

THE COMMUNICATIVE COMPETENCE IN ENGLISH OF
AFRIKAANS - SPEAKING TEACHER TRAINEES AT AFRIKAANS
MEDIUM TEACHERS' TRAINING COLLEGES, WITH REGARD
TO ENTRANCE AND TERMINAL ASSESSMENT STANDARDS

Charles John Kitching

A Dissertation Submitted to the Faculty
of Education in the University of Cape
Town in fulfilment of the requirements
for the Degree of Master of Education,
specialising in Language Education.
Cape Town 1984

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

To my Mother

Joseline Andrews (formerly Kitching born Smit)

1911

And in Memory of my Father

Maurice Francis Kitching

1907 - 1974

University of Cape Town

ACKNOWLEDGEMENTS

I gratefully acknowledge the following:

- Professor D.N. Young, supervisor, for guidance, advice and expert supervision;
- The Cape Education Department for granting me study leave during 1983 and rendering financial assistance;
- The Education Bureau of The Cape Education Department for granting permission to conduct tests and questionnaires at institutions under their control;
- Heads, members of staff and students or pupils from a number of educational institutions who made this study possible. They must perforce remain anonymous;
- Members of staff of the Carleton Harrison Library, U.C.T. and the library of the Cape Education Department for friendly assistance;
- John Matthews, Elsabé du Toit and Doret Germishuys for providing sources and materials;
- Albert Hoek for technical assistance;
- Rykie Venter, Delyse Tolmay and Frances Loubser for typing short initial drafts and Judy Woodward for typing the final draft;
- Colin Souter for encouragement and interest, always prepared to share his experience and to act as a sounding-board;
- Jill Martin, Avril Kurgan, Gareth Zimmerman, Kathleen Heugh, Neels Fourie, Lawson Schröder, John Walton and Colin Souter for moderating tests;

- Brendan Carrol, international language testing consultant, for valuable advice and for assessing my testing procedure.
- Marianne, Maurice, Gerhard and Lucette for patience, love and understanding;
- Our heavenly Father, through whom all things are possible.
A.M.D.G.

University of Cape Town

SYNOPSIS

This dissertation studies the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans medium teachers' training colleges with regard to entrance and terminal assessment standards.

The literature survey indicates that since 1938 no tests to establish teacher trainee communicative competence in English have been conducted. The literature survey describes the concepts communicative competence and bilingualism. It establishes that for an Afrikaans-speaking person to be communicatively competent in English s/he needs to be bilingual, but that in the R.S.A. with a strongly entrenched (legally and politically) system of monolingual education for Whites there is no system of meaningful bilingual education which will produce the kind of bilingual teachers as required by educational statutes.

Through norm-referenced testing groups of first- and final-year Afrikaans-speaking teachers' training college students have been compared to English-speaking Standard V, VII and X pupils. The average performance of both groups of teacher trainees is comparable to that of the average English-speaking Standard V.

Through a questionnaire individual teacher trainees have indicated their bilingual support system. The data have been quantified in order to provide a bilingualism index. This index correlates positively with the results obtained in the norm-referenced test.

From the norm-referenced test fifteen candidates from each of the first- and final-year student groups have been elicited. They represent the top, middle and bottom five for each particular group. These candidates have sat for a multi-mode criterion referenced test. Only the top five in each group have attained an acceptable degree of communicative competence. One can thus assume that at most, approximately only one third of the teacher trainees have an acceptable degree of communicative competence in English which will enable them to teach English as a second language.

Conclusion: the entrance and terminal assessment standards regarding the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans medium teachers' training colleges are too low.

DECLARATION

I declare that this dissertation is my own unaided work. It is being submitted for the degree of Master of Education in the University of Cape Town. It has not been submitted before for any degree or examination in any other University.

Charles John Kitting
ninth day of December, 1984.

