

achievement (Tlale, 1991: 18) and could, therefore, also influence English L2 proficiency.

Based on these results and discussions, it is clear that one can conclude the following:

- Acquisition planning for English as a L2 is relatively effective for Afrikaans respondents but not effective for Southern Sotho respondents.
- Understanding the cultural identities of these respondents provided some insight into their English L2 proficiency. A better understanding of the role that language plays as part of these cultural identities, and results that correlated English L2 proficiency with aspects of cultural identity showed that a positive identification with the in-group, balanced with a more inclusive attitude and valuing an autonomous lifestyle, enhance English L2 proficiency of Afrikaans and Southern Sotho respondents.

The complex nature of these cultural identities challenges effective use of this information for acquisition planning. These cultural identities are complex, because they incorporate seemingly irreconcilable notions: a celebration of a form of in-group identity, balanced with a more inclusive inclination, and an emphasis on values linked to an autonomous lifestyle. Recommendations for acquisition planning for English as a L2 for Afrikaans and Southern Sotho respondents should be made while taking full cognisance of these complexities.

Chapter 6

Conclusions and recommendations

1 Introduction

The main aim of this chapter is to relate findings from Chapter 5 to recommendations for improving acquisition planning¹⁰² for English as a L2 for Afrikaans and Southern Sotho learners in multilingual South Africa. Preceding these recommendations, concluding remarks about cultural identity and acquisition planning [reflecting on §3, Chapter 3] and cultural identity and social approaches to L2 learning [reflecting on §4, Chapter 3] are presented. The aim is to link this discussion with the findings from Chapter 5. Findings from this study provide some clarification to mainly theoretical discussions presented in the above-mentioned sections of Chapter 3.

2 Implications of findings for cultural identity and acquisition planning

Three issues discussed in Chapter 3 need to be considered when findings from this study are related to a discussion of cultural identity and acquisition planning. First of all, identity politics is a major trend in postmodern society. Secondly, a relationship between language and identity is salient for some cultural identities and this might influence L2 learning. Finally, the postmodern view of identity is that it is multidimensional and complex.

Firstly then, findings from this study show that Afrikaans and Southern Sotho respondents hold very positive views about their ethnic and their racial identities and actively pursue activities that would lead to its maintenance. The general description of the cultural identities of Afrikaans and Southern Sotho respondents in §3.1 and §3.2, in Chapter 5 provides evidence of this. Furthermore, the statistical analysis of possible relationships between aspects of cultural identity and English L2 proficiency presented in §4.1 and §4.2 proves that a positive identification with some form of cultural identity is statistically significantly related to better English L2 proficiency.

¹⁰² "Improvement of acquisition planning" refers to improvements on the unintentional acquisition planning efforts for English as a L2 that formed part of language in education policies in the past (Schuring, 1992: 252) and improvement of the current, deliberate, acquisition planning context for English as a L2 in South Africa, of which the Langtag (1996) process is one example.

This latter finding must be taken into account if improvement of acquisition planning for English L2 learning for Afrikaans and Southern Sotho respondents in South Africa is considered.

Secondly, findings show that both L1 groups identified language as a specific marker of their identities, although language plays a different role in the Afrikaans and Southern Sotho context. Afrikaans respondents regard their L1 as an important marker of their identity and display a basically bilingual type of identity. Southern Sotho respondents regard communication with others as a more important component of their cultural identity and this inclination probably represents one source for their multilingual identities.

Thirdly, a consideration of these findings in the context of the discussion in §3.2 [Chapter 3] indicates that the identities of these respondents cannot be regarded as unidimensional or simplex and that the aim of language learning for South Africans is not to achieve transitional bilingualism, but additive bi/multilingualism. The complexity of the identities of the Afrikaans and Southern Sotho respondents can be expressed at two different levels: the Southern Sotho cultural identity is multidimensional and the identities of the Afrikaans and Southern Sotho respondents differ and this adds a further multidimensionality to the South African L2 learning context. Acquisition planning for English as a L2 for these respondents, therefore, needs to take the positive identification with the in-group, the multidimensional nature of identity and the role languages play in these identities into consideration.

3 Implications of findings for social approaches to L2 learning

Findings from this study provide empirical evidence that many of the assumptions underlying social approaches to L2 learning are incorrect or not tenable in the South African context. According to Giles' Intergroup model, high L2 proficiency is possible only "when in-group identification is weak or the L1 does not function as a salient dimension of ethnic group membership" (Ellis, 1994: 234). Positive in-group identification correlated with and predicted English L2 proficiency for both Afrikaans and Southern Sotho respondents and both groups indicated that the L1 is a salient

marker of in-group identity and the ethnolinguistic vitality of more proficient Afrikaans and Southern Sotho respondents was high.

A form of integrative motivation seems to be at work in the language learning processes as described by Southern Sotho learners. They indicate that communicating with others so that they can understand them better forms a very important part of their cultural identity. This is akin to Lambert's initial conceptualisation of "integrative" motivation as "a sincere and personal interest in the people and culture represented by the other group" (Gardner, 1985: 134). However, Southern Sotho respondents in this study indicated that they learn English, Afrikaans and Zulu to communicate and better understand others in South Africa. English (or Afrikaans or Zulu) is, therefore, not learnt by Southern Sotho respondents to integrate / acculturate with any target language group (integrativeness as expressed by Schumann), but to communicate with speakers of languages other than English. Findings from this study support an approach to social identity as expressed by Norton Peirce (1995: 23). A positive cultural identity is correlated with higher English L2 proficiency for the Afrikaans and Southern Sotho respondents in this study.

4 Recommendations for improving acquisition planning for English as a L2 in multilingual South Africa

Emerging from the findings reported in Chapter 5, the following issues need to be reflected in recommendations for improving acquisition planning for English as a L2 for Afrikaans and Southern Sotho respondents:

- language planning and social planning are related; and
- cultural identity contributes to L2 learning in South Africa in many different ways. Mainly, Afrikaans and Southern Sotho respondents who identified strongly with the in-group achieved better English L2 scores. Apart from this finding, the following issues affect the role of cultural identity in L2 learning: the salience of the L1 in the cultural identity; the role of other languages in the cultural identity; and the beliefs about language and communication that form part of the cultural identity. Another component of cultural identity that correlated with English proficiency is an autonomous lifestyle.

At the onset, it is important to acknowledge that other researchers have made many of these recommendations previously. See, for example, the work of Alexander (1989; 1992; 1995), Heugh *et al.* (1995), Lemmer (1993; 1995), Luckett (1993; 1995) and Starfield (1995). These recommendations were often based upon teacher or researcher observations, more theoretical or only focused on attitudes. An important contribution of this study was to empirically investigate issues such as ethnic identification and racial identification and its relationship to English L2 proficiency. The following recommendations, therefore, empirically support notions already referred to by these and other researchers.

Before the recommendations of this study are presented, it is also important to acknowledge the work that became known as the Molteno Project (Walters, 1988: 5; Walters, 1996: 214). The brief of the Molteno Project (founded in 1974) was to analyse the problems related to the use of English as language of teaching in African schools and to recommendation of methods for preparing primary school children for the use of English as language of teaching from their fifth year of schooling upwards (Walters, 1988: 7; Walters, 1996: 214). Based on findings very early on in the project's existence, researchers realised that:

... while the curriculum assumed that a sufficiently sound basis of mother-tongue reading and writing skills would be established in the first year to enable ESL children to *transfer* those skills to the task of beginning to learn to read and write in a second language in their second year, the majority of the children simply had too weak a foundation for any transfer to be possible (Walters, 1996: 217).

