3's score is satisfactory (80%), while the learners' score (55%) indicate that their language and grammar of spatial relation is poorly developed. The teacher of school 4 scored 90%, showing that the language and grammar of spatial relation is intact. The learners' score is satisfactory (70%). School 5's teacher has an average of 80% which is satisfactory, while the learners' score is 60%, indicating that their language and grammar of spatial relation is inadequate. The disparity between the results of this 'sub-test' and previously discussed 'sub-tests' might be due to the fact that although the teacher is proficient (80%) he/she does not focus enough on the aspect of language and grammar of spatial relation in order to convey it to his/her learners. The score of the participating learners of school 6 (93%) is 3% better than that of the teacher who scored 90%. Both scores indicate that the language and grammar of spatial relation are intact. The teacher of school 7 has an average of 90% indicating that language and grammar of spatial relation is intact. The learners of school 7 scored an average of 86%, slightly less than their teacher. School 8's participating teacher scored 100% and the learners, as could be expected came out with 90% showing that both teacher and learners' language and grammar of spatial relation are intact. Most of the results of this 'sub-test' are not so supportive of the correlation between teachers and learners.

However, a comparison between the participating learners and teachers of the ex-model C schools shows that on average the teachers' language and grammar of spatial relation are intact and that of the learners' are satisfactory, the teachers with an average of 95% and the learners with an average of 87%. This finding does indicate that there is a correlation between teachers and learners. The average score of the participating teachers of the township schools is 82% (language and grammar of spatial relation satisfactory), while the average score of the participating learners is 62%, showing their language and grammar of spatial relation are poorly developed. It seems that if teachers have a better proficiency, the learners' proficiency are likewise. As

in the previous 'sub-tests' the results of the teachers and learners of township schools are worse than those in ex-model C schools (see Figure 6.7). This might be due to the fact that learners in township schools are not as much exposed to technology as the learners in ex-model C schools.

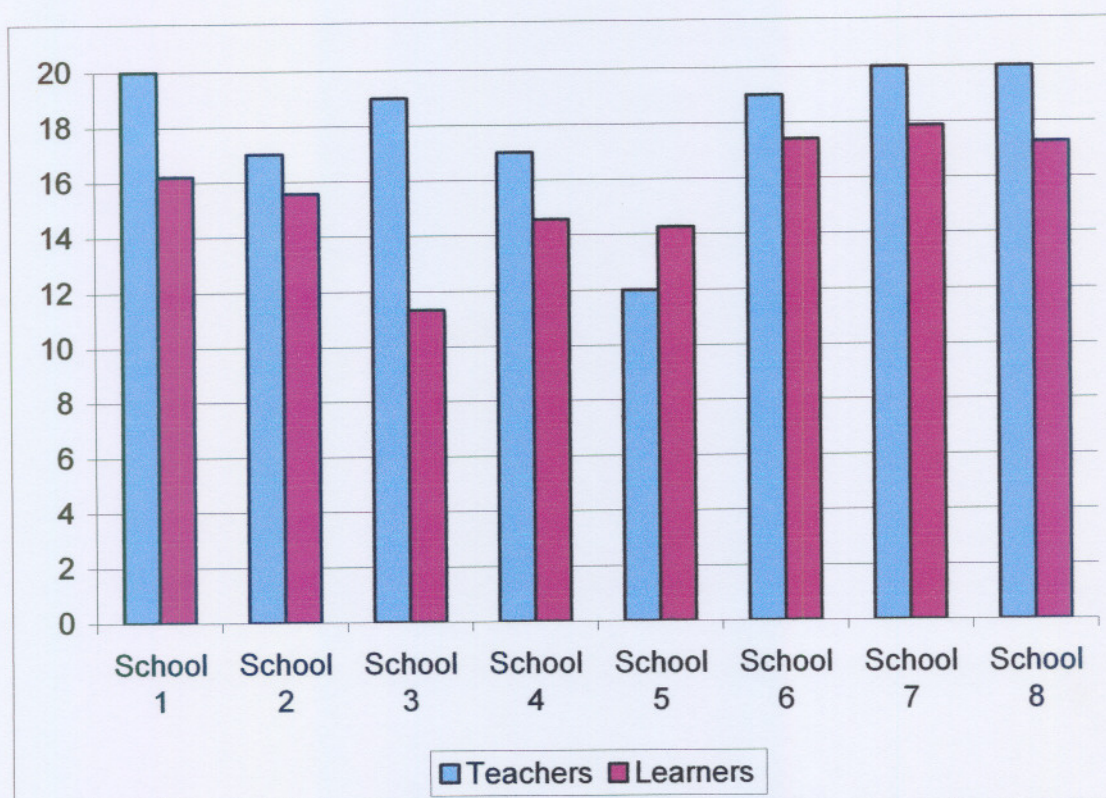
Figure 6.7: Comparison between Ex-Model C and Township schools regarding Language & Grammar of Spatial Relation



6.2.5 Reading Comprehension

The reading comprehension has a readability index of Grade 7 for English mother tongue users (that is Grade 9 for second language speakers), with a **“pass-mark” of 80%**. The reading comprehension 'sub-test' comprises four sets of questions, counting 20 marks in total. Grade 12 second language learners, who have a problem at this (grade 9) level, (in other words a grade 12 second language learner who has the literacy ability of a grade 9 second language learner) will not be able to cope with the expository writings at a Grade 12+ reading level. Figure 6.8 depicts the data of the participants on the reading comprehension:

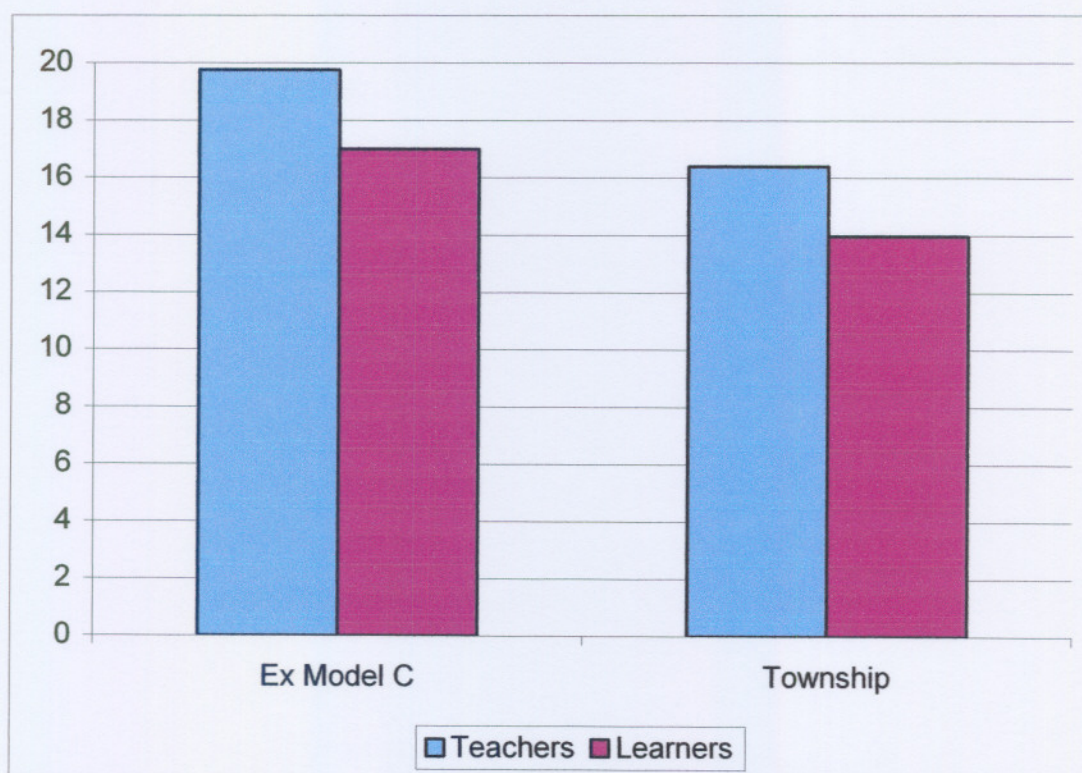
Figure 6.8: Results of the comprehension 'sub-test'