University of Cape Town

C O N T E N T S

	Page
TITLE PAGE	
SYNOPSIS	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
 Chapter	
1. DESCRIPTION OF THE PROJECT	1
1.1 Context of the problem	1
1.2 The problem stated	2
1.3 Objectives	4
1.4 Method of investigation	4
1.5 Description of test participants	5
1.6 Data collection and analysis	6
1.7 Hypotheses	6
 2. LITERATURE SURVEY	 10
2.1 Historical survey of research into the testing of English in South Africa	 10
2.1.1 G.M.N. Ehlers	10
2.1.2 P. McMagh	11
2.1.3 E.G. Malherbe	11
2.1.4 Report of the 1969 survey of the National Bureau of Educational and Social Research	 12
2.1.5 P. Crouse	12
2.1.6 HSRC Report No. 06, 1970	12
2.1.7 HSRC Report TLK/L - 1. 1972	13
2.1.8 HSRC Report TLK/L - 4. 1975	14
2.1.9 HSRC Report TLK/L - 6. 1977	14
2.1.10 HSRC Report TLK/L - 8. 1978	16
2.1.11 HSRC Report TLK/L - 10. 1979	16

	Page
2.1.12 Attitude to languages in contact	17
2.1.13 Report of the Main Committee of the HSRC investigation into Education in the RSA, 1981	19
2.1.14 The White Paper regarding Provision of Education in the RSA, 1983	22
2.1.15 HSRC Report TLK/13, 1983	22
2.1.16 HSRC Report 0 - 174, 1984	23
2.2 Communicative competence	23
2.2.1 Linguistic competence	23
2.2.2 Two views of communicative competence	25
2.2.2.1 Habermas	26
2.2.2.2 Hymes	26
2.2.3 Communicative competence	27
2.2.4 Communicative competence of the bilingual and bicultural speaker	31
2.3 Bilingualism	33
2.3.1 Introduction	33
2.3.2 Defining bilingual education	38
2.3.3 Bilingual program implementation	47
2.3.4 Bilingualism in South Africa	55
3. SPECIFYING THE QUESTIONNAIRE AND TEST DESIGN	64
3.1 Questionnaire	64
3.1.1 Objectives	64
3.1.2 Item discussion: motives for inclusion	64
3.1.3 Rationale for quantification of responses ..	66
3.1.4 Determination of a bilingualism index	70
3.2 The norm-referenced test	71
3.2.1 The pilot test: test design	72
3.2.1.1 Administering the pilot test	73
3.2.1.2 Standardising and correlating test items for validity and reliability	74
3.2.2 Administering the modified test	76

	Page
3.2.2.1 Marking and scoring	77
3.3 The criterion referenced test	78
3.3.1 Participant identification	78
3.3.2 Why these teacher trainees need English .	78
3.3.3 Events and activities	79
3.3.4 Instrumentality	79
3.3.5 Socio-cultural factors	81
3.3.6 Performance levels	81
3.3.7 Topic areas	86
3.3.8 Language skills	86
3.3.9 Language functions/tones	86
3.3.10 Test format	87
4. THE DATA AND ITS INTERPRETATION	89
4.1 The questionnaire	89
4.1.1 Assigning to each respondent a bilingual- ism index	89
4.1.2 Correlating bilingualism indices with scores obtained in the norm-referenced test (i.e. testing the first hypothesis).	89
4.1.3 Instances in which the greatest exposure to and highest frequency of use of English occurred	90
4.1.4 Determining whether the bilingual support system is adequate or not	91
4.2 The norm-referenced test	91
4.2.1 Testing the second hypothesis	93
4.2.2 Testing the third hypothesis	93
4.2.3 Testing the fourth hypothesis	94
4.3 The criterion referenced test	97
4.3.1 The top five groups (HDE and DE 1)	97
4.3.2 The middle five groups (HDE and DE 1) ..	99
4.3.3 The bottom five groups (HDE and DE 1) ..	100