These findings from the first field-workers resulted in the shifting of the focus of the project from problems relating to the teaching of English in African primary schools to the teaching of reading and writing in the mother tongue (Walters, 1988: 9). This project was therefore way ahead of its time (locally and internationally) in realising the possible interplay between literacy in the L1 and literacy in an L2. The principles, materials and practices of the Molteno Project are even more valuable in the post-1994 South Africa, because it brings with it a body of research findings that evaluated the implementation of interventions. Findings from the Molteno project must be distributed more widely and the project should be afforded much more attention in the L2 teaching/learning circles.

4.1 Language planning and social planning are related

It would have been very rewarding if all recommendations made in this study could come to pass. It would then be easy to recommend that all socio-economic differences in South Africa be eradicated from 1 January 2000. Apart from erasing differences in L2 proficiency, other important social conditions could have been changed for the better as well. Several authors (Rubin & Jernudd, 1971b: xviii; Cooper, 1989a: 66; Edwards, 1989: 30) and the Langtag (1996: 13) committee unfortunately attested to the fact that social and language change are tedious processes (cf. discussion in §4, Chapter 2). Moulder (1991: 9) predicts that it takes about 20 years to change an education system. Apart from being tedious, some social conditions that influence language learning seem insurmountable. The influence of poverty on the academic achievement of black learners in South Africa is an example of such a formidable social effect that language planners might have to take into consideration, without having any real opportunity to change or remove its influence from the lives of their learners. Edwards (1989: 30) is even more sceptical and is of the opinion that "relativism of one sort or another seems a long-enduring aspect of society". He seems to suggest that no matter how we plan, social inequalities will remain an integral part of any society.

A more realistic recommendation related to the findings that socio-economic status is related to English L2 proficiency would be:

Recommendation 1: that transformation, affirmative action and reconstruction and development plans have overt language requirements.

A strong expression of language requirements would focus on providing incentives for South Africans to use their L1 in as many domains as possible. This would result in status and corpus development (especially for African languages) and improvement of literacy-related (academic) language proficiency in the L1 that would make these skills available to L2 contexts. A weaker expression of language requirements would at least focus on developing an understanding and appreciation of functional multilingualism in the South African context. This would lead to a better understanding of different types of language proficiency that would make L2 teachers

in an educational context aware of the demands that using the L2 would bring about. This would hopefully impact on their L2 teaching and, consequently, the L2 learning of their learners.

4.2 Contributions of cultural identity to English L2 learning

It is difficult to consolidate recommendations that flow from the finding that cultural identity affects L2 English learning, because some elements of the cultural identity of Afrikaans and Southern Sotho respondents differ. However, this is the reality that English L2 teachers will face. An attempt is, therefore, made in this section to develop recommendations that would equally and simultaneously benefit Afrikaans and Southern Sotho respondents. Recommendations to improve acquisition planning have to focus on findings that a positive identification with the in-group, combined with an inclusive attitude and valuing an autonomous lifestyle correlated with English proficiency. The recommendations that follow emerge from these findings.

Recommendation 2: that English L2 learning contexts take cognisance of the multilingual nature of South African society and the resultant multidimensional cultural identities of English L2 learners.

This recommendation would imply that English L2 learners and teachers are required to critically reflect on their linguistic repertoires and their cultural identities. This is also in line with the introduction of outcomes-based education (OBE) in South Africa. While introducing OBE the then-minister of education, Sibusiso Bengu (1997: 1) stated that:

It will foster learning which encompasses a culture of human rights, multilingualism and multi-culturalism and a sensitivity to the values of reconciliation and nation-building.

Afrikaans and Southern Sotho learners should, therefore, revisit the multilingual and multicultural context in which they learn. Afrikaans¹⁰³ learners of English as a L2 should first of all be made aware that they have a very privileged linguistic position in

¹⁰³ Readers are reminded that these findings pertain to the lives of white Afrikaans speakers of English as a L2 exclusively, because no coloured speakers of Afrikaans participated in the study.

South Africa. They are able to use their L1 exclusively in many domains, while this advantage is not readily available to other South Africans. Afrikaans learners should learn to appreciate the privilege to learn in the L1 and to add English as a L2 relatively successfully to their linguistic repertoire. They should also be made aware that bilingualism in Afrikaans and English has been a part of the cultural identities of Afrikaans people for some time. Due to this group bilingualism, they are in the fortunate position that they have relatively more contact with English outside the classroom (through people and products, for example, books, music, films). One should emphasise how they can use these opportunities to improve their English L2 proficiency. Finally, they should be made aware that the addition of a third language (preferably an African language) would benefit them greatly in South Africa. In other words, Afrikaans learners need to understand the multilingual nature of South African society better.

Southern Sotho teachers and learners should be made aware that their multilingual and multidimensional identities are assets in the South African context. This cognitive awareness should ideally be matched with clear examples of the benefits of multilingualism in the South African society. More importantly, Southern Sotho learners¹⁰⁴ should be given opportunities to come to a better understanding of functional multilingualism. Two matters need emphasis in this discussion: first of all, that one often uses different languages in different contexts and, secondly, that the type of language proficiency required for language use in different contexts differ. Southern Sotho learners should come to understand that their multilingualism is probably a result of conversational language proficiency skills in different languages. If the linguistic and educational positions of African languages do not change in the near future, Southern Sotho learners should be made aware that the type of English proficiency they require (to study at a technikon or university, for example) is different from their conversational language proficiency skills in possibly two or three other South African languages. They should recognise that English plays a different role in their linguistic repertoire than, for example, Afrikaans or Zulu, in which they

¹⁰⁴ It could be argued that disseminating this information to these learners would not be beneficial to their L2 learning. Whether these learners would benefit from this information is debatable, because it is untested at this stage. It might be more important to inform the teachers of these learners about these matters.

have may have acquired conversational language proficiency. Great care should be taken not to make English into a Holy Grail, but rather to develop a realistic understanding of English L2 demands with these L2 teachers and learners. They should understand that literacy-related (academic) language proficiency skills relate to context reduced and cognitively demanding contexts such as education. Future research could be improved by inviting more Southern Sotho respondents from different educational and language policy contexts to participate in the study. A bigger sample of Southern Sotho speakers from different contexts could yield even more interesting findings related to this speech community.

Recommendation 3: that the L1 is used in English L2 learning contexts to enhance literacy-related (academic) language proficiency development.

This recommendation is based upon Cummins' construct of common underlying proficiency (CUP) that would allow transfer of academic literacy skills and conceptual knowledge (Starfield, 1995: 177) from the L1 to the L2. More importantly, this would facilitate the acquisition of L2 literacy. According to Starfield (1995: 178), Cummins' theories helped to reconceptualise the role of the English L2 teacher. She argues that this mainly concerns the integration of language and learning skills with content courses (1995: 178).

Although it is acknowledged that black learners in South Africa barely acquire literacy-related (academic) language proficiency in the L1 (Starfield, 1995: 177), this recommendation extends Starfield's position by requiring the use of the L1 in the English L2 classroom so that the development of literacy-related (academic) language proficiency in the L2 can be enhanced. A careful analysis of the findings from the Molteno project could be invaluable in implementing this recommendation in an acquisition plan for English as a L2 for Southern Sotho learners.

This recommendation might meet with a lot of resistance from parents, teachers and learners (Sarinjeive, 1999:133, 136). Parents might find it difficult to see how using the L1 in the English L2 classroom would benefit the development of English L2 proficiency of their children. This concern should be considered seriously in future research about the role of the L1 in L2 proficiency. Disseminating the results of

success stories (such as those documented as a result of the Molteno Project) to parents would be the only way in which to constructively change their attitudes. English L2 teachers might be negative about this recommendation mainly because they might feel threatened by the fact that many of them cannot use the L1 of their English L2 learners. Ultimately, they might fear loss of their jobs. English L2 teachers could be trained to understand that they are not the only sources of knowledge in the classrooms. The English L2 learners are the main sources of L1 use in the L2 classroom. The English L2 teacher would simply have to effectively facilitate the process where a learner uses a concept in the L1. The English L2 teacher would then have to ask another learner to interpret or translate this concept into English. This whole process could greatly facilitate learning. English L2 learners might also have negative attitudes towards this idea. If they effectively understand the benefits (increased literacy-related (academic) language proficiency development and L2 proficiency), and in time experience the benefits, they might be convinced.