On average the participating teachers have fared very well and are on par with, and even exceed educational levels. When comparing participating learners from the ex-model C schools with the learners from the township schools (See Figure 6.9) it corroborates with the literature finding (*cf.* 4.3) claiming that learners whose first languages and home cultures are strongly maintained while they are taught in a second language by teachers who are fully proficient in the second language (teachers from ex-model C schools all scored 100% except for one teacher who scored 95%), learn the second language more effectively than learners who are taught by teachers with low levels of competence in the second language and/or whose first languages and cultures are not maintained strongly at home and/or recognised and nurtured in the educational institutions (*cf.* 4.3). The participating teacher of school 5, for instance scored low (60%) and the learners of school 5 also scored relatively low, compared to teachers of schools 1, 7 and 8 who each scored 100% and their learners also scored high - with averages ranging from 80% to 90%. The participating learners from the ex-model C schools

respectively scored averages of: 81%, 87%, 90% and 87% which are on par with the educational levels, compared to the averages scored by the township schools: 78%, 57%, 73% and 72% respectively which are defined as below par, poorly developed and inadequate regarding the educational levels. This correlates with the findings of the previous 'sub-tests'. Where the teachers have low scores the learners performed likewise and where the teachers have high scores the learners also have relative high scores.

Figure 6.9: Comparison of the comprehension 'sub-test' results between Ex Model C schools and Township schools



6.2.6 Cloze procedure 'sub-test'

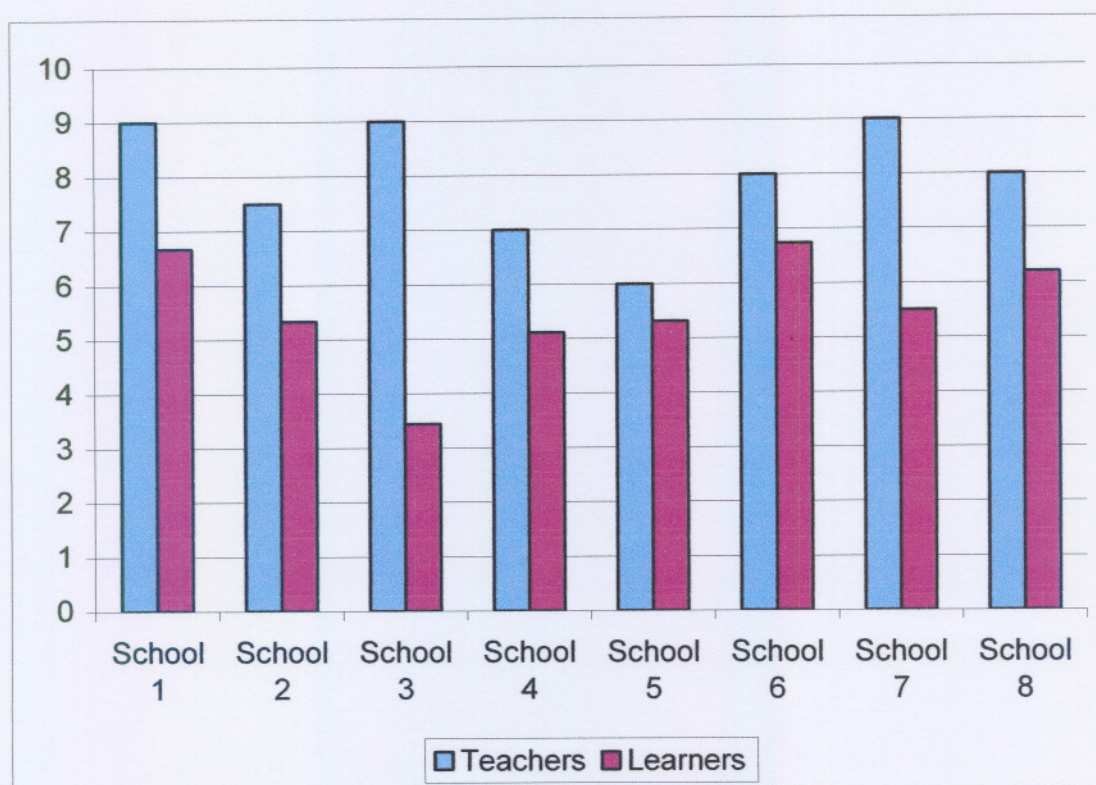
The cloze procedure 'sub-test' determines the extent of exposure to and familiarity with English. The ELSA describes the degree of exposure to and familiarity with English as follows:

- high degree,
- limited.

- rare-lacking, and
- very little

Figure 6.10 depicts the data of the participants on the cloze procedure 'sub-test':

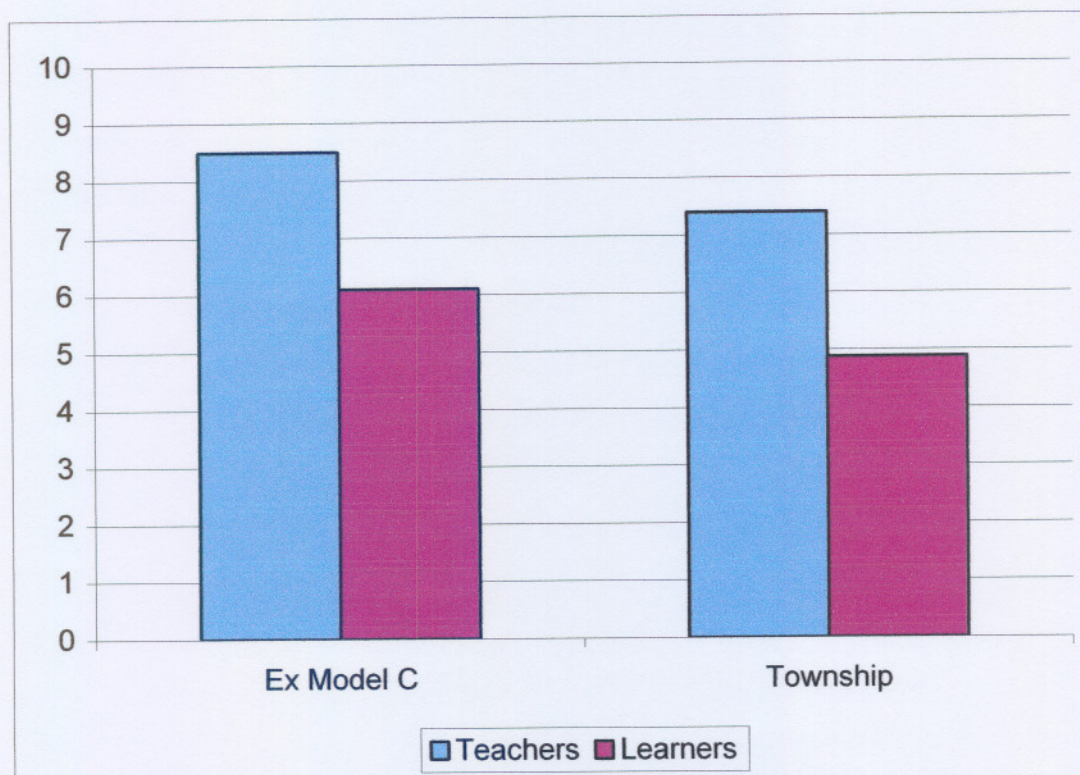
Figure 6.10: Results of the Cloze Procedure 'sub-test'