	Page
5. CONCLUSIONS AND RECOMMENDATIONS	102
5.1 Two brief case studies	102
5.1.1.1 The school system	103
5.1.1.2 The matriculation system and college entrance qualifications	103
5.1.1.3 The college curriculum	104
5.1.1.4 The moderation of examination papers by a university	105
5.1.1.5 The Cape Education Department	105
5.1.1.6 The headmaster	105
5.1.1.7 The teacher	105
5.1.1.8 The parents	106
5.1.1.9 The children	106
5.1.2 Case study number two	106
5.2 Relating to issues raised in Chapter I .	107
5.2.1 Context of the problem	107
5.2.2 The problem stated	107
5.2.3 Objectives	108
5.2.4 Method of investigation	108
5.2.5 Description of test participants	108
5.2.6 Data collection and analysis	108
5.2.7 Hypotheses	108
5.2.7.1 First hypothesis	108
5.2.7.2 Second hypothesis	108
5.2.7.3 Third hypothesis	109
5.2.7.4 Fourth hypothesis	109
5.2.8 The criterion referenced test	109
5.3 Recommendations	110
5.4 Suggestions for further study	111
 APPENDICES	
1A : Questionnaire	112

	Page
1B : Data obtained from the questionnaire	117
2A : Norm-referenced test (pilot study)	125
2B : Raw scores (pilot study)	137
2C : Measle chart of multiple choice questions ..	141
2D : Norm-referenced test (amended)	143
2E : Raw scores (amended norm-referenced test) ..	154
2F : Moderation of essay item of norm-referenced tests by five M.Ed. or M.Phil. students	174
3A : Example of criterion referenced test material	175
3B : Extracts from the criterion referenced tests given to students	177
3C : Moderation of criterion referenced tests ...	210
BIBLIOGRAPHY	211

CHAPTER I

DESCRIPTION OF THE PROJECT

1.1 CONTEXT OF THE PROBLEM

Educators and the public in general, especially the English-speaking sector, have expressed grave concern at the standard of English teaching in South Africa. In South Africa, where 38 per cent of Whites receive instruction through the medium of English, approximately 80 per cent of the teachers of English as a subject are not mother tongue English speakers.¹ This is a very serious situation, not only for the English-speaking South African (ESSA); but also for the Afrikaans-speaking South African (ASSA), who also has to be taught English because of the vital necessity of English as an official language and as an access or target language. Preferably the ASSA should be taught English by an ESSA teacher.

The obvious solution would be a very vigorous and active recruiting campaign among ESSA's to join the teaching profession. However, this is not the subject of this investigation. I am focussing my attention on Afrikaans-speaking teacher trainees with regard to their communicative competence in English (vide infra CHAPTER 2.2 COMMUNICATIVE COMPETENCE):

- 1.1.1 As a language, through which medium they may need to teach.
- 1.1.2 As a language, which itself has to be taught at English Second Language level and possibly at English First Language level.
- 1.1.3 As an access or target language, which is needed for reading literature, thereby to enable professional growth. English is also needed for wider communication.

The majority of White South African pupils, both English- and Afrikaans-speaking, pass through the hands of the teacher who has received his training at a teachers' training college. This is especially so during the Primary School phase where correct and well modelled fundamental speech patterns need to be established.

It is imperative thus that the standard of English teaching should be at such a level as to enable both the ESSA and the ASSA pupil to receive adequate instruction.

It seems that an unduly heavy load of the responsibility has devolved upon the Afrikaner while English-speaking South Africans seem quite indifferent. The Afrikaner has to teach EL 2 and a large slice of EL 1. (This situation certainly bears investigation and speedy rectification). The situation is one that is at hand and therefore I will concern myself with the communicative competence in English of the teacher trainees at Afrikaans medium teachers' training colleges.

1.2 THE PROBLEM STATED

The problem is stated in question form: Are the entrance qualifications and terminal assessment standards of the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans medium teachers' training colleges such that trainees are adequately equipped to teach English as a subject or teach through the medium of English?

The importance of this study is motivated by the number of affirmative answers I can give to each of the following questions:

- 1.2.1 Is the problem really a significant one? YES - the communicative competence in English of teachers of English affects that of their charges. ESSA's need to be instructed in their mother-tongue while ASSA's need model examples upon which to base their English, which they need as a lingua Franca and as an official language.
- 1.2.2 Is the problem interesting to others? YES - it affects the self-interest of the public in general. Educators, especially teachers of English, should ipso facto be interested in the problem. It is a problem undergoing intensive scrutiny by the HSRC.
- 1.2.3 Is the chosen problem a real problem? YES - a very large number of teachers of English are not mother-tongue English speakers and the communicative competence in English of

some of them is demonstrably suspect.