Apart from the literacy-related (academic) language proficiency and L2 proficiency benefits of using the L1 in the English L2 learning context, an added benefit might be increased self-esteem of L2 learners. Feelings of cultural loss and lack of self-image due to the low status of the L1 in the educational context in general (cf. discussion by Ngugi, 1986 and Mawasha, 1987 in §3.3.2, Chapter 2) could be curbed by the use of the L1 in the English L2 learning context.

Recommendation 4: that in-group pride and a more inclusive attitude towards humanity in general be reflected in English L2 learning contexts.

Findings from this study indicate that a positive identification with the in-group relates to positively to English proficiency. Implementing this recommendation relates to combating the feelings of cultural loss and lack of self-image as discussed above, as well as ties in with an appreciation of multilingualism and multiculturalism as experienced in South Africa discussed previously. Connected to a positive identification with the in-group, Afrikaans learners in this study who achieved better English L2 proficiency displayed more positive attitudes towards Black people. Similarly, Southern Sotho learners who achieved better proficiency identified with a

more inclusive South African identity. A respect for the in-group and humanity in general seem to be related to better English proficiency. It would be a gross simplification to state that less racist or ethnocentrist South Africans would be better learners of English as a L2. However, a more inclusive or "world-minded" (cosmopolitan) attitude might be beneficial in L2 learning contexts.

Recommendation 5: that learning activities in the English L2 learning context focus on developing a more autonomous lifestyle among learners.

Similarly, it would be dangerous to state that a more autonomous disposition would automatically result in increased English L2 proficiency. Findings from other studies, however, seem to suggest that a more autonomous attitude (that might be related to particular learning styles) is beneficial in educational contexts in general (Agar, 1990: 448-451). Furthermore, outcomes-based education (OBE) (currently introduced in South African education) requires the following from learners:

- that they are active,
- capable of critical thinking and reasoning, reflection and action,
- and that they take responsibility for their learning and are motivated by constant feedback and affirmation of their worth (Department of Education, 1997: 7).

OBE requirements of learners to be active, critical and take responsibility for their learning are related to a more autonomous lifestyle. All these desired attributes for learners relate to the operational definition of autonomy¹⁰⁵ as used in this study.

5 Recommendations for future research

Three issues following from this study warrant further research. First of all, the finding that a positive identification with the in-group is related to English L2 proficiency provides a counter-example that begs the revision of established social approaches to L2 learning. No attempt at presenting a new social and educational model for L2 learning was sought in this study and this might be a fertile area for further research.

¹⁰⁵ The operational definition of autonomy in Langley *et al* (1992: 7) is: "to make her/his own decisions and to carry out plans as he/she sees fit; to have an independence of action within her/his sphere".

Secondly, there is a trend in L2 acquisition research towards "a more balanced focus on both the social and the personal nature of L2 use and learning" (Johnson, 1992: 27, 41). Any comprehensive theory of L2 learning would have to take both factors (individual learner differences and social) into account. This is a trend also acknowledged by Dreyer (1992) and Van der Walt (1997). Both these researchers acknowledge the need to add a "cultural" perspective to their research (Dreyer, 1992: 130-131; Van der Walt, 1997: 127, 145, 147). An overt assumption in this study was right from the start that an investigation into cultural identity would be able to explain some of the variance in L2 proficiency. The overlap between findings that relate to an autonomous lifestyle (a social value included in this study), field independence and personality components, and English L2 proficiency, seem to suggest that future research needs to take account of both perspectives. An integrative research approach is needed particularly because social variables might intersect with psychological ones (Ellis, 1994: 240). This interaction might complicate an explanation of variance in English L2 proficiency invariably.

Thirdly, it is conceived that the implementation of some of the above recommendations would meet with considerable resistance among, for example, parents. It is recommended in this study that future research focus on identifying contexts, like the Molteno Project, in which some of these recommendations are already implemented. Research should be conducted on the relative success of these types of projects and research results should be made available to parents and other stakeholders who might resist these recommendations.

6 Conclusion

From the findings of this study, it is clear that:

- acquisition planning for English as a L2 is not (and was not) effective for Southern Sotho learners;
- there is a relationship between the cultural identities of Afrikaans and Southern Sotho learners and their English L2 proficiency; and

- language planning can be improved on the basis of the new knowledge about the cultural identities of Afrikaans and Southern Sotho learners and their relationship to English L2 proficiency.

The challenge presented by the complex nature of these cultural identities is to find a way to use this information effectively in order to improve acquisition planning for English as a L2. The cultural identities are complex, because they incorporate seemingly conflicting notions: a celebration of a form of in-group identity, balanced with a more inclusive inclination; and an emphasis on values linked to an autonomous lifestyle.

Other researchers also battled to comprehend the possible contributions of complex cultural identities to the English L2 proficiency of learners. Robb (1995) presents a particularly poignant metaphor to explain her understanding of the nature of South African cultural identities and the possible influence this may wield on learning achievements. She argues that:

Strategies need to be devised and implemented to ensure that each child is enabled to develop both roots and wings (1995: 22).

It seems that the Afrikaans and Southern Sotho respondents who achieved better English L2 proficiency got this magical mix working for them. They have no insecurity about their roots (their positive identification with different forms of in-groups is proof of this), and they are simultaneously spreading their wings (reaching out to a bigger world that is more inclusive than the world of the in-group alone). The complexity of these cultural identities (and ultimately the complex context in which they are forged) challenges simplistic perceptions such as integrative motivation and transitional bilingualism (essential components of traditional social approaches to L2 learning).

It seems that the biggest challenge for effective use of findings from this study would come from the context (and attitudes of people in this context) in which these cultural identities are forged. Heugh (1995d: 24) verbalises this challenge as follows:

The challenge before us is to reorientate our thinking away from the problems associated with linguistic diversity and toward the advantages of engaging with the multilingualism of the country.

According to Verhoef (1998), functional multilingualism is at present only an ideal in South Africa. Attitudes from government and South Africans in general towards these complexities inherent to multilingual societies show that few people understand the broader societal benefits of engaging with these complexities. Reorienting the minds of South Africans about these matters presents the biggest challenge to implementation. The language reality in which many multilingual South Africans function today still entices them to believe that their complex cultural identities, and their consequent multilingualism, are problematic. Until we celebrate these cultural identities and value their contributions to act as catalysts of development in general, functional multilingualism might remain an ideal only. Ultimately, we would continue to ignore one of the most powerful sources of social energy. Mindful that social change (language change in particular) takes time (Haugen, 1971: 285; Rubin & Jernudd, 1971: xviii), it seems as if our unwillingness to act upon this knowledge might result in the hampering of development in South African society much longer than our society can afford.

