THE PREDICTIVE POWER OF TWO MEASURES ON ACADEMIC SUCCESS OF FIRST YEAR B ED ENGLISH MAJOR STUDENTS

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DECLARATION

I, Rhelda Krügel declare that **THE PREDICTIVE POWER OF TWO MEASURES ON ACADEMIC SUCCESS OF FIRST YEAR BEd ENGLISH MAJOR STUDENTS** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signature: _____

Date: _____

DEDICATION

Dedicated to my late father, Boet Olckers, who in his life was a constant source of encouragement and inspiration to his children to be life-long learners and always to reach for the stars. Thank you Dad.

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My highest gratitude and praise to the Lord Jesus for blessing me with insight and wisdom to fulfil this task, and supporting me in times of despair and setbacks.

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- Last but not least to the respondents (first year BEd English major students of 2009 and 2010) who were willing to participate in this study.

ABSTRACT

The predictive power of two measures on academic success of first year BEd English major students

KEYWORDS: access, equity, foundation programme, entry assessment/test, benchmark for entry at HEIs, throughput, English proficiency, academic success, competence and extended programmes.

The research focused on the importance of and the problem of English proficiency/literacy regarding Grade 12 learners exiting the school system and seeking entry at Institutions of Higher Learning (IHLs). Grade 12 learners' final results have been used as a benchmark for admission into tertiary education for many years. These results have come under scrutiny over the past few years. IHLs are faced with the problem to generate ways to address the access of ill-prepared learners exiting Grade 12 and then to solve the problem of low levels of throughput and high drop-out rates among first year students, therefore the multi-faceted nature of access into South African IHLs was discussed, as well as alternative routes to enter IHLs.

The researcher has experienced that the dropout rates of first year BEd English major students have been rather high. The purpose of this research was to determine what the predictive power of two measures, the English matric results of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA) were on the academic success of first year BEd English major students of the North-West University on the Vaal Triangle Campus. This was primarily done to improve first year BEd English major students' English proficiency/literacy, as well as to increase their throughput rate.

The major findings of this study pointed to the lack of English language proficiency/literacy of first year BEd English major students and the low throughput rate of these students. Although the ELSA proved to be the best predictor of academic success for first year BEd English major students, the Grade 12 English results also showed a statistical significant prediction

capability. The results showed that there was no significant difference between ELSA 1 (which was used as pre-test) and ELSA 2 (which was used as post-test).

An improvement in the ELSA 2 results was expected, as it was written as a post-test at the end of the first year BEd English major modules, indicating that the curriculum of the first year BEd English major students had little or no positive influence on the results of the ELSA 2. This resulted in the recommendation that it would be to the advantage of first year BEd English major students to change the current first year BEd English major curriculum in order to improve students' English proficiency/literacy, as well as their throughput rate, which will result in improved academic success.

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ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

The National Curriculum Statement (NCS) (2007:7) asserts that language is a tool for thought and communication. When language is used effectively learners are enabled to think and acquire knowledge, express their identity, feelings and ideas, to interact with others and to manage their world. Language proficiency is imperative as it is central to learning across the curriculum since learning takes place through language. The question however arises if the language ability of learners exiting Grade 12 is truly proficient.

In a study by Krügel (2006:82 & 84) regarding English language skills of Grade 12 learners it was found that everything that a learner learns is dependent on his/her command and control of language. Second language learners find it difficult to express their thoughts in clear logical and well-constructed sentences. It was also indicated that some learners will not be able to cope with expository writings at a post Grade 12 level. According to Rees (2000:18), research shows 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. Furthermore, English proficiency/literacy 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. According to Elder and Paul (2004:36), the typical university student cannot deeply comprehend what he or she is reading.

For many years Grade 12 learners' final results have been used as a benchmark for admission into tertiary education. However, these results have come under scrutiny over the past few years. There is agreement that examination results on their own are not a true reflection of the matriculant's real abilities and potential. Chrisholm (2000:3) observes that:

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"our national senior certificate examination, the matric, has for several decades served as the benchmark by which we annually assess students, system and society. Rickety and unreliable, it has come under pressure from communities, educationists and government. As matric exemptions have stagnated along with the overall national average, so potential recruits for universities have dwindled, their quality diminished by a sector ravaged by insecurity and declining morale."

The 2007 matriculants were the last to write the examination under the old senior certificate. The 2008 matrics were the first to write the new National Senior Certificate. Higher Education South Africa (HESA) (2008:1) claims that after 30 years South Africa finally has a new school leaving certificate. The new system ushers in many firsts for the schooling process. The National Senior Certificate is a new qualification based on South Africa's National Curriculum Statement (NCS). All matriculants write the same papers, and there is no higher grade and no standard grade as in the past (SA, 2008:4).

The National Plan for Higher Education (NPHE) (MoE, 2003) specified that throughput rates have to be moved from 15% to 30% within the next five years. Akoojee and Nkomo (2007:386) claim that concerns about low levels of throughput and high drop-out rates especially among first year students are not a uniquely post-1994 occurrence. Even before 1994 Institutions of Higher Learning (IHLs) were faced with the challenge to generate ways to address the access for learners exiting Grade 12, who were ill-prepared and not ready for higher education to assist these learners when entering IHLs. Various IHL developed and presented a diverse range of models such as bridging courses, foundation programmes, placement assessments, and entrance tests for access to higher education. Although Mackay and Motala (2001:2) identify an evolution in the nature and purpose of access programmes in South Africa, since 2004, the researcher has experienced that the dropout rates of English major students have been rather high. The following table shows the number of first year students who have enrolled for BEd English major, followed by the number and percentage that passed at the end of each year:

Table 1.1:   BEd English major first year students 2004 - 2010

	2004	2005	2006	2007	2008	2009	2010
Students enrolled	54	47	34	49	56	88	87
Students passed	35	27	14	20	30	43	39
Percentage	65%	57%	41%	41%	54%	49%	45%

(Information provided: Administration NWU Vaal Triangle Campus)

Thus, the central problem of this research is vested in the question: What is the predictive power of two South African measures, the English matric results of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA), on the academic success for first year BEd English major students of the North-West University on the Vaal Triangle Campus? The following sub questions arise:

- To what degree will English language proficiency/literacy predict the academic success of first year BEd English major students?

- To what degree will English matric results predict the academic success of first year BEd English major students?

- What is the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus?

- What possible curriculum changes could be made to the first year BEd English major curriculum, or what extended programme can be suggested to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus?

The researcher, an English lecturer, at the Vaal Triangle Campus of the North-West University used the results of the English Literacy Skills Assessment (ELSA), the first-year students' matric results for the subject English, and the first years' final results for BEd English major at the end of

the academic year to draw a correlation between these three results. The ELSA which is a standardized measuring instrument in compliance with the Employment Equity Bill (1998) was used to determine the language proficiency/literacy level of first year BEd students with English Academic as a major subject. Consequently it was established which result, the English matric result or the ELSA result is the better determiner for students' academic success in the first year BEd English major.

1.2 CONCEPTUAL FRAMEWORK

The researcher's views stemmed from the constructivist theory of learning, which is an age old theory taught by Plato who followed the teaching practice of Socrates. Fensham, Gunstone and White (1994:5) explain that the fundamental principle underlying the constructivist view of learning is that learners construct their own meanings from experiences, which is dependent on the learners' existing knowledge. Thus, learners create new mental schemas based on their existing knowledge. Learners constantly filter incoming information based on their existing conceptions to construct and reconstruct their own understanding.

According to Fensham *et al.* (1994:6) and Hawkins (1994:9), all learning entails construction of meaning, whether the knowledge is discovered or received by direct transmission. Learners decode material based on their active interpretations of ideas that they come across in various sources such as teachers' lessons, books, television and the internet. The ability to decode material is an indication of a person's language proficiency/literacy, which is important in the context of this study as it is essential for general academic success.

The constructivists' view of learning is defined as teaching that takes into account learners' thinking (Bell & Gilbert, 1996:10). It is crucial that teachers first create the opportunities for learners to enter into a meaningful dialogue and then utilise these opportunities to interact with learners' thinking (Bell & Gilbert, 1996:11). In order for first year BEd English major students to be successful, they must be able to enter into meaningful dialogue. Students find

this challenging when their cognitive academic English proficiency/literacy is lacking.

This study was conceptualised in terms of and based on the following concepts:

- Framework

- Prediction

- Academic success

- Language proficiency

- Academic literacy

- Curriculum

1.2.1 Concept clarification

- **Framework** noun: a supporting or underlying structure (Compact Oxford English Dictionary (COED), 2005:398).

- **Prediction** noun: a thing predicted; a forecast, the action of predicting something (COED, 2005:801). In this study prediction will be certain factors: English matric results of respondents and the ELSA.

- **Academic**: adjective relating to education and scholarship. Not connected to a real situation; of theoretical interest only (COED, 2005:5). For the purpose of this study the first definition of relating to education and scholarship is applicable.

- **Success** noun: the achievement of an aim or purpose: the gaining of fame, wealth, or social status. A person or thing that achieves success (COED, 2005:1035). For the purpose of this study success will imply achievement of passing the major subject, English. It is therefore closely linked with throughput, that is, has the student passed this subject at the end of the year?

- **Language proficiency**: 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 & Barkhuizen, 2005:362) describe competence as a learner's internalised 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 & 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. For the purpose of this study the latter definition of proficiency, that is, what the participants know and their ability to use their knowledge in real communication will be adhered to. Furthermore, this is confirmed by Tucker and Grabe (in Van Wyk, 2002:221) stating "the most important factor that needs to be considered in relation to academic success is simply proficiency in the language of instruction".

- **Academic literacy**: Butler (2006:7) emphasises the interrelated, contextual nature of language ability. Grabe and Kaplan (in Butler, 2006:7) note: "Literacy, incorporating specific writing issues with a related set of reading issues, highlights the necessary connections between reading and writing as complementary comprehension/production processes". (The terms proficiency/literacy will be used throughout this document when referring to proficiency or literacy).

- **Curriculum** noun: the subjects comprising a course of study in a school or college (COED, 2005:242). For the purpose of this study the curriculum for BEd English major modules in the first year of study will be scrutinised.

- **BEd English major students**: students who enrolled for the BEd course, choosing English as a major subject at the Vaal Triangle Campus of the North-West University.

The researcher believes the above concept clarifications to be accurate and therefore this study will be based on these concepts as well as on the constructivist theory of learning (*cf.* 1.2).

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to determine the predictive power of two South African measures, the English matric result of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA), on the academic success for first year BEd English major students of the North-West University on the Vaal Triangle Campus.

This aim was operationalised into the following objectives:

- To determine to what degree English language proficiency/literacy will predict the academic success of first year BEd English major students.

- To determine to what degree English matric results will predict the academic success of first year BEd English major students.

- To determine what the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus is.

- To determine what possible changes could be made to the first year BEd English major curriculum, or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University at the Vaal Triangle Campus.

Jansen (2007:13) claims that a research question can make or break a study. Instead of a research question one could also formulate a hypothesis or simply have a statement of purpose. However, the point is that one needs a focus, stated simply and pointedly. As the researcher finds no evidence that one specific assessment/test predicts academic success, the researcher formulated the following hypotheses as well.

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1.4 HYPOTHESES

The following null and alternative hypotheses (directional and non-directional) were formulated for the study.

1.4.1 Null hypotheses:

$H_0{}^1$: There is no statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

$H_0{}^2$: There is no statistical significant prediction capability between students' matric results for English and the academic success of first year BEd English major students.

1.4.2 Alternative directional hypotheses:

$H_a{}^1$: There is a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

$H_a{}^2$: There is a statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

1.4.3 Alternative non-directional hypotheses:

$H_a{}^3$: There is a prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

$H_a{}^4$: There is a prediction capability between students' matric result for English and the academic success of first year BEd English major students.

1.5 RESEARCH DESIGN

1.5.1 Research framework/worldview

This study was viewed from a positivist's research framework. The positivist worldview represents the traditional form of research and believes that causes most likely determine effects or outcomes preferring accurate, quantitative data by means of experiments (Creswell, 2009:7; Maree & Van der Westhuizen, 2007:33). As data was gathered objectively during this research by means of numbers, there was no personal involvement with the respondents.

The basic assumptions of positivism can be summarised as follows:

Table 1.2:   Basic assumptions of positivism

Paradigm	Ontology (the realist stance)	Epistemology (how do we view the world)	Methodological view (methods of data collection)
Positivistic perspective	- External reality is stable - That which is or can be known - General laws govern the universe - There is only one objective reality - The object studied has ontological status and can be studied objectively	- Knowledge is absolute - Through science truth is discovered and revealed - Definite cause and effect - Knowledge gained by verified facts - Modern	- Scientific methods used - Focused on discovering and formulating general laws - Systematic data collection - Quantitative methods

For this study quantitative research was chosen and the study was approached from a positivist perspective.

1.5.2 Literature review

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, theses, dissertations, research reports and articles in journals. By using prior studies the research can be planned more thoroughly.

For this study EBSCO-Host and ERIC searches of primary and secondary information sources were conducted to gain information focussing on the following key words: access, equity, foundation programme, entry assessment/test, benchmark for entry at IHLs, throughput, English proficiency, academic success, competence and extended programmes.

1.5.3 Empirical research

An empirical investigation was conducted to determine the predictive power of two South African measures; the English matric result of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA), on the academic success for first year BEd English major students.

1.5.3.1 Research design

1.5.3.2 Quantitative research

In general, quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy & 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 & Ormrod, 2005:97).

For this study quantitative research was chosen as this research systematically and objectively aimed to collect numerical data from a specific population (BEd English major first-year students).

1.5.3.3 Research method

A non-experimental research design has been used for this study to determine to what degree English language proficiency/literacy predicts the academic success of first year BEd English major students, and to determine to what degree matric results predict their academic success, as well as to determine what the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus is. In addition the research aimed to determine what possible changes could be made to the first year BEd English major curriculum, or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus. McMillan and Schumacher (2010:24) state that there are six kinds of non-experimental research designs, namely: descriptive, comparative, correlational, survey, *ex post facto* and secondary data analysis.

This is mainly a descriptive and correlation study. "Research using a descriptive design simply provides a summary of existing phenomena by using numbers to characterise individuals or groups. It assesses the nature of existing conditions (McMillan & Schumacher, 2010:22). On the other hand correlation research is about assessing relationships between two or more phenomena. A statistical measure of the degree of relationship is generally required, which is called a correlation (McMillan & Schumacher, 2010:22). The results of the ELSA of the respondents of each year group (the first year BEd English major students of 2009, as well as the first year BEd English major students of 2010), have been described collectively. The following correlations were drawn:

- Between the matric (English) results and the BEd English module results.

- Between the ELSA results and the BEd English module results.

- Between the difference of the first and second results of the ELSA.

1.5.3.4 The research instrument and data collection

Leedy and Ormrod (2005:28) claim that the measurement instrument's validity is the extent to which the instrument measures what it is supposed to measure. On the other hand they state that reliability is the consistency with which a measuring instrument produces a specific result when the entity being measured has not changed. Depending on the nature of the research problem, the general method that the researcher uses to address the problem and the way in which data are collected influence the different forms that validity and reliability may take (Leedy & Ormrod, 2005:29).

Both the "English" NSC examination papers and the ELSA are standardised South African tests and will be discussed in the following section.

1.5.3.5 English Matric Paper

Maharasoa (2003:95) asserts that for many years, all over the world admission into university was solely dependent on exit-level examination results. For that reason in this study, the 2008 and 2009 matriculants' results of the subject English, (final Grade 12 examination) will be used as a predictor of academic success in their first year of study.

By means of three standardised question papers, therefore making it valid and reliable, the National Senior Certificate assesses Grade 12 learners' English ability:

- Paper 1 comprises three sections namely; Section A - Comprehension, Section B - Summary and Section C – Language.

- Paper 2 comprises three sections namely; Section A – Essay, Section B - Longer Transactional Text, and Section C – Shorter Transactional Text.

- Paper 3 comprises three sections for Home Language (HL) and four sections for First Additional Language (FAL). The three sections for HL are: Poetry, Novel and Drama. FAL has a fourth section namely Short Stories (DoE, 2009)..

The National Curriculum Statement (NCS) (SA, 2003a:61-71) describes Competence Descriptions according to which learners are graded by the end of Grade 12. These Competence Descriptions are divided into:

- Outstanding – rated as 80%-100%

- Meritorious – rated as 60%-79%

- Satisfactory – rated as 50-59%

- Adequate – rated as 40%-49%

- Partial – rated as 30%-39%, and

- Inadequate – rated as 0%-29%.

In order to enrol for the BEd degree with English as a major subject, students must obtain 60% for English Home/First Additional Language in the National Senior Certificate examination (NWU Calendar 2010). Accordingly the Competence Descriptions for "Meritorious" 60%-69" will be scrutinised. The NCS (SA, 2003a:63) claims that by the end of Grade 12 the learner with meritorious achievement can:

- Mostly speak and present coherently, cohesively and confidently; show increasing awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret and analyse information for different purposes but show hesitance when evaluating; use language fluently and mostly expressively in different communication situations.

- Interpret and analyse texts mostly with confidence when reading and viewing but show some uncertainty when evaluating and explaining; show very good insight, assert and justify own opinions well; read aloud showing good fluency and expression; show sensitivity to different views and cultural issues.

- Mostly write and present original, coherent, cohesive and accurate texts; adapt to different audiences, purposes, contexts and formats; mostly structure ideas and arguments in a detailed, sustained, convincing and sometimes creative way, showing a developing personal style; revise and edit writing mostly independently to ensure improvement.

- Mostly understand and use the structure and conventions of language with accuracy; mostly identify, interpret and explain subtle differences in the meaning and functions of words and word forms; identify, explain, evaluate and use a variety of sentence structures for functional purposes and stylistic effect but make minor mistakes; show very good control of grammar and vocabulary.

1.5.3.6 The English Literacy Skills Assessment (ELSA)

As quantitative instrument, the researcher used the ELSA (English Literacy Skills Assessment), which has been designed and developed in South Africa to cater for the needs of Southern Africa and is a standardized measuring instrument in compliance with the Employment Equity Bill of 1998 (Hough & Horne, 2006:1). The ELSA consists of seven ""sub-tests", 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 (Hough & Horne, 2006:2).

- 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, 2006:1).

- Basic numeracy determines if the learner is numerate (Hough & Horne, 2006:1).

- 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 (Hough & Horne, 2006:1).

- Reading Comprehension (Decoding/Encoding) assesses narrative writing at a relatively simple level (readability index: ± Grade 7 for English mother tongue users (Hough & Horne, 2006:1).

- Cloze procedure (Decoding/Encoding) determines exposure to and familiarity with English (Hough & Horne, 2006:2).

- Vocabulary in context (Decoding) involves expository writing (Hough & Horne, 2006:2).

The ELSA is culture fair in that it steers clear of meta language, colloquialisms, idiomatic expressions and dialectic usage (Hough & Horne, 2006:8). Moreover, ELSA literacy skills levels are benchmarked against South African norms as follows:

- Literacy – equivalent to three years of formal schooling.

- Functional literacy – equivalent to eight years of formal schooling.

- Academic literacy – equivalent to ten years of formal schooling.

1.5.3.7 Population and sampling

According to McBurney (in Strydom & Venter, 1998:199), 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 first-year students at the School of Educational Sciences with English as a major subject, enrolled for 2009 and 2010 at the Vaal Triangle Campus of the North-West

University (N=88 – 2009 and N=85 - 2010). Leedy and Ormrod (2005:207) state that the generalised 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 a sample.

- If the population is about 1500, 20% of the population should be used as a sample.

- 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. The entire population was used for this study.

1.5.3.8 Data analysis

The researcher has reported on and done a correlation study and a correlation analysis on the results of the respondents who have failed to and those who have successfully completed their first year BEd English major. Students' "English" matric results and the ELSA results were taken into regard to establish which result is the better predictor of academic success of first year students. Evidently the bigger picture of throughput (students who have failed or successfully passed English at first-year level) might be clear. In addition the ELSA has been used as a pre- and a post-test. Candidates wrote the ELSA at the beginning of the academic year and again at the end of the academic year in order to establish if the first year BEd English modules made any difference or had any effect on the post-test result of the ELSA. The data further assisted the researcher to determine what curriculum changes can be made or to suggest an extended programme to improve the throughput rate of

first year BEd English major students of the North-West University on the Vaal Triangle Campus.

An independent statistician was consulted for assistance in the capturing, analysis and interpretation of the data collected. According to Leedy and Ormrod (2005:30), descriptive statistics summarise the general nature of data by means of frequencies, percentages, means and standard deviations, while inferential statistics help the researcher to make decisions about the data. In the context of this study the researcher utilised Pearsons correlation coefficient. The purpose of the procedure was to determine the strength (low, moderate, high) and the direction (negative, no relationship, positive) of the prediction capability between academic success in English and language proficiency/literacy; academic success in English and matric results (Pietersen & Maree, 2007a:226-237).

1.5.3.9 Ethical procedures/considerations

Within certain disciplines, such as the social sciences, medicine and education, the use of human subjects in research is, of course, quite common. Whenever human subjects are the focus of the investigation, the researcher must look closely at the ethical implications of what he/she is proposing to do. As dictated by principles of ethics, the research respondents should be informed about the whole process, they should know what is going to happen and how the process is going to affect them (Leedy & Ormrod, 2005: 101).

Application for ethical approval was done at the North-West University (NWU) according to the prescribed form. The study was conducted after permission had been obtained from the relevant role players, namely the first-year students who have selected English as their major subject and the School of Educational Sciences at the NWU Vaal Triangle Campus, the Ethical Committee NWU, i.e. according to the prevailing ethical standards as set out in Strydom (2002). The objectives and aims of the research were explained to the respondents before they entered into this research. Ethical aspects of research in the social sciences and human service professions are:

No harm to respondents

No activities in which respondents took part exposed them to physical, emotional or psychological harm. Respondents were not subjected to undue stress or embarrassment (Leedy & Ormrod, 2005:101; Strydom, 2002:64). The researcher at no time manipulated respondents (Welman *et al.,* 2005:201).

Informed consent

Respondents were clearly informed about the aim and process of the research, as well as possible benefits or risks that they could be exposed to. At no stage was any student forced by the researcher to participate in the study and respondents were made aware that they could withdraw from the research if they so wished. Consent was obtained from the School of Educational Sciences and first-year students who agreed to participate in the study. All stakeholders were completely informed about the aim, and the process, as well as the benefits of the research (Leedy & Ormrod, 2005:101; Strydom, 2002:65-66).

The right to privacy of respondents

Every individual has the right to decide when and to whom his/her beliefs, circumstances, and behaviour may be revealed (Strydom, 2002:67). In this research results were kept strictly confidential by reporting them in an anonymous manner (Leedy & Ormrod, 2005:102). No concealed media were used to gather information (Strydom, 2002:69).

Deception of respondents

Respondents were fully informed about the aim and process of this study. Strydom (2002:66) defines deception of respondents as "deliberately misinterpreting facts in order to make another person believe what is not true, violating the respect to which every person is entitled".

Release of findings

Researchers should understand the importance that findings should be documented accurately, objectively, completely and with certainty (Strydom, 2002:71). The researcher endeavoured to document all results and findings objectively, completely, with accuracy and without any prejudice. The researcher took great care to avoid duplication which could be regarded as plagiarism.

1.6 FEASIBILITY OF THE STUDY

The study was feasible as it was conducted at the North-West University, Vaal Triangle Campus where the researcher is an employee. The researcher had easy access in order to gather the research data. Furthermore, the study was feasible in that there are sufficient literature sources on the topic.

1.6.1 Contribution of the study

1.6.1.1 To the subject

This research aimed to determine what the predictive power of two South African measures are; the English matric results of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA), regarding the academic success for first year BEd English major students of the North-West University on the Vaal Triangle Campus and to suggest guidelines for improving the throughput of these students. The suggested changes to the relevant curriculum for BEd English major might improve the throughput of first-year BEd students (with English as major subject). These changes might be useful to other institutions of higher education as well.

This study is relevant to the South African teaching and learning scenario in that it could address the concern raised by Umalusi (Pandor, 2008b:3) regarding the language skills of learners, The quality and breadth of the language skills of all learners could be improved through improving the language skills of prospective teachers.

1.6.1.2 To the research focus area

The research is relevant to sub-programme 2 of the focus area "Improving the effectiveness of the Teaching and Learning activities in Teaching and Learning Organisations".

1.7 POSSIBLE LIMITATIONS

The researcher is of the opinion that there are contributing factors which might influence the academic success of first year BEd English major students which have not been researched in this study:

- BEd first-years' point of view regarding what and how they experience their academic progress or lack of progress in their major subject English.

- The fact that BEd English major students' social life impedes/support their studies.

- BEd English major students' understanding of academic success.

1.8 PRELIMINARY CHAPTER DIVISION

Chapter 1:   Orientation

Chapter 2:   The National Curriculum Statement

Chapter 3:   English language proficiency and Medium of Instruction

Chapter 4:   Access to Higher Education Institutions

Chapter 5:   English Major/Academic for BEd first year students

Chapter 6:   Empirical research design

Chapter 7:   Data analysis and interpretation

Chapter 8:   Summary, Findings and Recommendations

Chapter 9:   Proposed alterations to the first year BEd English major curriculum

1.9 CONCLUSION

An overview of what this study entails has been elucidated in this chapter. The following chapter will explore The National Curriculum Statement.

CHAPTER 2

THE NATIONAL CURRICULUM STATEMENT

2.1 INTRODUCTION

A discussion on Curriculum 2005 (C2005) and Outcomes-based Education (OBE), as well as the new National Senior Certificate (NSC) will follow in the next sections.

2.2 OUTCOMES-BASED EDUCATION

On 24 March 1997, the then Minister of Education, Professor S. Bengu, announced in Parliament the launch of Curriculum 2005 (C2005). This announcement did not only mark a dramatic departure from the apartheid curriculum but also represented a paradigm shift from content-based teaching and learning to an Outcomes-based approach (Cross, Mungadi, & Rouhani, 2002:178). Vermeulen (2003:14) classifies the OBE approach as a competence model and for Killen (1997:28) OBE has its roots in earlier work on educational objectives, competency-based education, mastery learning, and criterion referenced assessment. According to Towers (1992:293), competence-based education and mastery learning models were the origins of OBE.

Malan (2000: 23) contends that Competency-based education was introduced in America towards the end of the 1960s in reaction to concerns that students were not taught the skills they require in life after school. Van der Horst and McDonald (1997:10-11) reckon that competency-based education is based on the following six critical components:

- "Explicit learning outcomes with respect to the required skills and accompanying proficiency/standards for assessment

- Flexible time frames to master skills

- Variety of instructional activities to facilitate learning

- Criterion-referenced testing of the required outcomes

- Certification based on demonstrated learning outcomes

- Adaptable programmes to ensure optimum learner guidance"

After Bloom's mastery learning fell in disrepute as a result of poor implementation Spady suggested in 1980, that it should be replaced with the term "Outcomes-based education". Brandt (1992/3:68) claims, that was according to Spady the birth of OBE and of the world-wide "Network for Outcome-Based Education". Spady (1994:1) states that: "Outcomes-based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure this learning ultimately happens".

According to Killen (2001:1), OBE can be seen as a theory (or philosophy) of education in the sense that it stands for and expresses a particular set of beliefs and assumptions about learning, teaching and the systemic structures within which these activities take place. Vermeulen (2003:14) asserts that in South Africa Spady was recognised as the "guru" world authority on OBE. According to Spady (quoted by Malan, 2000: 23), the world is filled with examples of Outcomes-based models, and even that Outcomes-based systems go back at least 500 years to the craft guilds of the Middle Ages. The concept of Outcomes-based models is therefore not new.

Like most concepts in education, OBE has been interpreted in a variety of ways. OBE is often used quite inappropriately as a label of great variety of educational practices that pay little more than lip-service to the fundamental principles of OBE (Killen, 2001:1). Killen (2001:1) and Spady (1994, 1998) further claim that OBE can be viewed in three different ways:

- As a theory of education

- As a systemic structure for education

- As classroom practice.

In South Africa the focus of OBE is on learner-centred education and the critical outcomes required according to the National Qualifications Framework (NQF). It defines specific outcomes and standards of achievement in eight learning areas. The critical and specific outcomes together clearly represent major shifts in what is to be learned in schools, emphasising competencies rather than particular knowledge (DoE, 1997a).

The conception of learner-centred education actively involves learners as participants in curriculum and learning, responds to learners' learning styles and cultures, and builds on learners' life experiences and needs. Curriculum 2005 (C2005) commends 'continuous formative assessment', in which learners and teachers accept responsibility for assessment in order to promote continuous learning and to enable the assessment of competence and complex performances (GDE, 2004:22).

Malan (2000:26) claims that OBE at best may be described as an eclectic philosophy which takes the best from several past educational approaches and incorporates them in a new system that is appropriate to the needs and demands of a new democratic South Africa. The rationale and practices of OBE may be set in a different context for different needs, but its principles can clearly be traced to older approaches, which were once also proclaimed as ideal solutions only to be discarded.

In South Africa, in spite of the perceived sound theory of C2005 and OBE many problems were encountered, not only with the implementation but also with the practicality thereof and it has become a bone of contention ever since its inception.

2.3 CONTROVERSY: OBE/C2005

Taylor (in Vermeulen, 2003:15) argues that C2005 is highly prescriptive in terms of policy and pedagogy, and vague in the extreme in the area of

content. The Chrisholm Review Committee (2000:48) reported that "content knowledge is conspicuous by its absence in C2005 policy documents. This is largely because C2005 designers have taken excessive care not to prescribe content". The 'terminology overloaded' C2005 had to be replaced by a more streamlined curriculum. The following list highlights some of the problems identified by the review committee that were set up in 2002 to streamline C2005:

- "There were basic flaws in the structure and design of the original policy. There was lack of alignment between curriculum and assessment policies and insufficient clarity in both areas.

- Learning support materials were variable in quality and often unavailable.

- There was very little support for teachers and schools.

- Timeframes for implementation were unmanageable and unrealistic – everything was too rushed.

- The curriculum and its demands was too unwieldy and intimidating (GDE, 2004:22)".

In 1999 the recommendations that were made as a result of the Curriculum revision process provided the basis for the development of the Revised National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12 (DoE, 2007:2). The NCS consists of Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First and Second Additional Language); 14 non-official languages. Despite the fact that South Africa has eleven official languages, learners and their parents prefer English as language of education (De Wet, 2002:119 and Krügel, 2006:29). However, it is also sadly a fact that learners' English proficiency/literacy is lacking which in turn has dire consequences when they enter into academic studies or the workforce. Mathematics; Mathematical Literacy;

Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology

- Accounting; Business Studies; Economics

- Geography; History; Life Orientation; Religion Studies

- Consumer Studies; Hospitality Studies; Tourism

- Dramatic Arts; Dance Studies; Design; Music; Visual Arts

- Agricultural Sciences; Agricultural Management Practices; Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design (DoE, 2007:2-3)".

However, concerns regarding unsatisfactory matric results have been raised time and time again. Naidoo (2008:1) claims that there is growing alarm that the annual poor matric results are likely to worsen in coming years as both teachers and learners grapple their way through the prescribed curriculum.

In January 1995 Britain implemented a "Back to school basics-project" based on a content-based curriculum and it was declared that Britain had wasted 10 years and millions of pounds before stopping its failed OBE programme (Vermeulen, 2003:27). Malan (2000:28) warned that concerned groups in the USA also took up the challenge which caused the downfall of the OBE paradigm in the United States and wondered what would happen in South Africa.