According to the above results, only three of the participating teachers' averages (90%) indicate that they have a high degree of exposure to, and familiarity with English. Although the teacher of school 1 shows a high degree of exposure to and familiarity with English (90%) the learners' exposure to and familiarity with English is limited (67%). The two teachers of school 2 have an average of 75% indicating a limited exposure to and familiarity with English compared to the learners' average of 53% which signifies their exposure to and familiarity with English being "rare-lacking". Surprisingly the high score of the teacher of school 3 (90%) is not reflected in the learners' score, which is only 34%. This might be an indication that the teacher of this particular school is not focusing on the weaknesses of the learners. The result of the teacher

of school 4 shows limited exposure to and familiarity with English (70%). As can be expected the learners of school 4 did far worse than their teacher with an average of 51%, equal to "rare-lacking". The score of the participating teacher of school 5 is 60% signifying that exposure to and familiarity with English is limited and as can be predicted the learners' score is worse, an average of 53%. Participating teachers of school 6 and 8 both have scores of 80% each, signifying limited exposure to and familiarity with English. The learners of schools 6 and 8 also have low scores of 67% and 62%, scoring worse than their teachers. As in the case of school 3, school 8's teacher has a high score of 90% which does not reflect on the learners of this school, for they only have an average of 55%. The literature finding (cf. 4.3) states that English second language learners have very little or no contact with first language speakers of English and they have no opportunity to extensive input (reading and listening) or output (practice in speaking and writing) in English. The researcher is of the opinion that the participating learners' results, ranging from "very little" – "limited" exposure to and familiarity with English confirms the literature finding (cf. 4.3) and can be ascribed to the fact that many English second language learners are only exposed to English during the "English" periods at school. As has been indicated in all the previous 'sub-tests', the results for this 'sub-test' are no different, signifying that the competence of the teacher reflects in the result of their learners. It seems appropriate to compare the results of ex-model C schools to those of the township schools at this point (see Figure 6.11). The average of the teachers of ex-model C schools is 85% compared to their learners with an average of 60%. The average of the teachers of the township schools is 74% compared to their learners' average of 48%. Once again this clearly shows that learners score lower than their teachers, implying that if teachers' ability is bad, then learners' ability is even worse. It must also be remembered that learners' exposure to English is actually exposure to teachers who themselves are often not proficient in English (cf. 4.3).

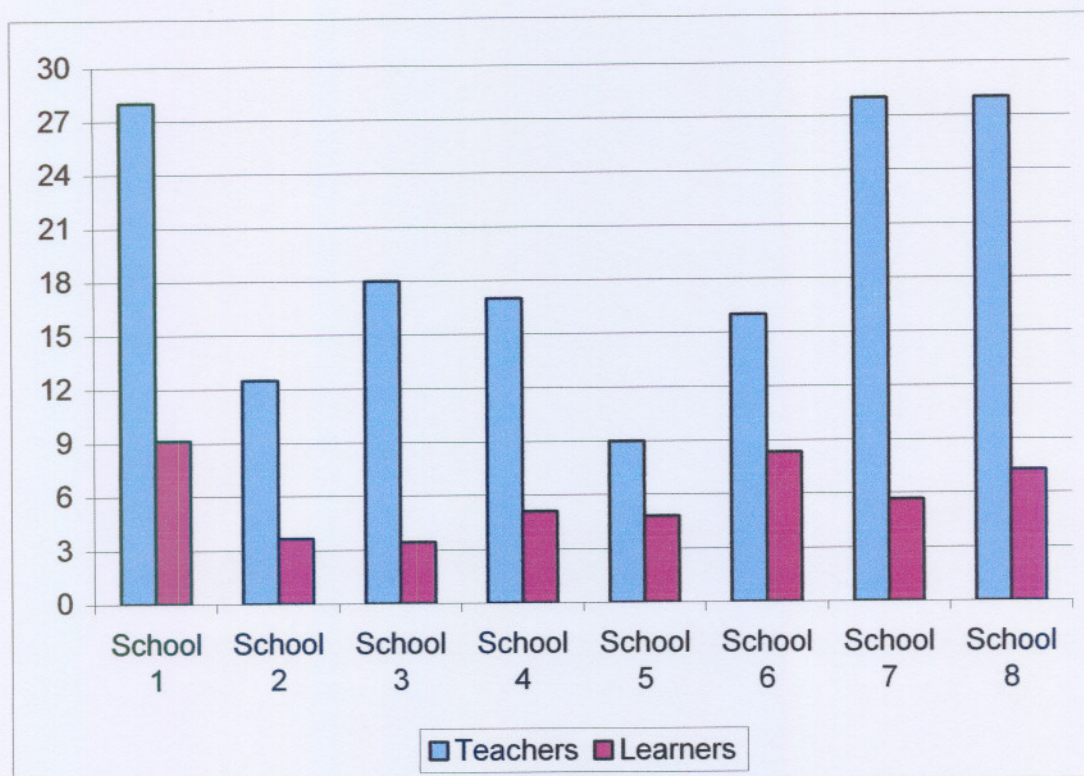
Figure 6.11: Comparison of the cloze procedure 'sub-test' results between ex-model C schools and township schools



6.2.7 Vocabulary in context 'sub-test'

Vocabulary in context involves expository writing. This part of the ELSA contains 30 items, 1000 words that need to be processed in 10 minutes. The readability index is Grade 12. Mother tongue Grade 12's can process 250 words a minute with 70-80% comprehension at Grade 12 level. Therefore a second language learner who processes 100 words per minute with great difficulty and poor comprehension has major problems regarding reading processing, a restricted reading vocabulary and a limited understanding of the grammar (syntax) of the English language (*cf.* 5.2.2.1.2). Figure 6.12 depicts the data of the participants on the vocabulary in context 'sub-test':

Figure 6.12: Results of the Vocabulary in Context 'sub-test'



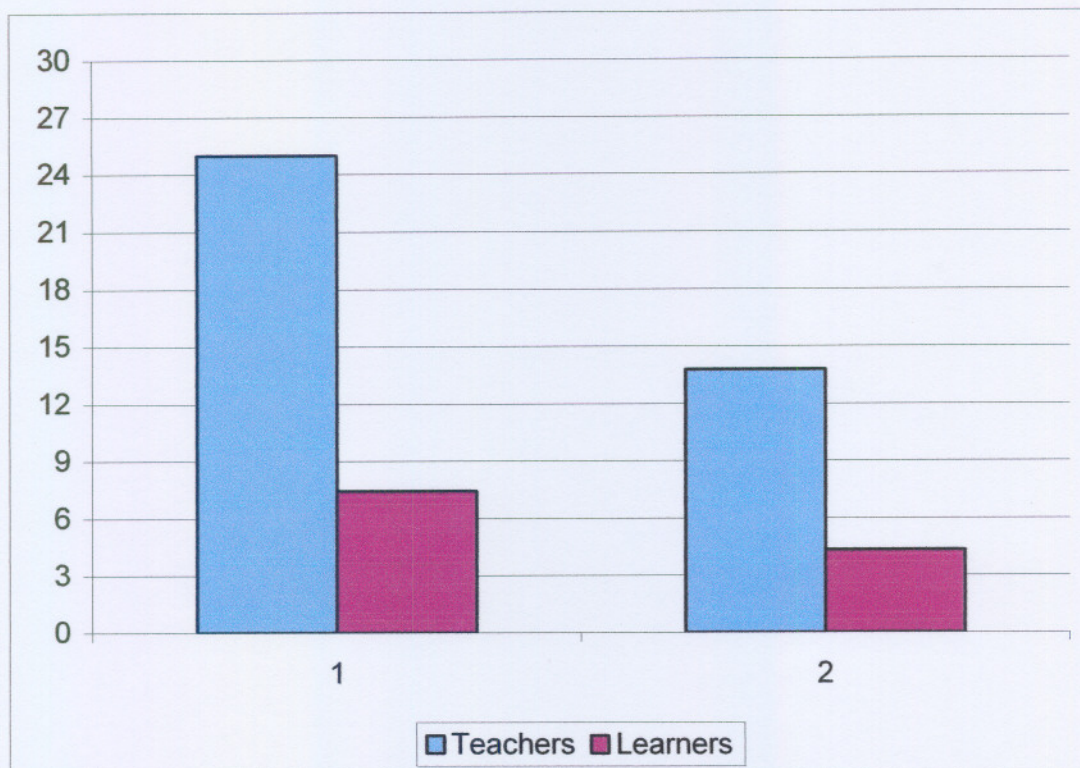
The results of the vocabulary in context 'sub-test', is extremely alarming regarding all the participating learners. The lowest average being 11%, and the highest average being 30%. The results of the participating teachers will first be discussed. Although the average of the ex-model C schools' teachers is relatively high (83%) it is not reflected in the poor average of the learners of ex-model C schools (25%) at all. This might be because there is not enough focus on the writing skills. Teachers tend to focus more on literature than on the language skills (*cf.* 4.2). Another reason might be that second language learners need more time to comprehend and interpret a question before they can formulate a written response (*cf.* 4.3). The average of the teachers of the township schools is an alarming 47% compared to their learners who have a more alarming average of 14% (see Figure 6.13). As stated before, if the teachers score badly then learners' score will be even worse, as this 'sub-test' verifies and is seen in the results of both teachers and learners of the township schools. Apart from teachers' lack of English proficiency that can be put to blame, other causes for the poor results of learners in general must be explored. The poorly developed vocabulary is obviously one of the reasons

as indicated by the literature finding (*cf.* 4.3) namely that second language learners find it difficult to complete writing responses where they have to comprehend and interpret the question before they can recall the knowledge which then has to be formulated in the appropriate written form and register. The literature findings (*cf.* 4.2) give a number of reasons for teachers' lack of English proficiency:

- Inadequate preparation to teach in English;
- Poor calibre of students who trained to become teachers;
- The teaching profession being a last resort;
- Very few teachers are trained to teach English as a second language;
- At tertiary level, English courses offered to second language student teachers tend to be heavily literature-orientated, lacking explicit knowledge about language;
- English teachers' difficult task to teach English to classes comprised of multi-lingual and multi-cultural learners;
- English is the teachers second language, which they themselves were poorly taught;
- The lack of English proficiency results in teaching and learning becoming a passive process of information giving and rote learning in the classroom.

The researcher is of the opinion that the difference between teachers of ex-model C schools and teachers of the township schools as indicated by this 'sub-test' can also be ascribed to the fact that most of the teachers of the township schools are black teachers who received a disadvantaged English education during the apartheid era.

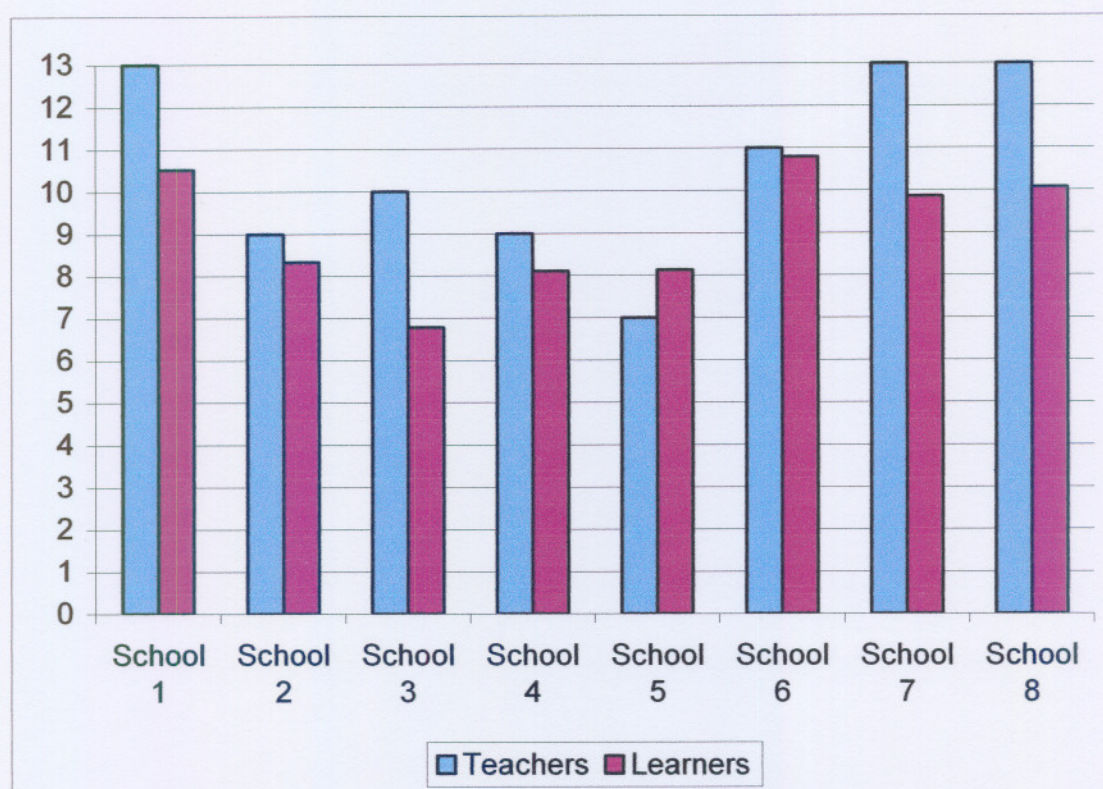
Figure 6.13: Comparison of the vocabulary in context 'sub-test' results between ex-model C schools and township schools



6.3 GRADE – PROFILE OF PARTICIPATING LEARNERS

The ELSA quantifies a participant's functional English skills performance, equating the performance level to that of an English Mother Tongue (EMT) user. To determine the performance level of English second language 2 marks are added to get to a comparable English second language grading. The ELSA expresses a participant's literacy skills in terms of grades. For example, a literacy skills grading of 12, means an equivalent of 12 years formal schooling that is Grade 12. Figure 6.14 depicts the data of the participants' grade profile:

Figure 6.14: Participants' grade profile

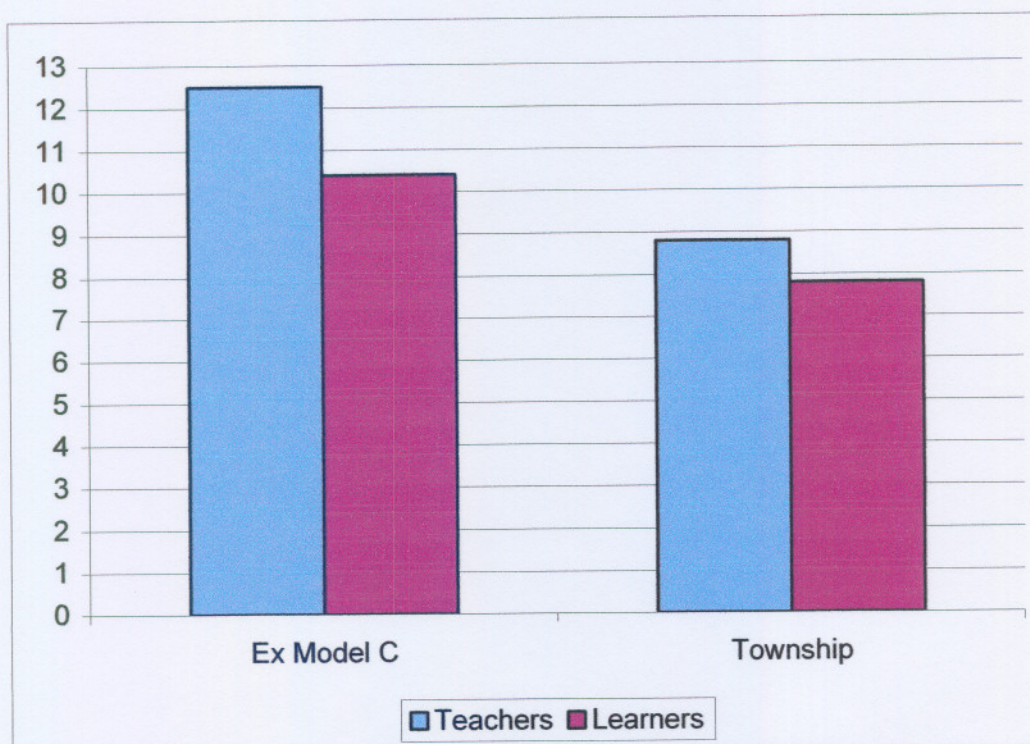


Note: the grade profiles of the participating teachers equate the performance level of an English Mother Tongue user and have not been adapted to a comparable English second language user.