Bibliography

- Agar, D. 1990. Non-traditional students: perceptions of problems which influence academic success. *Higher Education*, 19: 435-454.
- Ager, D. 1996. Language policy in Britain and France: the processes of policy. London: Cassell.
- Alexander, N. 1989. Critical choices for South African society: the language question. Rondebosch: Institute for the study of public policy, University of Cape Town.
- Alexander, N. 1992. Language policy research in South Africa. *Transformation*, 18: 175-181.
- Alexander, N. 1995. Multilingualism for empowerment. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. Multilingual education for South Africa. Johannesburg: Heinemann. p. 37-41.)
- Anderson, A. B. 1990. Comparative analysis of language minorities: a sociopolitical framework. (In Gorter, D., Hoekstra, J. F., Jansma, L. G. & Ytsma, J., eds. Fourth international conference on minority languages. Volume 1: general papers. Clevedon: Multilingual Matters. p. 119-135.)
- Appel, R. & Muysken, P. 1987. Language contact and bilingualism. London: Edward Arnold.
- Ary, D., Jacobs, L.C. & Razavieh, A. 1991. Introduction to research in education. Fourth edition. Fort Worth: Holt, Rinehart & Winston.
- Ayliff, D. 1993. A department-based English academic development programme. *Auetsa Proceedings*: 181-191.
- Baker, C. 1993. Foundations of bilingual education and bilingualism. Clevedon: Multilingual Matters.
- Baldauf, R. 1990a. Language planning and education. (In Baldauf, R. & Luke, A., eds. Language planning and education in Australasia and the South Pacific. Clevedon: Multilingual Matters. p. 14-44.)
- Baldauf, R. 1990b. Education and language planning in the Samoas. (In Baldauf, R. & Luke, A., eds. Language planning and education in Australasia and the South Pacific. Clevedon: Multilingual Matters. p. 259-276.)
- Balfour, R. 1998. Re-examining the role of English as a medium of instruction in South African education. (In Foley, A., ed. English at the turn of the millennium: proceedings of the English Academy of Southern Africa conference, 14-16 September 1998. Randburg: Océ Outsourcing Company. p. 146-152.)
- Bamgbose, A. 1991. Language and the nation: the language question in Sub-Saharan Africa. Edinburgh: Edinburgh University Press.
- Barker, C. 1999. Television, globalisation and cultural identities. Buckingham: Open University Press.
- Barkhuizen, G. 1995. Setting examinations: implications for English second language speakers. *Journal for Language Teaching*, 29(2): 110-136.
- Barth, F. 1969. Ethnic groups and boundaries: the social organization of cultural difference. London: Allen & Unwin.
- Bates, D. G. & Plog, F. 1990. Cultural anthropology. Third edition. New York: McGrawhill.
- Berns, M. 1995. English in Europe: whose language, which culture? *International Journal of Applied Linguistics*, 5(1): 21-32.
- Best, J. W. & Kahn, J.V. 1989. Research in education. Englewood Cliffs, NJ: Prentice Hall.

- Beukes, A-M. 1991. Language teaching and politics of language. *Journal for Language Teaching*, 25(4): 89-100.
- Billington, R., Strawbridge, S., Greensides, L. & Fitzsimons, A. 1991. Culture and society: a sociology of culture. Houndmills: MacMillan.
- Blommaert, J. 1996. Language planning as a discourse on language and society: the linguistic ideology of a scholarly tradition. *Language Problems and Language Planning*, 20(3): 199-222.
- Bornman, E. 1995. Etnisiteit in 'n oorgangperiode: 'n sosiaal-sielkundige studie. Pretoria: UNISA. (Thesis – Doctor Litterarum et Philosophiae.)
- Bosch, B. & De Klerk, V. 1996. Language attitudes and their implications for the teaching of English in the Eastern Cape. (In De Klerk, V., ed. Focus on South Africa. Amsterdam: Benjamins. p. 231-250.)
- Breton, R. 1996. The dynamics of ethnolinguistic communities as the central factor in language policy and planning. *International Journal of the Sociology of Language*, 118: 163-179.
- Brock, C. & Tulasiewicz, W., eds. 1985. Cultural identity and educational policy. London: Croom Helm.
- Brown, H. D. 1980. Principles of language learning and teaching. Englewood Cliffs: Prentice-Hall.
- Brown, J. D. 1988. Understanding research in second language learning. Cambridge: Cambridge University Press.
- Brown, R., Condor, S., Mathews, A., Wade, G. & Williams, J. 1986. Explaining intergroup differentiation in an industrial organization. *Journal of Occupational Psychology*, 59: 273-286.

- Bruckmann, C. 1998. The role of controlled English in a multilingual society. (In Foley, A., ed. English at the turn of the millennium: proceedings of the English Academy of Southern Africa conference, 14-16 September 1998. Randburg: Océ Outsourcing Company. p. 179-183.)
- Brynard, K. 2000. Swart tale se struggle. *Insig*: 34-35, August.
- Buthlezi, Q. 1995. Black South African English. (In Mesthrie, R., ed. Language and social history: studies in Southern African sociolinguistics. Cape Town: David Phillip. p. 242-250.)
- Campbell, A. 1996. Multilingualism in the classroom: a teacher's dilemma. *Language Matters: Studies in the Languages of Southern Africa*, 27: 142-158.
- Carey, S. 1993. Implications from transitional bilingual and immersion programmes for transitional ESL programmes in a post apartheid South Africa. *South African Journal of Applied Language Studies*, 2(1): 27-37.
- Carroll, J. B., ed. 1956. Language, thought and reality: selected writings of Benjamin Lee Whorf. Cambridge, Massachusetts: MIT Press.
- Chamberlain, J.C. & Van der Schyff, E. 1991. Manual for proficiency test English second language advanced level. Catalogue number 2980. Pretoria: Human Sciences Research Council.
- Clarence, J. 1992. Language, power and voices of a university: the role of critical linguistics in curriculum development. *Journal of Literary Studies*, 8(3/4): 145-161.
- Cluver, A. de V. 1991. Sosiaal-relevante navorsing. *South African Journal of Higher Education*, 5(1): 135-142.

- Cluver, A. de V. 1995. A futurist outlook on the languages of Southern Africa. (*In* Légers, S., *ed.* Towards a language agenda: futurist outlook on the United Nations. Ottawa, Ontario: Canadian Centre for Linguistic Rights. p. 173-204.)
- Cobarrubias, J. 1983. Ethical issues in status planning. (*In* Cobarrubias, J. & Fishman, J. A., *eds.* Progress in language planning: International perspectives. The Hague: Mouton. p. 41-85.)
- Cohen, J. 1969. Statistical power analysis for the behavioural sciences. New York: Academic Press.
- Cohen, J. 1977. Statistical power analysis for the behavioural sciences. Revised edition. New York: Academic Press.
- Collier, V. P. 1989. How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly*, 23(3): 509-531.
- Cooper, P.A. 1989b. An evaluation of attitudes towards conservative and extreme South African English dialects. *English Usage in Southern Africa*, 20: 39-53.
- Cooper, R.L. 1983. Language planning, language spread and language change. (*In* Kennedy, C., *ed.* Language planning and language education. London: George Allen & Unwin. p. 17-36.)
- Cooper, R. L. 1989a. Language planning and social change. Cambridge: Cambridge University Press.
- Cummins, J. 1984. Bilingualism and special education: issues in assessment and pedagogy. Clevedon: Multilingual Matters.
- Cummins, J. 1989. Empowering minority students. Sacramento: California Association for Bilingual Education.
- Cummins, J. 1995. Negotiating identities: Education for empowerment in a diverse society. Ontario: California Association for Bilingual Education.