As a result of the poor matric pass rate the words "lost generation" have often been used in the South African media over the last couple of years. However, the editor of *THE HERALD* (Herald, 2007:6) observes that it would be too easy, rather simplistic and in fact incorrect to measure the success or failure of South Africa's schooling system against the disappointing pass rate in matric exams as such a measure fails to account for a range of intervening circumstances that shape the type of education our children receive. Since

the matric certificate offers the individual but little possibility of entry to tertiary study, it is also not a measure of the readiness of youngsters for the working world. Furthermore, the editor claims that the problem is not only the matric pass rate but it is the failure of the system as a whole to prepare children for the challenge of living in a tough, uncompromising world. The researcher has found that many first year BEd English major students cannot cope with the prescribed amount and level of reading that they have to do and often claim that they do not comprehend the English spoken during lectures. Written material such as handouts must be explained in detail as students profess that they do not know what is expected of them because they do not understand. Naidoo (2008:1) quotes the National Teachers' Organisation (Naptosa) president Dave Balt who says that a key contributing factor to consistently bad matric results is that basic skills are not sufficiently taught at lower grades: "If the basic skills have not been reinforced in a sustained manner in the lower grades, the results for the national certificate in the future will be disastrous." The researcher is of the opinion that students' lack of basic English skills which impair their English proficiency/literacy cause the high drop-out rate in the first year of BEd English curriculum. In this regard Omarjee (2007:2) points out that the Independent Democrats (ID) and the Democratic Alliance (DA) call for a return to "basics" in education in order to ensure that every child learns to read, write and calculate at the appropriate level in every grade.

In 2009 the current minister of Basic Education, Ms Angie Motshekga (2009:1), as a matter of urgency took steps to investigate the challenges experienced in the implementation of the National Curriculum Statement. She established a task team to investigate these challenges. After consulting widely with teachers and other stakeholders, the task team's report was presented to the Minister. Certain recommendations could be implemented immediately while other recommendations will be incorporated into a longer term strategy. Teachers and schools were promised relief from the challenges experienced as a result of the current curriculum and assessment policies in order to provide more time for teaching and learning. Teachers are burdened with loads of assessment tasks and therefore do not have enough

time to rectify learners' language mistakes which would have improved English proficiency/literacy. Recommendations, including the following, were made (Motshekga, 2009:1-2):

- Developing of syllabi for implementation in 2011.

- Emphasising the use of English from as early as possible for the majority of our learners who use English as a language of learning. The researcher believes that if this is realised learners will become proficient in English at an earlier age and it will make a vast difference to academic success in general since learners have to complete assessment tasks in English.

To support the above recommendations the Department of Basic Education intends to:

- Strengthen the Quality Learning and Teaching Campaign (QLTC) that aims to mobilise all South Africans to commit to the goal of quality in education.

- Implement annual assessments of Mathematics, Home language and English First Additional Language in Grades 3, 6 and 9 in line with the instructions from the Presidency. The researcher believes that these assessments will be diagnostic in nature and therefore will have a positive influence on the English proficiency/literacy of learners.

- Continue to strengthen language teaching in schools, by encouraging mother tongue instruction in the initial phases and the early introduction of English for those learners who will be using English as the language of learning later. The literature review supports this (Manyike & Lemmer, 2008:64) as it has been proved that non English speaking learners have to learn in English and have not yet become proficient in their home language, thus have little basic language skills on which to build.

The researcher is of the opinion that the above recommendations seem very feasible and will benefit the education system once they have been realised. In particular the annual assessment of Home Language and English First

Additional Language in Grades 3, 6 and 9 will benefit learners since it might identify problem areas timeously and accordingly it will improve the level of English proficiency/literacy, as will the continued strengthening of language teaching in schools, thus encouraging mother tongue instruction in the initial phases and the early introduction of English for those learners who will be using English as the language of learning later. The new Roll-out plan for the implementation of the National Curriculum and Assessment policy statements (CAPS) is highly anticipated by the whole of the educational sector. Circular S3 of 2010a (DBE) describes the CAPS implementation plan of Grades R – 12 during the period 2012-2014. The following incremental implementation of the CAPS in Grades R – 12 was approved by the Minister of Basic Education:

- Grades R – 3 and Grade 10 in 2012.

- Grades 4 – 9 and Grade 11 in 2013.

- Grade 12 in 2014.

Because the implementation of the CAPS document is meant to improve the standard of education in general, it should eventually impact positively on learners' English proficiency/literacy.

The National Senior Certificate will be discussed in the next section.

2.4 THE NATIONAL SENIOR CERTIFICATE (NSC)

The 2007 matriculants were the last to write the examination under the old senior certificate. In 2008 the new National Senior Certificate (NSC) came into effect. The NSC is a qualification on Level 4 of the NQF which provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the NSC at the end of Grade 12 (DoE, 2007:3). The then Minister of Education, Mrs Naledi Pandor (2008b:2) claims that: "...the NSC is the first national examination and is a very demanding examination". It requires candidates to do seven subjects: two languages, Mathematics or Maths Literacy, Life orientation and three electives or other subjects chosen by the learner. Candidates must pass six out of the seven subjects. All matriculants

write the same papers, and there is no higher grade and no standard grade as in the past (SA, 2008b:4). The new system ushers in many 'firsts' for the schooling system. Since the focal point of this study is the prediction of academic success of first year BEd English major students the researcher will focus on English as a subject.

The following summary from the DoE/Exam Guidelines (2009a) explains how the National Senior Certificate assesses Grade 12 learners' English ability by means of three question papers:

- Paper 1 comprises three sections namely; Section A - Comprehension, Section B - Summary and Section C – Language. Paper 2 assesses the prescribed literary works for Grade 12, and in Paper 3 creative writing is assessed.

- Paper 2 comprises three sections namely; Section A – Essay, Section B Longer Transactional Text, and Section C – Shorter Transactional Text.

- Paper 3 comprises three sections for Home Language (HL) and four sections for First Additional Language (FAL). The three sections for HL are: Poetry, Novel and Drama. FAL has a fourth section namely Short Stories.

In addition to Papers 1, 2 and 3 the marks accumulated in the oral tasks throughout the year make up 50 of the 300 marks in the external end-of-year assessment for Home Language and First Additional Language (DoE, 2008:14 and 22). Regarding promotion and certification a learner must achieve at least a rating code of 3 (Moderate achievement: 40-49%) in Home language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12 (DoE, 2008:14). Promotion and certification requirements for First Additional Language differ from the requirements for Home Language. A learner must achieve at least a rating code of 2 (Elementary Achievement: 30-39%) in First Additional Language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12 (DoE, 2008:23). One would assume that learners, who then pass with a rating code 2, possess elementary proficiency/literacy in English.

2.5 CONCLUSION

In this chapter a very brief discussion was done regarding the process and origin to develop a new curriculum for the school system in South Africa. This was followed by a discussion of Outcomes-based education, the controversy surrounding OBE and C2005, and the new National Senior Certificate. The National Curriculum Statement (NCS) (DoE, 2007:7) contends that language is a tool for thought and communication. When language is used effectively, learners are enabled to think and acquire knowledge, express their identity, feelings and ideas, to interact with others and to manage their world. Language proficiency/literacy is imperative as it is central to learning across the curriculum since learning takes place through language. Since the launch of the NCS in 1997 it has sparked many fires. According to Malan (2000:28), whether OBE would survive would be revealed by the academic quality of the first entrants of the OBE cohort into higher-education and the workplace. The Minister of Basic Education, Angie Motshekga (2010:2) states that the NCS itself is a cognitively more demanding curriculum than that of the past. Furthermore, the Minister asserts that "....the National Senior Certificate is an important indicator of the quality of our education system" (2010:3). However, the unsatisfactory matric pass rate of the last couple of years brings to light the burning question of English language proficiency/literacy and medium of instruction which will be discussed in the next chapter.

CHAPTER 3

MEDIUM OF INSTRUCTION AND
ENGLISH LANGUAGE PROFICIENCY

3.1 INTRODUCTION

Van Rooyen and Jordaan (2009:271) claim that language for academic purposes is an important concept, but not always recognised and developed in the education system in spite of the fact that language proficiency/literacy is central to academic success. Lemmer (1995:83) claims that in the teaching situation the command of language is of primary importance not only for the construction of the system of knowledge, but also for the development of thought. Stephen *et al.* (2004:42) are of the opinion that high levels of English language proficiency are critical in achieving academic success.

Masitsa (2004:220) asserts that: "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". If a student has difficulty in understanding the language of instruction, the potential for academic success is at best restricted (Stephen *et al.*, 2004:42). The right of all learners to receive education in the official language or languages of their choice in public educational institutions where it is reasonably practicable is acknowledged by the South African Constitution (SA, 1996a: art.29) and the South African Schools Act (SA, 1996b: art.6). In accordance with the South African Constitution, the Schools Act, the Department of Education's language-in-Education policy (DoE, 1997b:1-2) and the Working group on values in education the aim should be to promote multilingualism, 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.

. The Ministerial Committee on the review of the implementation of the National Curriculum Statement (Motshekga, 2009:2) calls for emphasising the use of English as early as possible for the majority of learners who use English as a language of learning. A good command of language is an important means of gaining knowledge and skills, as well as being a key to cognitive development. It can promote language proficiency or foil scholastic success. The researcher is of the opinion 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 be underachievers. In the face of this, teachers must strive to equip learners with the necessary proficiency in English required for academic advancement (Krügel, 2006:36).

Von Gruenewaldt (1999:208) 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. Learners generally acquire second language literacy more effectively if literate behaviour in the first language is practised in their home environment. Learners 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. De Wet (in Krügel, 2006:29) asserts 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. According to Nkosi (1997:2), 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. Donald *et al.* (2002:73) remark that this may significantly and sometimes permanently delay learners' academic development. Therefore it is important to understand the place of language in cognitive development and its critical implications for education

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-contextualised environment. The researcher is of the opinion that 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. English and to a lesser extent Afrikaans are the only languages functioning fully as languages of learning at institutions of higher learning and most potential higher education students are not sufficiently fluent in English and/or Afrikaans. To Foley (2004:57) this is the biggest challenge for the successful implementation of the language policy for higher education in South Africa. Accordingly, the following section highlights the complexities of the implementation of the language policy for higher education in South Africa.

3.2 LANGUAGE POLICY FOR HIGHER EDUCATION

Foley (2004:57) claims that the language policy for higher education in South Africa, which was finalised and published in 2002 (MoE, 2002), has some unforeseen complexities regarding its implementation. The predicament, which is fundamental of higher education in South Africa today, is essentially linguistic in nature. As mentioned, currently English, and to a lesser extent Afrikaans, are the only languages capable of functioning fully as languages of learning and teaching at higher education institutions, although many if not most potential higher education students are not sufficiently fluent in English and/or Afrikaans to enable them to study effectively through either of these languages (Foley, 2004:58). The language policy for higher education identifies the challenge with which language policy-makers are confronted: "The challenge facing higher education is to ensure the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success" (MoE, 2002). The researcher agrees with Foley (2004:58), who

delineates that the Language policy for higher education outlines two rather different potential solutions which must happen 'simultaneously'. The first is to develop South Africa's languages as academic/scientific languages for use in instruction at higher education institutions and the second is to develop students' proficiency in English.

In the South African context it is difficult to separate language proficiency from medium of instruction (*cf.* 3.1). The researcher therefore deems it necessary to examine, in the following sections, the issues of medium of instruction and English Language Proficiency.

3.3 MEDIUM OF INSTRUCTION/LANGUAGE OF LEARNING AND TEACHING (LOLT)

"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).

Balfour (1999:103) argues that: "Since the first South African democratic elections in 1994 and the subsequent 'de-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". The political merits and economic demerits of the present language policy (MoE, 2002) cannot be understood in isolation from the historical perspective of the development of English as an official language in South Africa. Therefore, a brief discussion about the origin of English in South Africa will be dealt with.

3.3.1 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 Krügel, 2006:24) 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'. Silva (2003:1) claims that 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. 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. English was perceived as the language of the 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 era dawned. To include all races of South Africa the newly elected government decided to follow a route of multilingualism by incorporating eleven official languages.

3.3.2 Multilingualism

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:

- 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).

In the following section the rationale behind the 11 official languages will be discussed.

3.3.3 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. Unfortunately, up to the present time this has not yet happened for various reasons that will be discussed in a section to follow later.

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. In 1999 the European Union recognised English as their *lingua franca* (language of communication) (Stadler, quoted by Nel, 2003:30). In South Africa, 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'. The researcher is of the opinion that 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 in all sectors.

Education Minister Naledi Pandor stated that South Africa 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 specialised language needs of second language learners (De Wet 2002:119). According to Jones (quoted by Krügel, 2006:32), 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 35% of the books published in the same time (Nel, in Krügel, 2006:32).

Silva (2003:5) states that politicians and position papers condemn the hegemony of English and call for the development and modernisation of the African languages as languages for higher education, yet the reality is that practicality, the cost and public opinion all lead to the use of English. The language of government is English. English is used in 85%, Afrikaans in 10% and African languages in only 5% of the debates in Parliament (De Wet, 2002:120). The then 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 than English (Rademeyer, 2006:6).

It is therefore not surprising that English is the parents' choice of LoLT as it dominates worldwide. 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".

The researcher is of the opinion that it is very unfortunate that parents do not consider research that has proved again and again (Manyike & Lemmer 2008:64) the negative effect on learners who do not initially learn in their home language as this might eventually result in students who drop out in the first year of study. Nevertheless, parents continue to report that they are very satisfied with their children's progress and have no regrets about their decision to send their children to an English medium school. All literature regarding early mother tongue education paint a clear picture of the benefits to learners, that is, to have a firm foundation in their first language.

Manyike and Lemmer (2008:64) argue that many learners worldwide who are learning through a second language have been found to run a greater risk of underachievement. 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. Due to 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.

- For most learners to achieve real competence in a second language takes a long time. 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.

- 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.

- A negative influence on the quality of the teaching/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 (Donald *et al.*, 2002:219).

In order to promote multilingualism in South Africa the government has the following structures and policies in place:

- 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:

  o 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.

  o All South Africans should have access to the learning of languages, other than their mother tongue.

  o The African languages which have been marginalised by the linguistic policies of the past should be elaborated on and maintained.

  o Equitable and widespread language facilitation services should be established.

- 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 :

  o to promote multilingualism;

  o to develop languages;

  o to undertake research on language policy matters;

  o to investigate language rights violations; and

  o to give advice to the government concerning language policy, language legislation and language planning issues.

- 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:

  o Promotion of South Africa's linguistic diversity.

  o Cognisance of the principle of equal access to public services and programmes.

- o   Respect for language rights.

- o   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, 2003a;26).

  - ➢   The Schools Act of 1996 supports cultural inclusion, recognising the many cultures and languages in our country (Ministry of Education, 1996d:7).

- The South African 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, 2004:16) that states:

  - o   All learners learn their home language and at least one additional official language.

  - o   Learners become competent in their additional language while their home language is maintained and developed.

  - o   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, 2004:16).

The above paragraphs make it quite clear that the government attempts by all means to promote mother tongue learning and additive multilingualism. However, regardless of all the above mentioned acts, policies and processes,

English is still the first choice of Language of Learning and Teaching (LoLT).The researcher is of the opinion that for academic purposes the honourable concepts set forth by multilingualism are just not practical and that being proficient in English is the answer to the complex problem regarding language issues in South Africa.   Accordingly, the researcher feels that it is of the utmost importance for students who enter into the teaching profession as English teachers should be fully proficient/literate in English.

3.4 ENGLISH PROFICIENCY/LITERACY

Stephen *et al.* (2004:42) claim that high levels of English language proficiency are a critical factor in achieving academic success. Although academic staff considers English proficiency/literacy as a major reason for academic difficulties, students are of the opinion that they encounter few problems with English. Apart from students' lack of proficiency in English, teachers also have low levels of English proficiency.

There are various factors that place a restraint on English language proficiency/literacy:

3.4.1 Teachers' English proficiency/literacy

Education Minister Naledi Pandor (2006:9) confirmed 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.   The recommendations of the Ministerial Committee to the present Minister of Basic Education, Mrs Angie Motshekga, on the review of the implementation of the National Curriculum Statement (Motshekga, 2009:2) are emphatic in that it accentuates the use of English as early as possible for the majority of learners who use English as a language of learning.

Norris (in Krügel, 2006:37) 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".

Jackson (2000) states that many rural teachers have low levels of English proficiency. 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 quality of the teachers who teach there. Research by Evans (2007:43) which focussed exclusively on the learners' English usage also made the teachers' proficiency glaringly evident. In a previous study the researcher has found that learners' English proficiency is poor because their teachers' proficiency is lacking (Krügel, 2006:82). 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 English in their matric examinations. 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. The researcher agrees that this is also true for the BEd curriculum for English major students on the Vaal Campus of the NWU. Only one of six modules truly deals with linguistics for language teachers. All the other modules are literature directed. In the Presentation to the Portfolio Committee on Basic Education (DBE, 2010b:15) it is generalised that too many teachers cannot pass tests that their own learners are expected to pass.   This is truly indicative of poor teacher competence.

Bull (1996:160) continues saying that because classes are now linguistically integrated, teachers find it difficult 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. The simple reason being that teachers have not received the necessary training to do that. One must bear in mind that this is a unique teaching situation in South Africa, because never before have teachers experienced multi-cultural and multi-racial classes. 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. The absolute minority of students are native speakers of English.   Most often second language speakers of English also have limited exposure to English. .

Van den Berg (2000:10) 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 emulate 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, as, 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 threatened 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).

Unfortunately the researcher must confirm this as true from years of experience at Sebokeng College of Education, as well as at the Vaal Campus of NWU. Too often students manage to graduate as a result of rote learning which enables them to pass although they are not proficient in teaching English. Teachers who are not proficient in English often use code-switching to 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 (Kilfoil & Van der Walt, 1997:49-50). This practice does not support learners in the process of becoming more proficient in English.

Teacher English proficiency seriously needs improvement as learners have little to learn from their teachers (Stephen *et al.,* 2004:45). Thus Kamper *et al.* (2008:166) contend that it is essential for language teachers to be proficient in English. In the Presentation to the Portfolio Committee on Basic Education (DBE, 2010b:4) one of the major challenges which was mentioned regarding Basic Education is the concern about teacher capability.

It is evident from the above discussion that teachers' English proficiency affects the proficiency of learners. The researcher has found this to be very true as many first year BEd English major students speak and write very

incorrectly with great confidence because that is the way they have been taught. It is therefore necessary to discuss the English proficiency of learners.

3.4.2 Learners' English proficiency/literacy

According to Kamper *et al.* (2008:164), the English language proficiency of South African learners is essential for their general academic success, career prospects and choice and successful adaptation to the demands of a multilingual society. 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 society in a foreign tongue.

Nkabinde (1997:102) claims that 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 grade R, where learners are exposed to more formal English. Sarinjeivi (1999:130) emphasises the necessity that the learners' mother-tongue must be used as language of learning up to and even including the secondary level. According to Cummins (quoted by Sarinjeivi, 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 skills need to be attained in the the mother-tongue, if there is to be a successful transfer of the same skills to the second-language. Nyamapfene and Letseka (1995) agree that it is exactly the problem; "...many students have not become proficient in their home language and thus have little basic language skills on which to build". Often illiterate in their own language (Kilfoil,1999) they regard English as just another subject to be learned and passed. Therefore, they do not concentrate on developing English proficiency and are surprised when they cannot cope with the level of English proficiency required of them at post-school level. Bohlman and Pretorius (2002) note that the ability to read rapidly and comprehend content is critical for academic

success and yet South Africans routinely perform poorly when compared to other countries. The authors conclude that the reason for this situation is poor language proficiency, stating that poor reading ability reduces comprehension levels and indeed affects students' ability to cope in other school subjects. Furthermore Stephen *et al.* (2004:46) claim that poor English language spoken and reading skills will impact adversely on English writing skills as these factors are inter-related. It is possible to be fairly fluent in spoken English but be inadequate in writing and especially academic writing skills as two different types of skills are required. Conversation skills are relatively undemanding and context-embedded: continuous, rapid feedback is provided to the speaker. These conversation skills are known as basic interpersonal communication skills (BICS). By comparison, written academic language is cognitively demanding and context reduced. Despite high oral fluency (BICS) second language students of English are unlikely to be successful academically because they have inadequate CALP skills (Cummins, 1980 & 1984). Manyike and Lemmer (2008:64) conclude that authentic language proficiency requires proficiency in both BICS and CALP.

Jiya (1993) claims that while many black students are able to engage in general conversational English (to a greater or lesser degree) they lack the ability to express themselves in written form.. According to Cummins (1984), it is possible to become reasonably proficient in social conversation in about two years. However, it takes five to seven years to become competent in verbal-academic skills. The project manager of the *TeleTuks Schools* initiative (Evans, 2007:34) found that the level of the respondents' English language proficiency was indeed a cause for concern as their discourse proficiency is relatively poor. The initiative was aimed at 17-19 year olds of 72 schools (primarily located in under-developed rural areas of four of South Africa's inland provinces) that had been appropriately equipped in order to broadcast, via digital satellite, 90-minute lessons in key subjects e.g. Mathematics, Physical Science and English (Evans, 2007:35). Evans (2007:40) established that almost a fifth of the target population doubted their English language ability with regard to vocabulary range and accent. 44,1% of the respondents felt that their English fluency was lacking and that they

could not speak English "fast" enough to ask a question during a broadcast. Contradictory to this, learners generally perceived themselves to be fluent speakers of English by comparison to their parents/caretakers however, they spoke a 'township lingo', an atypical variety of English (Evans, 2007:41). The researcher has experienced that second language students often express disappointment at the grades received for written assignments, since they feel that they express themselves well, are understood by their peers and feel that they deserve higher grades for written tasks in spite of so many language errors that their writing makes no sense often resulting in failing. If corrected in time the academic success rate of first year BEd English major students will be much higher

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. 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. Bearing the preceding facts in mind one can comprehend that gross enrolment of learners in South Africa is about 88% but unfortunately only 50% of learners reach Grade 12 and about only a third of learners obtain a NSC (DBE, 2010:19).

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. Miller, Bradbury and Wessels (in Stephen *et al.,* 2004:42) found that English first language students consistently outperform their English second language counterparts. 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. They find it difficult to complete written 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. Jansen (2009:14) claims that recent research shows that pre-graduate university students often struggle to read and write. This is confirmed by Oosthuizen (2008:21) who points out that Hough and Horne Consultants tested the best Grade 12 bursary applicants' level of literacy. Their finding was that the educational system is "disintegrating". The question raised was that: "... if 30% of the top language learners are language illiterate what then is the literacy level of the average and less gifted Grade 12 learners?". According to Krügel (2006:84), second language learners find it difficult to express their thoughts in clear logical and well-constructed sentences. In a previous study the researcher has established that many learners will not be able to cope with expository writings at a post Grade 12 level (Krügel, 2006:84). Currently it is the experience of the researcher that many first year BEd English major students do not cope with the writing of literary essays which is such a big part of language study, this unfortunately adds to the drop out rate of these students.

Asmal (MoE, 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.

- The inadequate English proficiency of learners

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 work force 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 illiterate 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. This 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 understanding and distorts their expression. Often third or fourth 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 as well as at the Vaal Campus of NWU. The question arises, what effect will such weaknesses may eventually have when these students enter the teaching profession.

Nel (2003:48) describes 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 researcher 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 for the incompetence of English second language learners on teacher training institutions. 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. Many subject content

teachers admit that they do have a responsibility for the teaching of language skills in the subject content class. Unfortunately the majority of subject content teachers fail to perform these duties in their classes because they primarily lack the knowledge and skills for teaching the four language skills in their subject content classes (Uys *et al.*, 2007:77). The researcher agrees with Uys *et al.* (2007:77) that if more content subject teachers spent more hours on effective English medium of instruction (that is to acknowledge their role in teaching language) it would be more beneficial than hours spent on formal language instruction in the English subject class. Subject content teachers can strengthen the hands of the English teacher which will result in learners who become more proficient in the English language.

Spoon-feeding at school level is another concern that impedes learners' language proficiency. This is not unique to South Arica. According to Lightfoot (2006:1), university admission lecturers have warned the British government that the reputation of higher education is at stake because of failing standards in literacy. It is argued that learners at school are being spoon-fed in order to pass exams and are not motivated to develop knowledge and understanding. Samah *et al.* (2009:82) agrees saying that pedagogically spoon-feeding blocks independent learning and hinders creativity and innovativeness, which is an important aspect of language learning, especially amongst undergraduates.

With the release of the 2008 National Senior Certificate examination results Umalusi (the Council for Quality Assurance in General and Further Education and Training) voiced their concerns about the language skills of learners stating that the quality and breadth of language skills of all learners must be attended to and improved (Pandor, 2008b:3). The problem regarding literacy cuts much deeper. MEC for Education Barbara Creecy stated that "research studies and our own assessment show that we need to strengthen literacy and, specifically, reading for many children in primary schools" (Petersen, 2011). The researcher whole-heartedly supports this and is of the opinion that the problem surrounding literacy at High School level would not be an issue at all if only it is corrected at the foundation levels of reading. This is supported

by recent research. The head of the Unit for Academic Literacy at the University of Pretoria states that many academics share the opinion that Grade 12 learners' language proficiency is not on par with the porficiency level that is expected of Grade 12 learners. Grade 12 learners are not capable of delivering a well structured piece of writing and their spelling ability is very poor. This is laid at the door of poor teaching programmes in the foundation phase (Wondergem & Groenewald, 2011:7).

In spite of the poor quality of learners' language skills, alarm bells are sounding as the Department of Basic Education intends to decrease grammar-teaching at the levels of Grade 10 to Grade 12. The suggestion is to integrate grammar teaching with literature and creative writing. According to Dr Granville Whittle, spokesperson for the department of education, the intention is not to do away with grammar-teaching but to have a shift in the focus regarding teaching methodology (Rademeyer, 2011:5).

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 staff at the office for academic literacy, statistics show that the number of first-years who fail this compulsory academic-literacy test is increasing. In 2004, 28% of the first-years failed the test and the number of failures increased to 38% in 2005. The test for academic literacy level (TALL) has been compiled by experts from different universities and tests first-years' ability to function in an academic environment. For the sake of comparison of different year groups it is accepted at the Vaal Triangle Campus of the North-West University that the academic proficiency of students who achieve a mark of 60% and higher for the TALL test is on standard. These students are most likely those to finish their studies within the minimum time. Nevertheless, there is a steady decline (2002 – 2009) in the levels of academic proficiency of first-year entrants at the Vaal Campus of NWU who wrote the TALL test (*cf.* 1.1).

3.5 CONCLUSION

This chapter has outlined what English proficiency/literacy is, the lack of English proficiency/literacy regarding teachers and learners who are second language speakers of English, and the disadvantaged second language learners and students who have to use English as their language of learning. Also discussed is the fact that learning in the mother tongue is the best way for learners to achieve their potential and develop the necessary cognitive skills. The discrepancy between policy and practice regarding the language policy of higher education has been highlighted. The language policy for higher education clearly spells out the problem that language has been and continues to be a barrier to access and success in higher education (SA, 1997b:4-5).

However, most of the entry or placement tests at the various institutions of higher learning, as well as the different "extended programmes" that are in place at these institutions, comprise an English language proficiency test/programme. This will be discussed in the next chapter. In addition, the next chapter will deal with the complex issue of access into Higher Institutions and the issue regarding entry levels.

CHAPTER 4

ACCESS TO INSTITUTIONS OF HIGHER LEARNING

4.1 INTRODUCTION

In the Strategic Plan 2010-2015, tabled in the National Assembly by the new South African Department of Higher Education and Training (DHET, 2011) Minister Nzimande stated: "Never before in the history of our democracy have we been better positioned to advance the vision of a truly comprehensive and differentiated post-school system, which is capable of contributing to the lives of individuals, to the economy and to broader society" (MoE, 2010:8). Whereas the National Plan for Higher Education (NPHE) (MoE, 2003) specified that throughput rates have to be moved from 15% to 30% within the next five years, the minister of the DHET, Dr Blade Nzimande claims that the establishment of the Ministry of Higher Education and Training will consequently have to implement far-reaching changes to enhance the provision of post-school opportunities (MoE, 2010:8).

Maharasoa (2003:90) professes that the policy initiatives of the post 1994 period have been a crucial step towards the equalising of the playing field regarding access to higher education in South Africa. In contemporary South Africa access to Higher Education is a political imperative. The Education White Paper of 1997 had set the basis for the envisaged transformation of higher education. It declared:

> "South Africa's transition from apartheid and minority rule requires that existing practices and values are viewed anew and rethought in terms of their fitness for a new era. In South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (DoE, 1997b).

The concern with greater participation in higher education is not new in South Africa but it has become an urgent imperative after the collapse of apartheid

and now, presently one of the strategic priorities of Human Resources Development in South Africa (HRDSA) is to address the demand for quality further and higher education which needs to be accessible in all provinces and at all institutions of higher learning (MoE, 2010:18). According to the Ministry of Education (2010:18), the dimensions of the system must be increased to a great extent in order to provide greater access to post-school students ranging between the ages of 16 to 24, specifically for those youths who have excited their schooling phase. At present, approximately 2.8 million 18- to 24-year olds are not in employment, education or training. However, one of the goals stated in the National Plan for Higher Education (NPHE) is to reach a 20% participation rate in higher education by 2016 and the National Plan for Further Education and Training (FET) commits government to increase the participation to that of one million learners at FET colleges by 2014 (MoE, 2010:18).

International calls for greater access to universities, at the UNESCO World Conference on Higher Education in 1998, finally seems to be in the process of being realised. Accordingly the DHET infers that there are vast social expectations that the post-school system will promote a more equitable and socially inclusive society. The MoE (2010:18) foresees that when the Department of Basic Education (DBE) manages to increase the number of prospective Grade 12 learners desiring entry at universities, it will create added pressure for access and capacity will have to be increased even more. Thus the DHET believes that their planning should be guided by the aim that at least 50% in the 18-24 age groups should be studying at institutions of higher learning by 2030 which will mean a massive expansion of universities and colleges (MoE, 2010:18).

Whereas in 2010, the DHET provided 184 547 learning opportunities through Further Education and Training Colleges, Universities, learnerships and short skills programmes, the number of learning opportunities in 2011 have been increased by 103 940 bringing the total opportunities in 2011 to 288 487. This represents a significant increase of 56% compared to 2010

In view of the fact that access to, and success in post-school education is to a great extent differentiated by race and class (DHET, 2011) the researcher deems it necessary (for understanding of current practices regarding access of students into Higher Education) to briefly give a historical overview of what access to Institutions of higher learning in South Africa looked like in the past.

4.2 HISTORICAL OVERVIEW

The effect of low levels of *throughput* and high drop-out rates dates back to the prime time of apartheid. In 1936 one of the first studies was ordered by the Minister of Education to examine the high rate of failure among white students entering South African Universities. The main finding of these studies was that almost 47% of all first-year students failed at least one subject while 25% failed in more than one subject.

It was concluded that the reason for this was a combination of the transition from school to university and the incompetence of lecturers lecturing at university level (Akoojee and Nkomo, 2007:387). In the previous chapter, the section regarding Teachers' English proficiency/literacy (*cf.* 3.4.1), the literature clearly indicates that incompetence and the lack of proficiency/literacy in English is up to the present time a grave hurdle in basic education and in institutions of higher education.

Another study by the Transvaal Education Department, in 1956, found that the average first year failure rate was as high as 38% (Malherbe, 1965:478). In 1963 a study by Steyn, appointed by the Joint Matriculation Board, found that only 55% of students entering eight South African universities in the long run managed to obtain a first degree. The national concern that these figures evoked was described as follows:

"… the fact remains that the drop-out rate of 45% of all university students, 49% of which are men, is nothing less than a national disaster, not necessarily because these students should obtain degrees, but because of the lamentable waste of effort. These are strong words, but unless we are shocked into action there is a very

real danger that familiarity with this situation may breed acceptance" (Marherbe, 1977:487).