- 1.2.4 Is the writer genuinely concerned with finding an answer?
 YES - I am on the staff of an Afrikaans medium teachers' training college and find that the language performance in English of my students to be quite inadequate. I have no scientific evidence for stating this so that is why I have undertaken this investigation.
- 1.2.5 Is the writer able to state hypotheses from the problem in testable form? YES - vide infra the statement of hypotheses.
- 1.2.6 Will something new be learnt from researching this problem area? YES - what has mainly been supposition and conjecture should be verified after scientific research.
- 1.2.7 Does the writer understand the relationship of this specific problem to the broader problem area? YES - under the heading 1.1 CONTEXT OF THE PROBLEM I have dealt with this. Vide infra CHAPTER 2 LITERATURE SURVEY.
- 1.2.8 Will the writer be able to select a sample from which he can generalise to a cognate population? YES - the writer believes that what holds true for a sample from one institution under scrutiny will be the same for another similar institution.
- 1.2.9 Will some other intelligent, competent and specialised person be able to replicate the study? YES.
- 1.2.10 Will the proposed data gathering instruments actually give the information required? YES.
- 1.2.11 Is the study, including the application of its results, practical? YES - data gathering and statistical analyses are practicable. It is hoped that there is likely to be a change in standard requirements.
- 1.2.12 Is the problem original? YES AND NO - many people, practising teachers and lecturers, are engaged with this problem on a day-to-day classroom basis, but not at the

investigative level engaged in within this study.
(Vide infra CHAPTER 2.1 HISTORICAL SURVEY)²

1.3 OBJECTIVES

The purpose of this study is to assess the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans medium teachers' training colleges in relation to entrance and terminal assessment standards. I shall administer tests for communicative competence and make typological analyses for determining bilingualism indices.

1.4 METHOD OF INVESTIGATION

I first undertook an extensive literature survey in order to acquaint myself with the following concepts: Communicative competence and Bilingualism. This together with research literature related to the question, is more fully dealt with in Chapter 2. From the literature I obtained ideas for devising tests, questionnaires and measuring instruments. This is more fully dealt with in Chapter 3.

The basic plan of action was as follows:

Two groups of Afrikaans-speaking students from the same Afrikaans medium teachers' training college would be tested. They were the first-year intake of 1983 and the final-year students of 1983. At the same time three groups of English-speaking school pupils would be tested, namely Standards V, VII and X. These five groups were all given a norm-referenced test. Prior to this the norm-referenced test had to be validated and rendered reliable. This was done in a pilot study where a group of Afrikaans-speaking Standard X matriculants was used. While the Afrikaans-speaking students were sitting for the test they also had to complete a questionnaire, the intention being to assess the bilingual support system with regard to home, environment and school. Once the results of the test had been established, it was possible to compare the groups in some form of merit listing.

The norm-referenced test had a second purpose: This was to

enable me to draw the top, middle and bottom five of each of the first- and final year groups in order to sit for a criterion-referenced test. The time of testing was during August and September of 1983. The field work was done by me. Members of staff from various educational institutions kindly assisted with invigilation.

Before embarking on any of the fieldwork, permission from the Cape Provincial Department of Education had to be obtained. This permission was granted.

1.5 DESCRIPTION OF TEST PARTICIPANTS

1.5.1 English-speaking Standard V, VII and X pupils

A cursory glance at the problem statement will reveal a rather vague and unwieldy variable, namely that of "being adequately equipped to teach English or through the medium of English". What, and in terms of what is "adequate"? Here a standard is involved. How is the standard to be determined?

The standard is determined by the nature of duties to be performed by the young teachers to be. They must be able to teach EL 2 and in many cases EL 1 up to Standard V level. They must be able to teach through the medium of English up to Standard VII level.

In the case of Handcrafts and Physical Education they must be able to teach through the medium of English at matriculation level. It follows therefore that the level of communicative competence in English at the differentiated levels mentioned (Standards V, VII and X) should be that of English mother-tongue speakers. In compliance with stipulations laid down by the Department of Education, the names of schools and institutions under the department will not be made known. Suffice it to say that these pupils were chosen for their homogeneity: they all come from a predominantly English-speaking suburb in the Cape Peninsula, English is their mother tongue and the respondents are representative of the particular differentiated levels chosen.