The average grade profile of the participating teachers of the ex-model C schools is that of Grade 12+ (English mother tongue users) that signifies that these teachers have a sound English literacy (see Figure 6.15). The participating learners of ex-model C schools' profile is an average of grade 10 (second language) indicating that these learners' English literacy is two grades behind their academic level. A learner's language proficiency is of the utmost importance (*cf.* 2.1) as it impacts on all other subjects/learning areas. Language is the vehicle of instruction of all subjects and learners with low literacy skills are less successful in using their academic skills, in continuing education and will definitely impact negatively in the workplace. The average grade profile of the participating teachers of the township schools is that of Grade 9 (English mother tongue users/grade 11 English second language). This corroborates the literature finding (*cf.* 4.2) namely that teachers lack the

English proficiency that is necessary for effective teaching and do not have the knowledge and skills to support English language learning which have a negative repercussion for learners, who often copy their teachers since the learners regard teachers as role models. It is not surprising that the participating learners of the township schools' profile is that of grade 8, signifying that their English literacy is 4 years behind their academic level. The grade profiles of the participating teacher and learners of school 5 need to be singled out. The grade profile of the participating learners of school 5 equals that of grade 8, while their teacher's profile is equal to grade 7 (Mother tongue users/grade 9 English second language). In effect the teacher of school 5's profile is just one grade higher than that of the learners, which is cause to great alarm. The low grade profile of this teacher might be due to one of many different aspects (*cf.* 4.2). With the ex-model C schools' English literacy skills being 2 grades behind their academic level and the township schools' English literacy skills being 4 grades behind their academic level, it can be predicted that these learners will experience difficulty at a post-matric level, whether it be in the workplace or at tertiary institutions.

Figure 6.15: Comparison of a grade profile between ex-model C schools and township schools



6.4 CONCLUSION

Research was conducted in eight secondary schools. The participants' results of the seven 'sub-tests' of the Elsa have been discussed in great length. Except for the Basic Numeracy 'sub-test' the results of the other 'sub-tests' reveal that the English proficiency of the participating learners is lacking to a great extent and to some extent regarding the participating teachers. In this chapter an analysis and interpretation of the empirical data was presented. The data confirms the findings from the literature study done in chapters 2 - 4. The next chapter will present a summary and recommendations of the research.

CHAPTER SEVEN

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this chapter a summary of the six preceding chapters is presented. A summary of the statement of the problem, review of the literature as well as research aims and objectives as highlighted in chapters 1, 2, 3, and 4 is presented. A summary of the findings of the empirical research as disclosed in chapter 5 and 6 is also presented.

The summaries of the literature and empirical research findings will enable the researcher to formulate recommendations for remedial treatment for lack of English proficiency and how to effect upgrading

7.2 SUMMARY

Chapter 1 outlined the rationale of this study. This study focused on the influence of English teachers' language proficiency, using English as Medium of Instruction, on the language skills of their learners. The words *English teachers* in this study referred to teachers teaching English as subject/learning area, but who are not native speakers of English and *learners* were those learners who are English second language (ESL) learners. An introductory motivation the research was presented, aims were set (*cf.* 1.2) and the research methodology was briefly outlined (*cf.* 1.3).

The second chapter focused on the four Language Skills. The importance of the listening skill (*cf.* 2.2) was dealt with. The fact that the *listening skill* is often neglected and not taught consciously was emphasised. Issues concerning the *speaking skill* (*cf.* 2.3) were thrashed out. In chapter two the impact that *reading* (*cf.* 2.4) has on learners was deliberated, as well as the importance of being a good reader, as this impacts greatly on the learning and studying process. This led to the realisation that poor reading is also indicative of poorly developed *writing skills* (*cf.* 2.5). Writing is closely linked

to reading and is an essential tool for thinking and learning. It was established that the four language skills should be treated holistically as they all go hand in glove.

The third chapter elucidated the vast impact that Medium of Instruction/LOLT has in South Africa. The historical background (*cf.* 3.2) to the present use and choice of the Medium of Instruction in South Africa was explored. Although multilingualism is entrenched in the Constitution of South Africa (*cf.* 3.3), the status of English as an international language and as one which is politically more neutral than any other South African language, as well as its choice by the government, academic institutions, business and technology seems to ensure its ever increasing dominance (*cf.* 3.3.2).

In chapter four the English language proficiency of English teachers (*cf.* 4.2) and English second language Grade 12 learners (*cf.* 4.3) were scrutinized. Previous research on this matter emphasised that learners are disadvantaged because before they have mastered the necessary basic cognitive skills in their mother tongue they have to learn in English, from teachers who themselves are not proficient in English. This is to the detriment of learners because learners with inadequate English proficiency are at a disadvantage to be successful in school, at tertiary level and in the workplace.

Chapter five detailed the empirical research design and administration as well as the method of research (*cf.* 5.2).

Chapter six presented the data analysis and interpretation (*cf.* 6.2) by means of tables and explanations representing the results of the participants.

The following section will present the findings in accordance with the stated research aims.

7.3 FINDINGS

7.3.1 Findings from the literature study related to the influence of the language proficiency of English teachers who are not native speakers of English on the language skills of their learners.

The following prominent findings came to the fore, after the literature review in chapters two to four:

Finding 1

Language is an instrument of communication, through which people interact socially. As social interaction is the very basis of cognitive development, language is the most important device of cognitive development (*cf.* 2.1).

Finding 2

Learners must become expert listeners because they will spend more than 50% of their lives listening and through accurate and perceptive listening misconceptions can be minimized interpretation of messages will be enhanced and satisfying and productive relationships will be maintained (*cf.* 2.2.2.6).

Finding 3

Learning to speak a second language confidently and intelligibly is important and learners need to be given enough opportunity, support and encouragement to achieve this (*cf.* 2.3).

Finding 4

“Readers are achievers”. It is beneficial to learners to become proficient readers, for then they will be able to read quickly, comprehend quickly and retain subject matter longer (*cf.* 2.4).

Finding 5

Writing is a means of self-expression and personal growth (*cf.* 2.5).

Finding 6

Second language learners find it difficult to express their thoughts in clear, logical and well-constructed sentences (*cf.* 2.5).

Finding 7

Everything that a learner learns is dependent on his/her command and control of language (*cf.* 1.1).

Finding 8

The Constitution of South Africa promotes multi-lingualism (*cf.* 3.3).

Finding 9

English is the chosen language of communication and learning by the public and private sector (*cf.* 3.3.1).

Finding 10

Learners are more successful in acquiring second language literacy if they have already mastered strategies for negotiating meaning in print, in their mother tongue (*cf.* 3.3.2).

Finding 11

Not enough teachers have been prepared adequately to teach in English (*cf.* 4.2).

Finding 12

Learners' English proficiency is poor because they copy their teachers, who are poor role models, regarding English proficiency (*cf.* 4.2).

Finding 13

Teacher training institutions should prepare English language teachers to have a better proficiency in English (*cf.* 4.2).

7.3.2 Findings from the empirical research analysis and interpretation, regarding the influence of the language proficiency of English teachers, who are not native speakers of English on the language skills of their learners.

Finding 14

The listening skill is not taught consciously in many schools.

The results of the phonics 'sub-test' verify that some learners experience problems with the sound system of English. The average of participants from ex-model C schools is far above 70%, which is an adequate score for the phonics 'sub-test'. However, the average of the participants from the township schools is below 50%, which is below par for the phonics 'sub-test' (*cf.* 6.2.1). The average score of their participating teachers is 70%, which is below par. The low score at the township schools might be ascribed to the fact that as the teachers' average score is below par, they offer inadequate opportunities to learners to practice the listening skill.

Finding 15

Some participants experience a problem with how well they hear English and the conventions of writing are not integrated into their literacy skills.

The results of the dictation 'subtest' confirm that some participants do not 'hear' English properly and that the conventions of writing are not integrated into their literacy skills. The average for the participants of the township schools is below 50%, which is below par for the dictation 'sub-test' (*cf.* 6.2.2). This seems to support the idea that the listening skill is not taught consciously but is disregarded in the township schools. Although the average for teachers at the township schools is relatively good (76%) for the dictation 'sub-test' it seems that they do not focus on improving on the teaching of the listening skill to the detriment of their learners.

Finding 16

Some participants will not be able to cope with expository writings, at a post Grade 12 level.

The diagnostic report regarding the results of the participating learners of the township schools indicate that their reading comprehension compared with the educational level are inadequate, poorly developed and below par (*cf.* 6.2.5). The participating teacher of school 5's score for the reading comprehension compared to educational level is inadequate and is less than the participating learners of school 5, whose average indicates their ability is below par. The results of the participating teachers show that the teachers from the ex-model C schools scored 100% except for one score of 95%. This verifies the literature finding (*cf.* 4.3) that learners who are taught in a second language by teachers who are fully proficient in the second language (*cf.* 6.2.5) learn the second language more effectively than learners who are taught by teachers with low levels of competence in the second language.