The following measures, to improve the drop-out rate were suggested:

- Improving the quality of teaching at school level.

- A broader basis of screening as an alternative to the school-leaving matriculation certificate.

- Increase of funding for further education purposes.

- Ensuring the failure rate is contained, by improving school guidance and counselling.

- A post-matriculation year in high schools.

- Establishment of a foundation or basic year for all students as a preparatory step for university work.

- Teaching of a broad fundamental curriculum without specialisation, enabling a student to be in a better position to decide in what direction his/her vocation lies (Akoojee and Nkomo, 2007:388).

Quite interestingly much of the above is still part and parcel of the South African plan for education (*cf.* 4.3.3).

The historic stratification of education institutions according to race in former years limited the access of especially black students to gain entry into white education institutions in South Africa.

During the apartheid era university access for black people did not feature as a necessary or appropriate option in the same way given to access for white students. In 1951 there was only one residential university for Africans, namely, the South African Native College at Fort Hare with an enrolment figure of just 343. Moreover, 'non-whites' made up 'over a quarter' of the total student population at the University of South Africa (UNISA), a distance education institution (Eiselen, 1951). According to Moodie (1994), there was

limited enrolment at some English universities for blacks, but no blacks were admitted to Afrikaans universities. Nkomo (1984) states that legislation established separate universities for Indians and Coloureds as special groups and those three universities for Africans were established: University of Fort Hare, University of the North and University of Zululand. However, there was an open door for black access to white universities if courses were not offered at universities for Africans, with the written permission of the Minister in each case. Akoojee and Nkomo (2007:389) conclude that while the greater number of the population was denied access to institutions of higher learning, economic imperatives under apartheid left some room for selected black people to access institutions of higher education.

According to Malherbe (1977), the Steyn report of 1954 which called for the establishment of a foundation or basic year for all students was closest to Academic Development measures at the time. The focal point in the 1980s was on issues to increase access for Black, Asian, Coloured and Indian students. Cooper and Subotzky (2001) contend that a revolution in African enrolments at institutions of higher learning occurred in the decade from 1988 to 1998. This revolution involved a huge increase in the absolute numbers of African students in higher education, a shift in the proportion of African students at historically white institutions and a significant increase in the absolute number of female students across all populations groups. As a proportion of the total student population African enrolments increased in 1993 to 2001 from 01.2 per cent to 27.6 per cent (Favish, 2005:274). Thus, most efforts by the democratically elected government were geared to generating opportunities for black students to study at Historically White Institutions (HWIs). The time following 1994 policy documents addressed the problem of access as one of increasing the participation of black students at institutions previously denied to them.

Hence the following section will deal with:

- equity, redress and diversity;

- alternative entrance routes to access; and

- access programme models.

4.3 EQUITY, REDRESS AND DIVERSITY AND ACCESS PROGRAMMES

4.3.1 Equity, redress and diversity

Bloom and Rosovky (2000:16) reiterate that internationally:

> ".....expansion has produced a variety of consequences. In many instances, existing institutions have grown in size, transforming themselves into mega-universities; in other cases, traditional institutions have been replicated by public or private means. An even more creative response has been seen in differentiation, a process whereby new types of institutions are born and new providers enter the sector."

This also rings true to the South African situation today. According to Brown (1999:3), "....diversity in higher education is of critical importance not only because it more effectively meets institutional and societal needs but also through the differentiation of component units it leads to stability that protects the system itself". Furthermore, he contends that the link between diversity and access is very strong because diversity is necessary for increased and widened participation while access principles of variation, selection and retention, among others, also play a remarkable role in the creation of a diverse and evolutionary system of higher education.

The DHET's strategic plan for 2010 – 2015, states that in the next 20 years inequalities in education and training outcomes must notably be minimised. "The demographics of the system should progressively reflect an improved equality in relation to access to opportunities, success and retention rates, as well as in educational outcomes in all parts of the system. As the quality of the education base improves, race and class will cease to be the driving determinants of access" (MoE, 2010:18). In addition, it is stated that higher education and training will have inclusive institutional cultures, with respect for differences and supporting learning and development. Furthermore, students will be prepared for a democratic and diverse society in that they will be

socially conscious and have a sense of citizenship with respect for human rights and democratic values (MoE, 2010:18).

4.3.2 Alternative entrance routes to access

The strategic plan 2010-2015, tabled in the National Assembly by the Department of Higher Education and Training (DHET) (MoE, 2010:19) calls for all adults, unemployed and employed, to have access to education and training opportunities. In order to accomplish this, learning opportunities must be provided to those who wish to study further but who at present do not meet the entry requirements. Hay and Marais (2004:59) argue that during the last decade different efforts had been made to address the needs of school-leavers who were not ready to enter higher education. Some students, for instance, failed to obtain matriculation examination with exemption. Grade 12 learners' final results have been used as a means of access into institutions of higher learning for many years. However, these results have come under scrutiny over the past few years and therefore because of the discernable restrictions together with the transformation in higher education it has increasingly necessitated the introduction and use of alternative entrance routes into higher education institutions (Maharasoa, 2003:96). At the Stakeholder Summit on Higher Education the Minister of the DHET, Dr Nzimande (2010:3), acknowledged the fact that the reasons for low success and high drop-out rates are multi-fold. However, he urged that more resources be used to tackle this problem. In this regard different universities have developed and presented a diverse range of models such as bridging courses, foundation programmes, placement assessments, and pre-entry tests for access into higher education

4.3.2.1 Pre-entry tests

Together with the final school-leaving examination results, institutions of higher learning also use pre-entry tests to allow students entry to higher education. These pre-entry tests vary from interviews to criterion-referenced tests, including aptitude tests and psychological testing (Maharasoa, 2003:96). Weideman (2003:56) states that most universities in South Africa

have introduced some form of diagnostic and selection tests in reply to the concern about academic literacy levels of first year students. According to Botha and Cilliers (1999:144-245), "the objectives of these well-intended tests are mainly to broaden access…, provide better counselling to these prospective students with reference to their fields of study, subject choices and the availability of academic development programmes; and to continually refine the university's standards." Griesel (2006:5) assumes that school leaving results do not always translate to or point to how well students would perform at tertiary level and therefore it is necessary that students do some kind of proficiency assessment as a measure of predicting their academic success at tertiary level.

The Standardised Assessment Test for Access and Placement (SATAP) has been used successfully in the past by the Business Faculty of the Bellville campus of the Cape Peninsula University of Technology (Scholtz & Allen-Ile, 2007:920). The SATAP does not assess language proficiency in the narrow sense of general language (English) ability but aims to determine whether students can use English beyond the operational level of correct grammar usage. At present a student's NSC results will determine entry to the Cape Peninsula University of Technology, however depending on the individual student's results and the programme applied for, students might be asked to write the SATAP test.

At the Tshwane University of Technology, the Bureau for Academic Support uses a Potential Assessment (PA) programme in a limited number of Classification of Educational Subject Matter (CESM) categories to assess the potential of the student and then recommend the student for admission. An English proficiency test forms part of the PA. "The results of these tests rank the students and rate them as suitable, marginal or unsuitable for the specific course they applied for" (Lourens & Smit, 2003:174). Preliminary statistics showed that students who have been identified as "not-suitable" in the PA had a higher probability of dropping out in the first year of study than students regarded as "suitable". According to Lourens and Smit (2003:174), the PA-

process could be used in conjunction with the Grade 12 result to ensure more accurate predictions with regard to first year student success.

According to O'Connell (2006), "the idea of national benchmark tests reaches back to mid-2004". A team of experts, involving over 300 academics from all 23 universities of South Africa, under the leadership of the Centre for HE Development (CHED) at the University of Cape Town developed a uniform entrance test across institutions of higher learning as a benchmark test for selection and placement (Koch, 2007:102). Foxcroft (2006:7) poses benchmarking as a point of reference for evaluating and monitoring the adequacy of the achievement and educational development of learners. According to Larter (quoted by Foxcroft, 2006:7), benchmarks should be thought of as a collection of references for evaluating the growth of individual students. Benchmarks do not put a ceiling on that growth, limit the growth to a narrow band of intellectual activities, or suggest that performance at a lower level means failure. Benchmarks represent a growth model of learning.

The development of this uniform entrance test, the National Benchmark Test (NBT), was deemed very important seeing that the many different certificates for different groups in the previous era were not regarded comparable in meaning and the ability of the different educational systems to develop learners in those systems to their full potential was in question. The NBT provides criterion-referenced information to supplement the new national school-leaving examination, namely the National Senior Certificate (NSC). The NBT assesses the entry-level literacy and Mathematics proficiency of students to probe the relationship between university entry requirements and school exit outcomes and thus help universities with extra information to place students and to assist with curriculum development (MacGregor, 2009;1) Each item of the NBT has been subjected to at least one round of reviews regarding content; fairness and bias; accuracy; and statistical integrity (Coetzee-Van Rooy, *et al.,* 2010). The NBT was extensively tested, reviewed and quality assured by the Assessment Systems Corporation in Michigan and assistance from psychometricians at the Educational Testing Services at Princeton (MacGregor, 2009:1).

The NBT comprises of two tests, namely:

- Academic Literacy (AL) and Quantitative Literacy (QL) are combined in to one test, but are reported separately. AL tests students' capacity to engage successfully with the demands of academic study in the medium of instruction, while the QL tests students' ability to manage situations or solve problems of a quantitative nature in real contexts relevant to higher education

- The Mathematics test is based on the curriculum underlying Paper1 and 2 in the subject Mathematics

Respondents have to write the AL and QL tests. However, only those students who intend taking a course that includes Mathematics will write the Mathematics test (NBT, 2010:1).

The NBT was piloted in 2009, the participating universities being: the University of KwaZulu Natal, Mangosuthu University, Stellenbosch University, Rhodes University, the University of Cape Town, the University of Western Cape and the University of the Witwatersrand. Most South African universities made use of the NBT for their first-year intake of 2010.

The Test of Academic Literacy Levels (TALL) which is used to establish the academic levels of first year students is used at the University of Pretoria, the University of the Free State, Stellenbosch University and the North-West University. For students who do not meet the requirements of the various pre-entry tests mentioned, another route might allow them access, namely access programmes, which will be discussed in the following section.

4.3.3 Access Programmes

The purpose and foremost aims of access programmes are to grant opportunities to learners who have been disadvantaged to obtain entrance into higher education in order to advance to the achievement of the intended course of study (Maharasoa, 2003:96). According to Van Harte (2002:62), "foundation programmes prepare students not only academically to begin at a

diploma/degree level but also focus on pastoral support to help them to adapt to university life". Warren (1998:80) claims that foundation programmes which are programmes of alternative academic access have different meanings: "It may be understood as 'bridging' in the sense of 'backward-looking' courses which attempt to redress gaps in knowledge and limits in cognitive, communication and learning skills. On the other hand the term could also mean laying foundations for further study, such as 'forward-looking' entry-level courses to introduce students to key academic concepts and ways of knowing". In addition, Warren asserts that a foundation programme could consist of specially designed courses leaving the mainstream courses intact or combining 'bridging-type' courses with mainstream courses. On the other hand Strydom (1997) views the latter as a drawback, arguing that such a programme may permit the institution to remain essentially unchanged, expecting that it is only the students who have to be modified, not the institution or its courses. Therefore, the researcher has set as one of this study's aim to suggest changes to the first year BEd English major curriculum (*cf.* 1.3), because limitations in the current first year BEd English major curriculum are recognised.

Mackay and Motala (2001:2) "identify an evolution in the nature and purpose of access programmes in South Africa, dividing these programmes into three categories:

- The foundation kind of programme, which covers pre-university work.

- The extended-curriculum programme, where students receive an additional curriculum to extend their studies.

- A mixed approach that provides foundation courses in the first year and then let students on to a structured supported first year programme of studies".

Currently the focus is on extended degree programmes. Initially the former Minister of Education, Naledi Pandor requested the Council for Higher Education (CHE) to analyse the feasibility of four year degrees (Dell, 2010:1). The CHE is examining the feasibility of applying a four-year degree to all

general bachelor degrees at all public universities. Most institutions of higher learning have in-house initiatives that provide academic support to disadvantaged students. Within some faculties at various institutions of higher learning, an extended degree programme is already being offered. The researcher considers the development of an extended programme to aid first year BEd English major students to achieve academic success (*cf.* 1.3).

In the next section the researcher will scrutinise the present situation at various South African universities regarding equity, redress, diversity and discuss the diverse range of access models which are in place at the different universities in the South African higher education system, as well as, the way in which these institutions intend to meet the national target, aiming that at least 50% of young people in the 18-24 age group should be studying at universities and colleges by 2030. At most universities in South Africa first year students have to write various entry tests - also to determine their English proficiency/literacy. To establish if that what is done in South Africa to allow more student entry into tertiary education, complies with standards in the world, the situation pertaining to institutions of higher learning abroad will also be discussed.   The measures taken or lack thereof at overseas universities might also serve as a benchmark for the South African situation.

4.4 THE PRESENT SITUATION AT VARIOUS SOUTH AFRICAN UNIVERSITIES

4.4.1 North-West University (NWU)

4.4.1.1 Equity, redress and diversity

The institutional plan of 2010 – 2012 of the NWU declares that the stability and success of the NWU as a merged university is highly appreciated in the higher education sector (NWU, 2010b:1). Some of the key elements of this success can be ascribed to the balance between efficiency and experience, as well as equity and development. The vision and mission of the NWU amongst others is to embrace "...both redress in terms of transformation (equity, job creation, safety and security, as well as education) and effective governance (such as tax collection and local government services)" (NWU,

2010b:4). Furthermore, in one of its Mission elements it is stated that the NWU will develop the various "campus niches and longer term growth and developmental objectives in an equitable manner and that it will redress historic imbalances by addressing (among others) resource backlogs, differences in the quality of teaching, research, effective management and financial resources throughout the institution" (NWU, 2010b:6).

In the context of this study important elements are that the NWU will promote student preparedness in order to improve access - and that the institution will implement diverse strategies to improve student success by means of the development and implementation of Extended Programmes for implementation on all campuses of the NWU by November 2010 (NWU, 2010b:15).

The NWU also emphasises unity and diversity. With regard to the fact that the NWU is comprised of three campuses, namely the Potchefstroom campus, the Vaal Triangle campus and the Mafikeng campus, "the university is sensitive to its student composition and its stakeholder community in terms of very dynamic demographic trends and patterns" (NWU, 2010b:4). An important goal of the NWU is to work towards "increased unity as a value-driven multi-campus institution with diversified niche markets that transforms continually in terms of positioning, academic profile, equity and redress in order to help meet the needs of Southern Africa" (NWU, 2010b:6).

The institutional language policy of the NWU is an important element of the university's goal of equity, redress and diversity in that it is flexible and functional. It redresses the language imbalances of the past, endorses multilingualism and promotes access and integration while giving students a sense of belonging (NWU, 2007:1). On the whole the language management approach of the NWU means that:

- "At the different campuses, the language realities are continuously taken into account.

- The language policy and plan are aligned with the demands of the macro-environment in which the institution functions.

- The regional languages that are used at the campuses of the NWU (Afrikaans, Setswana, Sesotho and English) are regarded as national assets. Measurable contributions are made towards the use of these languages as languages of higher education" (NWU, 2007:2). Currently the goal of using the regional languages Setswana and Sesotho has not yet been realised.

Various ways of delivery are used at the different campuses in order to enhance and facilitate access to higher education. These include single-, parallel- and double medium teaching. In addition, classroom interpreting services are also employed (NWU, 2007:2). In spite of the measures taken, the throughput rate of first year BEd English major students remains low.

4.4.1.2 Alternative entrance routes to access

Apart from obtaining a National Senior Certificate (NSC) with an aggregate of at least 50-59% - level 4, as certified by Umalusi, all first year students are required to write the National Benchmark Test (NBT) at the NWU. The cohort of 2010 first year students wrote the NBT tests at the beginning of the academic year. Moreover, first year students have a choice to write the Test of Academic Literacy Levels (TALL) or the Afrikaans equivalent (TAG). In the case of failing this test a student is required to include a compulsory language proficiency module, Introduction to Academic Literacy (AGLA111) in his/her course. In spite of these tests and the requirement of 60% for Grade 12 English to register for the BEd English major course the throughput rate remains a matter of concern.

With regard to the Vaal Triangle Campus, Coetzee-Van Rooy *et al.* (2010) claim that if academic literacy is a predictor of academic success in higher education, many first years are at risk. It was also found that the NBT results correlate statistically significantly with the TALL/TAG and therefore it is possible that only one test could be used in future. NWU has not been part of the pilot testing of the NBTs in 2009 and therefore the researcher could not make use of the AL test of the NBT (or the results thereof) as measuring instrument for this particular study. Instead, the researcher used the English

matric results of students, as well as the ELSA as measuring instruments. For this study, the sample comprises of first year students from 2009 and 2010 which will be discussed in chapter 6.

4.4.1.3 Access Programmes

Academic development and support programmes, of which Supplemental Instruction (SI) is one, have already been introduced on more than 700 campuses, including universities and colleges in America, the United Kingdom, Sweden, Australia and South Africa (NWU, 2006:1). Research has shown that students who participate in SI-programmes on average do better academically than students who neglect to attend any support and development programmes. In line with the strategic development plan of the NWU that aims to improve the throughput rates of students, the institutional and campus Academic Development and Support (ADS) management identified the implementation of SI on all campuses of the NWU as a priority task as from 2006 (NWU, 2006:1). SI facilitators and lecturers meet weekly to discuss processes and procedures. The nominated facilitators are trained in SI principles which focus on helping students to: develop study and scientific skills necessary for optimal performance at the appropriate university level; develop life skills necessary to adapt socially at university; improve language and communication skills; rectify shortcomings they might experience in knowledge or skills necessary for their academic success; develop a positive academic self image; support students to improve their understanding of and communication in the subject matter and their abilities to apply this knowledge; and handle and manage a group session (NWU, 2006:4). SI programmes are implemented for all subjects offered at the NWU and are not specifically aimed at English proficiency as such. First year BEd English major students have the opportunity to attend SI classes, but sad to say often these opportunities are not utilised by those students who need it most. This could possibly be ascribed to the fact that many students, who are not proficient in English, do not see themselves as being non-proficient (*cf*. 3.4.1) and therefore do not make use of SI.

4.4.2 Stellenbosch University (SU)

4.4.2.1 Equity, redress and diversity

The vision statement of Stellenbosch University (SU) of 2012, states that SU is considered internationally as an institution of excellence. SU is a highly sought-after academic institution among students from all over the world (SU, 2010b:1). Furthermore, SU is serious about the diversity of ideas and is successfully attracting students from diverse sections of the South African society. At SU students experience an ease of acceptance regarding different cultural backgrounds (SU, 2010b:1).

According to the report on progress towards transformation (SU, 2008:iii), SU states that it has a responsibility to contribute meaningfully to the eradication of the injustices of the past. SU is committed to transformation, to the building of an institutional culture that promotes the values of human dignity and the achievement of equality, non-racialism and non-sexism. Regarding equity, SU acknowledges academic backlogs as a result of historical disadvantages which require the extension of existing academic support programmes. SU calls for a sustained critical appraisal of its accessibility because of the need for demographic broadening, while redress requires a proactive approach concerning the student and the staff body (SU, 2008:5). "Equity considerations as well as the national policy framework make it essential to expedite redress as much as is feasible – through new appointments, for example, at staff level; and there is a need for active student recruitment at the schools in educationally disadvantaged communities" (SU, 2008:6).

SU has made remarkable progress towards transformation; social unity and the annihilation of discrimination. The following aspects clearly demonstrate SU's progress towards transformation over the last five years:

- "Improvement in the student and staff race profiles.

- Pro-active steps to address impediments to student success, and student academic support especially in the risk-prone first year of university study" (SU, 2008:iii).

Moreover, SU has interventions and services in place which assist in the transformation of the institutional culture, which in turn has contributed remarkably to build a culture of learning and tolerance. To promote a learning culture in the student accommodation environment, an initiative ResEd (a learning culture in the students' accommodation environment) was established. The emphasis is not on English proficiency but on learning in totality.

4.4.2.2 Alternative entrance routes to access

At SU prospective students must have obtained a National Senior Certificate (NSC) with an aggregate of at least 50-59% - level 4, as certified by Umalusi. Students have to write SU's Access Tests (ATs) specified for the programme(s) students wish to do. An English test forms part of the ATs. In general, students have to achieve an average of at least 50% for the ATs and NSC combined in a ratio of 40:60 unless differently specified by a particular programme. Thus students must meet further requirements specific to the programmes of their choice as set out in the programme outlines of the various faculties. In addition, first year students at SU also write the NBT (SU, 2010a:1).

4.4.2.3 Access Programme

At Stellenbosch University under-prepared students are given the option to gain admission through alternative access routes and programmes. This includes foundation and extended degree programmes in order to achieve success with additional support and a longer period of study. The Extended Degree Programmes (EDPs) not only seek to provide alternative access routes but also to enhance the diversity in the relevant faculties (SU, 2008:32). Of the most recent institution-wide initiatives of SU is the First Year Academy (FYA) which is a comprehensive University initiative to improve the success rate of all first-year students. This is done by implementing or facilitating different research actions, programmes and projects. Some of these, to mention a few are the EDPs, the tutor-mentor programme which provides small group peer-led academic and psycho-social support for

students on request; and the ResEd initiative which intends to establish a learning climate in the students' out-of-class environment (SU, 2008:32). This initiative is not specifically aimed at the improvement of the English proficiency of students. However, the EDPs might, in particular, prepare students to become more proficient in English.

4.4.3 University of the Free State (UFS)

4.4.3.1 Equity, redress and diversity

In their pursuit of knowledge the UFS places a premium on intellectual freedom, integrity, responsibility and equity (UFS, 2010a:1). The transformation plan of the UFS (2007:5) claims that it is committed to:

- becoming an equitable, diverse non-racial, non-sexist, multicultural, multilingual university where everyone will experience a sense of belonging and achieving; and

- becoming an institution that treasures diversity as source of strength and quality".

In so doing, English proficiency/literacy is also enhanced.

4.4.3.2 Alternative entrance routes to access

The UFS uses the NBT to place prospective students in the correct programme and to identify specific areas in which the first-year student will need academic support. The NBT also supplements the NSC examinations by providing additional information about entering students' academic readiness (UFS, 2010b:1). Students are requested to write the NBT during their grade 12 year. In addition all students also write the language proficiency test, namely the TALL or the TAG test which tests academic literacy levels (*cf.* 4.3.2.1). Should a student fail this test he/she is required to include a compulsory language proficiency module in his/her course.

4.4.3.3 Access Programme

The University of the Free State created a one-year bridging programme called the "Career Preparation Programme" which aims to make tertiary learning assessable to under prepared students who would traditionally have been excluded from this privilege (Van Wyk, 2002:220).   The Career Preparation Programme (CCP) which originated in 1993 at the University of the Free State (UFS) has been running for more than a decade and is still used. The central purpose of the CCP is to offer students a chance to enter "general-formative and vocational-directed studies" at various institutions of higher learning in the Free State region. Another key aim of the programme is to address the wider needs of students such as: quality of personal life, study, self-assertiveness and problem solving through courses like Skills and Competencies in Lifelong Learning, Academic Language and Numeracy (Hay & Marais, 2004:63). The CCP follows a holistic approach as the focus is not just on the academic preparation of learners.

After successful completion of the CCP students gain admission to the University of the Free State, the Technikon, Vocational colleges or Technical colleges in the region. After some deliberations these students are now also accepted at other South African universities like Rhodes University, the Nelson Mandela Metropolitan University (NMMU) (with certain conditions), the University of the Western Cape, the University of Stellenbosh, the North-West University and the University of Pretoria. One of the courses in the CCP programme, an English Language course, is of particular interest to the researcher, as this course truly addresses the need to improve the English language proficiency of all students, that is deemed so necessary as discussed in chapter 3 regarding learner and teacher proficiency of English (*cf.* 3.4.2). This course focuses on developing students' academic reading and writing skills to a level for students to have a good chance to succeed in their studies at a university and seems to differentiate this university from the other universities discussed in this research.

According to Hay and Marais (2004:73), the CCP has not only influenced the future and lives of students but the UFS was also transformed at an increased

rate and due to the influence of the CCP there was a growth in Black student numbers. With the inclusion of a multicultural student population the university gained invaluable information regarding the learning and development of disadvantaged students. Hay and Marais (2004:73) claim that the UFS had been the first university to do away with matriculation exemption "as an absolute hurdle for admission to higher education" because the CCP provides the UFS with better selection mechanisms and procedures for entry. The researcher is of the opinion that the CCP will be good preparatory grounds to enhance English proficiency.

4.4.4 University of Pretoria (UP)

4.4.4.1 Equity, redress and diversity

The Vision statement of the UP claims that the UP is "a university with an inclusive and enabling, value-driven organisational culture that provides an intellectual home for the rich diversity of South African academic talent" and the mission statement of UP aspires that it is "locally relevant through its promotion of equity, access, equal opportunities, redress transformation and diversity" (UP, 2010a:3). In its new strategic plan, Innovation Generation: Creating the Future: 2007-2011, the UP states its optimism for the future (UP, 2010b:2). Furthermore the UP asserts that it is a people-centred university that aims to attract and retain a representative body of excellent academic and support staff members by means of:

- pursuing the University's employment equity plan by actively searching in South Africa and abroad, for members of previously disadvantaged groups; and

- providing suitable incentives to excellent postgraduate students to pursue academic careers at the University of Pretoria" (UP, 2010b:5).

The UP claims that transformation must be comprehensive in order to contain pragmatic, relevant and meaningful change in the "academic, social, economic, demographic, political and cultural domains of institutional life" and finally, it has to encourage unity through respect for diversity (UP, 2010b:15).

The most important area of transformation according to the strategic plan of the UP is increased access and participation by certain designated groups in South Africa's higher education system, namely that of black female and physically challenged people in order to overcome the racial and ethnic fragmentation of the past (UP, 2010b:15). The UP concludes that access on its own is not sufficient, accordingly the UP gives attention to the success and retention rates of students from historically disadvantaged groups (UP, 2010b:15). The UP also maintains that the introduction of English as an academic language, in addition to Afrikaans, was a remarkable change as it opens up accessibility to a wider academic community and has made the achievement of diversity in the student body of the UP a reality in a relatively short time (UP, 2010b:16).

4.4.4.2 Alternative entrance routes to access

In general for degree studies a NSC certificate certified by Umalusi is required with an achievement rating of 4 (50-59%) in four recognised subjects. Together with the NSC results the UP uses the NBT as its Institutional Proficiency Test (IPT). It might be required of certain students to write the IPT, those students would include: students applying for entry to a programme where the IPT is a requirement; where students do not meet the entry requirements for a specific programme but the faculty has requested an IPT; or in the case where students are afraid that they will not make the entry requirements in the Grade 12 final exams (UP, 2010c:1-2). Furthermore, all first year students write a language proficiency test namely the TALL or TAG (*cf.* 4.3.2.1). If a student's mark for this test is too low he/she is required to include a compulsory language proficiency module in his/her course (UP, 2010c:2).

4.4.4.3 Access Programme

Extended four and five year programmes are offered in some faculties at the University of Pretoria. Students who are selected by the faculty for these extended degree programmes have to write the IPT PT (UP, 2010c:2). It is of great importance to the UP to retain good students and to create conditions in

which they are likely to be academically successful. Accordingly, the UP intends to provide adequate academic student support. All first-year students are mentored and throughput rates per module are monitored (UP, 2010c:7). Together with the compulsory language proficiency module the extended degree programme will probably ensure greater academic success.

4.4.5 University of Cape Town (UCT)

4.4.5.1 Equity, redress and diversity

The University of Cape Town's mission is to be "flexible on access, active in redress and rigorous on success" (UCT, 2004). UCT attempts to end the racial fragmentation of institutions of higher learning which they inherited from the past, by building a diverse student profile that predominantly reflects the demographics of South Africa as well as the university's international profile. UCT is committed to transformation and is cognisant of the educational value of a diverse student and staff body, as well as the constraints faced by a majority of under-prepared school leavers (UCT, 2004). Apart from the entrance requirements, each faculty at UCT is guided by the following principles:

- Diversity

- Redress

- Non-racialism

- Equity of access and equity of outcomes.

UCT is committed to review on an ongoing basis all its policies, structures and procedures in order that they are consistent with the principles of equity as this will ensure alignment with the student equity policy (UCT, 2004). UCT also ensures that all students can participate effectively in teaching and learning situations as it will lead to fair chances for success. This requires an understanding of learning needs and challenges faced by a diverse body of students. This includes an English programme to improve students' English proficiency/literacy. Furthermore, the Admissions Committee monitors

enrolment planning, the admission process and student equity plans. The Student Development Services Committee of UCT supervises the development and implementation of strategies designed to provide students with an integrated student experience that values diversity and promotes equity of outcomes (UCT, 2004).

The current policy of the UCT still aims for a notable number of international students and that the local component of their student body progressively reflects the demographics of South Africa, their view being that everyone gains from a diverse student body (UCT, 2010a:1). UCT uses race as a means for giving effect to the requirement for redress for previously disadvantaged South African applicants, and therefore the UCT invites prospective students to indicate whether or not they belong to a previously-disadvantaged or designated group (UCT, 2010a:1).

4.4.5.2 Alternative entrance routes to access

The NSC with an achievement rating of 4 (50-59%) is the minimum requirement for the Bachelors degree at UCT. Prospective students must also meet subject and points requirements for admission into specific programmes which may be different for the different programmes (UCT, 2010a:1). In addition, all first-time undergraduate students are required to write the NBT. Of the two NBTs, students in all faculties must write the AL and the QL (UCT, 2010a:2).

Admission and placement tests have been used at UCT for over 25 years. Alternative Admissions Tests are developed and administered by the Alternative Admissions Research Project (AARP). Relevant to this research are: the Placement Test in English for Educational Purposes (PTEEP), that examines the academic use of English language and the Quantitative Literacy test (QLT). This tests the ability to work with quantitative information presented in the form of texts (UCT, 2010b:12).

4.4.5.3 Access Programme

The purpose of extended curricula programmes is to attract students whose educational background has not completely prepared them for tertiary study. The extended programmes are structured over four years and thus offer the advantage of a well-paced curriculum (UCT, 2010b:50). The researcher is of the opinion that such an extended programme will benefit all students including those with English as a major subject, as well as students who have to study through the medium of English.

4.4.6 University of the Witwatersrand (WITS)

4.4.6.1 Equity, redress and diversity

At Wits the student equity programmes form the basis of one of their contextual priorities which is embedded in the domain of Transformation (Wits, 2010b). Wits regards it as a moral obligation to pro-actively and systematically address the legacy of apartheid wherever this is reflected in the university. At Wits an enabling and empowering institutional culture that generates a sense of ownership and commitment is created. Race and gender representivity in the governance of Wits is ensured among staff and students. Wits intends to close the gap in success rates between races (Wits, 2010b). Their aim is also to improve the English proficiency/literacy of students.

4.4.6.2 Alternative entrance routes to access

If prospective students do not meet the likely acceptance level requirements (NSC level 4 -50-59%) they are required to write selection tests. Students who do not meet the necessary requirements have to write a battery of four tests before they are considered for admission including the Placement Test in English for Educational Purposes (PTEEP) (Wits, 2010c: 14-15).

Despite the fact that Wits participated in the piloting project of the NBT, Wits Deputy Vice-Chancellor: Academic, Prof Yunus Ballim, questions the use of the NBT rather than the NSC for deciding on admission (Wits, 2010a). Wits

University believes that contrary to the NBT results, which did not clearly surface as a better or significantly different predictor of performance, the NSC results are a fair predictor of the possible success of students in their first year of study. As Wits is not convinced that the NBT assists in improving admission decisions, the University has decided not to use the NBT as a requirement for all admissions to Wits in 2011 (Wits, 2010a).