1.5.2 Afrikaans-speaking first- and final-year students

According to Carrol it is necessary to do a needs analysis prior to devising a criterion-referenced test.³ A full description of these respondents will be furnished under a needs analysis. Unlike the school pupils who represent a standard, the students must attain a standard according to some pre-determined needs analysis.

1.6 DATA COLLECTION AND ANALYSIS

1.6.1 Norm-referenced test

All results will be tabulated. The group means of the different groups will be determined and compared. Z scores will be established to determine whether the differences between means are significant at both the ,05 and ,01 confidence levels.

1.6.2 Criterion-referenced test

This will be a multi-mode test, based on a reading passage, followed by an interview (recorded on magnetic tape) and then followed by some form of prose writing. The interview and the writing will be assessed according to a 9-band scale based on certain pre-determined behavioural and performance criteria.

1.7 HYPOTHESES

1.7.1 First Hypothesis

It is assumed that there is a relationship between communicative competence in English and a bilingual support system and I can thus hypothesize as follows:

H1 The greater the bilingual support system proves to be for a subject, the more communicatively competent will he prove to be in the target language, English.

HO A subject's communicative competence in the target language, English, is not necessarily determined by the bilingual support system.

Here the bilingual support system is cited as an independent variable and communicative competence in English is cited as a dependent variable.

1.7.2 Second Hypothesis

With regard to entrance standards it is assumed that in the norm-referenced test first-year Afrikaans-speaking students will attain a group mean that can range from being inferior to that of the Standard V English-speaking group to exceeding that of the Standard X English-speaking group. I can thus hypothesize as follows:

- H1 The Afrikaans-speaking first-year students will have a group mean inferior to that of Standard V English-speaking pupils. The difference will be statistically significant.
- H0 The Afrikaans-speaking first-year students will have a group mean that exceeds that of the Standard V English-speaking group, but is inferior to the Standard VII English-speaking group; or, they will have a group mean exceeding that of the Standard VII group but inferior to the Standard X group; or, they will have a group mean exceeding that of the Standard VII group but inferior to the Standard X group; or, they will have a group mean exceeding that of the Standard X group. The differences, depending on the placement, need not be statistically significant.

1.7.3 Third Hypothesis

With regard to terminal assessment standards it is assumed that in the norm-referenced test final-year Afrikaans-speaking students will attain a group mean that can range from being inferior to that of the Standard V English-speaking group. I can thus hypothesize as follows:

- H1 The Afrikaans-speaking final-year students will have a group mean inferior to that of Standard V English-speaking pupils. The difference will be statistically significant.
- H0 The Afrikaans-speaking final-year students will have a group

mean that exceeds that of the Standard V English-speaking group but is inferior to the Standard VII English-speaking group; or, they will have a group mean exceeding that of the Standard VII group but inferior to the Standard X group; or, they will have a group mean exceeding that of the Standard X group. The difference, depending on the placement need not be statistically significant.

1.7.4 Fourth Hypothesis

A fourth hypothesis becomes apparent once first and final-year students have been submitted to the norm-referenced test. This concerns the college course and its effectiveness. I thus hypothesize as follows:

- H1 There is a significant improvement in the communicative competence of the final-year students in English as a result of the tuition they have received.
- H0 There is no significant improvement in the communicative competence of final-year students in English as a result of the tuition they have received.

As far as the criterion-referenced test is concerned I shall state no hypothesis. Fifteen students from each of the first- and final-year groups, representing the top, middle and bottom five, will be tested individually according to the 9-Band Language scale. In theory thus, nine standards are involved. The objective is not so much to determine how many qualify according to a 9-Band rating, but rather to determine how many, according to a needs analysis linked to a particular Band rating, may qualify. Theoretically speaking all fifteen in each group or none could qualify.

Chapter 1: Description of the Project - Endnotes.

1. Young, D. in Lanham, L.W.J. and Prinsloo, K.P. (eds):
Language and Communication Studies in S.A., p. 188.
2. Macashan, H.H.: Elements of Educational Research, pp. 31, 32.
3. Carrol, B.J.: Testing Communicative Performance, pp. 5, 6.