Finding 17

English second language learners' exposure to and familiarity with English varies from very little to that of limited.

The majority of participating learners have limited exposure to and familiarity with English according to their result for the cloze procedure 'sub-test' (*cf.* 6.2.6). This verifies the literature finding (*cf.* 4.3) that English second language learners have very little or no opportunity to extensive input (reading and listening) or output (practice in speaking and writing) in English.

Finding 18

English second language learners experience major problems regarding reading processing, and they have a restricted reading vocabulary and a limited understanding of the grammar of the English language.

The results of the participating learners for the vocabulary in context 'sub-test' show an average of 39% (*cf.* 6.2.7) and therefore verify the literature finding

(cf. 4.3) that English second language learners find it difficult to complete writing responses where they have to understand and interpret the question before they can recall the knowledge which then has to be formulated in the appropriate form and register.

Finding 19

The average Grade 12 English second language learner has a English literacy skill profile of that of grade 9.

Finding 20

There is a correlation between language proficiency and critical thinking (cf. 3.3.2).

Finding 21

The results of the participating learners of ex-model C schools are for each of the 'sub-tests' better than the results of participating learners of the township schools. This could be ascribed to the fact that the average grade profile of the participating teachers of the township schools is equal to grade 9 (first language).

Finding 22

The results of the ELSA show a clear correlation between teachers and learners. In the case where teachers have good scores, the learners also have good scores. However, where the teachers have poor scores the learners perform even worse. Although teachers have a profound impact on the language skills of their learners, it must be understood that apart from teachers, there are numerous other factors/variables (environmental influences, early stimulation, communication, auditory problems and ineffective information processing skills etc) that could have had an impact or influence on the language abilities of the learners.

The researcher is of the opinion that after studying all the literature findings and the results of the ELSA it is hardly surprising that learners' English literacy skill is not the equivalent of the educational level grade they are.

7.4 RECOMMENDATIONS

The aim of this research was to investigate the influence of the language proficiency of English teachers who are not native speakers of English on the language skills (listening, speaking, reading and writing) of their learners. In order to realize this aim, a literature study was undertaken which served as the foundation of the empirical research. The findings of this research are incorporated in the following recommendations:

Recommendation 1

Teachers need an in depth understanding of the cognitive academic language proficiency (*cf.* 2.1) that is fundamental to the teaching of higher order thinking to enable learners to express their thoughts in clear, logical and well-constructed sentences in the second language. Language is regarded as the primary vehicle of communication through which people socially interact. This social interaction is the very basis of cognitive development, therefore language, itself, becomes an important tool of cognitive development.

Recommendation 2

Because the majority of learners in the township schools experience problems with the sound system of English and the conventions of writing are not integrated into their literacy skills, learners must be given ample opportunity to do listening and reading comprehensions, even the "old fashioned" spelling and dictation tests on a regular basis will most probably better their abilities.

Recommendation 3

Educational institutions must stress the importance of being a good reader. A compulsory reading period could be integrated into the school day. The school library must, as in the past, be given prominence to encourage learners to become good readers.

Recommendation 4

English second language learners have very little or no opportunity to use English in a real life situation. Through co-operative teaching, English first language learners can be grouped with English second language learners. First language speakers can assist second language speakers to remedy their problems and simultaneously second language speakers will have the opportunity of hearing English spoken by first language speakers. Activities, such as role play and simulation might also improve second language learners' English proficiency.

Recommendation 5

The complex problem that teachers face, of a multi-lingual and multi-cultural classroom situation, must be attended to at teacher training level. More emphasis must be placed on gaining a sound knowledge of linguistics and the theories underlying second language acquisition.

Recommendation 6

Teachers who lack English proficiency are unable to teach English effectively, for they themselves have suffered because of the vicious cycle that has developed in the education system. These teachers need to upgrade their ability to the level required to teach English second language. Educational departments and tertiary institutions need to address this problem.

7.5 LIMITATION AND POSSIBLE SHORTCOMINGS OF THE STUDY

Owing to the fact that grade 12 learners experience a heavy workload and are in general under a lot of pressure because it is their final year at school, participants could have negative attitudes to write the ELSA. This could have influenced the findings of the research. Grade 12 is already too late to remedy a lack of literacy proficiency. Therefore it would be advisable to identify such problems at a much earlier stage, in order to have enough time to remedy literacy problems that individual learners might have.

This research also calls for a longer period of time to determine the definite influence of the teachers in question on the learners who took part in the research. The researcher acknowledges, that in the context of this study, the teachers who taught the learners, who took part in the study, prior to Grade 12 definitely also contributed to the learners' current ability or inability. The particular participating teachers might have ended up with these learners in their final year of study and might not have been able to eliminate deficiencies.

7.6 SUGGESTION FOR FURTHER STUDY

In the light of possible limitations of this research, the following suggestion for further study is made:

- Research should be done to investigate how other subject/learning areas are influenced by the English language proficiency of second language learners who receive instruction through English.
- Research should be done to investigate how existing English teachers can be empowered to become proficient English teachers.
- Research should be done to investigate the influence of poor English proficiency on critical thinking skills of learners

7.7 CONCLUSION

This study investigated by means of a literature review and empirical research the influence of the language proficiency of English teachers who are not native speakers of English on the language skills of their learners. Various findings were highlighted. This research has outlined the need to upgrade English teachers' English language proficiency to eradicate the vicious circle resulting in learners' lack of English literacy skills.

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ADDENDUM A

**ELSA-FET INTERMEDIATE
SCHOOL 1 — N=15**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	10	9	10	8	18	10	6	71	9	11
2. Participant 2	8	10	9	9	18	8	6	68	9	11
3. Participant 3	10	7	7	9	18	2	6	59	7	9
4. Participant 4	10	10	10	9	16	14	10	79	11	12+
5. Participant 5	8	10	9	8	17	5	6	63	8	10
6. Participant 6	10	8	9	9	14	14	6	70	9	11
7. Participant 7	10	5	9	6	13	8	7	58	7	9
8. Participant 8	10	10	8	10	18	16	9	81	11	12+
9. Participant 9	8	10	10	7	19	3	4	61	7	9
10. Participant 10	10	7	8	9	18	13	8	73	10	12
11. Participant 11	4	2	7	5	7	1	4	30	4	6
12. Participant 12	9	10	10	10	16	17	9	81	11	12+
13. Participant 13	9	7	10	7	17	6	6	62	8	10
14. Participant 14	6	7	7	6	17	6	6	55	7	9
15. Participant 15	8	10	7	10	17	14	7	73	10	12
Average:	130	122	130	122	243	137	100	984	128	158
	8,7	8,1	8,7	8,1	16,2	9,1	6,7	65,6	8,5	10,5

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 2 — N=9**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	8	6	8	9	14	2	8	55	7	9
2. Participant 2	7	6	5	7	15	1	3	44	6	8
3. Participant 3	8	5	6	6	16	6	3	50	6	8
4. Participant 4	9	5	7	7	14	3	2	47	6	8
5. Participant 5	10	6	6	8	17	6	7	60	7	9
6. Participant 6	8	4	6	4	17	3	5	47	6	8
7. Participant 7	5	6	8	8	17	7	7	58	7	9
8. Participant 8	7	4	7	9	14	4	7	52	6	8
9. Participant 9	8	4	6	3	16	1	6	44	6	8

Average:	70	46	59	61	140	33	48	457	57	75
	7,8	5,1	6,6	6,8	15,6	3,7	5,3	50,8	6,3	8,3

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 3 — N=9**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	5	2	6	5	16	6	2	42	5	7
2. Participant 2	2	2	7	5	9	2	1	28	4	6
3. Participant 3	1	2	5	4	10	1	1	24	3	5
4. Participant 4	7	4	8	8	16	5	7	55	7	9
5. Participant 5	3	5	4	8	7	3	6	36	5	7
6. Participant 6	4	2	3	3	13	7	4	36	5	7
7. Participant 7	4	5	6	8	10	1	4	38	5	7
8. Participant 8	4	2	5	3	13	5	2	34	4	6
9. Participant 9	5	5	6	6	8	1	4	35	5	7