- Cummins, J. & Swain, M. 1986. Bilingualism in education: aspects of theory, research and practice. London: Longman.
- Damen, L. 1987. Culture learning: the fifth dimension in the language classroom. Reading, Massachusetts: Addison-Wesley Publishing Company.
- De Kadt, E. 1999. Learning and teaching foreign languages in tertiary institutions in South Africa. Part 1: towards a profile of language learners. *Journal for Language Teaching*, 33(3): 197-220.
- De Klerk, G. 1995a. Slaves of English. (*In* Heugh, K., Siegrühn, A. & Plüddeman, P., *eds.* Multilingual education for South Africa. Johannesburg: Heinemann. p. 8-14.)
- De Klerk, G. 1995b. Three languages in one school: a multilingual exploration in a primary school. (*In* Heugh, K., Siegrühn, A. & Plüddeman, P., *eds.* Multilingual education for South Africa. Johannesburg: Heinemann. p. 28-33.)
- De Klerk, G. 1995c. Bilingualism, the devil and the big wide world. (*In* Heugh, K., Siegrühn, A. & Plüddeman, P., *eds.* Multilingual education for South Africa. Johannesburg: Heinemann. p. 53-62.)
- De Klerk, V. & Bosch, B. 1995. Linguistic stereotypes: nice accent – nice person? *International Journal of the Sociology of Language*, 116: 17-37.
- Desai, Z., McCormick, K. & Zotwana, S. 1992. Language policies for medium of instruction: an information document for discussion by parents, teachers and principals. Prepared by the language policy research group of the national education policy investigation (NEPI). *ELTIC Reporter*, 16(2&3): 1-16.
- Deumert, A. 2000. Language planning and policy. (*In* Mesthrie, R., Swann, J., Deumert, A. & Leap, W. L. Introducing sociolinguistics. Edinburgh: Edinburgh University Press. p. 384-418.)

- Dreyer, C. 1992. Learner variables as predictors of ESL proficiency. Potchefstroom: Potchefstroomse Universiteit vir Christelike Hoër Onderwys. (Thesis – Ph.D.).
- Du Plessis, L. T. 1987a. Die politiek van standaard-Afrikaans – twee gevalle. *Suid-Afrikaanse Tydskrif vir Taalkunde*, 5(4): 1-19.
- Du Plessis, L. T. 1987b. Language planning: promoter of ideologies? (In Young, D., ed. 1987. Language planning and medium in education. Rondebosch: The language education unit and SAALA (Southern African Applied Linguistics Association.) p. 58-68.)
- Du Plessis, L. T. 1991. Die evaluering van taalbeplanningsprosesse en aanbevelings vir die oplossing van taalbeplanningsprobleme in Afrikaans. Bloemfontein: Universiteit van die Oranje Vrystaat. (Proefskrif – D.Litt.)
- Du Plessis, L. T. 1999. Multilingualism and government in South Africa. (Paper presented at the annual conference of the Linguistics Association of Southern Africa (LSSA) at UNISA on 6 July 1999.)
- Eastman, C. M. 1983. Language planning: an introduction. San Francisco: Chandler & Sharp.
- Eastman, C. M. 1990. Sociolinguistics in Africa: language planning. (Paper presented at the Colloquium on sociolinguistics in Africa, University of the Witwatersrand, Johannesburg, South Africa.)
- Edelsky, C. 1991. With literacy and justice for all: rethinking the social in language and education. London: The Falmer Press.
- Edwards, J. 1989. Language and disadvantage: studies in disorders of communication. Second edition. London: Cole and Whurr.
- Edwards, J. 1994. Multilingualism. London: Penguin Books.

- Edwards, J. 1996. Language and society in a changing world. (In Hickey, T. & Williams, J., eds. Language, education and society in a changing world. p. 29-37.)
- Ellis, R. 1994. The study of second language acquisition. Oxford: Oxford University Press.
- Ellis, R. 1997. Second language acquisition. Oxford: Oxford University Press.
- Fishman, J. A. 1968. Nationality-nationalism and nation-nationism. (In Fishman, J.A., Ferguson, C.A. & Das Gupta, J., eds. Language problems of developing nations. New York: John Wiley and Sons. p. 39-51.)
- Fishman, J. A. 1971. Advances in the sociology of language. Volume I. Basic concepts, theories and problems: alternative approaches. The Hague: Mouton.
- Fishman, J. A. 1972. Language and nationalism. Rowley, Mass.: Newbury House.
- Fishman, J. A. 1973. Language modernization and planning in comparison with other types of national modernization and planning. *Language in Society*, 2(1): 23-43.
- Fishman, J. A. 1982. Whorfianism of the third kind: ethnolinguistic diversity as a worldwide societal asset. *Language in Society*, 11: 1-14.
- Fishman, J. A. 1990. What is reversing language shift (RLS) and how can it succeed? (In Gorter, D., Hoekstra, J. F., Jansma, L. G. & Ytsma, J., eds. Fourth international conference on minority languages. Volume 1: general papers. Clevedon: Multilingual Matters. p. 5-36.)
- Fishman, J.A. 1997a. In praise of the beloved language: a comparative view of positive ethnolinguistic consciousness. Berlin: Mouton de Gruyter.
- Fishman, J. A. 1997b. Language, ethnicity and racism. (In Coupland, N. & Jaworski, A., eds. Sociolinguistics: a reader and coursebook. London: MacMillan. p. 329-340.)

- Friedman, J. 1994. Cultural identity and global process. London: SAGE Publications.
- Gardner, R. C. 1985. Social psychology and second language learning: the role of attitudes and motivation. London: Edward Arnold.
- Gay, L. R. 1987. Educational research: competencies for analysis and application. Third edition. Columbus: Merrill Publishing Company.
- Gonzalez, A. 1990. Evaluating bilingual education in the Philippines: towards a multidimensional model of evaluation in language planning. (In Baldauf, R. & Luke, A., eds. Language planning and education in Australia and the South Pacific. Clevedon: Multilingual Matters. p. 319-334.)
- Gough, D. 1996. Black English in South Africa. (In De Klerk, V., ed. Focus on South Africa. Amsterdam: Benjamins. p. 53-77.)
- Greenberg, J. H. 1954. Concerning inferences from linguistic to nonlinguistic data. (In Hoiyer, H., ed. Language in culture: conference on the interrelation of language and other aspects of culture. Chicago: University of Chicago Press.)
- Grewar, A. 1988. Teaching students to think, read and write. *Progressio*, 10(1): 56-64.
- Gudykunst, W.B. & Schmidt, K.L. 1988. Language and ethnic identity: an overview and prologue. (In Gudykunst, W.B., ed. Language and ethnic identity. Clevedon: Multilingual matters. p. 1-14.)
- Gumperz, J. J., ed. 1982. Language and social identity. Clevedon: Cambridge University Press.
- Hall, S. & Du Guy, P., eds. 1996. Questions of cultural identity. London: Sage.
- Harman, L. D. 1988. The modern stranger: on language and membership. Berlin: Mouton de Gruyter.

- Hartshorne, K. B. 1987. Language policy in African education in South Africa 1910-1985, with particular reference to the issue of medium of instruction. (In Young, D., ed. 1987. Language planning and medium in education. Rondebosch: The language education unit and SAALA (Southern African Applied Linguistics Association.) p. 82-106.)
- Hartshorne, K. 1995. Language policy in African education: a background to the future. (In Mesthrie, R., ed. Language and social history: studies in South African sociolinguistics. Cape Town: David Philip. p. 306-318.)
- Haugen, E. 1966. Dialect, language and nation. *American Anthropologist*, 68(6): 922-935.
- Haugen, E. 1971. Instrumentalism in language planning. (In Rubin J. & Jernudd, B. H., eds. Can language be planned? Sociolinguistic theory and practice for developing nations. Honolulu: An East-West Center Book. p. 281-289.)
- Haugen, E. 1983. The implementation of corpus planning: theory and practice. (In Cobarrubias, J. & Fishman, J. A., eds. Progress in language planning: international perspectives. The Hague: Mouton. p. 269-289.)
- Helms, J.E. 1993. Black and white racial identity: theory, research and practice. London: Praeger.
- Helms, J.E. & Carter, R.T. 1992. Preliminary scoring information for the WRIAS social attitudes inventory. (Working papers). University of Maryland. Copy of manuscript received from authors - unpublished.
- Helms, J.E. & Parham, T.A. 1984. The black racial identity attitude scale. (Working paper). Universities of Maryland and Pennsylvania. Copy of manuscript received from authors - unpublished.
- Henning, E. 1994. Linguistic aspects of eighth grade pupils' conceptions of "light". *Journal for Language Teaching*, 28(1): 86-94.