University of Cape Town

CHAPTER 2

LITERATURE SURVEY

2.1 HISTORICAL SURVEY OF RESEARCH INTO THE TESTING OF ENGLISH
IN SOUTH AFRICA

The aim of this brief survey is to attempt to establish whether any research has ever been conducted in which the communicative competence in English of teacher trainees has been assessed by means of language tests and to discover research relevant to my own work. (Events will follow in chronological order).

In HSRC Report TLK/L -4, T. Hauptfleisch outlines three historical phases. He takes the first phase up to 1946, stating that this phase was mainly concerned with teaching methods at schools. An exception to this was E.G. Malherbe who was concerned with dual-medium schooling in South Africa. This work was actually a precursor to work done in the second phase namely the question of dual-medium schooling in order to promote bilingualism. I strongly share the view of promoting bilingualism and shall deal with this more fully in CHAPTER 2.2 BILINGUALISM. The third phase was heralded by the founding of the English Academy of Southern Africa in July 1961. Just prior to this the work of G.M.N. Ehlers is worth noting.¹

2.1.1 G.M.N. EHLERS

This study mainly deals with method. The D. Ed. thesis is entitled The Standard of English as second language at school-leaving level in the Transvaal with special reference to students entering the European Teachers' Colleges. (1954)

The study is based on reports by the Director of Education and by inspectors and examiners, on syllabuses (schools and training colleges), on examination papers and on responses to questionnaires on method. No use was made of any form of language testing procedure in order to ascertain language proficiency. The report states that insofar as language proficiency (term used in report) is

concerned, "the only conclusion that may safely be arrived at is the degree to which a possibility of poor standards exist".²

2.1.2 P. McMAGH

In this study, appearing as an English Academy publication entitled The Teaching of English as a Second Language in Primary Schools in the Cape Province (1966) the aims are to analyse the primary school syllabus in second language teaching and of how it is interpreted at schools. The conclusions relevant to my own studies were the following:

1. Almost all Afrikaans-speaking pupils were taught English by non-native speakers (such non-native speakers, some eighteen years hence, are the subject of my investigation). Pupils also heard very little English outside school.
2. Principals felt there was a need to learn English.
3. Good teachers had a positive influence on the attitudes of pupils.
4. Many teachers were not competent to teach English. This was based on the unanimous responses of principals. (I too feel that in 1984 they are not competent to teach English. I doubt whether any improvement has been brought about during the past eighteen years. I hope, however that by establishing through language tests, the actual level of competence, that some improvement may be wrought.)³

2.1.3 E.G. MALHERBE

In this English Academy publication entitled Demographic and Socio-political forces determining the position of English in the South African Republic (1966), Malherbe states that as far back as 1938 he conducted tests in which he compared the performance of college students with those of school children. These results are juxtaposed with my own norm-referenced test results in CHAPTER 4.2. Research conducted forty six years ago can hardly be regarded as significant for 1984.⁴

2.1.4 Report of the 1969 survey of the National Bureau of Educational and Social Research

To date this survey was the most comprehensive regarding the position of the teaching of languages in the education system of South Africa. It had findings on numerous facets but nothing on teacher communicative competence or an attempt to ascertain such competence. Under the section The training of teachers the following subsections were cited: qualifications; background and experience of lecturers; courses offered; time allotted; opinions of lecturers; qualifications needed by candidates; teachers' opinions of training courses. None of these had any bearing on actual communicative competence since all the information was elicited from questionnaires i.e. no actual language tests were administered, so no definitive statement in this regard could be made.⁵

2.1.5 P. CROUSE

In an M. Ed. dissertation entitled Mondelinge kommunikasie as eerste doelstelling by die onderrig van Engels as tweede taal. (1970), the aim was to show that the school system at the time failed in teaching the child to communicate by means of English as a second language. This study is relevant to my own work in that it established that more than one mode of communication should be taken into account when testing language and that written and oral proficiency are often not a reflection of one another i.e. a single mode test cannot be regarded as conclusive.⁶