4.4.6.3 Access Programme

Scott and Letseka (2010:47) assert that at Wits all faculties and many disciplines within faculties for some time have been offering foundation courses or extended curricula to provide access and support for students who did not achieve the required entrance points. Extended curricula are of different formats in the different faculties. The extended programmes provide identified students with an extra year for their degree, with supplemented content in the first year that combines bridging activities with the standard curriculum (Scott & Letseka, 2010:47). These curricula provide a strong focus on the development of academic literacy, being embedded as they are in the schools and their programmes and disciplines rather than operating from a stand-alone unit.

"Many of these programmes have been threatened by reduced funding and the capping of student numbers. As a result, there has been a move in the university to mainstream academic development programme techniques and methodologies. Consideration is being given to bringing these programmes into the mainstream core curricula. In this way, a greater number of students will benefit from the strategies developed in the extended programmes, regardless of matriculation points" (Scott & Letseka, 2010:47). It seems as though there is no specific programme aimed solely at improving English language proficiency at Wits.

4.4.7 University of Johannesburg (UJ)

4.4.7.1 Equity, redress and diversity

"UJ is continuing to deepen and expand its diversity, for it is home to staff and students of a variety of backgrounds, cultures, beliefs and languages" (UJ, 2010a:6) as this flows from UJ's vision and mission statement after the merger in 2005 of the former Rand Afrikaans University and the Technikon Witwatersrand to form the University of Johannesburg. UJ offers a mix of vocational and academic programmes, including the improvement of English proficiency/literacy that advances freedom, democracy, equality and human dignity as high ideals of humanity (UJ, 2008:1). One of the values of UJ is that of integrity and respect for diversity and human dignity. UJ is mindful and respectful of its staff and students with diverse cultures coming from diverse backgrounds (UJ, 2008:3).

4.4.7.2 Alternative entrance routes to access

The minimum admission requirement is the NSC as certified by Umalusi with an achievement rating of level 4 (50-59%). All students who registered in 2011 had to submit their results for the NBT as these results gave UJ additional information about prospective students. The NBT could be written country-wide during the second part of 2010. Results were forwarded to universities where students had applied for admission. At UJ policy requires non-English speakers to write the internationally recognised English language competence test, namely the International English Language Testing System (IELTS) (UJ, 2010b).

4.4.7.3 Access Programme

At UJ an extended degree programme is presented at the Auckland Park Campus (UJ, 2010c:1). This enables students to adapt to the higher education environment. Students need to pass all courses in the extended degree programme in order to continue their studies.

Moreover, extended National Diploma programmes are also presented at UJ. The minimum duration for the Extended National Diploma studies is four years of full-time study, while the maximum period is five years of study (UJ, 2008:12).

None of these programmes are specifically aimed at the improvement of the English proficiency of students.

Regarding the South African universities discussed, the following is noteworthy. All of these universities aim to correct errors of the past concerning equity and redress and have various processes in place to improve the English proficiency/literacy of students.

Since 2010, at most South African universities first year students write a uniform entrance test namely the National Benchmark Test (NBT). Furthermore, at the various universities, students write admission or access tests specified for the programme(s) that students wish to enrol for. At the North-West University, University of Pretoria, Stellenbosch University and at the University of the Free State students write the TALL or TAG test which are language proficiency tests and which test academic literacy levels. Failing this language proficiency test requires students to register for a compulsory language proficiency module in their course.

Lately it seems that the central focus of access programmes is that of extended degrees and the feasibility of four year degrees. A component to improve English proficiency/literacy forms part of the various extended programmes.

Keitel (2000:2) claims "the growing diversity of student populations has led to more flexible forms of delivery…and multiple entrance and exit points in higher education". Favish (2005:278) warns that while the number of black students is increasing, the graduation rate for black students has steadily been declining. Favish mentions that at the Cape Technikon there are concerns about the lack of outcomes of equity. This was highlighted by the notable increase from 2 129 students in 2000 to 2 973 in 2001 in the total number of all students who dropped out. In addition, Favish (2005:278)

contends that "these trends reflect international experiences of the effect of massification when opening up access is not accompanied by increased levels of support to ensure success and retention". At South Africa's recent Stakeholder Summit on Higher Education, Minister Dr Nzimande stated that the primary goal is to "improve access to institutions of learning, as well as success for poor and rural students in particular, by moving from a racially-based elitist system to a more inclusive system. The transformation of higher education and, more especially public higher education, implies that it should play a central role in responding to the dual challenge of equity and development. The issue of English as a language barrier also needs to be addressed (MoE, 2010:9).

The various entry or placement tests (as discussed) predict the academic success of students, and therefore these tests can also serve as a guide to which students are in need of being placed in an extended programme. At South Africa's recent Stakeholder Summit on higher education the Minister of the DHET, Dr Nzimande (MoE, 2010:3) asserted that universities must face the fact that they are the ones that are under-prepared for teaching/lecturing the only students they have (under-prepared students) or are likely to get. "In a new South Africa committed to an equitable distribution of the life-enhancing educational goods that universities have to offer, ways must be found to welcome and successfully graduate the next generation of students" (Higgins, 2010:1). In addition, Minister Nzimande called for further curriculum reform and the expansion of student support programmes which evidently must include support to improve English proficiency/literacy (MoE, 2010:3).

Minister Nzimande emphatically stated that the government is determined to provide education, training and skills development opportunities for all post-school youth and stated that projects of the National Skills Fund and the National Skills Development Strategy III all contribute to the issue of providing education. As the government intends to provide employment, education and training opportunities for every young person who requires it, the Minister encouraged young people who are not in employment, education or training to consider opportunities created through the Expanded Public Works

Programme, the National Youth Service and the SA National Defence Force (DHET, 2011;1).

The researcher cannot agree more since experiencing low throughput rates of first year BEd English major students on the Vaal Campus of NWU and witnessing the disappointment of these students who have dropped out, not to mention the waste of time and the financial aspect thereof. These students would most probably succeed, should they have entered the Public Works Programme, the National Youth Service or the SA National Defence Force.

From the above discussion it is clear that South African institutions of higher learning really make a great effort to assist learners to gain entry into South African universities. The researcher wanted to establish if that what is done in South Africa can be compared to the policies of of higher learning abroad. Accordingly, in the next section the situation regarding equity, redress and diversity, and access programmes at the following institutions of higher learning abroad, namely Stanford University and the University of Cambridge will be discussed.

4.5 STANFORD UNIVERSITY

4.5.1 Equity, redress and diversity

Undergraduate students at Stanford University come from all 50 states of the United States and from more than 60 nations (Stanford, 2010:1). Diversity at Stanford University means more than geographic, racial or ethnic differences. A variety of socio-economic, religious, cultural and educational backgrounds is embraced in the Stanford University community. The fact that Stanford University represents a diverse community is clear when the following statistics are considered:

- "More than half of Stanford undergraduates are students of colour;

- Black Enterprise Magazine ranks Stanford among the top five non HBCUs (Historical Black Colleges & Universities) in America;

- The Journal of Blacks in Higher Education reports that Stanford ranks among the best research universities with the highest African-American student graduation rates;

- Hispanic Magazine ranks Stanford among the top 10 institutions in America for Latin-American students; and

- Stanford enrols one of the largest percentages of American Indian, Alaska Natives and Hawaiian students in the U.S." (Stanford, 2010:1).

Stanford University cherishes a wide range of views, cultures communities, personalities and experiences. These challenge students' own beliefs and understanding of the world. The diverse setting at Stanford makes it possible for students to investigate present-day issues and deeper cultural issues (Stanford, 2010:2).

4.5.2 Alternative entrance routes to access

The primary criterion for access to Stanford University is academic excellence. The evaluation of Stanford applicants are comprised of mainly four key and common elements:

- School Curriculum – mostly freshman applicants can offer 4 years (grade 9 – 12) of English, 4 years of Mathematics (including Calculus), 4 years of Social Studies, 4 years of Science (including Biology, Chemistry and Physics) and 4 years of a foreign language.

- Teacher/Instructor Evaluation – Two evaluations of teachers in the Grade 11 and 12 year in an academic setting are required.

- Essays – applicants are evaluated on their application essays through which evaluators want to get to know the applicant better (Stanford, 2010).

These essays may be an indication of the prospective students' English proficiency/literacy. However, it seems that it is taken for granted that all applicants have a good command of English, therefore language proficiency/literacy is not a major focus for access.

4.5.3 Access Programme

At Stanford University there is a 12-month limit on Optional Practical Training (OPT) that can be extended for an additional 17 months (for a total of 29 months) for students who enroll for certain degrees in order to allow them more time to complete their degree successfully (Stanford, 2010). No English proficiency programmes are presented since good English proficiency is not negotiable. The researcher is of the opinion that such a policy could solve many problems where students have to learn through the medium of English especially at a tertiary level in South Africa.

4.6 UNIVERSITY OF CAMBRIDGE

4.6.1 Equity, redress and diversity

The hundreds of outreach initiatives and events that are undertaken each year by the University of Cambridge show its commitment to widening participation to the university (Cambridge, 2010:1). Schools and colleges from all over the United Kingdom can build a relationship with the university via the College Areas Links Scheme. This scheme also provides a platform for prospective students and their teachers to learn more about College choice, the admission process, interviews, student life, finance and higher education in general (Cambridge, 2010:1).

The Widening Participation Team, which is based within the Cambridge administration office, runs a range of initiatives to stimulate the interest of prospective students to make their choice for the University of Cambridge. The Group to Encourage Ethnic Minority Applications (GEEMA) works hand in glove with the Widening Participation Team as well as with the Further Education colleges and mature students to recruit prospective students (Cambridge, 2010:1).

4.6.2 Alternative entrance routes to access

Cambridge University specialises in single subject courses or subject areas. This requires the highest grades in these subjects and assesses prospective

students not only on their achievements in the exams, but also on their ability and readiness to join in discussions of their subjects. Therefore Cambridge interviews as many applicants as possible (Cambridge, 2010:2). Good English language skills are essential as students have to undertake intensive and challenging academic courses that are taught and examined in English (Cambridge, 2010:2).

4.6.3 Access Programme

Considering the fact that Cambridge University only accepts the top academic students they have no need for access programmes.

Compared to the South African universities as discussed, the two foreign universities also go to great lengths to accommodate the various cultural, religious, educational and socio-economic backgrounds of students who wish to enrol at these institutions.

The criteria for access on the other hand show major differences. South African universities go to great effort to admit and support students who do not really show academic excellence. At both Stanford and Cambridge the highest standard of academic excellence and the highest grades receive priority. According to the researcher, this might seem sublime for the lecturing staff of a university but it is definitely detrimental to students who might be able to prove that they too can achieve excellence. South African students seem to have an advantage over students at Stanford and Cambridge Universities.

4.7 CONCLUSION

In this chapter a historical overview was given regarding access into institutions of higher learning. The multi-faceted nature of access was discussed, as well as equity and redress at institutions of higher learning, which is done to a lesser or greater extent at the different universities. As institutions of higher learning around the world have grown they have been presented with a more diverse student body. This is also true for the South African context and as a result of that, institutions of higher learning have to

look beyond the final result of Grade 12, which for years had been the only determiner for access, necessitating alternative entrance routes into higher education.

In this chapter the requirements for entrance to the North-West University has also been discussed. This has specific relevance for the aim of this research, namely the predicted success of first year BEd English major students.

In the next chapter curriculum design and module outcomes for the Thematic Studies for English in Education (ENGE 111) and Linguistics for Language Teachers (ENGE 122) modules for BEd English major first year students will be discussed in order to become familiar with the content that these students must master by the end of their first year.

CHAPTER 5

ENGLISH MAJOR/ACADEMIC FOR BEd FIRST YEAR STUDENTS

5.1 INTRODUCTION

Dijkstra (1997:2) asserts that human beings who are organised in groups, communities or organisations have a need to pass on their knowledge and skills to the future generations. This needs to be steadily developed into systematic education and an educational system in the form of schools. The word *curriculum* has its origin in the Latin word *"currere"* meaning "to run". Accordingly, curriculum to a certain extent implies a fixed "track", "route" or "racecourse" which suggests learning content, learning opportunities, activities and evaluation which must be mastered by learners to obtain the desired learning results (Vermeulen, 2003:7).

According to Tanner and Tanner (1995:158), a curriculum can be defined as "a plan or program of all experiences which the learner encounters under the direction of a school". Gatawa (1990:8) adds that a curriculum is the totality of the learners' experiences and claims that schools are responsible for these experiences that learners need to encounter. Sergiovanni and Starrat (quoted by Chikumbu & Makamure, 2000:7) agree, claiming that a curriculum is that "which a student is supposed to encounter, study, practice and master … what the student learns". Beach and Reinhatz (quoted by Chikumbu & Makamure, 2000:7) argue that a curriculum is the outline of a "prescribed series of courses to take".

5.2 CURRICULUM DESIGN

Chikumbu and Makamure (2000:29) describe curriculum design as a complex but systematic process. For Wheeler (1967), curriculum is "the planned experiences offered to the learner under the guidance of the school".

A brief discussion of the components of curriculum design will follow next.

5.2.1 Components of curriculum design

Fraser *et al.* (1993:92) claim that the curriculum is "the interrelated totality of:

- aims;

- learning-content;

- teaching and learning activities, opportunities and experiences; and

- evaluation procedures which guide and implement the didactic activities in a planned and justified manner".

The DoE (2000) professes that a curriculum is all teaching and learning experiences that take place in learning institutions, and should include:

- The aims and objectives of the education system;

- Content;

- Skills that will be imparted to the learners;

- Strategies for teaching and learning;

- Forms of assessment and evaluation;

- Reflections of needs of those it serves; and

- Conditions of learning.

Traditionally, five components of a curriculum are distinguished:

- Situational analysis which addresses the didactic needs of a particular society and thus makes specific demands on the curriculum. This is influenced by aspects such as the learner; the teacher; content; school/didactics climate and community/environment

- Aims are based on the situation analysis, and the aims must be achieved by:

o *Selecting and organising content.* Selecting content with the purpose to teach learners and attain outcomes, and organising relevant content by means of spreading it over time for example over a year or more

o *Structuring teaching and learning opportunities.* Based on the content, teachers must prepare lessons and activities for learners with the necessary interaction between teacher and learner. These activities must be structured to attain outcomes

o *Evaluation.* After some time content becomes outdated. A process of evaluation must then take place to establish if outcomes are still achieved through the selected content. Problems are diagnosed which results in a new situation analysis (Vermeulen, 2003:13).

In figure 5.1 the traditional curriculum design model is illustrated.

Figure 5.1: The Traditional Curriculum Design Model (Fraser *et al*., 1993)
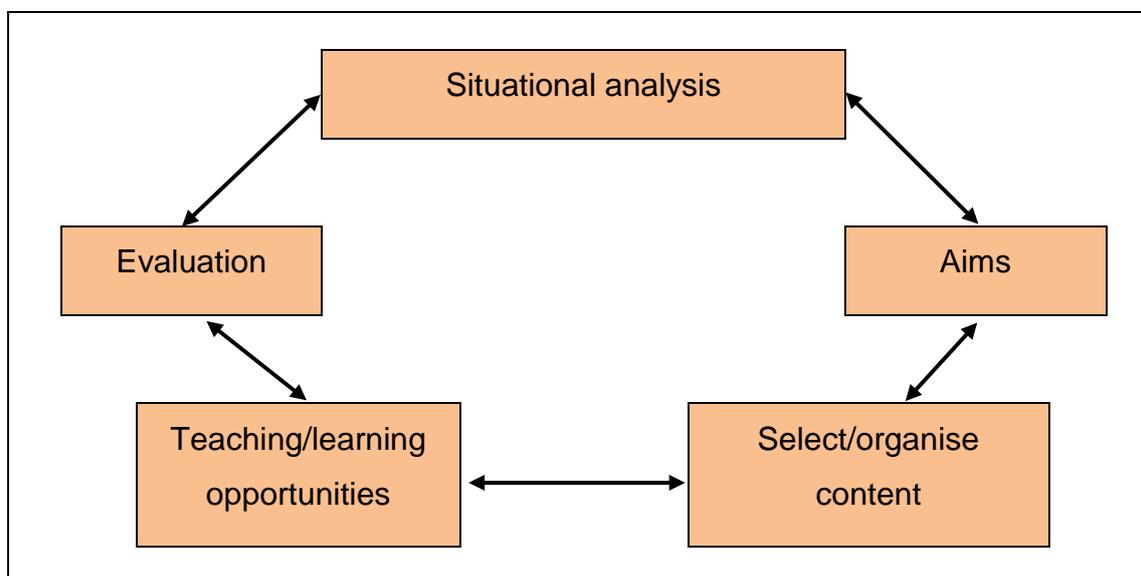
In the next section more updated models of curriculum design, which include elements of the traditional curriculum design model, will be discussed. These models are:

- The Objectives model

- The Process Model

- Tyler's Model

- Wheeler's Model

- The Outcomes-based model

5.2.1.1 The Objectives curriculum design model

Content is based on specific objectives which should specify expected learning outcomes in terms of specific measurable behaviours.   This model consists of four main stages, namely:

- agreeing on broad aims which are analysed into objectives,

- constructing a curriculum to achieve these objectives,

- refining the curriculum in practice by testing its capacity to achieve its objectives, and

- communicating the curriculum to the teachers through the conceptual framework of the objectives (Gatawa, 1990:30).

In figure 5.2 the Objective curriculum design model is illustrated.

Figure 5.2: Objectives curriculum design model (Gatawa, 1990:28)
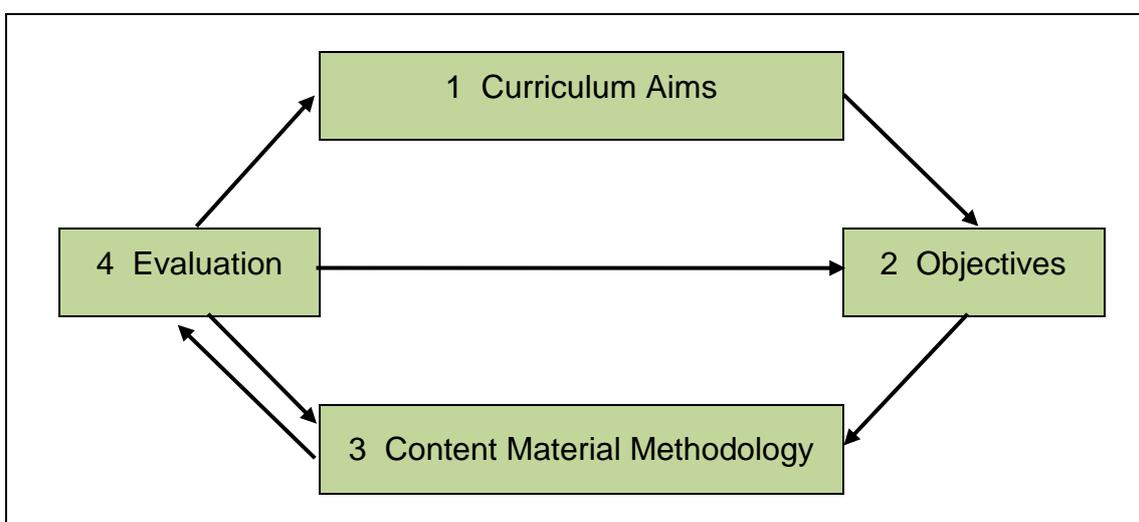
In the Objectives curriculum design model, evaluation is done at each stage of curriculum design, while content, materials and methodology are derived from the objectives (Gatawa, 1990:28).

5.2.1.2 The process curriculum design model

The process model does not regard objectives to be important, but implies the following:

- Content has its own value. Accordingly, it should not be selected on the basis of the achievement of objectives

- Content involves procedures, concepts and criteria that can be used to appraise the curriculum

- Translating content into objectives may result in knowledge being distorted

- Learning activities have their own value and can be measured in terms of their own standards. For this reason, learning activities can stand on their own (Gatawa, 1990:31).

In figure 5.3 the Process curriculum design model is illustrated.

Figure 5.3: Process curriculum design model (Gatawa, 1990:31)
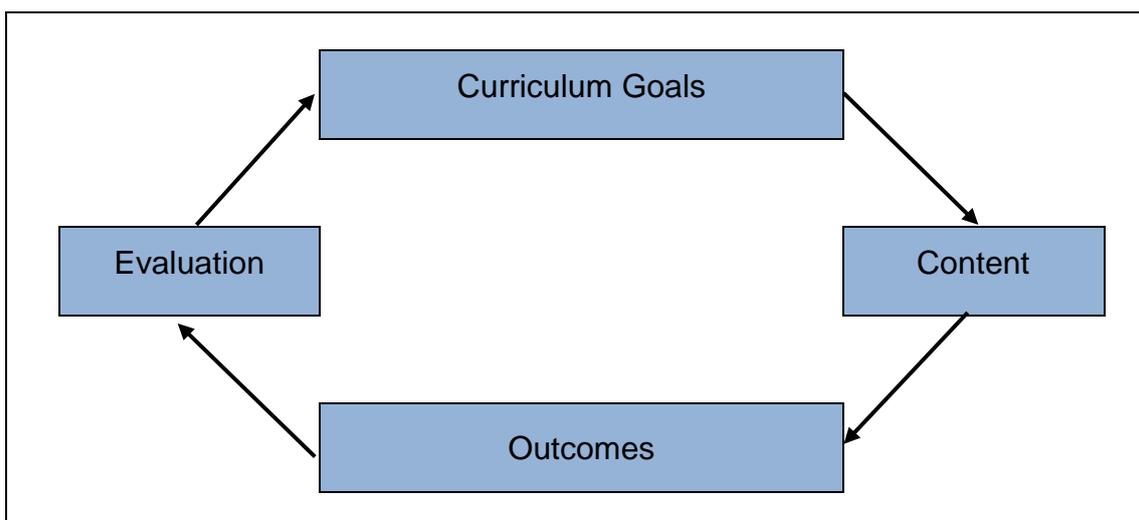
In the process model content and methodology are derived from the curriculum goals, as each of them has outcomes that can be evaluated. The

evaluation results from the outcomes, feeds into the goals, which later influence the content and methodologies. In contrast to the objectives model there is no direct evaluation of the content and methodologies of the curriculum (Gatawa, 1990:31).

5.2.1.3 Tyler's model of curriculum design

As early as 1949, Tyler's model (1949) of curriculum design is based on the following questions:

- What educational purposes should the school obtain?

- What educational experiences can be provided that are likely to attain these purposes?

- How can these educational experiences be effectively organised?

- How can it be determined if these purposes are being attained?

In figure 5.4 the Tyler model of curriculum design is illustrated.

Figure 5.4: Tyler's model of curriculum design (Tyler, 1949)
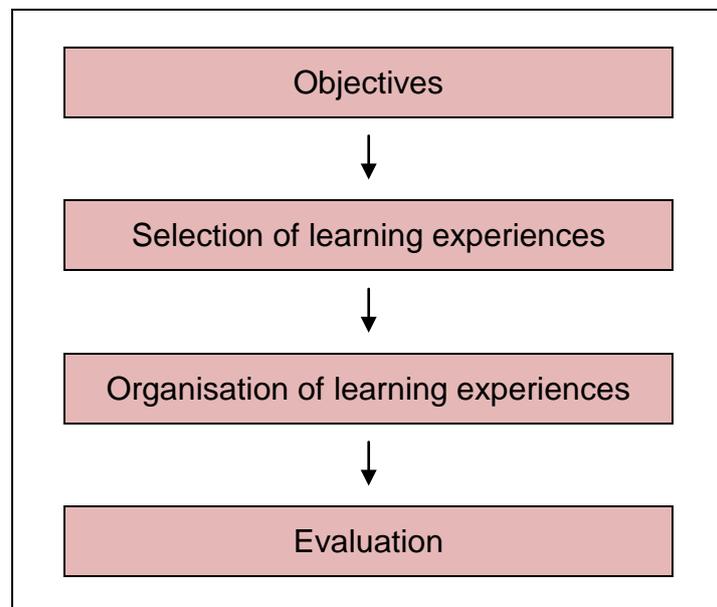
Tyler's model is linear in nature starting from objectives and ending with evaluation. Objectives are the basis for the selection and organisation of learning experiences as well as for evaluating the curriculum. Evaluation is a

process by which one matches the initial expectations with the outcomes (Tyler, 1949).

5.2.1.4 Wheeler's model of curriculum design

Wheeler (1967:30) argues that:

- Aims should be considered as behaviours referring to the end product of learning supplying the ultimate goals, which can also be regarded as outcomes

- Aims are formulated from the general to the specific in curriculum planning. This results in the formulation of objectives at both an enabling and a terminal level

- Content is distinguished from the learning experiences which determine that content

In figure 5.5 Wheeler's model of curriculum design is illustrated.

Figure 5.5: Wheeler's model of curriculum design (Wheeler, 1967)
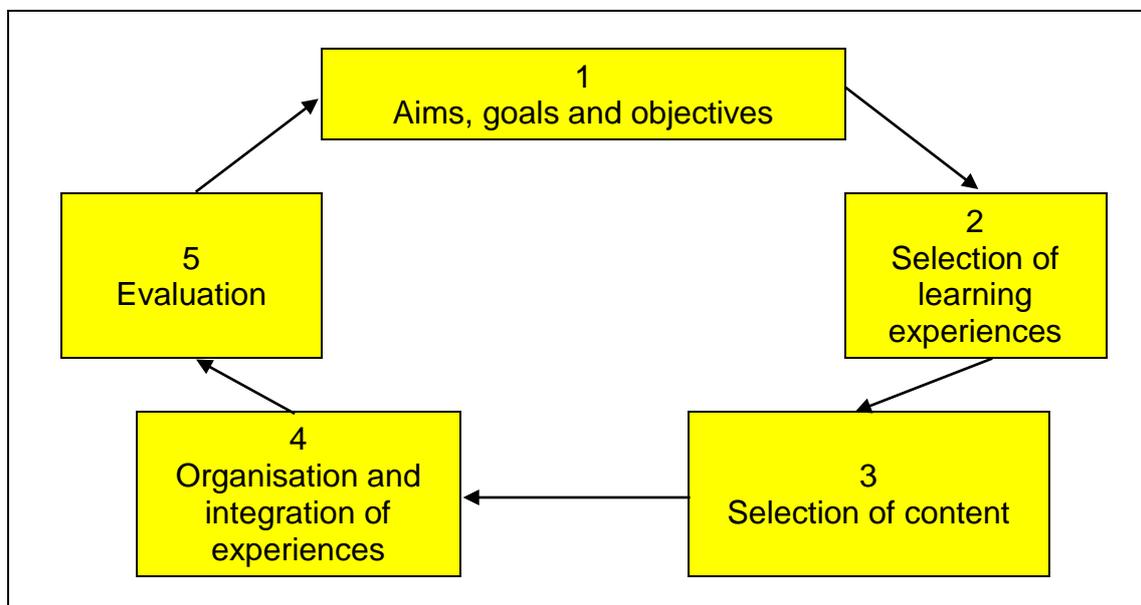
Wheeler's model proposes five phases for curriculum development. First there is a selection of aims, goals and objectives, followed by a selection of learning experiences in order to attain the aims, goals and objectives. This is

followed by the selection of content (subject matter) through which certain experiences may be offered. Then organisation and integration of learning experiences and content with respect to the teaching-learning process within the classroom occur. Finally, evaluation takes place and the cycle starts all over again (Wheeler, 1967:30).

5.2.1.5 The Outcomes-based model of curriculum design

Killen (1997:30) explains the Outcomes-based model of curriculum design as follows:

- The central point is the outcomes that all students have to achieve. Once the outcomes have been defined they influence all other components of the curriculum

- The outcomes define the scope and structure of the content through which students will develop the knowledge, skills and values defined by the outcomes

- The outcomes focus the instructional methods so that each learning activity has a specific purpose

- The outcomes determine the way in which student placement and advancement will be organised

- The outcomes focus attention on the learning environment that will be necessary in order that the outcomes can be achieved.

In figure 5.6 the Outcomes-based model of curriculum design is illustrated:

Figure 5.6: The Outcomes-based model of curriculum design (Killen, 1997:30)
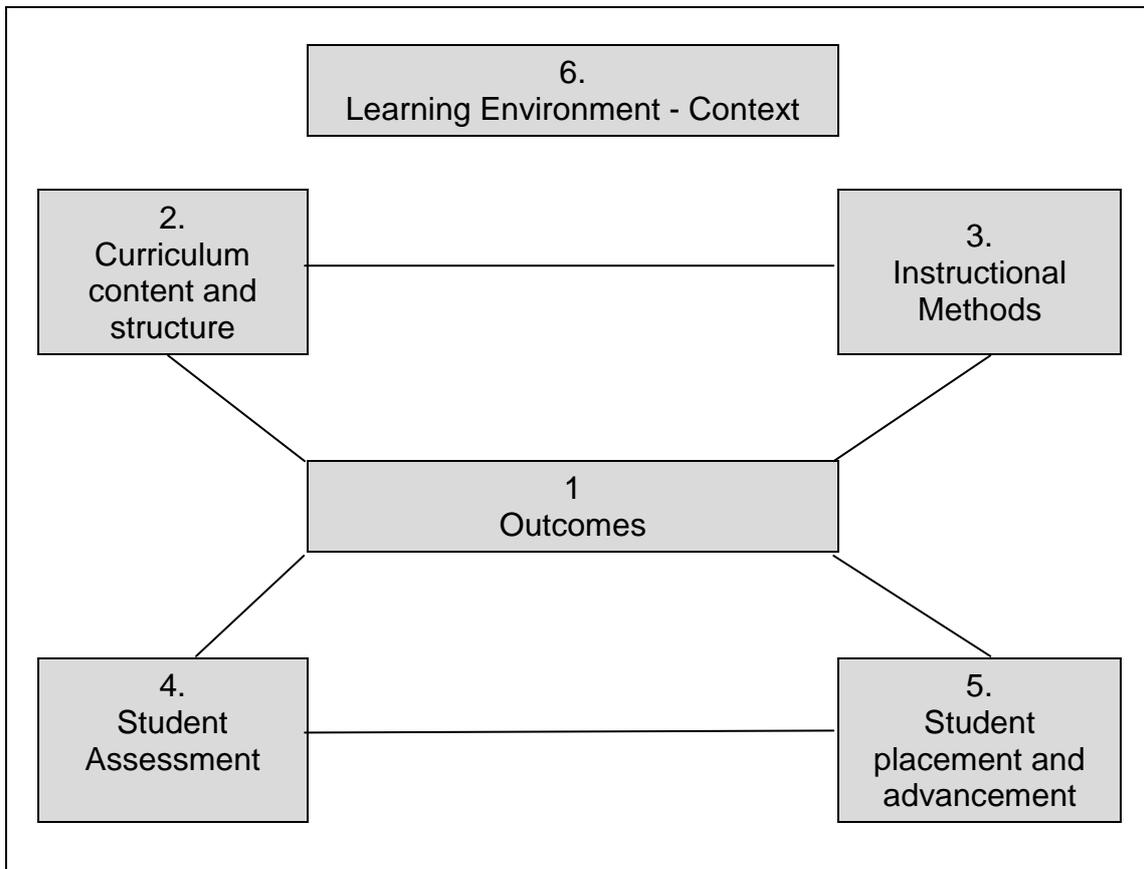
This study was grounded in the constructivist paradigm which supports the OBE approach.

The design of the modules followed by first year BEd English major students is distinctly Outcomes-based in nature and therefore the outcomes of the English major modules: Thematic studies for English in Education (ENGE 111) and English: South African Literary context in Education (ENGE 122) will be discussed next.

5.3 OUTCOMES OF BEd ENGLISH MAJOR MODULES (FIRST YEARS)

In figure 5.7 the outcomes of the two modules of BEd English major are classified according to the OBE curriculum design model of Killen (1997:30).