- Herriman, M. & Burnaby, B., eds. 1996. Language policies in English-dominant countries: six case studies. Clevedon: Multilingual Matters.
- Heugh, K. 1993. Tongues tied: can we take language policy statements at face value? *Bua!*, 8(3): 27-30.
- Heugh, K. 1995a. Disabling and enabling: implications of language policy trends in South Africa. (In Mesthrie, R., ed. *Language and social history: studies in South African sociolinguistics*. Cape Town: David Philip. p. 329-350.)
- Heugh, K. 1995b. From unequal education to the real thing. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. *Multilingual education for South Africa*. Johannesburg: Heinemann. p. 42-52.)
- Heugh, K. 1995c. The multilingual school: modified dual medium. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. *Multilingual education for South Africa*. Johannesburg: Heinemann. p. 83-88.)
- Heugh, K. 1995d. Trading power. *Bua!*, 10(1): 22-24.
- Hoijer, H. 1954. Language in culture: conference on the interrelation of language and other aspects of culture.
- Jacobs, M. 1994. Consonantal variation in Zulu-English mesolect. *South African Journal of Linguistics*, 12(1): 16-25.
- Jacobson, C. 2000a. Board rules languages must be equal. *Sunday Times*: 2, March 26.
- Jacobson, C. 2000b. New uniform, new persona. *Sunday Times*: 19, August 6.
- Jeffery, C. 1993. Standards in South African English. *English Academy Review*, 10: 14-25.
- Jiya, Z. 1993. Language difficulties of black BSc students. *South African Journal of Higher Education*, 7(1): 80-84.

- Johnson, D. M. 1992. Approaches to research in second language learning. New York: Longman.
- Kale, J. 1990. Controllers or victims: language and education in the Torres Strait (In Baldauf, R. & Luke, A., eds. *Language planning and education in Australasia and the South Pacific*. Clevedon: Multilingual Matters. p. 106-126.)
- Kaplan, R. B. 1990. Introduction: Language planning in theory and practice. (In Baldauf, R. & Luke, A., eds. *Language planning and education in Australia and the South Pacific*. Clevedon: Multilingual Matters. p. 3-13.)
- Kaplan, R. B. & Baldauf, R. B. 1997. Language planning: from practice to theory. Clevedon: Multilingual Matters.
- Kapp, R. 1998. Language, culture and politics: the case for multilingualism in tutorials. (In Augélit-Carter, S., ed. *Access to success: literacy in academic contexts*. Cape Town: UCT Press. p. 21-34.)
- Karam, F. X. 1974. Toward a definition of language planning. (In Fishman, J. A., ed. *Advances in language planning*. The Hague: Mouton. p. 103-124.)
- Kelman, H. C. 1971. Language as an aid and barrier to involvement in the national system. (In Rubin J. & Jernudd, B. H., eds. *Can language be planned? Sociolinguistic theory and practice for developing nations*. Honolulu: An East-West Center Book. p. 21-51.)
- King, M. & Van den Berg, O. 1992. One nation, many languages: what policy for schools? Pietermaritzburg: Natal Witness.
- Kluckhohn, C. 1944. *Mirror for man*. New York: McGraw-hill.
- Koch, H. J. 1988. 'n Ondersoek na die uitwerking van taalorganisasiehandelinge op Afrikaans. Bloemfontein: University of the Orange Free State. (Dissertation - MA.)

- Kramsch, C. 1998. *Language and culture*. Oxford: Oxford University Press.
- Krashen, S.D. 1988. *L2 acquisition and L2 learning*. New York: Prentice Hall.
- Kravetz, N. 1985. United States educational policies and black cultural identity. (In Brock, C. & Tulasiewicz, W., eds. *Cultural identity and educational policy*. London: Croom Helm. p. 286-303.)
- Langley, R. 1992. *Values scale*. Catalogue number: 2489. Pretoria: Human Sciences Research Council.
- Langley, R., Du Toit, R. & Herbst, D. L. 1992. *Manual for the values scale (VS)*. Catalogue number: 2490/E. Pretoria: Human Sciences Research Council.
- Langtag. 1996. Overview, recommendations and executive summary from the final report of the Language Plan Task Group. Pretoria: State Language Services.
- Lanham, L. W. 1985. The perception and evaluation of varieties of English. (In Greenbaum, S., ed. *The English language today*. Oxford: Pergamon institute of English. p. 242-251.)
- Larrain, J. 1994. *Ideology and cultural identity: modernity and the third world presence*. Cambridge: Polity Press.
- Lazenby, K. 1996. How to achieve mobility in South African higher education. *South African Journal of Higher Education*, 10(2): 30-38.
- Leap, W. L. & Mesthrie, R. 2000. Sociolinguistics and education. (In Mesthrie, R., Swann, J., Deumert, A. & Leap, W. L. *Introducing sociolinguistics*. Edinburgh: Edinburgh University Press. p. 354-383.)
- Leibowitz, B. 1994. Portrait of an English I student: studying English at a multilingual university. *English Academy Review*, 11: 15-32. December.

- Lemmer, E. M. 1993. Addressing the needs of the black child with a limited proficiency in the medium of instruction. (In Le Roux, L., ed. *The black child in crisis: a socio-educational perspective*. Volume 1. Pretoria: J.L. van Schaik. p. 143-170.)
- Lemmer, E. M. 1995. Selected linguistic realities in South African schools: problems and prospects. *Educare*, 24(2): 82-96.
- Luckett, K. 1993. National additive bilingualism: towards the formulation of a language plan for South African schools. *Southern African Journal of Applied Language Studies*, 2(1): 38-60.
- Luckett, K. 1995. National additive bilingualism: towards a language plan for South African education. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. *Multilingual education for South Africa*. Johannesburg: Heinemann. p. 73-78.)
- Luke, A. & Baldauf, R. B. 1990. Language planning and education: a critical rereading. (In Baldauf, R. & Luke, A., eds. *Language planning and education in Australia and the South Pacific*. Clevedon: Multilingual Matters. p. 349-352).
- Machan, T. W. & Scott, C. T. 1992. Introduction: sociolinguistics, language change and the history of English. (In Machan, T. W. & Scott, C. T., eds. *English in its social contexts: Essays in historical sociolinguistics*. Oxford: Oxford University Press. p. 3-27.)
- Machet, M P. 1991. The effect of cultural background on reader response and memory of text content. *South African Journal of Higher Education*, 5(1): 91-95.
- MacKay, K. & De Klerk, V. 1996. The effect of L2 education on academic achievement in a Std 10 history class. *Language Matters: Studies in the Languages of Southern Africa*, 27: 197-221.

- MacKenzie, C. 1993. Reading for employment: teaching/learning strategies for English studies at first year level. *Auetsa Proceedings*: 118-126.
- Makoni, S. B. 1995. Deconstructing the discourses about language in language planning in South Africa. *South African Journal for African Languages*, 15(2): 84-88.
- Marivate, C. N. 1993. Language and education, with special reference to the mother-tongue policy in schools. *Language Matters: Studies in the Languages of Southern Africa*, 24:91-105.
- Mathiane, N. 1989. The triumph of English. *Frontline*, p. 7-9. September.
- Matusa, D. 1996. The problems of standardizing spoken dialects: the Shona experience. *Language Matters: Studies in the Languages of Southern Africa*, 27: 79-93.
- Mawasha, A. L. 1987. The problem of English as a second language medium of instruction in black schools in South Africa. (In Young, D., ed. *Language planning and medium in education*. Rondebosch: The language education unit and SAALA (Southern African Applied Linguistics Association.) p. 107-119.)
- Mawasha, A. L. 1996. Teaching African languages to speakers of other South African languages: operationalising the new democratic language policy in South Africa. *Journal for Language Teaching*, 30(1): 35-41. April.
- McArthur, T. 1998a. *The English languages*. Cambridge: Cambridge University Press.
- McArthur, T. 1998b. English in the world, in Africa, and in South Africa: towards a model for teaching, learning, using and identifying with the language. (In Foley, A., ed. *English at the turn of the millennium: proceedings of the English Academy of Southern Africa conference*, 14-16 September 1998. Randburg: Océ Outsourcing Company. p. 1-8.)