Average:	35	29	50	50	102	31	31	328	43	61
	3,9	3,2	5,5	5,5	11,3	3,4	3,4	36,4	4,8	6,8

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 4 — N=9**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	8	8	8	6	20	4	7	61	7	9
2. Participant 2	3	6	9	7	12	8	6	51	6	8
3. Participant 3	5	4	8	7	17	8	7	56	7	9
4. Participant 4	10	6	8	10	19	7	6	66	8	10
5. Participant 5	10	7	7	5	14	1	5	49	6	8
6. Participant 6	4	6	5	9	14	4	6	48	6	8
7. Participant 7	7	5	4	7	16	4	3	46	6	8
8. Participant 8	2	3	6	5	8	6	2	32	4	6
9. Participant 9	7	5	5	6	11	4	4	42	5	7

Average:	56	50	60	62	131	46	46	451	55	73
	6,2	5,6	6,7	6,9	14,6	5,1	5,1	50,1	6,1	8,1

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 5 — N=16**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	4	5	7	5	13	5	5	44	6	8
2. Participant 2	4	8	7	7	18	0	7	51	6	8
3. Participant 3	6	4	6	8	17	8	6	55	7	9
4. Participant 4	6	8	6	8	14	2	5	49	6	8
5. Participant 5	9	4	3	7	12	0	4	39	5	7
6. Participant 6	6	4	5	4	13	5	4	41	5	7
7. Participant 7	4	4	6	5	13	0	4	36	5	7
8. Participant 8	6	5	6	7	15	8	6	53	7	9
9. Participant 9	8	3	8	5	13	4	8	49	6	8
10. Participant 10	2	4	5	2	11	6	5	35	5	7
11. Participant 11	3	6	4	6	8	6	6	39	5	7
12. Participant 12	5	3	4	4	13	5	2	36	5	7
13. Participant 13	10	9	10	8	19	12	5	73	10	12
14. Participant 14	8	7	5	5	16	0	5	46	6	8
15. Participant 15	10	6	7	8	16	6	6	59	7	9
16. Participant 16	4	5	7	6	17	10	7	56	7	9

Average:	95	85	96	95	228	77	85	761	98	130
	5,9	5,3	6,0	5,9	14,3	4,8	5,3	47,6	6,1	8,1

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 6 — N=15**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	9	9	9	9	20	10	7	73	10	12
2. Participant 2	8	7	8	9	18	6	7	63	8	10
3. Participant 3	10	10	9	9	18	12	6	74	10	12
4. Participant 4	9	5	10	10	15	4	7	60	7	9
5. Participant 5	9	7	8	9	17	5	7	62	8	10
6. Participant 6	10	9	10	9	15	4	7	64	8	10
7. Participant 7	10	8	9	10	20	16	9	82	11	12+
8. Participant 8	10	9	8	7	13	6	6	59	7	9
9. Participant 9	10	9	9	10	16	9	3	66	8	10
10. Participant 10	10	10	10	10	17	9	9	75	10	12
11. Participant 11	10	9	9	10	20	10	8	76	10	12
12. Participant 12	9	10	8	10	15	6	7	65	8	10
13. Participant 13	10	8	7	10	19	9	8	71	9	11
14. Participant 15	10	8	6	8	18	8	3	61	7	9
15. Participant 15	10	10	10	10	20	11	7	78	11	12+
Average:										
	144	128	130	140	261	125	101	1029	132	162
	9,6	8,5	8,7	9,3	17,4	8,3	6,7	68,6	8,8	10,8

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 7 — N=14**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	10	9	9	10	20	3	7	68	9	11
2. Participant 2	9	9	9	9	18	6	7	67	8	10
3. Participant 3	10	9	9	10	18	12	6	74	10	12
4. Participant 4	7	9	9	9	18	3	5	60	7	9
5. Participant 5	10	8	8	6	18	2	3	55	7	9
6. Participant 6	5	6	8	9	18	3	6	55	7	9
7. Participant 7	9	9	9	10	20	9	9	75	10	12
8. Participant 8	8	8	5	7	19	5	4	56	7	9
9. Participant 9	9	6	7	7	17	4	4	54	7	9
10. Participant 10	10	6	7	7	18	11	5	64	8	10
11. Participant 11	6	6	8	8	17	7	8	60	7	9
12. Participant 12	10	8	10	10	20	11	7	76	10	12
13. Participant 13	9	4	8	9	18	2	1	51	6	8
14. Participant 14	9	9	9	10	11	1	5	54	7	9

Average:	121	106	115	121	250	79	77	869	110	138
	8,6	7,6	8,2	8,6	17,9	5,6	5,5	62,1	7,9	9,9

KEY: P = Phonics (10)
D = Dictation (10)
N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)
C = Comprehension (20)

CI = Cloze Procedure (10)
VC = Vocab in Context (30)
TOT = Total
GR = Grade

**ELSA-FET INTERMEDIATE
SCHOOL 8 — N=15**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	COMP EL2 GRADING
1. Participant 1	8	7	10	8	15	7	4	59	7	9
2. Participant 2	10	7	10	10	17	7	6	67	8	10
3. Participant 3	9	6	8	9	17	6	7	62	8	10
4. Participant 4	10	7	9	9	19	8	9	71	9	11
5. Participant 5	10	9	8	9	18	7	6	67	8	10
6. Participant 6	9	9	7	7	20	7	6	65	8	10
7. Participant 7	9	9	8	8	17	9	8	68	9	11
8. Participant 8	10	10	10	10	16	10	8	74	10	12
9. Participant 9	9	9	10	10	19	13	7	77	10	12
10. Participant 10	9	7	5	9	16	4	6	56	7	9
11. Participant 11	9	7	8	8	17	8	4	61	7	9
12. Participant 12	10	9	9	10	20	6	7	71	9	11
13. Participant 13	9	7	8	9	19	11	4	67	8	10
14. Participant 14	7	5	8	9	14	3	6	52	6	8
15. Participant 15	9	6	9	10	15	3	5	57	7	9

Average:	137	114	127	135	259	109	93	974	121	151
	9,1	7,6	8,5	9,0	17,3	7,3	6,2	64,9	8,1	10,7

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

**ELSA-FET INTERMEDIATE
TEACHERS — N=9**

SURNAME, NAME	P	D	N	41	C	VC	CI	TOT	GR	SCHOOL
1. Participating Teacher 1	9	8	10	10	20	28	9	94	12/12+	School 1
2. Participating Teacher 2	8	10	9	8	18	13	7	73	9	School 2
3. Participating Teacher 3	6	7	9	8	19	18	9	76	10	School 3
4. Participating Teacher 4	8	6	8	9	17	17	7	72	9	School 4
5. Participating Teacher 5	4	7	8	8	12	9	6	54	7	School 5
6. Participating Teacher 2.1	9	8	8	8	16	12	8	69	9	School 2
7. Participating Teacher 6	10	10	8	9	19	16	8	80	11	School 6
8. Participating Teacher 7	10	8	7	9	20	28	9	91	12/12+	School 7
9. Participating Teacher 8	9	10	9	10	20	28	8	94	12/12+	School 8

Note: For School 2 there are two participating teachers – Teacher 2 and Teacher 2.1

Average:	73	74	76	71	161	169	71	703	94
	8,1	8,2	8,4	7,9	17,9	18,8	7,9	78,1	10,4

KEY: P = Phonics (10)

D = Dictation (10)

N = Numeracy (Basic) (10)

41 = L&G of Spatial Relation (10)

C = Comprehension (20)

CI = Cloze Procedure (10)

VC = Vocab in Context (30)

TOT = Total

GR = Grade

School 1

Participating Teacher

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 12/12+

Comparable NQF Level: NQF 4+

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☒ below par ☐
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☒ satisfactory ☐
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☒
below par ☐
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☒ limited ☐
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☒
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☒
passable ☐
inadequate ☐
totally inadequate ☐

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☒ high ☐
fair ☐ low ☐
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☐
Quantum Series ☐