Figure 5.7: Outcomes of the two modules of BEd English major

2. Curriculum content and structure

The lecturer should impart:

- Knowledge;
- Skills and values needed to identify literary themes for a multicultural society related to reallife experiences of students

3. Instructional methods

The lecturer should be a:

- Mediator;
- Facilitator;and
- Subject specialist of English.

Students should:

- Pursue problem solving; Synthesise;
- Find and construct information; and
- Master practical skills.

1. Outcomes

Students should be able to identify and demonstrate a solid knowledge and understanding of:

- the 7 roles of the educator;
- literary genres of film, drama and novel;
- values explored in literary texts;
- the field of linguistics and its application in the language classroom; and
- four language skills as pertained to the English classroom.

4. Student Assessment

Participation mark:

- compulsory assignments;
- participation in class;
- discussions in groups; and
- group feedback.

5. Student placement and Advancement:

- Assignments and tests – 60%
- Class/group participation – 20%
- Group projects – 20%

5.3.1 English: Thematic studies for English in Education (ENGE 111)

5.3.1.1 Outcomes for ENGE 111

The seven educator roles as stipulated in the National Policy Document form part of the outcomes of the ENGE 111 module. On completion of this module a student should:

- as a mediator and facilitator of learning, be able to demonstrate competence in the four language skills and their application in the language classroom and create and maintain a learning environment that is conducive to effective language learning;

- as a mediator and designer of learning programmes and materials, be able to access and apply technological information in the language classroom, select and/or create suitable learning resources and select suitable material for specific areas;

- as a leader, administrator and manager, be able to demonstrate a respect for and commitment to the language teaching profession;

- as a scholar, researcher and lifelong learner, be able to access and apply different sources of information;

- in a pastoral role, be able to show regard for the demands that education, the school and other stakeholders (viz the government, church, parents and learners) make on learners and demonstrate and promote respect and responsibility;

- as an assessor, be able to monitor and evaluate their own progress and that of their learners; and

- as a subject specialist, be able to possess knowledge of the field of linguistics and different genres of literature and their application in the language classroom (Mayo, 2008:xix).

Specific outcomes that students must reach on completion of this module are to:

- demonstrate knowledge of and insight into the literary genres of film, drama, and novel;

- demonstrate the necessary skills to analyse and critically evaluate literary texts;

- communicate effectively, both individually and in groups, in English in general, and specifically, about all aspects of the teaching-learning situation;

- have the knowledge and skills needed to identify and evaluate the values explored in literary texts;

- demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and

- demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature (Mayo, 2008:xix).

In the next section a detailed look at the outcomes for each study unit will be taken:

5.3.1.2 Study Unit 1 – Valley Song by Athol Fugard

At the end of this study unit students should be able to:

- "analyse a play critically;

- demonstrate knowledge regarding the distinctive features and the literary terminology of a play;

- write a research report on the background, context and relevance of Valley Song;

- use plays to teach language and oral skills;

- use plays to design classroom activities and teaching aids; and

- analyse and evaluate the underlying values in Valley Song" (Mayo, 2008:1).

Furthermore students must have a sound knowledge of:

- character and structure of Valley Song;

- the beginnings of drama;

- theme and symbolism of Valley Song; and

- drama in the classroom (Mayo, 2008:1).

5.3.1.3 Study Unit 2 – The Merchant of Venice by William Shakespeare

At the end of this study unit students should be able to:

- "critically analyse a Shakespearean drama;

- demonstrate knowledge regarding the distinctive features and the literary terminology of a Shakespearean drama;

- demonstrate knowledge about the background, context and relevance of Shakespeare;

- discuss the differing cultural perspectives in the play and their relevance; and

- use plays to teach language skills and to design classroom activities and teaching aids" (Mayo, 2008:18).

5.3.1.4 Study Unit 3 - Visual literacy: The Mission or Wit

At the end of this unit students should be able to:

- "demonstrate knowledge regarding the distinctive features and the literary terminology of visual literacy and film;

- research the background, context and relevance of the film studied;

- discuss the differing cultural perspectives and ethical issues in the film and their relevance;

- critically analyse a film; and

- use films, cartoons, advertisements etc. to teach language skills and to design classroom activities and teaching aids" (Mayo, 2008:47).

5.3.1.5 Study Unit 4 – Cry, the beloved country by Alan Paton

At the end of this study unit students should be able to:

- "demonstrate knowledge of the distinctive features and terminology regarding novels;

- discuss the background, context and differing cultural perspectives pertaining to Cry, the Beloved Country;

- write a critical analysis of Cry, the Beloved Country;

- use Cry, the Beloved Country to teach language skills and to design classroom activities, teaching aids and lessons; and

- analyse extracts from Cry, the Beloved Country according to linguistic and stylistic features (Mayo, 2008:66).

5.3.1.6 Study Unit 5 – To Kill a Mockingbird by Harper Lee

At the end of this study unit students should be able to:

- "synthesise knowledge of the distinctive features and terminology regarding novels;

- discuss the background, context and differing cultural perspectives pertaining to To kill a mockingbird;

- write a critical analysis of To Kill a Mockingbird;

- compare literary works intertextually;

- use To kill a mockingbird to teach language skills and to design classroom activities, teaching aids and lessons; and

- analyse extracts from To kill a mockingbird according to linguistic and stylistic features" (Mayo, 2008:86)

5.3.2 English: South African Literary context in Education (ENGE 122)

5.3.2.1 Outcomes for ENGE 122

Van der Colff (2009:vii) averts that on completion of ENGE 122 students should be able to:

- discuss the value that narrative tools may add to the language teaching-learning experience;

- demonstrate knowledge of the field of Linguistics and its application in the language classroom;

- demonstrate competence as far as reading and writing, as well as its application in the language classroom is concerned;

- access and apply technological information in the language classroom;

- create suitable narrative tools and other learning resources; and

- demonstrate respect for and commitment to the language teaching profession (Van der Colff, 2009:vii).

Specific outcomes that students must reach on completion of this module are to:

- demonstrate an understanding for the narrative tools ('story'-tools) in the language classroom;

- demonstrate a sound knowledge and understanding of the definition and scope of linguistics, the different grammars and the history of linguistics;

- become highly effective readers and good writers; and

- use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners.

In the next section a detailed look at the outcomes for each study unit will be taken:

5.3.2.2 Study Unit 1 – The hitch hiker's guide to linguistics

At the end of this study unit students should be able to:

- demonstrate an understanding for the narrative tools ('story'-tools) in the language classroom by means of the story The hitch hiker's guide to the galaxy ; and

- demonstrate a sound knowledge and understanding of the definition and scope of linguistics, the different grammars and the history of linguistic (Van der Colff, 2009:1).

5.3.2.3 Study Unit 2 - *The hitch hiker's guide* to applied linguistics: Teaching reading and writing

At the end of this study unit students should be able to:

- teach highly effective reading;

- teach a step by step approach to writing paragraphs; and

- teaching how to write formal letters and reports (Van der Colff, 2009:5).

5.3.2.4 Study Unit 3 - *The hitch hiker's guide* to grammar in the language classroom

At the end of this study unit students should be able to:

- use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately; and

- teach the various components of grammar to learners in their phase of specialisation in a creative manner

The aim of this study was to determine the predictive power of two, South African measures on the academic success for first year BEd English major students of the North-West University on the Vaal Triangle Campus.

In the next sections an alignment of ENGE 111 and ENGE 122 with the English Literary Skills Assessment (ELSA) will be done. This will be followed by an alignment of ENGE 111 and ENGE 122 and Grade 12 English. The aim of these alignments is to take heed of the relevance that the one bears on the other.

5.4 ALIGNING THE ENGLISH LITERARY SKILLS ASSESSMENT (ELSA) WITH ENGE 111 AND ENGE 122

The ELSA consists of seven subtests and can be a relevant test to predict academic success for first year BEd English major students:

- Phonics Skills (Decoding/Encoding) assess if the learner is experiencing problems with the sound system of the language. This has relevance to the module ENGE 111. Students who have problems with the sound system of English will experience problems during contact time when lecturers continue at a rapid pace. The opposite will also be true, if students are familiar with the sound system of English they will be able to keep up with and understand the lecturer.

- 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. Students who "hear" English well will cope when listening to lectures and participating in class/group discussions. Obviously the opposite will also ring true.

- Basic numeracy determines if the learner is numerate – not applicable to ENGE 111.

- Language and Grammar of Spatial Relation - most second language learners, whose preferred language of learning is English, have major problems with the Language and Grammar of Spatial relations. This has relevance for ENGE 111 and can be identified when students use prepositions "at the back", "in front", "behind the desk" etc. incorrectly and are obviously confused.

- Reading Comprehension (Decoding/Encoding) assesses narrative writing at a more complex level to what was done at school. In the module ENGE 111 students need to read four prescribed works independently and when they do not have a culture of reading they find reading four books in one semester a daunting task. Students need to do multiple media research and read up on specified topics. Often students have never worked independently as teachers and parents used to do those tasks for their children.

- Cloze procedure determines exposure to and familiarity with English. Especially second language speakers of English have limited exposure to English and students shy away from or eagerly participating in group and class discussions. The ENGE 111 and 122 modules do not give students any exposure to or exercise in cloze tests.

- Vocabulary in context involves expository writing. In a previous study the researcher has established that many learners will not be able to cope with expository writings at a post Grade 12 level. Students have to write literary essays and they find it very challenging and most often fail as shown by the low throughput rates.

The researcher is of the opinion that the ELSA is a good predictor of academic success of first year BEd English major students.

5.5 ALIGNING GRADE 12 ENGLISH WITH ENGE 111 AND ENGE 122

The competence descriptors for Grade 12 English are a sound foundation for the modules of first year BEd English major students.

Grade 12 English competence descriptor 1: mostly speak and present coherently, cohesively and confidently; show increasing awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret and analyse information for different purposes but shows hesitance when evaluating; use language fluently and mostly expressively in different communication situations. These aspects can be aligned with the following module outcomes for first year BEd English major:

- Definition and scope of linguistics, the different grammars and the history of linguistics. First year BEd English major students experience much difficulty as this module outcome is based on theoretical and academic information.

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. First year BEd English major students still battle with these language skills.

- Exploration of values in literary texts. This outcome builds on the descriptor of conveying sensitivity and respect.

Grade 12 English competence descriptor 2: interpret and analyse texts mostly with confidence when reading and viewing but show some uncertainty when evaluating and explaining; show very good insight and assert and justify own opinions well; read aloud showing good fluency and expression; show sensitivity to different views and cultural issues can be aligned with the following module outcomes for first year BEd English major:

- Literary genres of film, drama, and novel. It is the experience of the researcher that first year BEd English major students in general find it

difficult to assert and justify their own opinions regarding a variety of literary genres be it film, drama or novel.

- Exploration of values in literary texts. First year BEd English major students still need guidance as they have not fully achieved this Grade 12 descriptor for English.

Grade 12 English competence descriptor 3: mostly write and present original, coherent, cohesive and accurate texts; adapt to different audiences, purposes, contexts and formats; mostly structure ideas and arguments in a detailed, sustained, convincing and sometimes creative way, showing a developing personal style; revise and edit writing mostly independently to ensure improvement can be aligned with the following module outcomes for first year BEd English major:

- Literary genres of film, drama, and novel

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners.

Grade 12 English competence descriptor 4: mostly understand and use the structure and conventions of language with accuracy; mostly identify, interpret and explain subtle differences in the meaning and functions of words and word forms; identify, explain, evaluate and use a variety of sentence structures for functional purposes and stylistic effect but make minor mistakes; show very good control of grammar and vocabulary aligns with the following module outcomes for first year BEd English major:

- Becoming highly effective readers and good writers. First year BEd English major students find it difficult to do the reading of the four literary books prescribed in the first semester module on their own

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives,

punctuation and spelling accurately, and to teach these components of grammar to learners. The discussion in the previous descriptor regarding language and grammar use is also relevant in this case

The module outcomes for first year BEd English major: Stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills and Didactic skills and approaches and application to the teaching of language and literature cannot be aligned with any of the Grade 12 descriptors for English. These didactic skills and their approaches are specialised pertaining to the field of education.

The researcher is of the opinion that Grade 12 English, FAL and HL as described in the National Curriculum Statement (NCS) (200a3:61-71) Competence Descriptions, which learners must be capable of by the end of Grade 12, should lay a steadfast foundation for further studies at Institutions of Higher Learning. The detail of which will be dealt with in chapter 9. According to the literature study in chapters two however, the matric result has been frowned upon of late as a predictor of future success. Looking at the throughput rate of first year BEd English major students over the last couple of years there seems to be some truth to this statement.

5.6 ALIGNING GRADE 12 ENGLISH WITH THE ENGLISH LITERARY SKILLS ASSESSMENT (ELSA)

By means of the following three standardised question papers, the National Senior Certificate assesses Grade 12 learners' English ability:

- Paper 1 comprises of three sections namely; Section A - Comprehension, Section B - Summary and Section C – Language. Of the ELSA sub test 4 Language and Grammar of Spatial Relation, subtest 5 Reading comprehension and subtest 6 Cloze procedure correlate well with the content of Paper 1.

- Paper 2 comprises of three sections namely; Section A – Essay, Section B - Longer Transactional Text, and Section C – Shorter Transactional Text. In the case of Paper 2 sub test 7 of the ELSA that of vocabulary which

involves expository writing correlates very well with the sections involved in Paper 2.

- Paper 3 comprises of three sections for Home Language (HL) and four sections for First Additional Language (FAL). The three sections for HL are: Poetry, Novel and Drama. FAL has a fourth section namely Short Stories. Once again sub test 7 of the ELSA is a good match to the content of Paper 3.

- ELSA sub test one namely Phonics and sub test two, Dictation correlate with the Oral composite which is assessed continuously throughout the matric year.

5.7 CONCLUSION

In this chapter the researcher briefly defined the concept curriculum and the components thereof. Furthermore, the following models of curriculum design were dealt with shortly:

- The Objectives model

- The Process Model

- Tyler's Model

- Wheeler's Model

- The Outcomes-based Model

A parallel was drawn between the BEd English modules as typically that of an Outcomes-based model. The BEd English modules for first year major students were discussed and aligned with the ELSA and Grade 12 English. Lastly, Grade 12 English was aligned with the ELSA.

The ELSA test has been included as measuring instrument to determine respondents' English proficiency in view of the fact that there might be a statistical significant prediction capability between English language proficiency and the academic success of first year BEd English major

students. It can be concluded that in spite of the negativity regarding the matric result as predictor of academic success the matric result might also pose a statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

In the chapter to follow the research design will be dealt with.

CHAPTER 6

EMPIRICAL RESEARCH DESIGN

6.1 INTRODUCTION

The preceding chapters provided background to the aim of this research. The literature study in the previous chapters focussed on The National Curriculum Statement and the new National Senior Certificate, English language proficiency and medium of instruction, access to higher education institutions and the curriculum for the English academic modules for first year BEd students. In Chapter 6 the empirical investigation relates to the predictive power of two measures on academic success of first year BEd English major students as well as the following research objectives as stated in Chapter 1:

- To determine to what degree English language proficiency/literacy will predict the academic success of first year BEd English major students.

- To determine to what degree matric results will predict the academic success of first year BEd English major students.

- To determine the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

- To determine what possible changes could be made to the first year BEd English major curriculum, or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

In addition to the research objectives the following null and alternative hypotheses (directional and non-directional) were formulated for the study.

6.1.1 Null hypotheses:

- H_0^1: There is no statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

- H_0^2: There is no statistical significant prediction capability between students' matric results for English and the academic success of first year BEd English major students.

6.1.2 Alternative directional hypotheses:

- H_a^1: There is a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

- H_a^2: There is a statistical significant prediction capability between students' matric results for English and the academic success of first year BEd English major students.

6.1.3 Alternative non-directional hypotheses:

- H_a^3: There is a prediction capability between English language proficiency/literacy and the academic success of first year bed English major students.

- H_a^4: There is a prediction capability between students' matric results for English and the academic success of first year bed English major students.

In this chapter the empirical research design will be discussed in more detail, followed by a discussion of the research instrument and data collection procedure, the population and sample of this study, ethical procedures/considerations and statistical techniques.

6.2 RESEARCH DESIGN

For this study a quantitative research design was chosen as its major focus involves the generation of numerical data to address the research questions and hypotheses. The study was approached from the positivist perspective.

6.2.1 Research framework/worldview

The positivist worldview represents a traditional form of research and believes that causes most likely determine effects or outcomes preferring accurate, quantitative data by means of experiments (Creswell, 2009:7; Maree & Van der Westhuizen, 2007:33). Tradition was founded in the idea that "positive" attempts to explain the world through scientific truth are the highest level of thought. The positivistic research approach embraces the scientific method of enquiry and acknowledges that everything in existence is present in some quality and hence, can be measured. This quantification element is a sophisticated one dealing with precision measurement, thus allowing more adequate analysis of phenomena by mathematical means. This method relies on assessment of validity through a variety of procedures based on statistical indices (Fraenkel & Wallen, 2000).

As data was gathered objectively during this research by means of numbers, there was no personal involvement with the respondents, which made the positivist's framework very suitable for the purpose of this study.

EBSCO-Host and ERIC searches of primary and secondary information sources were conducted to gain information focussing on the following key words: access, equity, foundation programme, entry assessment/test, benchmark for entry at HEIs, throughput, English proficiency, academic success, competence and extended programmes.

6.2.1.1 Quantitative research method

In general, quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy & Ormrod, 2005:94).   In

reporting results of quantitative research, numbers which are manipulated by statistics are relied on. These statistics help in organising and interpreting numbers from measuring a trait or variable. The whole process aims to test hypotheses according to the hypothesis-deductive methods of knowledge building (Leedy & Ormrod; 2005:195, Creswell, 2007:28). For this study, quantitative research has been chosen as it systematically and objectively collects numerical data from a specific population (English major first-year students).

According to McMillan and Schumacher (2006:23-24), a very important sub-classification of the quantitative method is that of an experimental or a non-experimental design. In an experimental design the researcher manipulates what the respondents will experience, while a non-experimental design describes things that have occurred and examine relationships between things without any direct manipulation of conditions that are experienced. For this study the researcher used a non-experimental research design. A discussion follows in the next paragraph.

6.2.1.1.1 Non-experimental research designs

A non-experimental research design was used for this study to determine to what degree English language proficiency will predict the academic success of first year BEd English major students (objective one). Furthermore, it was to determine to what degree matric results will predict their academic success (objective two), as well as to determine what the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus is (objective three). In adddition, it was to determine what possible changes could be made to the first year BEd English major curriculum, or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus (objective four).

The researcher wants to predict the strength and direction of the prediction capability between variables (Leedy & Ormrod, 2005:179). For this study both *descriptive* and *correlational* research designs were used:

- When using a *descriptive design* a summary of an existing phenomenon is provided by using numbers to characterise individuals or a group. The nature of existing conditions is then assessed. "The purpose of most descriptive research is limited to characterizing something as it is" (McMillan & Schumacher, 2010:24). In this study the researcher summarises respondents' "English" matric results, the ELSA results and the final results of first year BEd English major students.

- When using a *correlational* design "researchers gather data about two or more characteristics for a particular group of people or other appropriate units of study. These data are numbers that reflect specific measurements of the characteristics in question; for instance, they might be test scores, grade point averages (GPAs), ratings assigned by an expert observer, or frequencies of certain behaviours" (Leedy & Ormrod, 2005:181). In this study the researcher assesses the relationship between respondents' "English" matric result, the two ELSA results which had been used as a pre-test and a post test, as well as the final result of first year BEd English major students.

6.2.2 The research instrument and data collection

In the case of quantitative research one or more variables are identified by the researcher and then data are specifically collected that relate to those variables. "Data are collected from a population, or from one or more research sample that represent the population, in a form that is easily converted to numerical indices" (Leedy & Ormrod, 2005:96). McMillan and Schumacher (2006:189) state that "standardised 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. For the purpose of this study the researcher made use of two different standardised tests, namely the results of the English examination papers (National Senior Certificate) written by Grade 12s, and the ELSA (English Literacy Skills Assessment).

6.2.2.1 English Matric Results

Maharasoa (2003:95) asserts that for many years, all over the world admission into university was solely dependent on exit-level examination results. That is still the case today, however in addition to the matric results; the National Benchmark Test (NBT) is used to help interpret the National Senior Certificate (NSC) results (NBT, 2010) in South Africa. For that reason in this study, the 2008 and 2009 matriculants' results of the subject English, in their final Grade 12 examination were used as a determiner of academic success in the first year of studying BEd English major.

The National Curriculum Statement (NCS) (2003a:61-71) describes Competence Descriptions which learners must be capable of by the end of Grade 12. These Competence Descriptors were discussed in detail (*cf.* 1.5.3.5).

In order to enrol for the B Ed degree with English as a major subject students must obtain 60% for English Home/First Additional Language in the National Senior Certificate examination.

6.2.2.2 The ELSA

As discussed in detail (*cf.* 1.5.3.6), the researcher used the English Literacy Skills Assessment (ELSA), which has been designed and developed in South Africa to cater for the needs of Southern Africa. There are seven ""sub-tests", namely:

- Phonics Skills (Decoding/Encoding) Dictation (Decoding/Encoding)

- Basic numeracy

- Language and Grammar of Spatial Relation (Decoding/Encoding) Reading Comprehension (Decoding/Encoding) Cloze procedure (Decoding/Encoding)

- Vocabulary in context (Decoding)

The ELSA quantifies a participant's functional English skills performance, equating the performance level to that of an English Mother Tongue (EMT) user. 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 of formal schooling, that is Grade 12. The ELSA diagnoses an individual's strengths and weaknesses in an English language training environment. Moreover, ELSA literacy skills levels are benchmarked against South African norms (*cf.* 1.5.3.6).

6.3 POPULATION AND SAMPLING

The population for this study is comprised of first-year students at the School of Educational Sciences with English as major subject, enrolled for 2009 and 2010 at the Vaal Triangle Campus of the North-West University (N=88 – 2009 and N=85 - 2010). The entire population was used for this study.

6.4 DATA ANALYSIS

A descriptive and a correlation analysis have been done regarding the respondents' (first year BEd students with English as major subject) "English" matric results, and the ELSA results in order to establish which result is the better predictor of academic success of first year BEd students with English as major subject. In addition, the correlation between the results of the first and second writing of the ELSA could indicate what curriculum changes can be made or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

In the context of this study the Pearsons correlation coefficient was utilised to determine the strength and the direction of the prediction capability between academic success in English and language proficiency, academic success in English and academic literacy, and academic success in English and the "English" matric results (Pietersen & Maree, 2007a:226-237) of the respondents.

6.5 ETHICAL PROCEDURES/CONSIDERATIONS

Application for ethical approval was submitted to ethical committee of the Faculty of Education: North-West University (NWU). The study was conducted after permission had been obtained from the relevant role players, namely the first-year students who selected English as their major subject and the School of Educational Sciences at the NWU Vaal Triangle Campus, the Ethical Committee of the Faculty of Education of the NWU, i.e. according to the prevailing ethical standards as set out in Strydom (2002). The data, as well as the names of the respondents who participated in the research, was treated as confidential. The objectives and aims of the research were explained to respondents before they entered into this research (*cf.* 1.5.3.9).

6.6 CONCLUSION

In chapter 6 an overview of the empirical research design was given.

In the next chapter the data analysis and interpretation will be done and the researcher will report on and do a correlation analysis of the respondents who failed to and those who successfully completed their first year BEd with English as their major subject. Students' "English" matric results and the ELSA results will be regarded to establish which result is the better determiner for students' academic success in English.

CHAPTER 7

DATA ANALYSIS AND INTERPRETATION

7.1 INTRODUCTION

The aim of this quantitative study (*cf.* 6.1) was to determine to what degree English language proficiency/literacy would predict the academic success of first year BEd English major students, as well as to determine to what degree Grade 12 results would predict the academic success of first year BEd English major students. In addition, the aim was to suggest possible curriculum changes or develop an extended programme that could improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

This chapter presents a report of the empirical investigation. As a result of the high dropout rate of first year BEd English major students (*cf.* Table 1 and *cf.* 7.2), the researcher used the Grade 12 English results (students are admitted to do the English academic module at the Vaal Triangle Campus of the North-West University on condition that they have passed Grade 12 English with a minimum of 60% for English First Additional Language/Home Language) and the ELSA (which tests students' English proficiency/literacy) to establish which is the better predictor of academic success of first year BEd English major. The intention of this chapter is to attach proper meaning and interpretation to the collected data. Neuman (1997:271) claims that data analysis is a technique of gathering and explaining the content of the text.

The target population of the empirical investigation included the 2009 and 2010 first year BEd English major students of the North-West University at the Vaal Triangle Campus (N=88 – 2009 and N=85 - 2010). A total of 71 students consented to participate; 38 respondents in 2009 and 33 respondents in 2010. According to Seaberg (quoted by Vermeulen, 1998:56), a 10% sample is sufficient for the control of sampling errors. The total of 71 amounts to more than 10% of the research sample.

McMillan and Schumacher (2010:149) assert that statistics are methods of organising and analysing quantitative data. Furthermore, these methods are tools to assist in organising and interpreting numbers derived from measuring a trait or variable. Two broad categories of statistical techniques are identified for the data analysis and interpretation in this research, namely descriptive and inferential. According to Leedy and Ormrod (2005:30) descriptive statistics summarise the general nature of data by means of frequencies, percentages, means and standard deviations, while inferential statistics help the researcher to make decisions about the data by making inferences or predictions about the similarity of a sample to the population from which the sample is drawn (McMillan & Schumacher, 2010:149). McMillan and Schumacher (2010:157) explain *mean* as the arithmetic average of all the scores and standard deviation as a numerical index that indicates the average variability of the scores. The standard deviation implies the distance on a normal graph, the average of the scores from the mean (Pietersen & Maree, 2007b:188; Pietersen & Maree, 2007a:200). In other words, the standard deviation gives an approximate picture of the average variability of participants' scores from the centre value. The larger the standard deviation, the further, on average, the values are from the mean. A normal standard distribution happens when the average is 0 and the standard deviation is 1. A low standard deviation indicates that the scores are grouped together around the mean, while a high standard deviation indicates that the scores are widely spread from the mean (Pietersen & Maree, 2007b:188; Pietersen & Maree, 2007a:200).

When summarising quantitative data, a list of numerical values are involved (one value for each participant that is distributed across a certain range of values) (Pietersen & Maree, 2008b:186). This distribution of values can be described as follows:

- location or central tendency;

- spread or variation; and

- shape or form (Pietersen & Maree, 2007b:186).

The shape or form is commonly called a normal distribution when the distribution of scores is relatively symmetrical, which means that most data is in the centre and distributed equally. Should the distributions be unsymmetrical, that is the scores are bunched up at one end, such distributions are called "skewed" (McMillan & Schumacher, 2010:159). Skewness describes how far the distribution deviates from symmetry. If the peak is to the left of midpoint, the distribution is positively skewed and if the peak lies to the right of midpoint the distribution is negatively skewed. If the distribution is unusually pointy or flat then it is referred to as kurtosis (Leedy & Ormrod, 2005:256).

In the context of this study, the researcher will utilize Pearson's correlation coefficient. The purpose of the procedure will be to determine the strength (low, moderate, high) and the direction (negative, no relationship, positive) of the prediction capability between academic success in English and language proficiency/literacy, and academic success in English and matric results. A *t*-test which determines whether a statistically significant difference exists between two means (Leedy & Ormrod, 2005:274), will be applied to determine if a statistically significant difference exists between the pre- and post-test of the ELSA. Data will be dealt with as follows:

- A correlation will be done between English language proficiency/literacy (results of the ELSA) and the academic success of first years' BEd English major students.

- A correlation will be done between participants' Grade 12 results for English and the academic success of first years' BEd English major students.

- A *t*-test which determines whether a statistically significant difference exists between two means (Leedy & Ormrod, 2005:274), will be applied to determine if a statistically significant difference exists between the pre- and post-test of the ELSA.

In the following section the English language proficiency/literacy of the respondents in this study will be discussed.

7.2 RESULTS REGARDING ENGLISH LANGUAGE PROFICIENCY

In order to enrol for the BEd degree with English as a major subject students must obtain 60% for English Home/First Additional Language in the National Senior Certificate examination (NWU Calendar 2010a). Thus it can be assumed that all first year BEd English major students have passed their English examination in Grade 12 fairly well. The grading results of the ELSA 1 and ELSA 2 (of the 2009 and the 2010 group combined), however paint a different picture, taking into consideration that the ELSA quantifies a participant's functional English skills performance and it expresses a participant's literacy skills in terms of grades. For example, a literacy skills' grading of 12 means an equivalent 12 years of formal schooling (Grade 12). Bear in mind that the ELSA is culture fair in that it steers clear of meta language, colloquialisms, idiomatic expressions and dialectic usage (*cf.* 6.2.3.2).

The following table (Tables 7.1) and graph (Figure 7.1) show an analysis of the data obtained from the ELSA 1 and ELSA 2 grading. The English Literacy Skills Assessment has been used as a pre- and a post-test therefore it is referred to in this study as ELSA 1 and ELSA 2.

Table 7.1:   Grading (ELSA 1 and ELSA 2)

Grade	ELSA 1 Pre-Test		ELSA 2 Post-Test	
	Frequency	**Percent**	**Frequency**	**Percent**
6	1	1.4	5	7.0
7	12	16.9	15	21.1
8	22	31.0	12	16.9
9	12	16.9	14	19.7
10	8	11.3	13	18.3
11	6	8.5	3	4.2
12	7	9.9	6	8.5
13	3	4.2	3	4.2
Total	71	100.0	71	100.0

Figure 7.1: Grading for ELSA 1 and ELSA 2

Grading for ELSA 1 and ELSA 2
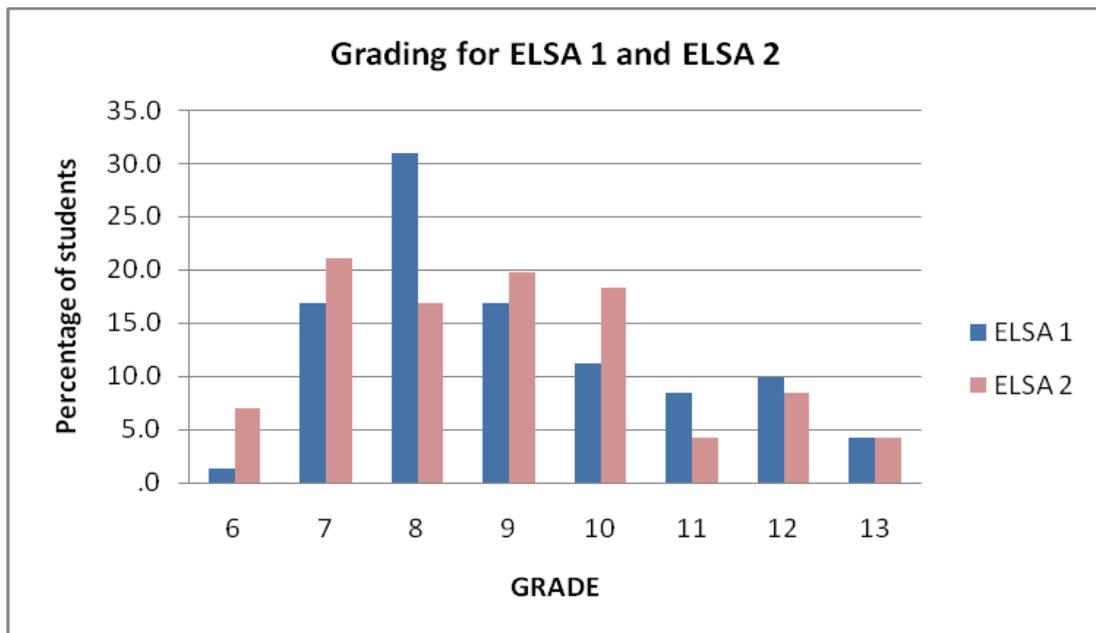
The above table and graph show that for ELSA 1, 1.4% of the respondents (one respondent's English proficiency/literacy) is that of a Grade 6, while the ELSA 2 indicates that 7% (five students' English proficiency/literacy) is that of Grade 6. 16.9% of the respondents (ELSA 1) show the proficiency/literacy of Grade 7 and for the ELSA 2, 21.1% of the respondents show the proficiency/literacy of Grade 7. For the ELSA 1 the highest percentage, that of 31% of the respondents, have an English proficiency/literacy of Grade 8 while results of the ELSA 2 show that 16.9% of the respondents have an English proficiency/literacy of Grade 8. On the other hand, the highest percentage of respondents for ELSA 2, that of 19.7% has an English proficiency/literacy of Grade 9 while 16.9% of the respondents have a Grade 9 English proficiency/literacy for the ELSA 1. For the ELSA 1, 11.3% of the respondents have a Grade 10 English proficiency/literacy compared to the 18.3% of ELSA 2 respondents who have a Grade 10 English proficiency/literacy. 8.5% of the respondents (ELSA 1) show an English proficiency/literacy of Grade 11 and alarmingly only 4.2% of the respondents has a Grade 11 English proficiency/literacy for the ELSA 2. The researcher expected that all respondents would at least have shown a Grade 12 English proficiency/literacy since all respondents have passed Grade 12 with at least 60%, however for the ELSA 1, 9.9 (seven respondents) have a Grade 12

English proficiency/literacy whereas 8,5% (six respondents) have a Grade 12 English proficiency/literacy for the ELSA 2. Out of 71 respondents only 18.4% have graded on a grade 12 English proficiency/literacy level.