- McClave, J. T. & Sincich, T. 2000. *Statistics*. Eighth edition. Upper Saddle River, New Jersey: Prentice Hall.
- Mesthrie, R. 1995. Introduction. (In Mesthrie, R., ed. *Language and social history: studies in South African sociolinguistics*. Cape Town: David Philip. p. xiii-xx.)
- Mitchell, R. 1996. Language, education and applied linguistics in a changing world. (In Hickey, T. & Williams, J., eds. *Language, education and society in a changing world*. p. 7-20.)
- Motet, D. 1984. Identity crisis. (In Corsini, R. J., ed. *Encyclopedia of psychology*. Volume 2. New York: John Wiley and Sons.)
- Moulder, J. 1991. Remedial education programmes: miracle or failure? *South African journal of education*, 5(1): 5-10.
- Moyo, T. 1993. What to teach the first-years? *Crux*, 27(2): 34-38.
- Moyo, T. 1995. Student academic writing in an ESL situation. *South African Journal of Higher Education*, 9(1): 168-172.
- Ndebele, N.S. 1987. The English language and social change in South Africa. *English Academy Review*, 4: 1-17.
- Neustupny, J. V. 1968. Some general aspects of 'language' problems and 'language' policy in developing societies. (In Fishman, J.A., Ferguson, C.A. & Das Gupta, J., eds. *Language problems of developing nations*. New York: Wiley and Sons. p. 185-294.)
- Neustupny, J. V. 1970. Basic types of treatment of language problems. *Linguistic Communications*, 1:77-98.
- Neustupny, J.V. 1974. Basic types of treatment of language problems. (In Fishman, J.A., ed. *Advances in language planning*. The Hague: Mouton. p. 37-48.)

- Ngugi Wa Thiong'o. 1986. Decolonising the mind: the politics of language in African literature. London: James Currey.
- Nortje, A. & Wissing, D. 1996. Accepting accent: attitude of high school pupils towards language varieties. *South African Journal of Linguistics*, Supplement 33: 139-161.
- Norton Peirce, B. 1989. Toward a pedagogy of possibility in the teaching of English internationally: people's English in South Africa. *TESOL Quarterly*, 23(3): 401-420.
- Norton Peirce, B. 1995. Social identity, investment, and language learning. *TESOL Quarterly*, 29(1): 9-31.
- Norton, B. P. 2000. Identity and language learning: gender, ethnicity and educational change. Singapore: Longman.
- Nunan, D. 1992. Research methods in language learning. Cambridge: Cambridge University Press.
- Olivier, A. 1998. The role of input in language development at tertiary level. *South African Journal of Education*, 18(1): 57-60.
- Orr, M. H. 1995. Teaching writing at university: an academic literacy programme. *South African Journal of Higher Education*, 9(2): 189-197.
- Palazzo, L. 1989. A support course for disadvantaged first-year English students. *Crux*, 23(1): 45-52.
- Paulston, C. B. 1987. Linguistic consequences of ethnicity and nationalism in multilingual settings. (In Young, D., ed. 1987. Language planning and medium in education. Rondebosch: The language education unit and SAALA (Southern African Applied Linguistics Association.) p. 12-57.)
- Paulston, C. B. 1992. Sociolinguistic perspectives on bilingual education. Clevedon: Multilingual Matters.

- Phillipson, R. & Skutnabb-Kangas, T. 1995. Linguistic rights and wrongs. *Applied Linguistics*, 16(4): 483-504.
- Phinney, J. S. 1992. The multigroup ethnic identity measure: a new scale for use with diverse groups. *Journal of Adolescent Research*, 7(2): 156-176.
- Pienaar, P. 1987. An English omnibus for the tertiary tollgate. *Crux*, 21(3): 19-26.
- Pokpas, L. & Van Gensen, A. 1992. Afrikaans en ideologie in taalbeplanning: 'n stryd van standpunte. (In Webb, V., ed. Afrikaans na apartheid. Pretoria: J. L. van Schaik. p. 165-178.)
- Preiswerk, R. 1979. Cultural identity, self-reliance and basic needs. Tokyo: The United Nations University.
- Reagan, T. G. 1995. Language planning and language policy in South Africa: a perspective on the future. (In Mesthrie, R., ed. Language and social history: studies in South African sociolinguistics. Cape Town: David Philip. p. 319-328.)
- Redfield, R. & Singer, M. 1954. Foreword. (In Hoijer, H., ed. Language in culture: conference on the interrelation of language and other aspects of culture. p. v-vi)
- Ridge, S.G.M. 1996. Language policy in a democratic South Africa. (In Herriman, M. & Burnaby, B., eds. Language policies in English-dominant countries: six case studies. Clevedon: Multilingual Matters. p. 15-34.)
- Robb, H. 1995. Multilingual preschooling. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. Multilingual education for South Africa. Johannesburg: Heinemann. p. 15-22).
- Roberge, P. T. 1995. The formation of Afrikaans. (In Mesthrie, R., ed. Language and social history: studies in South African sociolinguistics. Cape Town: David Philip. p. 68-88.)

- Rosengren, K. E. 1984. Cultural indicators for the comparative study of culture. (In Melischek, G., Rosengren, K.E. & Stappers, J., eds. Cultural indicators: an international symposium. Wien: Verlag der Österreichischen akademie der wissenschaften. pp. 11-32.)
- Rubin, J. 1968. National bilingualism in Paraguay. The Hague: Mouton.
- Rubin, J. 1971a. Evaluation and language planning. (In Rubin J. & Jernudd, B. H., eds. 1971. Can language be planned? Sociolinguistic theory and practice for developing nations. Honolulu: An East-West Center Book. p. 217-252.)
- Rubin, J. 1971b. A view towards the future. (In Rubin, J. & Jernudd, B. H., eds. Can language be planned? Sociolinguistic theory and practice for developing nations. p. 307-310.)
- Rubin, J. 1973. Language planning: discussion of some current issues. (In Rubin, J. & Shuy, R., eds. Language planning: current issues and research. Washington, DC: Georgetown University Press. p. 1-10.)
- Rubin, J. 1983. Evaluating status planning: what has the past decade accomplished? (In Cobarrubias, J. & Fishman, J.A., eds. Progress in language planning. International perspectives. The Hague: Mouton. p. 329-343.)
- Rubin, J. & Jernudd, B. H. 1971a. Preface. (In Rubin J. & Jernudd, B. H., eds. 1971. Can language be planned? Sociolinguistic theory and practice for developing nations. Honolulu: An East-West Center Book. p. ix-xi.)
- Rubin, J. & Jernudd, B. H. 1971b. Introduction: language planning as an element in modernization. (In Rubin J. & Jernudd, B. H., eds. 1971. Can language be planned? Sociolinguistic theory and practice for developing nations. Honolulu: An East-West Center Book. p. xiii-xxiv.)
- Ruiz, R. 1988. Orientations in language planning. *NABE (National Association for Bilingual Education)*, 8(2): 15-34.