5. Numeracy Skills Level:

Not applicable ☒ ABET VII ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



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Ed. level: Gr 11

School 1

Participating learner 1

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 9

Comparable NQF Level: NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☒ below par ☐
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☒
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☒
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 2

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 9

Comparable NQF Level: NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☒
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET I/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 3

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 7

Comparable NQF Level: Below NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☒ Yes ☐

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☐
very low ☒ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 4

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 11

Comparable NQF Level: NQF 3

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☒ below par ☐
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☐
poorly developed ☒
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☒ limited ☐
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☒
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☒
fair ☐ low ☐
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☐
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 5

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 8

Comparable NQF Level: Below NQF 1

2. Diagnosis

2.1 Functionally literate in English:
No ☐ Yes ☒

2.2 Phonic Skills:
adequate ☐ below par ☒
passable ☐ inadequate ☐

2.3 Dictation Skills:
adequate ☒ below par ☐
passable ☐ inadequate ☒

2.4 Basic Numeracy:
adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:
intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared
with educational level claimed:
on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze
Procedure):
high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:
excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

**2.9 Reading processing (i.e. cognition and proficiency) at
sophisticated adult level, i.e. NQF 4:**

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

**2.10 Trainability level using English as language of learning
in a formal training situation:**

very high ☐ high ☐
fair ☐ low ☒
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 6

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 9

Comparable NQF Level: NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☐
poorly developed ☒
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☒
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☒
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET III/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 7

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 7

Comparable NQF Level: Below NQF 1

2. Diagnosis

2.1	Functionally literate in English:		
	No	☒	Yes ☐
2.2	Phonic Skills:		
	adequate	☒	below par ☐
	passable	☐	inadequate ☐
2.3	Dictation Skills:		
	adequate	☐	below par ☐
	passable	☐	inadequate ☒
2.4	Basic Numeracy:		
	adequate	☐	below par ☒
	inadequate	☐	poor ☐
2.5	Language and grammar of spatial relationships:		
	intact	☐	satisfactory ☐
	inadequate	☒	poorly developed ☐
2.6	Reading comprehension at ABET III level compared with educational level claimed:		
	on par	☐	
	below par	☐	
	poorly developed	☒	
	inadequate	☐	
2.7	Exposure to and familiarity with English (Cloze Procedure):		
	high degree	☐	limited ☒
	rare - lacking	☐	very little ☐
2.8	Vocabulary in context:		
	excellent	☐	
	well developed	☐	
	average	☐	
	poorly developed	☐	
	inadequate for most white-collar jobs	☒	

2.9	Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:	
	appears to be adequate	☐
	passable	☐
	inadequate	☒
	totally inadequate	☒

2.10	Trainability level using English as language of learning in a formal training situation:	
	very high	☐ high ☐
	fair	☐ low ☐
	very low	☒ extremely low ☐

3.	ABET HANDS-ON training required:	
	No	☐ Yes ☒

4.	Computer-based training (CBT) recommended:	
	Reading strategies	☒
	Quantum Series	☒

5.	Numeracy Skills Level:	
	Not applicable	☒ ABET I/II ☐
	ABET II	☐ ABET W/III ☐
	ABET III	☐ ABET III/IV ☐
	ABET IV	☒ ABET IV+ ☐

6.	ABET Numeracy training required:	
	Not applicable	☒
	No	☐
	Yes	☐

Note: ABET I = approx. Grade 3
 ABET II = approx. Grade 5
 ABET III = approx. Grade 7
 ABET IV / NQF 1 = approx. Grade 9
 NQF2 = approx. Grade 10
 NQF3 = approx. Grade 11
 NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006

Ed. level: Gr 11

School 1

Participating learner 8

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 11

Comparable NQF Level: NQF 3

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☒ satisfactory ☐
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☒ limited ☐
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☒
poorly developed ☐
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☒
totally inadequate ☐

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☒
fair ☐ low ☐
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☐
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 9

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 7

Comparable NQF Level: Below NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☒ Yes ☐

2.2 Phonic Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☒ below par ☐
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☒
below par ☐
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☐
rare - lacking ☐ very little ☒

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☒
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☐
very low ☒ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET III/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 10

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 10

Comparable NQF Level: NQF 2

2. Diagnosis

2.1 Functionally literate in English:

No ☐ Yes ☒

2.2 Phonic Skills:

adequate ☒ below par ☐
passable ☐ inadequate ☐

2.3 Dictation Skills:

adequate ☐ below par ☒
passable ☐ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☒
inadequate ☐ poor ☐

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☒
inadequate ☐ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☒
poorly developed ☐
inadequate ☐

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☒
inadequate for most white-collar jobs ☐

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☒ low ☐
very low ☐ extremely low ☐

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET II/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



Ed. level: Gr 11

School 1

Participating learner 11

Mother Tongue: Afrikaans

Date assessed: 06/06/2006

1. English Literacy Skills as measured: Grade 4

Comparable NQF Level: Below NQF 1

2. Diagnosis

- 2.1 Functionally literate in English:**
No ☒ Yes ☐
- 2.2 Phonic Skills:**
adequate ☐ below par ☐
passable ☐ inadequate ☒
- 2.3 Dictation Skills:**
adequate ☐ below par ☐
passable ☐ inadequate ☒
- 2.4 Basic Numeracy:**
adequate ☐ below par ☒
inadequate ☐ poor ☐
- 2.5 Language and grammar of spatial relationships:**
intact ☐ satisfactory ☐
inadequate ☐ poorly developed ☒
- 2.6 Reading comprehension at ABET III level compared with educational level claimed:**
on par ☐
below par ☐
poorly developed ☐
inadequate ☒
- 2.7 Exposure to and familiarity with English (Cloze Procedure):**
high degree ☐ limited ☐
rare - lacking ☐ very little ☒
- 2.8 Vocabulary in context:**
excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

- appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

- very high ☐ high ☐
fair ☐ low ☐
very low ☐ extremely low ☒

3. ABET HANDS-ON training required:

- No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

- Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

- Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET III/III ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

- Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



School 5

Ed. level: Gr 11

Participating learner 11

Mother Tongue: Sesotho

Date assessed: 27/07/2006

1. English Literacy Skills as measured: Grade 5

Comparable NQF Level: Below NQF 1

2. Diagnosis

2.1 Functionally literate in English:

No ☒ Yes ☐

2.2 Phonic Skills:

adequate ☐ below par ☐
passable ☐ inadequate ☒

2.3 Dictation Skills:

adequate ☐ below par ☐
passable ☒ inadequate ☐

2.4 Basic Numeracy:

adequate ☐ below par ☐
inadequate ☐ poor ☒

2.5 Language and grammar of spatial relationships:

intact ☐ satisfactory ☐
inadequate ☒ poorly developed ☐

2.6 Reading comprehension at ABET III level compared with educational level claimed:

on par ☐
below par ☐
poorly developed ☐
inadequate ☒

2.7 Exposure to and familiarity with English (Cloze Procedure):

high degree ☐ limited ☒
rare - lacking ☐ very little ☐

2.8 Vocabulary in context:

excellent ☐
well developed ☐
average ☐
poorly developed ☐
inadequate for most white-collar jobs ☒

2.9 Reading processing (i.e. cognition and proficiency) at sophisticated adult level, i.e. NQF 4:

appears to be adequate ☐
passable ☐
inadequate ☐
totally inadequate ☒

2.10 Trainability level using English as language of learning in a formal training situation:

very high ☐ high ☐
fair ☐ low ☐
very low ☐ extremely low ☒

3. ABET HANDS-ON training required:

No ☐ Yes ☒

4. Computer-based training (CBT) recommended:

Reading strategies ☒
Quantum Series ☒

5. Numeracy Skills Level:

Not applicable ☒ ABET I/II ☐
ABET II ☐ ABET III/IV ☐
ABET III ☐ ABET III/IV ☐
ABET IV ☐ ABET IV+ ☐

6. ABET Numeracy training required:

Not applicable ☒
No ☐
Yes ☐

Note: ABET I = approx. Grade 3
ABET II = approx. Grade 5
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Grade 11
NQF4 = approx. Grade 12

Signed: T.J. Horne

Date: October 18, 2006