However, respondents who exceeded a Grade 12 level in the ELSA are indicated on the above Frequency Tables and graph as Grade 13 and above, which is the only consistent number. For both the ELSA 1 and ELSA 2, 4.2% respondents (that is only three respondents out of 71) have an English proficiency/literacy of Grade 13. Owing to the ethical implication to keep respondents results confidential and protect their anonymity it cannot be ascertained that these are the results of the six English mother tongue respondents. However, based on the literature studied (*cf.* 3.4.2), it might be assumed that the grading exceeding a Grade 12 level in English proficiency/literacy are most probably those of the English mother tongue respondents since the literature states that English first language students consistently outperform their English second language counterparts (*cf.* 3.4.2).

The following table depicts an analysis of the data of the ELSA 1 and ELSA 2, the participants' Grade 12 results for English and their results for first year BEd English major:

Table 7.2:   ELSA 1 and ELSA 2 scores, the matric results, as well as the first years' BEd English major results

	N	Minimum	Maximum	Mean	Std. Error	Standard Deviation
ELSA 1	71	48	97	69.08	1.240	10.445
ELSA 2	71	47	92	68.45	1.269	10.696
Matric Result	71	45	83	63.21	0.971	8.180
1st Year English	71	30	82	49.55	1.305	10.997

7.3 T-TEST

A T-test determines whether a statistically significant difference exists between two means (Leedy & Ormrod, 2005:274). The level of statistical

significance (sig.) indicates with how much confidence one could interpret the results obtained. The objective for this *t*-test was to determine whether the means of ELSA 1 and ELSA 2, between the Groups of 2009 and 2010, were significantly different, in order to establish which group had the best results.

In the following table (Table 7.3) the group statistics are shown, indicating the means for each score and group.

Table 7.3:   Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
ELSA 1	2009	38	68.53	9.907	1.607
	2010	33	69.73	11.153	1.942
ELSA 2	2009	38	69.37	10.352	1.679
	2010	33	67.39	11.144	1.940
Matric Result	2009	38	61.92	8.731	1.416
	2010	33	64.70	7.346	
First Year English	2009	38	47.50	11.774	1.910
	2010	S 33	51.91	9.671	1.683

7.3.1 Independent Samples Tests

The independent samples *t*-test involves two groups, which is the most common use of the *t*-test. The purpose of this procedure is to determine if there is a statistically significant difference in the dependent variable between two different populations of subjects. The mean and standard deviation of each sample are calculated and used to determine the *t*-statistic, which is the difference between the sample means divided by the standard error of the mean (McMillan & Schumacher, 2010:300).

The Levene's Test for equality is done to test if the assumption of equal variances holds, that means whether the variances in the groups are the same (Brown & Forsythe, 1974). Then the assumption holds and the t-test can be used.

Table 7.4:   Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval | |
									Lower	Upper
ELSA 1	Equal variances assumed	.930	.338	-.481	69	.632	-1.201	2.499	-6.187	3.785
	Equal variances not assumed			-.476	64.633	.635	-1.201	2.520	-6.235	3.833
ELSA 2	Equal variances assumed	.254	.616	.774	69	.442	1.974	2.552	-3.117	7.066
	Equal variances not assumed			.770	65.916	.444	1.974	2.566	-3.148	7.097
Matric Result	Equal variances assumed	1.611	.209	-1.437	69	.155	-2.776	1.932	-6.630	1.078
	Equal variances not assumed			-1.455	68.940	.150	-2.776	1.908	-6.583	1.031
First Year English	Equal variances assumed	1.103	.297	-1.708	69	.092	-4.409	2.582	-9.559	.741
	Equal variances not assumed			-1.732	68.805	.088	-4.409	2.546	-9.489	.670

The sigma values for ELSA 1 and ELSA 2, matric results and First year English are all greater than 0.05 (therefore Equal variances are assumed).

The *t*-test for equality shows that none of the ELSA 1 or ELSA 2, matric results or First year English results, show any significant difference between the two groups (2009 and 2010). There is no significant difference between the groups of 2009 and 2010 for all three predictors as the P-value is bigger than 0.05 (p>0.05). It can be concluded that there is not sufficient evidence to show that the means are significantly different for the groups.

There is no significant difference between the groups of 2009 and 2010 for all three predictors as the P-value is bigger than 0.05 (p>0.05).

7.3.2 Paired *t*-tests

A paired *t*-test is done for one group with two measures (McMillan & Schumacher, 2010:303) as is applicable in this case. The level of statistical significance (sig.) indicates with how much confidence one could interpret the results obtained. The objective for this T-test was to determine whether the means of ELSA 1 and ELSA 2, between the Groups of 2009 and 2010, are significantly different. Looking at the groups as a whole there are no significant differences in the means of the two groups. The objective of the paired samples test is to test whether there is a significant difference in mean between ELSA 1 and ELSA 2 as illustrated in the table below (Table 7.5). Thus the researcher made use of:

T-test paired sample, in the case of this study it is a pre- (ELSA 1) and post- (ELSA 2) test.

Table 7.5:   Paired Samples Statistics

	Mean	N	Std Deviation	Std Error Mean	t value	df	p value
ELSA 1	69.08	71	10.445	1.240	0.813	70	0.419
ELSA2	68.45	71	10.696	1.269			

A significance level of 0.419, shows that there is no significant difference in the means for ELSA 1 and ELSA 2. Therefore, it can be concluded that no significant improvement occurred in the time period between the writing of ELSA 1 and ELSA 2. Based on the data presented thus far, it can be inferred that the first year BEd English modules had no effect on respondents' results of the ELSA 2 because no positive change occurred between the respondents' results for ELSA 1 and ELSA 2.

7.4 CORRELATIONS (R-VALUE)

The objective of the correlations was to determine the association/correlation between the different assessments. The Pearson correlation coefficient was used as all assessments' measurements are ratio scaled. The following table (Table 7.6) indicates the correlation between First year results respectively with that of the ELSA 1, ELSA 2 and the matric results.

The shaded column in Table 7.6 is of importance for interpretation.

Table 7.6:   Correlations

		ELSA 1	ELSA 2	Matric Result	First Year English
ELSA 1	Pearson correlation	1	.807[**]	.488[**]	.399[**]
	Significance		.000	.000	.001
	N	71	71	71	71
ELSA 2	Pearson correlation	.807[**]	1	.423[**]	.365[**]
	Significance	.000		.000	.002
	N	71	71	71	71
Matric Result	Pearson correlation	.488[**]	.423[**]	1	.287[*]
	Significance	.000	.000		.015
	N	71	71	71	71
First Year English	Pearson correlation	.399[**]	.365[**]	.287[*]	1
	Significance	.001	.002	.015	
	N	71	71	71	71

[**]. Correlation is significant at the 0.01 level (2-tailed).
[*]. Correlation is significant at the 0.05 level (2-tailed).

The following can be seen in Table 7.6:

First year BEd English major results and

- ELSA1 shows a significant correlation (r = 0.399 and p = 0.001)

- ELSA 2 shows a significant correlation (r = 0.365 and p = 0.002)

- Matric results show a significant correlation (0.287 and p = 0.015)

At this point in the data analysis ELSA 1 and ELSA 2 seem to be the better predictor of first year BEd English major academic success as the direct correlation of ELSA 1 and ELSA 2 with the First year results are reasonably high. However, at this stage, the r-value shows that ELSA 1 has a stronger correlation for first year English academic success. ELSA 1 and ELSA 2 show a significant correlation at a 10% significance level, while the matric results show a significant correlation at only 5%.

7.5 REGRESSION

Correlation and regression go hand in hand. According to Leedy and Ormrod (2005:274), regression examines how effectively one or more variables allow(s) the researcher to predict the value of another (dependent) variable. Regression is related to the distance of the group scores from the mean, the more extreme the scores, that is, the further from the mean, the greater the regression (McMillan & Schumacher, 2010:111). The objective for using regression in this study is to determine the best model for the prediction of First year BEd English major results.

ELSA 1 and ELSA 2 are the same tests, though written at different time periods, therefore ELSA 2 which was written as a post-test will be excluded from the start and only ELSA 1, the Matric results and First year English will be entered.

Table 7.7:   Descriptive Statistics

	Mean	Std. Deviation	N
First Year English	49.55	10.997	71
ELSA 1	69.08	10.445	71
Matric Result	63.21	8.180	71

Correlations	First Year English	ELSA 1	Matric Result
First Year English	1.000	.399	.287
ELSA 1	.399	1.000	.488
Matric Result	.287	.488	1.000

Both the scores (ELSA 1 and Matric Results) correlate with First year English (which also show that it is significant). Table 7.7.1 confirms the results of the correlation (*cf.* Table 7.6), namely ELSA 1, seems to be the better predictor of first year English academic success as the direct correlation of ELSA 1 with the First year results is reasonably high.

A check for multi-collinearity (that is to check if the correlation between ELSA 1 and the Matric result is not too high) was done. A multi-collinearity should not include two variables with a biviariate correlation of 0.7 or more in analysis. The correlation between ELSA 1 and Matric results is 0.488 which is less than 0.7; therefore both variables will be retained. The "collinearity diagnostics" can pick up on problems with multi-collinearity that may not be evident in the correlation matrix.

7.6 ANOVA

When three or more sample means are compared; on one independent variable to test the null hypothesis, a single-factor or one-way analysis of variance (ANOVA) is done. ANOVA allows testing the differences between all groups and making more accurate probability statements. It is called analysis of variance because the statistical formula uses the variances of the groups and not the means of the group to calculate a value that reflects the degree of differences in the means (McMillan & Schumacher, 2010:303).

The Stepwise method identifies the best model with ELSA 1 as predictor for First year English results. With the R-square as 16%, i.e. that 16% of the variation in the First Year English results can be accounted for by ELSA 1 as shown in Table 7.8.

Table 7.8:   The regression model for combined group

Dependent Variable: First Year English				Predictors: (Constant), ELSA 1
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399[a]	.159	.147	10.156

The Stepwise method identifies the best model with ELSA 1 as predictor for First year English results.

Table 7.9:   ANOVA TABLE

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1348.898	1	1348.898	13.078	.001[a]
	Residual	7116.679	69	103.140		
	Total	8465.577	70			
a. Predictors: (Constant), ELSA 1						
b. Dependent Variable: First Year English						

Excluded Variablesb							
Model					Partial Correlation	Collinearity Statistics	
		Beta In	t	Sig.		Tolerance	VIF
1	Matric Result	.121[a]	.954	.344	.115	.762	1.312

The ANOVA table (Table 7.9) shows the best model with ELSA 1 as the predictor, excluding Matric Results. (sig.value = 0.001)

Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model (Chakravarti, *et al.,* 1967). A small value (less than 0.10) indicates that multiple correlation with other variables is high; suggesting the possibility of multi-collinearity.

VIF (Variance Inflation factor) is the inverse of the Tolerance value. A VIF value above 10 indicates multi-collinearity.

Tolerance value for Matric results is 0.762 which is less than 0.1: not violating the multi-collinearity assumption.

VIF value is 1.312 which is below the cut-off of 10.

7.6.1 Regression (both groups 2009 and 2010 shown separately)

Table 7.10: Descriptive Statistics – 2009

	Mean	**Std. Deviation**	**N**
First Year English	47.50	11.774	38
ELSA 1	68.53	9.907	38
Matric Result	61.92	8.731	38

Pearson correlations

	First Year English	ELSA 1	Matric Result
First Year English	1.000	.562	.359
ELSA 1	.562	1.000	.636
Matric Result	.359	.636	1.000

Significance of correlations

	First Year English	ELSA 1	Matric Result
First Year English	.	.000	.013
ELSA 1	.000	.	.000
Matric Result	.013	.000	.

There is a significant correlation between First Year English and:

- ELSA 1 (r-value = 0.562 with sig. value = 0.000) which is a perfect correlation.

- Matric Results (r-value = 0.359 with sig. value = 0.013) at 5% significance level and not at 10% significance level as shown in the scatterplots below:

Figure 7.2: Scatter plots

R-value = 0.359
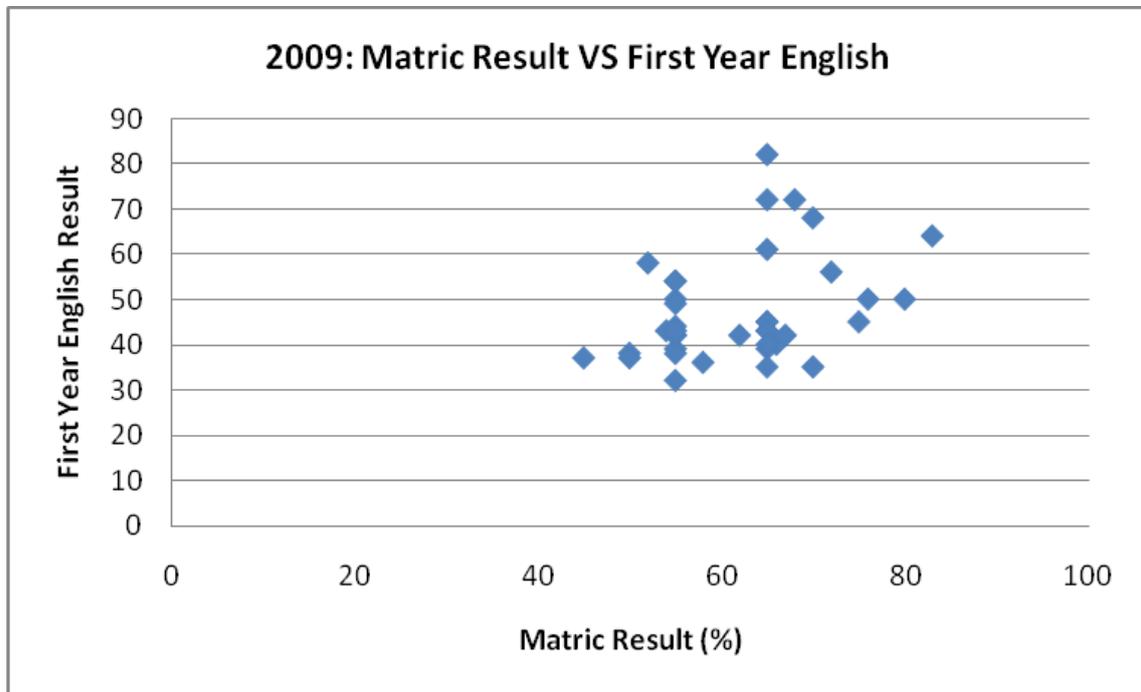
R-value = 0.562
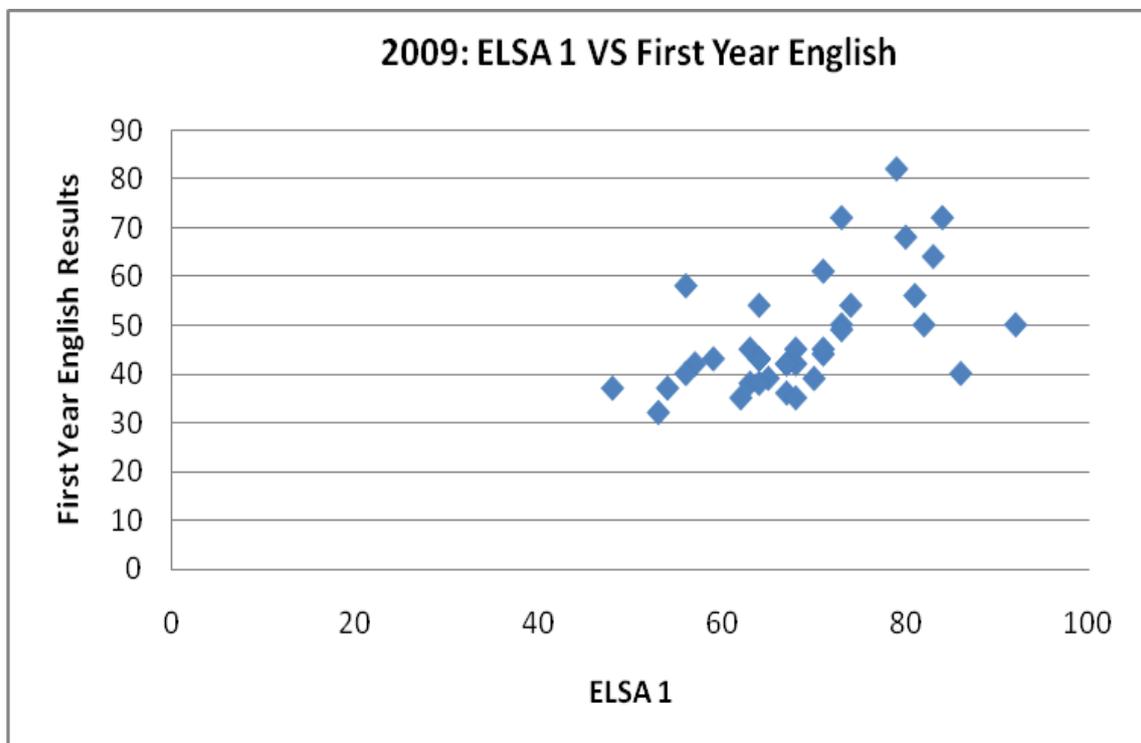
Table 7.11:   The regression model for combined group

Dependent Variable: First Year English				Predictors: (Constant), ELSA 1
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562	.316	.297	9.873

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1620.685	1	1620.685	16.628	.000[a]
	Residual	3508.815	36	97.467		
	Total	5129.500	37			
a. Predictors: (Constant), ELSA 1						
b. Dependent Variable: First Year English						
Excluded Variablesb						

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
						Tolerance	VIF
1	Matric Result	.003[a]	.018	.986	.003	.596	1.678

The following tables show the regression of the group 2010.

Table 7.12:   Descriptive Statistics – 2010

	Mean	Std. Deviation	N
First Year English	51.91	9.671	33
ELSA 1	69.73	11.153	33
Matric Result	64.70	7.346	33

Pearson correlations

	First Year English	ELSA 1	Matric Result
First Year English	1.000	.200	.098
ELSA 1	.200	1.000	.314
Matric Result	.098	.314	1.000

Significance of correlations

	First Year English	ELSA 1	Matric Result
First Year English	.	.132	.294
ELSA 1	.132	.	.038
Matric Result	.294	.038	.

For group 2010 there is no significant correlation between First Year English and

- ELSA 1 (r-value = 0.2 with sig. value = 0.132)

- Matric Results (r-value = 0.098 with sig. value = 0.294) as shown in the scatterplots below:

Figure 7.3: Scatter plots

R-value = 0.098

R-value = 0.2

2010: ELSA 1 VS First Year English Results
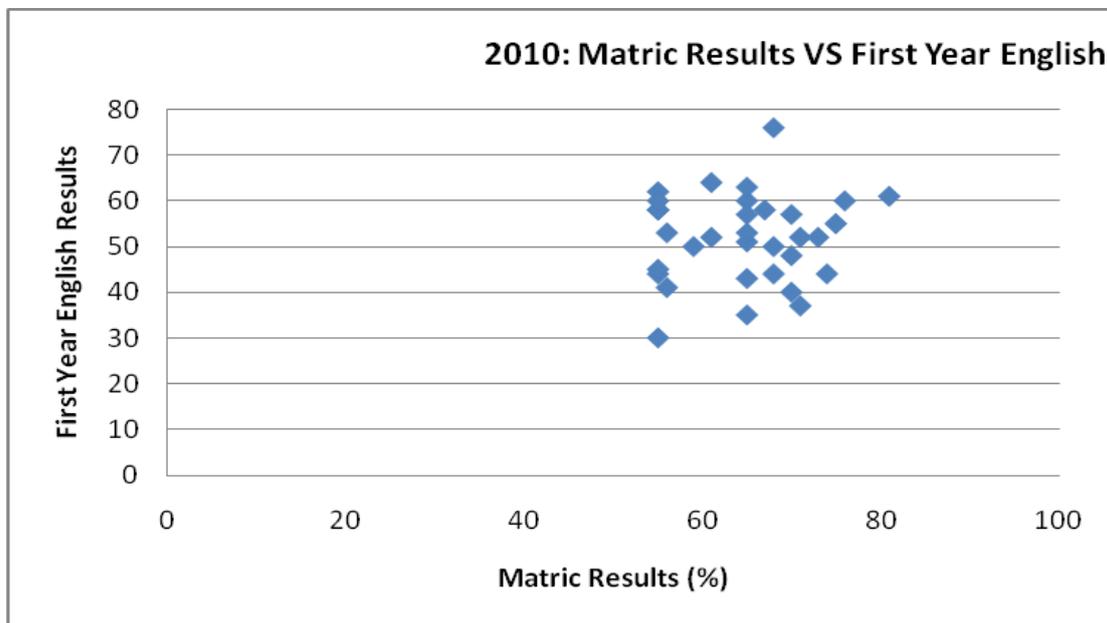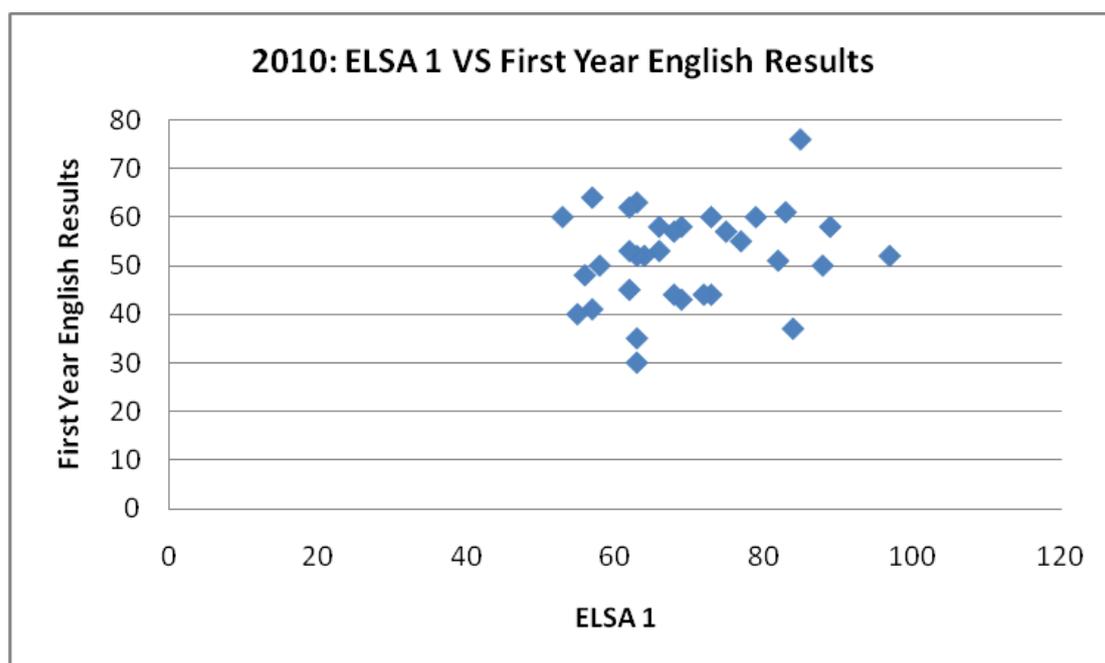
Note that since there is no significant correlation for group 2010 between First Year English and ELSA 1 with the r-value being 0.2 and the sig. value 0.132, and between First Year English and the matric results with the r-value being 0.098 and the sig. value 0.294 a regression model could not be built as is in the case of group 2009 (*cf.* Table 7.12.1.)

Therefore, not the matric results or the ELSA 1, is a good predictor for academic success at the end of the first year BEd English Major for the group of 2010 as there is no significant correlation. A multitude of influences could be responsible for this such as:

- A very short academic year due to the World Cup Soccer 2010 hosted by South Africa.

- Since the second opportunity examination was only written when the second semester had already started (2010), many students who wrote the second opportunity missed out on classes which had commenced.

Note that for the 2009 group (*cf.* Table 7.12.1) there is a correlation of 0.562 with a sig. value of 0.000 (*cf.* 7.12.1) between First year English and ELSA 1.

The correlation between First year English and matric shows a value of 0.359 and a sig. value of .098 indicating a medium correlation.

7.7 ACCEPTANCE OR REJECTION OF HYPOTHESES

At the start of this study, the following tentative hypotheses were formulated. Based on the preceding data analysis and interpretation, the researcher concluded the following regarding the acceptance or rejection of the set hypotheses.

The following hypotheses were formulated (*cf.* 1.4):

Null hypotheses:

- H_0^1: There is no statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

- H_0^2: There is no statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

Alternative directional hypotheses:

- H_a^1: There is a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

- H_a^2: There is a statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

Alternative non-directional hypotheses:

- H_a^1: There is a prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

- H_a^2: There is a prediction capability between students' matric result for English and the academic success of first year BEd English major students.

After the completion of this study it can be concluded that the following hypotheses can be rejected:

Null hypotheses:

- H_0^1: There is no statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

    This hypothesis is rejected because ELSA 1 and ELSA 2 (English language proficiency) do show a statistical significant correlation. For ELSA 1 the correlation is r = 0.399 and p = 0.001 and for ELSA 2 the correlation is r = 0.365 and p = 0.002 at a 5% significance level (cf. Table 7.6).

- H_0^2: There is no statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

    This hypothesis is rejected because the matric result shows a statistical significant correlation of r = 0.287 and p = 0.015 at a 5% significance level (cf. Table 7.6).

Alternative non-directional hypotheses:

- H_a^2: There is a prediction capability between students' matric results for English and the academic success of first year BEd English major students.

    This hypothesis is rejected (cf. Table 7.8). ELSA 1 is shown to be the best predictor of first year English academic success. The Regression (cf. Table 7.10.1) confirms that ELSA 1 is the best predictor of first year English academic success, as the correlation between ELSA 1 and First

year English is r = 0.562 with a sig. value – 0.000 which is a perfect correlation.

The following hypotheses can be accepted:

Alternative directional hypotheses:

- $H_a{}^1$: There is a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

  This hypothesis is accepted because ELSA 1 and ELSA 2 (English language proficiency) do show a statistical significant correlation. For ELSA 1 the correlation is r = 0.399 and p = 0.001 and for ELSA 2 the correlation is r = 0.365 and p = 0.002. (cf. Table 7.6)

- $H_a{}^2$: There is a statistical significant prediction capability between students' matric result for English and the academic success of first year BEd English major students.

  This hypothesis is accepted because the matric result shows a statistical significant correlation of r = 0.287 and p = 0.015. (cf. Table 7.6)

Alternative non-directional hypotheses:

- $H_a{}^1$: There is a prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

  This hypothesis is accepted because (*cf.* Table 7.8) ELSA 1(English language proficiency) is the best predictor of first year English academic success.

Motivations for the acceptance of these hypotheses are as follows:

The sigma values for ELSA 1 and ELSA 2, and the matric results with the First year English are all greater than 0.05 meaning that there are statistical significant correlations (*cf.* Table 7.6). Thus, there is a statistical significant

prediction capability between English language proficiency/literacy (ELSA 1 and matric) and the academic success of first year Bed English major students.

7.8 CONCLUSION

Although ELSA 1 (which was used as pre-test), is shown to be the best predictor of academic success for first year BEd English major students, the group statistics (*cf.* 7.3) show that there is no significant difference between ELSA 1 and ELSA 2 (which was used as post-test). One would have expected an improvement in ELSA 2 results as it was written as a post-test at the end of the first year BEd English major modules. An additional aim of this study was to suggest possible curriculum changes/ or to develop an extended programme that could improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus (*cf.* 1.3 and 6.1).

Since there had been an interval between the writing of ELSA 1 and ELSA 2, with results that show no significant improvement in the results of the respondents (*cf.* 7.3) it can be concluded that possible changes to the curriculum / the development of an extended programme might improve the throughput rate of first year BEd English major students.

The next chapter will present a summary, findings and recommendations of the research.

CHAPTER 8

SUMMARY, FINDINGS AND RECOMMENDATIONS

8.1 INTRODUCTION

The purpose of this research was to determine what the predictive power of two measures, the English matric results of the National Senior Certificate (NSC) and the English Literacy Skills Assessment (ELSA) were on the academic success for first year BEd English major students of the North-West University on the Vaal Triangle Campus. This was primarily done to improve first year BEd English major students' English proficiency/literacy, as well as to increase their throughput rate. In this study the initial aims and objectives are revised in order to establish if these objectives have been achieved (*cf.* 1.3). Furthermore, in this chapter the researcher will indicate that the literature study and the empirical research contributed to the solution of the research problem.

The structure of this chapter will be as follows:

- Summary of the study.

- Findings regarding the objectives of this study.

- Recommendations.

- Limitations of the study.

8.2 SUMMARY OF THE STUDY

In this section the most important aspects of each chapter are highlighted in order to obtain an overview of the study as a whole.

8.2.1 Chapter 1

Chapter 1 outlined the rationale of this research. The research focused on the importance of and the problem of English proficiency/literacy regarding Grade

12 learners exiting the school system and seeking entry at Institutions of Higher Learning. The concerns about low levels of throughput and high drop-out rates among first year students were discussed as well as the challenges of Institutions of Higher Learning, faced with the problem to generate ways to address the access of ill-prepared learners exiting Grade 12. An introductory motivation of the research was presented, aims and objectives were set (*cf.*1.3) and the research methodology was outlined (*cf.* 1.5).

8.2.2 Chapter 2

The second chapter focused on the origin and process to develop a new curriculum for the school system in South Africa (*cf.* 2.1). This was followed by a discussion of Outcomes-based education (*cf.* 2.2), the controversy surrounding OBE and C2005 (*cf.* 2.3), and the new National Senior Certificate (*cf.* 2.4). The National Curriculum Statement (NCS) (DoE, 2007:7) asserts that language is a tool for thought and communication. When language is used effectively learners are enabled to think and acquire knowledge, express their identity, feelings and ideas, to interact with others and to manage their world. The Minister of Basic Education, Mrs Motshekga (2010:2) stated that the NCS itself is a cognitively more demanding curriculum than that of the past. Furthermore, the Minister claimed that "....the National Senior Certificate is an important indicator of the quality of our education system" (2010:3).