- Salzmann, Z. 1993. Language, culture and society: an introduction to linguistic anthropology. Boulder: Westview Press.
- Sapir, E. 1929. The status of linguistics as a science. *Language*, 5: 207-214.
- Sapir, E. 1964. Culture, language and personality. (In Mandelbaum, D. G., ed. Selected writings of Edward Sapir. Los Angeles, California: University of California Press.)
- Sarinjeive, D. 1994. Hidden coercions: the institution, the subject, the teachers and the texts. *AUETSA Proceedings*: 398-405.
- Sarinjeive, D. 1999. The mother-tongue, English and student aspirations and realities. *Journal for Language Teaching*, 33(2): 128-140.
- Saunders, W. 1991. Poor English reading skill is big flaw in black education. *Reality*, 23(6): 14.
- Schiffman, H.F. 1996. Linguistic culture and language policy. London: Routledge.
- Schillings, J. 1995. Tweektaligheid en kultuur: indianen in Guatemala. (Scriptie: Katholieke Universiteit Nijmegen.)
- Scholtz, P. 1991. Die implementering van 'n akademiese ondersteuningsprogram op vroeë geïdentifiseerde risikostudente. *South African Journal of Higher Education*, 5(1): 30-37.
- Schuring, G. K. 1992. Die moontlike toekomstige posisie van Afrikaans op skool. (In Webb, V., red. 1992. Afrikaans ná Apartheid. Pretoria: JL Van Schaik. p. 249-272.)
- Segers, R. 1997. Inventing a future for literary studies: research and teaching on cultural identity. *Journal of Literary Studies*, 13(3/4): 263-283.
- Sewpaul, V. & Hoosen, S. 1992. An affirmative action strategy: the implementation of academic development with first year social work students. *Social work*, 28(4): 84-90.

- Skutnabb-Kangas, T. 1981. Bilingualism or not: the education of minorities. Clevedon: Multilingual Matters.
- Skutnabb-Kangas, T. 1995. Promotion of linguistic tolerance and development. (In Léger, S., ed. Towards a language agenda: futurist outlook on the United Nations. Ottawa, Ontario: Canadian Centre for Linguistic Rights. p. 576-629.)
- Smit, A. J. 1998. Student support with a view to innovation in tertiary education. *Educare*, 18(2): 62-75.
- Smith, N. 1992. The process of developing a first year English course for under-prepared students in South Africa: a co-operative project or a separatist venture? *Journal for Language Teaching*, 26(4): 31-52.
- Soko, M. 1995. Institutional culture at the historically white English-speaking universities: future challenges. *South African Outlook*, 125(3): 17-17.
- Spencer, B. 1997. Stereotypes and language proficiency: an empirical study. *Journal for Language Teaching*, 31(1): 50-67.
- Spolsky, B. 1998. Sociolinguistics. Oxford: Oxford University Press.
- SSA see Statistics South Africa.
- Starfield, S. 1994. Cummins, EAP and academic literacy. *TESOL Quarterly*, 28(1): 176-179.
- Statistics South Africa. 2000. Stats in brief 2000. Pretoria: Statistics South Africa.
- Swan, J. & Lewis, D. J. 1990. Tok Pisin at university: an educational and language planning dilemma in Papua New Guinea? (In Baldauf, R. & Luke, A., eds. Language planning and education in Australasia and the South Pacific. Clevedon: Multilingual Matters. p. 210-258.)
- Swanepoel, P. 1992. Taal, emosies en die toekoms van Afrikaans. (In Webb, V., ed. Afrikaans na apartheid. Pretoria: J. L. van Schaik. p. 165-178.)

- Sykes, J. B., ed. 1985. The concise Oxford dictionary. Oxford: Clarendon Press.
- Tajfel, H., ed. 1982. Social identity theory and intergroup relations. Cambridge: Cambridge University Press.
- Titlestad, P. 1996. English, the constitution and South Africa's language future. (In De Klerk, V., ed. Focus on South Africa. Amsterdam: Benjamins. p. 163-190.)
- Titlestad, P. 1998. Some thoughts on English in South Africa at the present time. (In Foley, A., ed. English at the turn of the millennium: proceedings of the English Academy of South Africa conference. Held at the Johannesburg College of Education, 14-16 September 1998. Randburg: Océ Outsourcing Company. p. 33-38.)
- Tlale, C.D.M. 1991. The causes of scholastic under-achievement. *Educamus*, 37(5): 16-18.
- Tollefson, J. W. 1981. Centralized and decentralized language planning. *Language Problems and Language Planning*, 5(2): 175-188.
- Tollefson, J.W. 1991. Planning language, planning inequality: language policy in the community. London: Longman.
- Van der Schyff, E. 1991. Proficiency test English L2 advanced level. Catalogue number 2979. Pretoria: Human Sciences Research Council.
- Van der Walt, I. 1997. The relationship between specific personality components and ESL proficiency. Potchefstroom: PU vir CHO. (Thesis – Philosophiae Doctor.)
- Van Rooy, B. & Butler, G. 2000. Functional Grammar and the teaching of grammar in outcomes-based education. *Journal for Language Teaching*, 34(2): 194-209.

- Van Zyl, A. 1990. Die taalpolitiek van die Federasie van Afrikaanse Kultuurvereniginge (FAK) met spesifieke verwysing na die tydperk 1976 - 1986. Durban: University of Natal. (Dissertation - MA.)
- Verhoef, M.M. 1991. Taalbeplanning: die stand en toekoms van taalbeplanning vir Afrikaans in 'n multitalige Suid-Afrika. Potchefstroom: PU vir CHO. (Proefskrif - Ph.D.)
- Verhoef, M. 1998. Funksionele meertaligheid in Suid-Afrika: 'n onbereikbare ideaal? *Literator*, 19(1): 35-50.
- Volbrecht, T. 1992. At play in the fields of the flawed: who and what should be developed in the language policies of South African universities? *SAAAD Conference Proceedings*: 258-275.
- Volbrecht, T. 1994. Talking about a revolution: language and academic development in South African higher education. *Academic Development Issues*, 2(1): 3-9.
- Walters, P. S. 1988. English in Africa 2 000: towards a new millennium. Inaugural lecture delivered at Rhodes University, Grahamstown, 11th May 1988. Grahamstown: Rhodes University.
- Walters, P. 1996. Issues in English teaching in Black primary schools. (In De Klerk, V., ed. Focus on South Africa. Amsterdam: Benjamins. p. 211-230.)
- Wardhaugh, R. 1987. Languages in competition: dominance, diversity and decline. Oxford: Basil Blackwell.
- Webb, V. 1996. English and language planning in South Africa: the flip-side. (In De Klerk, V., ed. Focus on South Africa. Amsterdam: Benjamins. p. 175-190.)
- Weinstein, B. 1983. The civic tongue. Political consequences of language choices. New York: Longman.

- Wessels, M. 1996. The language of learning in South African state schools and educational publishing: the current crisis. *Language Matters: Studies in the Languages of Southern Africa*, 27: 159-196.
- Wissing, Daan., ed. 2000. Proceedings of the Workshop on Black South African English, LSSA Conference, Cape Town. Potchefstroom: PU vir CHO.
- Wright, L. 1993. English in South Africa: effective communication and the policy debate. *English Academy Review*, 10: 1-13.
- Young, D. 1987. Editorial concern: language planning for what medium? (In Young, D., ed. Language planning and medium in education. Rondebosch: The language education unit and SAALA (Southern African Applied Linguistics Association.) p. 1-11.)
- Young, D. 1995. The role and status of the first language in education in a multilingual society. (In Heugh, K., Siegrühn, A. & Plüddeman, P., eds. Multilingual education for South Africa. Johannesburg: Heinemann. p. 63-69.)