8.2.3 Chapter 3

Chapter 3 outlined what English proficiency/literacy is, the lack of English proficiency/literacy regarding teachers and learners who are second language speakers of English, and the disadvantaged second language learners and students who have to use English as language of learning. Another important aspect which was discussed, is the fact that learning in the mother tongue is the best way for learners to achieve their potential and develop cognitive skills. The discrepancy between policy and practice regarding the language policy of higher education was highlighted. According to the language policy for higher education, language had been and continues to be a barrier to access and success in higher education (*cf.* 3.6).

8.2.4 Chapter 4

In chapter 4, an historical overview was given regarding access into institutions of higher learning. The multi-faceted nature of access was discussed, as well as equity and redress at institutions of higher learning, which is done to a lesser or greater extent at the different universities. As institutions of higher learning around the world have grown they have been presented with a more diverse student body which is also true for the South African context and as a result of that, institutions of higher learning had to look beyond the final results of Grade 12s, which for years had been the only determiner for access, necessitating alternative entrance routes into higher education.

8.2.5 Chapter 5

Chapter 5 focused on the concept of curriculum design and its components. The following models of curriculum design were dealt with (*cf.*5.2):

- The Objectives model;

- The Process Model;

- Tyler's Model;

- Wheeler's Model; and

- The Outcomes-based Model.

A parallel was drawn between the first year BEd English modules as typically that of an Outcomes-based curriculum design model (*cf.* 5.2.1.5). Lastly, the BEd English modules for first year major students were discussed and aligned with the English Literary Skills Assessment (ELSA) and Grade 12 English Competence Descriptors (*cf.* 5.5 & 5.6).

The ELSA test was included as measuring instrument to determine participants' English proficiency/literacy in view of the fact that there might be a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major

students. In spite of the negativity regarding the matric result as predictor of academic success, the matric results were used as it might also pose a statistical significant prediction capability between students' matric results for English and the academic success of first year BEd English major students.

8.2.6 Chapter 6

In chapter 6 the empirical research design was discussed and motivated. The non-experimental research design, a sub-classification of the quantitative method was described (*cf.* 6.2.1.1.1). As the researcher made use of both the descriptive and correlational research designs these were also discussed. The research instruments, the English Grade 12 (matric) results and the English Literacy Skills Assessment (ELSA) were reported (*cf.* 6.2.3).

8.2.7 Chapter 7

Chapter 7 presented the data analysis and interpretation in which the researcher reported on and did a correlation analysis regarding the empirical investigation conducted by means of the English Literacy Skills Assessment (ELSA), the Grade 12 English results of first year BEd English major students of 2009 and 2010, as well as the final results of these first year BEd English major students of the North-West University on the Vaal Triangle Campus. Statistically it was proven that the ELSA 1 (which was used as pre-test), was the best predictor of academic success for first year BEd English major students. The group statistics (*cf.* 7.3) showed that there was no significant difference between ELSA 1 and ELSA 2 (which was used as post-test).

The following section will present the main findings in accordance with the objectives of this research.

8.3 FINDINGS REGARDING THE OBJECTIVES OF THE RESEARCH

In chapter 1 the researcher devised four objectives for this research. Accordingly, in the next section findings will be established which will indicate if these objectives have been achieved.

8.3.1 Objective 1

The first objective of the study was to determine to what degree English language proficiency/literacy will predict the academic success of first year BEd English major students.

Literature shows that language proficiency is undoubtedly a prerequisite for successful learning. Furthermore, literature (*cf.* 3.2, 3.4.1 & 3.4.2) shows that in general the degree of all first year students' English language proficiency/literacy influences their academic success at the end of the year. Research has proven that high levels of English language proficiency/literacy are a critical factor in achieving academic success. The incompetence and the lack of proficiency/literacy in English have been a serious barrier in basic education and in institutions of higher learning (*cf.* 4.2). The decline in the results of the Test of Academic Literacy Levels (TALL), which is annually written by all first year entrants of the North-West University, indicated poor English proficiency/literacy of students. The students who scored 60% and above for the TALL were the students who were mainly the ones who completed their degree courses in the minimum time.

With regard to first year BEd English major students the data analysis of the English Literacy Skills Assessment (ELSA), which was one of the measuring instruments used for this study, (*cf.* 7.2) indicated that out of 71 respondents only 18.4% have graded on a Grade 12 English proficiency/literacy level. The ELSA was used as a pre- (ELSA 1), and post-test (ELSA 2). Statistically it was proven that the ELSA 1 was the best predictor of academic success for first year BEd English major students (*cf.* chapter 7). It can therefore be concluded that English proficiency/literacy predicts the academic success of first year BEd English major students as stated in the acceptance of the alternative directional hypothesis, namely:

- H_a^1: There is a statistical significant prediction capability between English language proficiency/literacy and the academic success of first year BEd English major students.

8.3.2 Objective 2

The second objective was to determine to what degree matric results will predict the academic success of first year BEd English major students.

From the literature it is clear that Grade 12's final results have been used for many years as a benchmark for admission into tertiary institutions and it is also an indicator for academic success of first year university students (*cf.* 1.1). Currently, the final Grade 12 results are not thought of highly as these results no longer give a true reflection of the abilities and potential of learners exiting the school system. In addition, because the final matric results are no longer viewed as the only measure to predict academic success of first year students, universities make use of a variety of entry tests to assess the entry-level proficiency/literacy of students to establish the relationship between university entry requirements and school exit outcomes.

In this study the grading results of the ELSA clearly indicated that 81.6% of the first year BEd English major students did not meet the criteria for the Grade 12 English proficiency/literacy level (*cf.* 7.2). One is inclined to infer that because of the grading results of the ELSA, the matric results will have a negative predictive value on the academic success of first year BEd English major students. However, the sigma values for ELSA 1 and ELSA 2, and the matric result with the First year English are all greater than 0.05 indicating that there are statistical significant correlations (*cf.* Table 7.6). Thus, there is also a statistical significant prediction capability between matric (Grade 12 English results) and the academic success of first year BEd English major students. This is also indicated in the acceptance of the alternative directional hypothesis, namely:

- H_a^2: There is a statistical significant prediction capability between students' matric results for English and the academic success of first year BEd English major students.

8.3.3 Objective 3

The third objective was to determine the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

The researcher has experienced that the throughput rate of first year BEd English major students have been rather low since 2004 (*cf.* 1.5.3.7, Table 1). Except for a slight rise in the throughput rate of 2008 (54%), there has been a decline in the throughput rate over the last seven years and the last entry (2010) shows a mere throughput rate of 45%. The researcher is of the opinion that this can solely be ascribed to low English proficiency/literacy levels, since the literature study was clear about the fact that high levels of English language proficiency/literacy are a critical factor in achieving academic success which is obviously lacking with first year BEd English major students.

Again it must be mentioned that the data analysis of the ELSA, which was one of the measuring instruments used for this study, (*cf.* 7.2) showed that out of 71 respondents only 18.4% have graded on a Grade 12 English proficiency/literacy level. The highest average of the respondents have an English proficiency/literacy of either Grade 8 or Grade 9, which is alarmingly low for even trying to be academically successful at tertiary level.

8.3.4 Objective 4

The fourth objective was to determine what possible changes could be made to the first year BEd English major curriculum, or to suggest an extended programme to improve the throughput rate of first year BEd English major students of the North-West University on the Vaal Triangle Campus.

From the data analysis (*cf.* 7.3) it was found that there is no significant difference between ELSA 1 (which was used as pre-test) and ELSA 2 (which was used as post-test). One would have expected an improvement in the ELSA 2 results as it was written as a post-test at the end of the first year BEd English major modules. It can thus be inferred that changes should be made

to the first year BEd English major curriculum or an extended programme should be developed for the first year BEd English major students in order to improve their English proficiency/literacy, which will most probably lead to a higher throughput rate.

8.4 RECOMMENDATIONS

The major findings of this study is an indication that poor English language proficiency/literary is a grave barrier for first year BEd English major students and thus negatively influences the throughput rate of these students. Therefore the following recommendations will accordingly address these issues.

8.4.1 Recommendation 1: Improved curriculum for first year BEd English major students

Objective four of this research stated that the throughput rate of first year BEd English major students could be improved through curriculum change or an extended programme The researcher has the inclination that it would be best if changes are made to the first year BEd English major curriculum, as a result of the fact that the results of the post-test (ELSA 2) did not show a significant improvement (*cf.* 8.4.1) on the results of the pre-test (ELSA 1). Should an extended programme be considered it will imply the implementation of either a 'bridging' year, to bring students on par before enrolling for the current BEd English major curriculum, or a foundation programme which covers pre-university work, or an extended curriculum programme where students receive an additional curriculum to extend their studies.

The evidence from the literature study (*cf.* 4.3.3) leaves the researcher in doubt whether it will be to the advantage of the students, since transfer of knowledge from what has been learnt during this bridging year, or foundation programme or an extended curriculum programme to the target subject (in this case first year BEd English major) seldom occurs. Thus, after careful consideration of the literature study and the empirical investigation the researcher is of the opinion that it would be to the advantage of first year BEd English major students to change the current first year BEd English major

curriculum in order to improve students' English proficiency/literacy, as well as their throughput rate, which might then result in academic success.

8.4.2 Recommendation 2: English language proficiency/literacy (research objective one and two)

English language proficiency/literacy is a critical factor in achieving academic success, and has been found to be an obstacle for first year BEd English major students. The improvement of English proficiency/literacy should therefore receive primary attention. In the next chapter changes to the first year BEd English major curriculum will be suggested.   In chapter 9 it will be indicated how the sub-tests of the English Literacy Skills Assessment (ELSA) and the outcomes for first year BEd English major curriculum can be aligned to attempt to improve first year BEd English major students' English proficiency/literacy. Likewise, a comparison of the Grade 12 English competence descriptors with the outcomes for first year BEd English major curriculum will be done to ensure that the latter are scaffolded on the Grade 12 English competence descriptors.

8.4.3 Recommendation 3: The throughput rate of first year BEd English major students (research objective three)

The constant decline of first year BEd English major students' throughput rate (*cf.* 1.5.3.7) seriously needs attention. Suggestions to improve the throughput rate will be encompassed in the following chapter which will discuss changes to the first year BEd English major curriculum.

8.5 RECOMMENDATIONS FOR FURTHER RESEARCH:

- In a further study the development of an extended programme for first year BEd English major students should be considered.

- In a further study the researcher might want to understand from the first-years' point of view what and how they experience their academic progress or lack of progress in their major subject English.

- A study can be done in which English major students might reveal that social life impedes/support their studies.

- Through the use of interviews or questionnaires the researcher could probe first year BEd English major students' understanding of academic success.

8.6 CONCLUSION

This chapter presented an overview of chapters one to seven. Findings were made with regard to the objectives of the study.

The true concern lies in the poor English proficiency/literacy of first year BEd English major students and their low throughput rate. Accordingly, suggested curriculum changes to the first year BEd English major curriculum will be discussed in chapter 9. The changes to the curriculum are based on the recommendations made regarding research objectives one and two (*cf.* 8.4.1) as well as research objective three (*cf.* 8.4.2)*.*

It is anticipated that the changed curriculum for first year BEd English major students will address their poor English proficiency/literacy as well as improve the low throughput rate.

CHAPTER 9

PROPOSED ALTERATIONS TO THE FIRST YEAR
BEd ENGLISH MAJOR CURRICULUM

9.1 INTRODUCTION

Important features regarding the BEd first year English major curriculum have been discussed in chapter 5. The data analyses of chapter 7 with regard to the two measuring instruments, namely the English Literacy Skills Assessment (ELSA) and the English results of the National Senior Certificate as predictors of academic success for BEd first year English major students, informed suggestions of possible changes to be made to the BEd first year English major curriculum or to develop an extended programme for first year BEd English major students. The researcher is convinced that it would be to the advantage of first year BEd English major students to suggest changes to the current first year BEd English major curriculum in order to improve students' English proficiency/literacy, as well as their throughput rate (*cf.* 8.4.3). This chapter presents a culmination of the insights and information collected through the literature study, the empirical investigation, as well as the findings and recommendations presented in chapter 8. Accordingly this chapter will present practical suggestions for changing the BEd first year English major curriculum.

Based on the empirical research data the ELSA was identified as the better predictor for academic success for first year BEd English major students. The ELSA which was written twice by the respondents as a pre- and a post-test are referred to as ELSA 1 and ELSA 2. In the interval between writing ELSA 1 and ELSA 2, the first year BEd English major students attended the modules of the BEd first year English major curriculum. The ELSA 1 was written shortly after the commencement of the BEd first year English major module while ELSA 2 was written shortly before the final examination of the BEd first year English major module. Although the researcher wants to argue that after attending these modules there should have been an improvement in the literacy/proficiency of these students, the data shows no significant

difference between the respondents' results of ELSA 1 and ELSA 2 (*cf.* Table 7.1, 7.2 and Figure 7.1). ELSA 1 on the other hand proved to be the best predictor of academic success for first year BEd English major students.

The sole purpose for first years enrolling for BEd English major is because they intend to teach English after completion of their studies. The English major curriculum should aim to help students to achieve English proficiency/literacy. However, since the data indicates no significant difference between the results of ELSA 1 and ELSA 2 it seems that the content of the English major curriculum is not achieving the aim of improving the English literacy/proficiency of students, The researcher therefore wants to suggest possible changes to the English major curriculum in order to improve the English literacy/proficiency of students. This will most probably, also lead to an increase in the throughput rate of first year BEd English major students.

Figure 9.1 shows the structure of chapter 9.

Figure 9.1: Structure of Chapter 9

Identify module outcomes of first year BEd English major

↓

Identify what the ELSA tests

↓

Comparison: Elsa with outcomes of first year BEd English major

↓

ELSA results and the needs of the first year BEd English curriculum

↓

Grade 12 English competence descriptors

↓

Identify competence descriptors of Grade 12 English
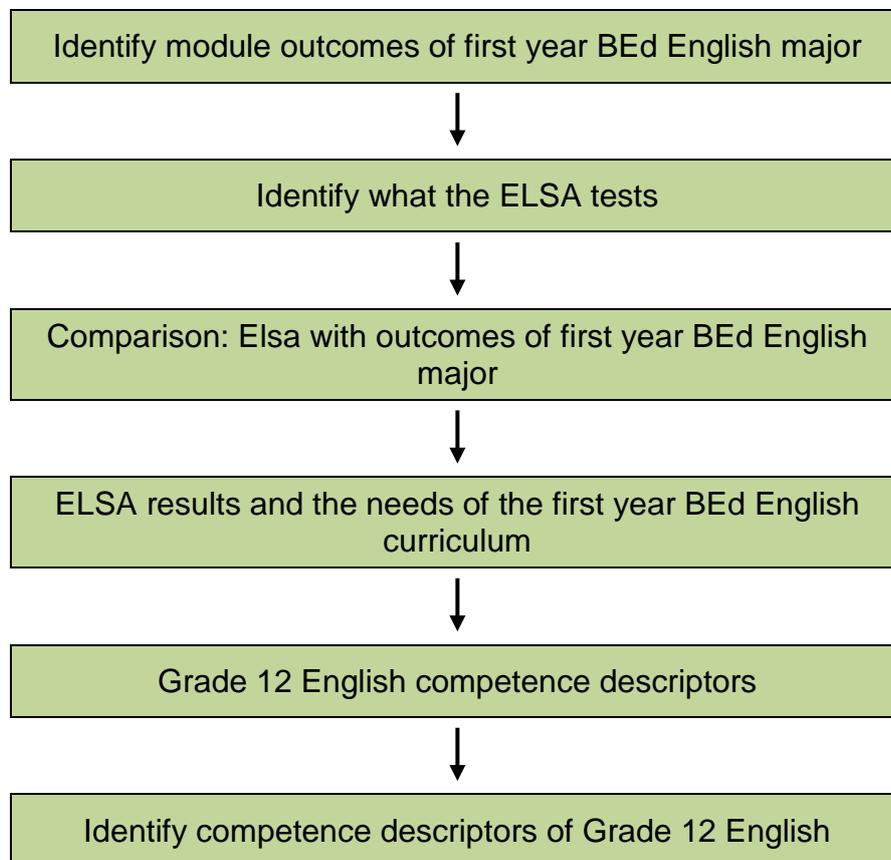
As indicated in Figure 9.1 this chapter will give a brief overview of the ELSA, the module outcomes of first year BEd English major curriculum and the competence descriptors of Grade 12 English. A comparison will be made between the ELSA and the module outcomes of the first year BEd English modules followed by an interpretation of the comparison. Limitations of the module outcomes of the first year BEd English major curriculum with regard to the ELSA will be identified. This will be followed by a comparison between the competence descriptors of Grade 12 English and the module outcomes of the first year BEd English major modules. An interpretation of this comparison will be followed by the identification of limitations of the module outcomes of the first year BEd English major curriculum with regard to the competence descriptors of Grade 12 English. A summary of the limitations will be done and finally possible changes to the first year BEd English major curriculum will be suggested.

9.2 MODULE OUTCOMES FOR THE FIRST YEAR BEd ENGLISH MAJOR

The module outcomes for first year BEd English major which have been explained in detail in chapter 5 (*cf.* 5.3.1.1), are the following:

- demonstrate knowledge of and insight into the literary genres of film, drama, and novel;

- demonstrate the necessary skills to analyse and critically evaluate literary texts;

- communicate effectively, both individually and in groups, in English in general, and specifically, about all aspects of the teaching-learning situation;

- have the knowledge and skills needed to identify and evaluate the values explored in literary texts;

- demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;

- demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature

- demonstrate an understanding for the narrative tools ('story'-tools) in the language classroom;

- demonstrate a sound knowledge and understanding of the definition and scope of linguistics, the different grammars and the history of linguistics;

- become highly effective readers and good writers; and

- use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners.

A comparison of what is tested in the ELSA and the outcomes of first year BEd English major modules will be done in the next section.

9.3 ELSA (ENGLISH LITERACY SKILLS ASSESSMENT)

The ELSA which was used as quantitative instrument in this study has been described (*cf.* 6.2.3.2) at length in chapter 6. There are seven ""sub-tests", of which six are relevant for this study, namely:

- Phonics Skills which assess if the learner is experiencing problems with the sound system of the language of learning and to what extent.

- Dictation determines how well the learners "hear" English and if the conventions of writing are part and parcel of the learners' literacy skills. Correct spelling is important.

- Language and Grammar of Spatial Relation. Often second language learners whose preferred language of learning is English, have major problems with the Language and Grammar of Spatial relations.

- Reading Comprehension assesses narrative writing at a relatively simple level with a readability index at more or less Grade 7 level for English mother tongue users.

- Cloze procedure determines exposure to and familiarity with English. This sub-test is a way to establish if a learner has developed a "feel" for the language of learning, and the extent of his/her exposure.

- Vocabulary in context involves expository writing for which descriptive and interpretive skills are necessary.

In the next section the module outcomes for first year BEd English major will be looked at.

9.3.1 ELSA and module outcomes of first year BEd English major compared

Table 9.1 depicts a comparison between the ELSA and the module outcomes of first year BEd English major curriculum.

Table 9.1: **Comparison - ELSA and module outcomes of first year BEd English major**

ELSA		Module outcomes - first year BEd English major
Phonics Skills		Definition and scope of linguistics, the different grammars and the history of linguistics
Dictation		Literary genres of film, drama, and novel
Language and Grammar of Spatial Relation		Effective communication, individually and in groups, in English
Reading Comprehension		Narrative tools ('story'-tools) in the language classroom
Cloze procedure		Analysis and critical evaluation of literary texts
Vocabulary in context		Stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills
		Becoming highly effective readers and good writers
		Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners
		Exploration of values in literary texts
		Didactic skills and approaches and application to the teaching of language and literature

While the phonetics skills sub-test of the ELSA assesses if the learner is experiencing problems with the sound system of English and to what extent, the module outcome of first year BEd English major defines linguistics, the different grammars and the history of linguistics. This module outcome is

based on theoretical and academic information, and the first year BEd English major student continues to battle with the sound system of English while the mass of theoretical information regarding definitions of linguistics and its history adds to the confusion and frustrations experienced by the first year BEd English major students.

The second sub-test of the ELSA, namely dictation which determines how well the learners "hear" English and if the conventions of writing are part and parcel of the learners' literacy skills can be compared to the following module outcomes of first year BEd English major, namely that of effective communication, individually and in groups, in English; literary genres of film, drama, and novel; definition and scope of linguistics, the different grammars and the history of linguistics. First year BEd English major students learn right from the start that the success of studying this module depends largely on their active involvement with the study material and the realisation that being a student implies academic dedication and studying independently (Mayo, 2008:v). The literature review (*cf.* 3.4.2) substantiates that 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. Furthermore, it might be the first time that they hear English spoken by a native speaker of English which they find difficult to understand. In a recent "Lecturer's evaluation" (2011), the researcher has found that some students complain that they do not understand the language that the lecturer is speaking in class, that language being English.

The following sub-test of the ELSA, Language and Grammar of Spatial Relation identifies major problems with the language structures and grammar. This sub-test can be compared to the following module outcome of first year BEd English major, namely that of the use of nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. First year BEd English major students who do not know the basics of the English language and grammar first need a sound knowledge in that regard before attempting to

teach any of these components to learners. If this problem is not dealt with, the vicious cycle as stated in the literature review (*cf.* 3.4.1) might continue, namely, that many teachers lack the English proficiency which is necessary for effective teaching and do not have the knowledge and skills to support English language learning. This may have negative consequences for learners because learners often emulate their teachers, whom they regard as role models, meaning that learners will copy the wrong pronunciation, grammar and vocabulary of their teachers. This sub-test can also be compared with the module outcome of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills. The researcher has found that often first year BEd English major students are not capable of identifying various aspects of grammar in a literary text such as picking out all the prepositions or identifying the tense in which the text is written.

The next ELSA sub-test of reading comprehension can be compared to the following module outcomes of first year BEd English major, namely, that of literary genres of film, drama, and novel; analysis and critical evaluation of literary texts; narrative tools ('story'-tools) in the language classroom; analysing and critical evaluation of literary texts; becoming highly effective readers and good writers; as well as using grammatical aspects correctly such as nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. The ELSA sub-test of reading comprehension assesses narrative writing at a relatively simple level with a readability index at more or less Grade 7 level 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 Grade 12 learner who has problems with a user-friendly narrative text at this level might possibly not cope with the expository writings (often at a post Grade 12 reading level) contained in training manuals, regular business correspondence, standing orders, textbooks, study guides, etc. According to the literature review (*cf.* 3.4.2), 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. Furthermore, this sub-test of comprehension and reading can also be compared to the module outcome of exploration of values in literary texts. The researcher has experienced that often first year BEd English major students struggle to identify the values implied in literary texts.

The ELSA sub-test, the cloze procedure determines exposure to and familiarity with English which can be compared to the following module outcome of first year BEd English major, namely, that of to use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. The literature review indicates (*cf.* 3.4.2) that learners' poor language use limits their understanding and distorts their expression in English. The researcher has experienced that often first year students struggle to formulate simple coherent English sentences.

The final ELSA sub-test, vocabulary in context involves expository writing for which descriptive and interpretive skills are necessary. This sub-test can be compared to the following module outcome of first year BEd English major, namely that of becoming a highly effective reader and good writer. In the literature review (*cf.* 3.4.2) it is noted that the ability to read rapidly and comprehend content is critical for academic success and it is stated that poor reading ability reduces comprehension levels while poor English language spoken and reading skills will impact adversely on English writing skills as these language skills are inter-related. It is possible to be fairly fluent in spoken English but be inadequate in writing and especially academic writing skills. Research showed that despite high oral fluency second language students of English are unlikely to be successful academically because they have inadequate cognitive academic language proficiency skills (*cf.* 3.4.2). It has also been established that many learners will not be able to cope with

expository writings at a post Grade 12 level, which are exactly what is required from first year BEd English major students (*cf.* 3.4.2). In addition, students' lack of proficiency/literacy regarding vocabulary adds to their difficulty with interpreting and analysing literary texts.

The first year BEd English major module outcome, didactic skills and approaches and application to the teaching of language and literature, cannot be compared with any of the ELSA sub-tests because didactic skills and their approaches is a specialised field studied in education.

It is the opinion of the researcher that except for two module outcomes pertaining to didactics which is education specific, the first year BEd English major modules could be scaffolded on the ELSA because the ELSA has been designed and developed in South Africa to cater for the needs of Southern Africa. Furthermore, the ELSA is culture fair and the ELSA literacy skills levels are benchmarked against South African norms (*cf.* 1.5.3.6).

The researcher is of the opinion that it is necessary that the content of the first year BEd English major modules should scaffold on the ELSA. Accordingly, the researcher feels that first year BEd English major students must have the required proficiency/literacy skills which are assessed by the ELSA.

9.3.2 ELSA results and the needs of the first year BEd English curriculum

First year BEd English major students experience difficulties with the sound system of the English language: that is correct pronunciation of English is a major obstacle. The first year English major module addresses the history of linguistics and the definitions of linguistics which do not practically solve the problem of pronunciation.

The ELSA sub-test Language and Grammar of Spatial relation indentified that students experience problems with language structures and grammar. Not only the first years, but in some cases even up to the fourth year BEd English major students do not use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals,

actives and passives, punctuation and spelling accurately. Taking into regard that only one module deals with language and grammar over four years of the BEd English major curriculum it is a clear indication that not enough time is spent on this particular outcome of the BEd English major curriculum.

The ELSA sub-test reading comprehension identified problems with narrative writing. This is coupled with the outcome of becoming highly effective readers and good writers which could, as in the previous outcome, with added time and attention to the writing process assist first year BEd English major students to become proficient writers in English.

Cloze procedures are excellent in helping students better their language skills. This is lacking in the first year BEd English major modules.

First year BEd English major students' vocabulary in context seems to be very limited. In spite of the amount of reading students are supposed to do it is not rubbing off on their writing for often students use in their essays incorrect words, phrases or idiomatic expression which are totally out of context.

In the following section the competence descriptions for Grade 12 English will be discussed.

9.4 GRADE 12 ENGLISH COMPETENCE DESCRIPTORS

Grade 12 English which was used as quantitative instrument in this study has been described (*cf.* 6.2.3.1) at length in chapter 6. According to the National Curriculum Statement (NCS) (2003b:61-71), the Competence Descriptors which learners must be capable of by the end of Grade 12 are the following:

- Outstanding – rated as 80%-100%

- Meritorious – rated as 60%-79%

- Satisfactory – rated as 50-59%

- Adequate – rated as 40%-49%

- Partial – rated as 30%-39%, and

- Inadequate – rated as 0%-29%.

Students must obtain 60% for English Home/First Additional Language in the National Senior Certificate examination as a pre-requisite to enter for the B Ed degree with English as major subject. Thus, the Competence Descriptions for "Meritorious" 60%-69%" is discussed in the following paragraphs.

- Mostly speak and present coherently, cohesively and confidently; show increasing awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret and analyse information for different purposes but shows hesitance when evaluating; use language fluently and mostly expressively in different communication situations.

- Interpret and analyse texts mostly with confidence when reading and viewing but show some uncertainty when evaluating and explaining; show very good insight and assert and justify own opinions well; read aloud showing good fluency and expression; show sensitivity to different views and cultural issues.

- Mostly write and present original, coherent, cohesive and accurate texts; adapt to different audiences, purposes, contexts and formats; mostly structure ideas and arguments in a detailed, sustained, convincing and sometimes creative way, showing a developing personal style; revise and edit writing mostly independently to ensure improvement.

- Mostly understand and use the structure and conventions of language with accuracy; mostly identify, interpret and explain subtle differences in the meaning and functions of words and word forms; identify, explain, evaluate and use a variety of sentence structures for functional purposes and stylistic effect but make minor mistakes; show very good control of grammar and vocabulary.

9.4.1 Grade 12 English competence descriptors and first year BEd English major compared

Table 9.2 depicts a comparison between the competence descriptors for Grade 12 English and module outcomes of first year BEd English major.

Table 9.2:   Comparison - The competence descriptors for Grade 12 English and module outcomes of first year BEd English major compared

Competence descriptors for Grade 12 English	Module outcomes - first year BEd English major
1. Mostly speak and present coherently, cohesively and confidently; show increasing awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret and analyse information for different purposes but shows hesitance when evaluating; use language fluently and mostly expressively in different communication situations	Definition and scope of linguistics, the different grammars and the history of linguistics
	Literary genres of film, drama, and novel
	Effective communication, individually and in groups, in English
2. Interpret and analyse texts mostly with confidence when reading and viewing but show some uncertainty when evaluating and explaining; show very good insight and assert and justify own opinions well; read aloud showing good fluency and expression; show sensitivity to different views and cultural issues.	Narrative tools ('story'-tools) in the language classroom
	Analysis and critical evaluation of literary texts
3. Mostly write and present original, coherent, cohesive and accurate texts; adapt to different audiences, purposes, contexts and formats; mostly structure ideas and arguments in a detailed, sustained, convincing and sometimes creative way, showing a developing personal style; revise and edit writing mostly independently to ensure improvement.	Stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills
	Becoming highly effective readers and good writers
	Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners
4. Mostly understand and use the structure and conventions of language with accuracy; mostly identify, interpret and explain subtle differences in the meaning and functions of words and word forms; identify, explain, sentence structures evaluate and use a variety of for functional purposes and stylistic effect but make minor mistakes; show very good control of grammar and vocabulary.	Exploration of values in literary texts
	Didactic skills and approaches and application to the teaching of language and literature

The first competence descriptor for Grade 12 English addresses the following aspects, that of mostly speak and present coherently, cohesively and confidently; show increasing awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret and analyse information for different purposes but shows hesitance when evaluating; use language fluently and mostly expressively in different communication situations. Evidence from the literature study indicates that these descriptors are often not achieved since Grade 12 learners often find it difficult to express themselves clearly through the medium of English, their discourse proficiency is relatively poor and more often they struggle to formulate a question cohesively in English (*cf.* 3.5).

These descriptors can be linked to the following module outcomes for first year BEd English major:

- Definition and scope of linguistics, the different grammars and the history of linguistics. First year BEd English major students experience much difficulty as this module outcome is based on theoretical and academic information. According to the researcher's experience, first year BEd English major students find this theoretical information regarding definitions of linguistics and its history very challenging but also very difficult.

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. It is often taken for granted that first year BEd English major students should have a firm knowledge of these language skills but it is unfortunately not the case. The throughput rate of first year BEd English major students is clearly evidence of this (*cf.* Table 1).

- Exploration of values in literary texts. This outcome builds on the descriptor of conveying sensitivity and respect.

The second competence descriptor for Grade 12 English, that of interpret and analyse texts mostly with confidence when reading and viewing but show

some uncertainty when evaluating and explaining; show very good insight and assert and justify own opinions well; read aloud showing good fluency and expression; show sensitivity to different views and cultural issues can be coupled to the following module outcomes for first year BEd English major:

- Literary genres of film, drama, and novel. It is the experience of the researcher that first year BEd English major students in general find it difficult to assert and justify their own opinions regarding a variety of literary genres be it film, drama or novel. For too long the student was used to being "spoon-fed" at school level where model essays or answers were provided for the student to study off by heart (*cf.* 3.4.2).

- Exploration of values in literary texts. Once again the researcher has experienced that first year BEd English major students find it extremely challenging to identify on their own the various values that are to be found in different literary texts. This might also be ascribed to the fact that in many instances learners receive model answers with interpretations of the teacher that students have to adopt as their own and are not allowed to make their own interpretations (*cf.* 3.4.2).

The third competence descriptor for Grade 12 English, that of mostly write and present original, coherent, cohesive and accurate texts; adapt to different audiences, purposes, contexts and formats; mostly structure ideas and arguments in a detailed, sustained, convincing and sometimes creative way, showing a developing personal style; revise and edit writing mostly independently to ensure improvement can be compared with the following module outcomes for first year BEd English major:

- Literary genres of film, drama, and novel. In a previous study the researcher has established that many learners will not be able to cope with expository writings at a post Grade 12 level. Furthermore, literature indicates that right up to third year university level students find it difficult to express themselves in written English (*cf.* 3.4.2).

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners. According to the literature, students who are relatively fluent in English for the purpose of communication lack the ability to write in English using the correct language structures (*cf.* 3.4.2). Furthermore, research indicates that Grade 12 learners' language proficiency/literacy is very poor, they cannot produce a well structured piece of writing with the correct spelling (*cf.* 3.4.2). The researcher has similar experience that the writing skills of first year BEd English major students are truly lacking.

The fourth and last competence descriptor for Grade 12 English, that of mostly understand and use the structure and conventions of language with accuracy; mostly identify, interpret and explain subtle differences in the meaning and functions of words and word forms; identify, explain, evaluate and use a variety of sentence structures for functional purposes and stylistic effect but make minor mistakes; show very good control of grammar and vocabulary connects with the following module outcomes for first year BEd English major:

- Becoming highly effective readers and good writers. Once again it is the experience of the researcher that first year BEd English major students find it difficult to get through the reading of the four literary books prescribed in the first semester module. This might be ascribed to the fact that at school level most prescribed works are dealt with in the classroom whereas at university level students have to do the reading by themselves and come prepared to contact sessions with the lecturer, having a sound knowledge of what the prescribed text entails. Writing, interpreting and explaining subtle differences in the meaning and functions of words and word forms become a nightmare whereas this skill should have been accomplished in Grade 12.

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives,

punctuation and spelling accurately, and to teach these components of grammar to learners. The discussion in the previous descriptor regarding language and grammar use is also relevant in this case, which is also verified by the literature (*cf.* 3.4.2 and 3.5). First year BEd English major students do not show a good control of grammar and vocabulary.

The module outcomes for first year BEd English major, namely Stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills and Didactic skills and approaches and application to the teaching of language and literature cannot be compared with any of the Grade 12 descriptors for English because didactic skills and their approaches are a specialised field, studied in education.

The researcher is of the opinion that the sole purpose of training future teachers is to place back competent teachers in the school system, therefore the total curriculum for BEd English major students must be geared to scaffold on the competence descriptors of Grade 12 English and to train and produce a holistic competent English teacher. However, the comparison between the competence descriptors for Grade 12 and the module outcomes of first year BEd English major revealed that the total curriculum is not scaffolded on the Grade 12 competence descriptors. The researcher further wants to infer that the data of this study shows that in general first year BEd English major students have not accomplished the competence descriptors set out for Grade 12 English. This inference is based on the grading results of the respondents to the English Literacy Skills Assessment (ELSA) (*cf.* 7.2). This data reveals that from 71 respondents only 18.4% have graded on a Grade 12 English proficiency/literacy level. In addition the low throughput rate of first year BEd English major students since 2004 at the NWU, Vaal Campus confirms the above inference (*cf.* Table 1). This necessitates that the competences that students have just achieved in Grade 12 need to be strengthened.

In the next section the limitations of the first year BEd English major curriculum, based on the inferences made from the comparison with the competence descriptors of Grade 12 English (*cf.* 9.4.1) will be explored.

9.4.2 Grade 12 English competence descriptors and the limitations of the first year BEd English curriculum

- Since first year BEd English major students have not fully mastered the Grade 12 English competence to speak and present coherently, cohesively and confidently the first year BED English major outcome to grasp the definition and scope of linguistics and the different grammars and the history of linguistics are far too advanced and should be either simplified or students should have a bridging year to be able to deal with progressively more difficult material.

- The outcome literary genres of film, drama, and novel can be coupled with the Grade 12 English competence of interpreting and analysing texts mostly with confidence when reading and viewing; showing very good insight and asserting and justifying own opinions well. The outcome is too advanced for first year BEd English major students for the simple reason that they have not fully mastered the Grade 12 English competence. Thus the Grade 12 English skills to interpret and analyse texts must be strengthened in the first year.

- First year BEd English major students do not communicate effectively, not individually or in groups, in English. The researcher has the experience that first year students communicate in their mother tongue and frequently have to be reminded to use the target language, English during contact sessions. This could once again be ascribed to the fact that the Grade 12 competence of speaking and presenting coherently, cohesively and confidently; showing increasing awareness of and using language conveying sensitivity and respect; listening critically to identify, interpreting and analysing information for different purposes; using language fluently and mostly expressively in different communication situations have not fully been mastered at the end of the Grade 12 year. Because this skill is found to be lacking the first year BEd English major modules should address and strengthen the competence of speaking and presenting coherently.

- The first year BEd English major module outcome of analysis and critical evaluation of literary texts also proves to be very daunting. It could be coupled with the Grade 12 English competence to interpret and analyse texts mostly with confidence when reading and viewing; showing very good insight and asserting and justifying own opinions well; showing sensitivity to different views and cultural issues. As mentioned before (*cf.* 9.3.1), this might also be ascribed to the fact that in many instances learners receive model answers with interpretations of the teacher that students have to adopt as their own and are not allowed to make their own interpretations (*cf.* 3.4.2). It seems as though this Grade 12 English descriptor has not been fully achieved and therefore the first year BEd English curriculum must strengthen and scaffold on students' competences.

- First year BEd English major students should become highly effective readers and good writers. The truth of the matter is that most first years are not very proficient in their reading or writing which could once again be ascribed to not having mastered the Grade 12 English competence of reading fluently and not writing and presenting original, coherent, cohesive and accurate texts. In addition they are not able to structure ideas and arguments in a detailed, sustained, convincing and creative way. Added time and attention to the writing process will assist first year BEd English major students to become proficient writers in English.

- Considering the first year BEd English major module outcome to use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives, punctuation and spelling accurately, and to teach these components of grammar to learners, the amount of time spent on language and grammar is the scapegoat. Only one module deals with language issues in the entire curriculum for BEd English major. This ties up with the Grade 12 English competency of understanding and using the structure and conventions of language with accuracy; identifying, interpreting and explaining subtle differences in the meaning and functions of words and

word forms; and showing very good control of grammar and vocabulary. Clearly this Grade 12 competence has not been achieved by many first year students

- First year BEd English major students should be able to explore values in literary texts. Students find this very challenging. The researcher is of the opinion that the problem lies with the Grade 12 competence which students have not fully mastered, namely, to interpret and analyse texts with confidence when reading and viewing; show very good insight and assert and justify own opinions well; and show sensitivity to different views and cultural issues. Once again this might also be ascribed to the fact that in many instances learners receive model answers with interpretations of the teacher that students have to adopt as their own and are not allowed to make their own interpretations (*cf.* 3.4.2).

A summary of similarities of the limitations with reference to the first year BEd English major students and the curriculum regarding the ELSA and the competence descriptors of Grade 12 English will follow in the next section.

9.5 SUMMARY OF SIMILARITIES REGARDING LIMITATIONS IDENTIFIED

The following limitations have been identified in the first year BEd English major curriculum and first year BEd English major students with regard to both the ELSA and the competence descriptors of Grade 12 English:

- The sound system of English and pronunciation;

- The definition and scope of linguistics, the different grammars and the history of linguistics;

- Analysis and critical evaluation of literary texts;

- Becoming highly effective readers and good writers; and

- Use nouns, pronouns, noun-verb agreement, adjectives, tenses, adverbs, prepositions, reported speech, conditionals, actives and passives,

punctuation and spelling accurately, and to teach these components of grammar to learners.

Based on the above discussion, it is clear that not only does the first year BEd English major curriculum lack certain aspects (which are referred to as limitations) but that there also exist certain shortfalls regarding the first year students' literacy/proficiency of English as it seems that they have not fully achieved the competence descriptors of Grade 12 English as seen in the grading results of the ELSA (*cf.* 7.2). Possible changes to the first year BEd English major curriculum will be suggested in the next section.

9.6 POSSIBLE CHANGES TO THE FIRST YEAR BEd ENGLISH MAJOR CURRICULUM

The results of the ELSA (*cf.* Table 7.1 and Figure 7.1) indicate that first year BEd English major students need support with the advancement of their basic English literacy/proficiency. The findings of the previous chapter clearly indicated that the first year BEd English major curriculum made no difference to first BEd English major students' English proficiency/literacy (*cf.* 8.3.4) Consequently, it is necessary that these students are supported to improve their English proficiency/literacy in order to curb the dropout rate of students in the first year BEd English major curriculum.

Figure 9.2: Diagrammatic presentation of suggested changes to the first year BEd English major curriculum
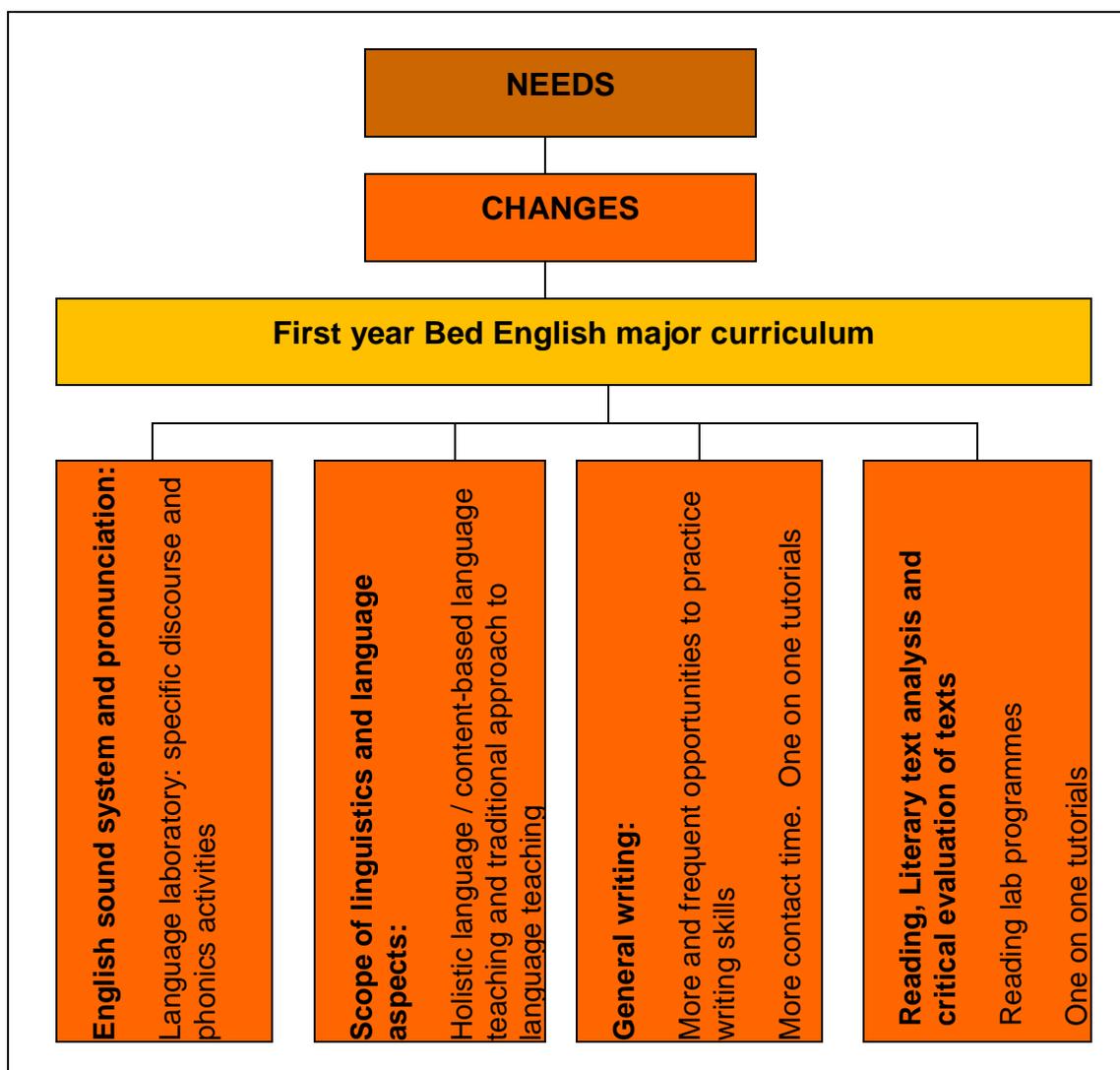
9.6.1 Identifying the limitations of first year BEd English major students' English proficiency/literacy

First, the researcher wants to suggest that based on the similarities of needs identified (*cf.* 9.5) specific baseline tests be developed for future first year BEd English major students in order to identify specific or unique shortfalls in students' English literacy/proficiency and accordingly make the lecturer(s) aware of the specific barriers that these students face. These baseline tests will have to address the following:

- Sound system of English and pronunciation.

- The scope of linguistics, as well as different language aspects.

- General writing.

- Reading, Literary text analysis and critical evaluation of texts.

The second part for first year BEd English major students to become proficient/literate in English will be discussed in the following paragraphs.

9.6.2 Suggested changes to the first year BEd English major curriculum

The results of the mentioned empirical tests will inform changes to the first year BEd English major curriculum to support students to become fully proficient/literate in English.   Based on the results of this study and the throughput of first year BEd English major students of the past, suggestions will be presented in the following sections.

9.6.2.1 The English sound system and pronunciation

According to the literature (*cf.* 3.4.2), not only Grade 12 learners but also first year BEd English major students' English proficiency/literacy and their discourse abilities are extremely poor. Discourse competence relates to the ability to produce oral or written texts in order to communicate meaning and to listen to an oral text or read a written text in such a way as to extract meaning from it (Savignon & Berns, 1984:188).   Students' basic interpersonal communication skills (BICS) should be focused on. Of greater importance for students who want to become English teachers, is the development of their cognitive academic language proficiency (CALP) (*cf.* 3.4.2).

Regarding the first year BEd English major curriculum additional contact time, where specific attention is given to problem areas might suffice to remedy discourse proficiency. Activities relevant to accuracy and fluency should be developed.   Accuracy activities are necessary because if errors are not identified and corrected, students have the impression that proper language use is not important and students' discourse ability will as a result not improve. To improve students' pronunciation, phonic activities in a language laboratory and tutorials with lecturers might solve this problem. Problems with

pronunciation should be addressed by means of developing activities focusing on phonics.

9.6.2.2 The scope of linguistics and different language aspects

Although the researcher is aware of and supports the idea of holistic language or content-based language teaching the results of past years is an indication that this method did not do much for first year BEd English major students. One must bear in mind that holistic language or content-based language teaching is relevant for communicative purposes and students do find it more interesting when engaging immediately with language that expresses meaning in context (Ellis, 2002:90; Snow & Brinton, 1988:555; Ur, 2004). Why then did first year BEd English major students not truly benefit from this approach to language teaching? The reasons for this could be multiple and could result in a further study. The opinion of the researcher is that the basic language skills have not been developed properly at school level. Nevertheless, the researcher wants to argue that together with the holistic approach to language teaching, first year BEd English major students should also be exposed to the traditional approach to language teaching (which should be included in every module up to the third year of study, namely, where language is segmented into the study of sounds, vocabulary and grammatical structures. At present, first year BEd English major students' exposure to tuition in language aspects is limited to one module in the entire BEd English major curriculum.

Language aspects should be included holistically in the first year BEd English major curriculum. The existing language module should be treated in the segmented traditional way of teaching language and grammar.

9.6.2.3 General writing

In the current curriculum for first year BEd English major students, a considerable portion of the students' time is spent on writing and the assessment of their writing is based almost entirely on the effective execution of their writing of literary essays. Students' writing needs continuous revision and refinement. Considering the results of this study (*cf.* 7.2), first year BEd English major students are in need of even more opportunities to enhance

their writing skills. Wessels and Van den Berg (2002:286) assert that to write well students must be given frequent opportunities to practise their writing, be motivated to write and they must learn from their mistakes. Consequently, students must have mastered the structure, spelling, punctuation and a fairly large part of the vocabulary of the language in which they are writing.

At times students obtain high scores for grammar exercises and tests, due to rote learning, but when applied to their own free writing they make mistakes in the same language structures for which they received high scores (*cf.* 3.4.2). It is the task of the lecturer(s) to assist the first year BEd English major students to cross this gap in order to make their writing more proficient. In the first year BEd English major curriculum students are taught to write literary essays. These essays display the incompetence of students' language ability through their incoherent writing and numerous mistakes, be it incorrect use of vocabulary or grammar errors. More opportunities to do writing tasks to remedy poor writing skills will be desirable but due to time constraints it is not possible at present. Accordingly, more contact periods must be allocated for the first year BEd English major students to allow students and lecturers to have ample time to address these specific problems regarding students' writing. With more time at hand specific writing hurdles might be identified and rectified.

According to Kilfoil and Van der Walt (1997:250), the following advantages for writing tasks are:

- Writing strengthens the vocabulary, language structures, functions and notions that students have been taught.

- Students have the chance to experiment with the language.

- The interaction of eye, hand and brain strengthens the acquisition of the language by impelling students to think of new or different ways of saying something, therefore it develops strategic competence.

- Writing allows students to learn new information.

- Writing enables students to evaluate critically the information they are learning.

- By means of their own writing students perceive their personal experiences.

In order to help first year BEd English major students to improve their own writing a tremendous burden of work will be placed on the lecturer(s). It will be required of the lecturer(s) to help students improve the necessary linguistic skills to write, to see that students write more often, and that they learn from their mistakes. This is a daunting task for the lecturer(s) for the wish would be that with extra opportunity for writing the students' English literacy/proficiency will improve. However any number of other variables may influence the desired result. The question as to how students can improve their writing and how the lecturer's burden can be alleviated could be addressed by means of the following:

- More writing opportunities for students and to assist the lecturer's task, additional English lecturers should be appointed or even the aid of successful final year students could be called upon to assist with tutorials where individual attention can be given to students with their specific language problems.

- In one on one tutorials first year BEd English major students must be given various shorter writing tasks and then the students should be made aware of their individual and specific language errors.

- Awareness of students' specific problem areas should be established by the lecturer and student involved.

- Lecturers must help the students to identify and realise the specific problems that crop up in their own individual writing.

- Students need to do different and more writing activities in order to better their individual writing efforts.

- One on one tutorials will most definitely influence the support and quality of feedback that the lecturer will provide to the student.

- A closer working relationship between the lecturer and the student will emphasise English proficiency/literacy as the focal point which will eventually make students more aware of their own writing and consequently equip the lecturer to better assist the student's writing process. This should not be a once off effort but rather a process that might take a whole year in order to accomplish success.

- Writing tasks need to be relevant to the first year BEd English major curriculum.

- Students must have the experience that the whole exercise is to help them become fully proficient/literate in English.

Although this might be a tall order for both lecturer and student, the ability to write effectively will stand the student in good stead for the rest of his/her life. For assisting future first year BEd English major students, the first students who were assisted in the above way can facilitate the new first year BEd English major students under the guidance of the lecturer, as they will know the drill, the frustrations, the work load involved and the reward of the ultimate success of the whole experience. Supplemental Instruction (SI) (*cf.*4.4.1.3) is of great value and a system which is in place on the Vaal Campus of the North-West University. SI facilitators and lecturers work closely together in order for first year students to achieve academic success.

9.6.2.4 Reading, Literary text analysis and critical evaluation of texts

Literature claims that the ability to read rapidly and comprehend content is critical for academic success. It is also concluded that poor language proficiency and poor reading ability reduces comprehension levels and indeed affects students' ability to cope in other subjects. Furthermore, it is true that poor English language spoken and reading skills impact adversely on English writing skills as these factors are inter-related (*cf.* 3.4.2). Kilfoil and Van der Walt (1997:165) claim that students who have some degree of reading

proficiency need to be assisted to become even better readers. Because reading is absolutely central to academic success the focus must be on developing accuracy in reading in order to grasp the main idea, structure and purpose of any given text. The acquisition of effective reading strategies is part of the development of cognitive academic language proficiency (CALP). According to Wessels and Van den Berg (2002: 202), for reading to be meaningful there must be interaction between the reader and the text. For this to be successful the reader has to decode the words and understand the meaning contained in them, thus in order to decode effectively readers must know the meaning of words and recognise their written representation. Consequently, the command of a good vocabulary is a key element to the interpretation of the text.

As mentioned before, first year BEd English major students find the reading prescribed for the first year BEd English major curriculum extremely challenging. If one considers the competence descriptor for Grade 12 English, namely that of interpreting and analysing texts with confidence when reading and viewing; showing very good insight and asserting and justifying own opinions well; reading aloud, showing good fluency and expression; showing sensitivity to different views and cultural issues, then first year BEd English major students should not have any difficulty with the curriculum pertaining to reading. However, such an assumption will prove to be quite incorrect in the light of the low throughput rate of first year BEd English major students.

At a first year university level students must constantly be encouraged to improve the reading proficiency levels that they have by means of:

- Asking analytical and critical questions.

- Activating prior knowledge.

- Inferring, that is reading with the view to understand and relating information to other readings, ideas, themes and outcomes

- Focus attention on specific reading demands of a specific text.

- Summarising: use the structure of the reading material to create an overview.

- Use the structure of the reading material to create and overview

- Read critically and make judgements.

- Be alert to the possibility that the writer may wish to manipulate as well as inform.

- Be able to detect logic, or otherwise in an argument.

Should lecturers find that students cannot cope with the prescribed reading due to a lack of reading proficiency these students must be referred to the reading programmes available on campus to assist them to become more effective readers. Furthermore, with additional contact periods such as tutorials, a closer working relationship between student and lecturer can develop where the student can be assisted with the interpretation, analysis and evaluation of literary texts.

9.7 CONCLUSION

The suggestions made in this chapter for first year BEd English major students to improve their English literacy/proficiency highlight the significance of the diversity of what English proficiency/literacy entails. Moreover, the suggestions to improve the English proficiency/literacy of first year BEd English major students address the manner in which proficiency/literacy can be achieved and which evidently will improve the throughput rate of first year BEd English major students.

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ADDENDUM A

LETTER OF CONSENT

INFORMED CONSENT

Dear Student

I am currently busy with research for my PhD degree in Teaching and Learning at the Vaal Triangle Campus of the North-West University. The provisional title of my thesis is *Guidelines for the predictive power of two measures on academic success of first year B.Ed English major students.* You are requested to participate in the ELSA (English Literary Skills Assessment). Please sign the section at the bottom of the page as indication that you feel comfortable with the following information regarding this research project and your involvement thereof.

The collected data, as well as the names of the participants who will take part in the research, will be treated as confidential. The objectives and aims of the research will be explained to you before entering into this research. The research will benefit you and future students in that the throughput of ENGE 111 & 122 could be increased. Please take note that this data will be used exclusively for research purposes. Your grade 12 English result as well as the result of the ELSA assessment will be used anonymously for this research

THANK YOU

RHELDA KRÜGEL

_____

CONSENT: Student number:_____

Surname and initials: _____

Module: ENGE 111 & 122   Subject: ENGLISH

I declare that I understand the content of this research project. I willingly volunteer to participate in this research. I am aware that I might withdraw from this project at any time should I choose to do so. I am also aware that my final Grade 12 result for English, and my ELSA result will be used anonymously.

_____   _____

Signature   Date

ADDENDUM B

ELSA RESULTS

ELSA–FET INTERMEDIATE
RESULTS (N = 38)   **First Years**
Att: R Krugel, NWU Vaal Campus   **2009**

Candidate No	Age	Passed Matric	Mother Tongue	ELSA 1 Score	ELSA 1 Grading	ELSA 2 Score	ELSA 2 Grading	Matric Result	First Year English %
1	22	2007	Afr	91	12/12+	91	12/12+	A	50
2	20	2008	Afr	86	12	86	12	7	64
3	21	2007	Eng	84	12	84	12	C	72
4	22	2006	Eng	83	12	83	12	C	82
5	20	2008	Afr	83	12	83	12	6	50
6	27	2001	Afr	82	11	82	11	D	54
7	20	2008	Afr	79	11	79	11	5	43
8	19	2008	Afr	77	10	77	10	6	68
9	20	2008	Afr	77	10	77	10	6	56
10	20	2008	Afr	77	10	77	10	5	72
11	19	2008	Afr	77	10	77	10	5	40
12	27	2004	Sot	76	10	76	10	D	44
13	21	2007	Afr	74	10	74	10	C	61
14	23	2004	Sot	73	10	73	10	C	45
15	22	2006	Tsw	72	9	72	9	D	50
16	20	2006	Zulu	71	9	71	9	D	39
17	22	2006	Afr	71	9	71	9	C	45
18	21	2007	SSot	70	9	70	9	D	38
19	22	2006	SSot	70	9	70	9	D	49
20	20	2008	Afr	70	9	70	9	4	36

Candidate No	Age	Passed Matric	Mother Tongue	ELSA 1		ELSA 2		Matric Result	First Year English %
				Score	Grading	Score	Grading		
21	19	2008	Eng	70	9	70	9	6	35
22	23	2007	SSot	69	9	69	9	D	54
23	20	2008	Afr	69	9	69	9	5	42
24	22	2005	Sot	68	9	68	9	D	42
25	22	2006	SSot	67	8	67	8	E	39
26	23	2004	SSot	63	8	63	8	D	32
27	21	2008	Zulu	63	8	63	8	4	43
28	24	2004	SSot	63	8	63	8	D	58
29	24	2003	Pedi	62	8	62	8	C	43
30	20	2007	SSot	60	7	60	7	E	37
31	21	2007	Tsw	60	7	60	7	D	38
32	20	2008	Sot	57	7	57	7	5	42
33	22	2006	Tsw	56	7	56	7	B	45
34	22	2006	Zulu	56	7	56	7	C	35
35	22	2005	SSot	56	7	56	7	D	42
36	23	2005	Zulu	55	7	55	7	C	40
37	21	2007	Zulu	52	6	52	6	D	43
38	41	1992	Zulu	47	6	47	6	E	37

ELSA–FET INTERMEDIATE
RESULTS (N = 33)   **First Years**

Att: R Krugel, NWU Vaal
Campus   **2010**

Respondent No	Age	Passed Matric	Mother Tongue	1 ELSA Score	1 ELSA Grading	2 ELSA Scoring	English= %	Matric Result	First Year English %
1	20	2008	Afr	97	12+	92	52	71	52
2	20	2007	Eng	89	12/12+	89	58	55	58
3	19	2008	Afr	88	12	63	50	59	50
4	18	2009	Eng	85	12	88	76	68	76
5	18	2009	Afr	84	12	77	37	71	37
6	18	2009	Afr	83	12	79	61	81	61
7	21	2007	Afr	82	11	77	51	65	51
8	20	2008	Afr	79	11	73	60	76	60
9	26	2003	Afr	77	10	83	55	75	55
10	19	2009	Afr	75	10	69	57	70	57
11	19	2009	Sot	73	10	68	44	74	44
12	20	2007	Xho	73	10	77	60	65	60
13	21	2007	Sot	72	9	73	44	55	44
14	27	2002	Xho	69	9	61	43	65	43
15	22	2004	SSot	69	9	51	58	55	58
16	23	2004	Tsw	68	9	61	57	65	57
17	18	2009	Afr	68	9	74	44	68	44

Respondent No	Age	Passed Matric	Mother Tongue	1 ELSA Score	Grading	2 ELSA Scoring	English= %	Matric Result	First Year English %
18	19	2008	Zulu	66	8	62	53	65	53
19	22	2006	Sot	66	8	72	58	67	58
20	18	2009	Zulu	64	8	63	52	61	52
21	22	2006	Tsw	63	8	64	35	65	35
22	18	2009	Eng	63	8	54	63	65	63
23	19	2008	Zulu	63	8	66	52	73	52
24	22	2004	Zulu	63	8	64	30	55	30
25	26	2004	Sot	62	8	55	62	55	62
26	22	2005	Sot	62	8	68	45	55	45
27	21	2005	SSot	62	8	59	53	56	53
28	18	2009	Sot	58	7	52	50	68	50
29	18	2009	Afr	57	7	60	41	56	41
30	17	2009	Tsw	57	7	61	64	61	64
31	22	2009	Zulu	56	7	48	48	70	48
32	18	2009	Sot	55	7	65	40	70	40
33	23	2004	Xho	53	7	56	60	55	60

EXAMPLES OF INDIVIDUAL RESULTS

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Applicants

Mother Tongue: Afrikaans

ELSA 1   2009

RESPONDENT 1

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

Comparable NQF Level: NQF 4+

2. Diagnosis

2.1 Functionally illterate 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 6
ABET III = approx. Grade 7
ABET IV / NQF 1 = approx. Grade 9
NQF2 = approx. Grade 10
NQF3 = approx. Std 7 = Grade 11
NQF4 = approx. Std 7 = Grade 12

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Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Sec Years Oct 10

Mother Tongue: Afrikaans

ELSA 2   **2009**

RESPONDENT 1

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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 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: ....

Date: ....

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ELSA 1 2009 **RESPONDENT 12**	Ed. level: Gr 12 Company: Rhelda krugel Branch/Section: Applicants Mother Tongue: Sesotho

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. Std 7 = Grade 11
   > NQF4 = approx. Std 7 = Grade 12

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ELSA 2   2009

RESPONDENT 12

Ed. level: Gr 12+

Company: Rhelda krugel

Branch/Section: Sec Years Oct 10

Mother Tongue: Sesotho

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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

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/ 2

ELSA 1   2009

RESPONDENT 38

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Applicants

Mother Tongue: IsiZulu

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1. English Literacy Skills as measured: Grade 6

   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. Std 7 = Grade 11
NQF4 = approx. Std 7 = Grade 12

Signed: T.J. Horne

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ELSA FET
INTERMEDIATE

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Sec Years Oct 10

Mother Tongue: IsiZulu

ELSA 2   2009

RESPONDENT 38

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1. **English Literacy Skills as measured:** Grade 6

   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

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ELSA 1   2010

RESPONDENT 2

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Vaal Campus

Mother Tongue: English

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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 ☐

(2.10: very high ☒ ...)

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. Std 7 = Grade 11
NQF4 = approx. Std 7 = Grade 12

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2.

ELSA FET
INTERMEDIATE

ELSA 2　　　2010

RESPONDENT 2

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: First Years Oct 10

Mother Tongue: English

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1. English Literacy Skills as measured: Grade 12

Comparable NQF Level: NQF 4

2. Diagnosis

2.1 Functionally illerate 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: ....

Date: ....

2.

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ELSA 1 2010	Ed. level: Gr 12
	Company: Rhelda krugel
RESPONDENT 10	Branch/Section: Vaal Campus
	Mother Tongue: Afrikaans

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.o. 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. Std 7 = Grade 11
	NQF4 = approx. Std 7 = Grade 12

   Signed: T.J. Horne

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ELSA FET
INTERMEDIATE

ELSA 2   2010

RESPONDENT 10

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: First Years Oct 10

Mother Tongue: Afrikaans

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: ....

Date: ....

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E-Mail: info @ tjhorne.co.za

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ELSA 1   2010

RESPONDENT 31

Ed. level: Gr 12

Company: Rhelda krugel

Branch/Section: Vaal Campus

Mother Tongue: IsiZulu

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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. Std 7 = Grade 11
NQF4 = approx. Std 7 = Grade 12

Signed: T.J. Horne

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ELSA FET
INTERMEDIATE

Ed. level: Gr 12

Company: Rhelda krugel

ELSA 2   2010

Branch/Section: First Years Oct 10

Mother Tongue: IsiZulu

RESPONDENT 31

1. English Literacy Skills as measured: Grade 6

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: ....

Date: ....

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