2.1.6 HSRC Report No 06, 1970

In this report by J.H.C. Oosthuizen entitled Die Voertaal (Medium van Onderrig) in 'n Stelsel van Gedifferensieerde Onderwys (1970), the idea of the single-medium school is strongly propagated. In its recommendations it states quite unequivocally that only the mother tongue be used for instruction, that parents should have a very limited choice with regard to medium of instruction and that subject content and the school system must cater for the particular

culture in which it is embedded. Furthermore, only the single-medium school can provide for this and dual and parallel-medium schools should be phased out. These recommendations find utterance in the de Lange report of 1981 and the White Paper of 1983 (vide infra).⁷

2.1.7 HSRC Report TLK/L - 1, 1972

This report is entitled Die Tweektaligheid van Twee Groepe Universiteitstudente, en hul Ingestelhede Teenoor die Tweede Taal - n Voorondersoek tot n Landswye Opname. (1972) The author K.P. Prinsloo, has studied the frequency of the use of the second language with regard to both English and Afrikaans-speaking groups of students from respectively English-medium and Afrikaans-medium universities. From this attitudes and dispositions towards the second language are deduced.

I have found this research particularly valuable in designing questions for my own questionnaire in order to determine a bilingualism index for the Afrikaans-speaking respondents who are being investigated in my own studies. I have also found the technique of tape-recording a person's speech a very good form of testing language proficiency and have expanded upon this to include in the same test all four modes of listening, speaking, reading and writing in as near an open situation of natural language use as possible.⁸

The report does not reach any conclusions that have wider implications. This was not the intention of the study. It was meant to investigate a technique for conducting a nation-wide language census.

In his concluding remarks regarding further research, Prinsloo quotes W.F. Mackey from Bilingualism as a world problem. (1967)

"If Bilingualism is inevitable, a country's policy must be to employ systematically the advantages and to minimize the disadvantages of bilingualism. But if a country does not take bilingualism into account, the disadvantages are likely to predominate" (p. 54).⁹

In the section on Bilingualism I hope to give this quotation the attention it deserves.

2.1.8 HSRC Report TLK/L - 4, 1975

This report has already been amply used in discussing the earlier parts of the Historical Survey. I now return again to this report because of the import it has in the chronological sequence of events. Most noteworthy of this report was a projected "ideal" survey. It outlines research that needs to be done on "the position of the languages in education".

I would like to focus attention on section E. Language Teaching: Subsection (ii) Teachers: availability; Linguistic proficiency; qualifications and experience. I am not particularly concerned about availability or experience, but have mentioned them because they have been listed in that particular subsection. Furthermore I would like to expand the term "linguistic proficiency" to "communicative competence" (more about this in the section on communicative competence) I would also like to focus attention on section F. Influence on language proficiency of; subsection (VII Bilingualism.)

I see these delimited focal points as a humble contribution towards the greater framework of language education policy.¹⁰

2.1.9 HSRC Report TLK/L - 6, 1977

This is the first in a series of reports on a nationwide study of LANGUAGE LOYALTY IN SOUTH AFRICA. This report is entitled Volume 1: Bilingual policy in South Africa - opinions of White adults in urban areas.

It seems that there is a "general feeling of satisfaction with the Bilingual policy in South Africa"¹¹ I for one, am not satisfied with this policy because it does not provide for a bilingual schooling system that will produce bilingual teachers (which incidentally the teaching policy ironically enough demands) who are adequately equipped, in the case of

Afrikaans-speaking teacher-trainees at Afrikaans-medium teachers' colleges, to teach English (which policy also demands of them.)

2.1.10 HSRC Report TLK/L - 8, 1978

This is the second in the series of reports on LANGUAGE LOYALTY IN SOUTH AFRICA. This report is entitled Volume 2: Using and improving usage in the second language - some opinions of Whites in urban areas.

Attitudes towards speaking, learning and improving L2 have been studied. It has been found that both ESSA's and Afrikaners respond to L2 when addressed in that language and that the less proficient a group is, the more desirous is it to improve. This is only true for those who regard themselves as good bilinguals. People who speak the L2 poorly have very different attitudes and these attitudes are strongly linked to the motivations for speaking and learning the second language.¹²

2.1.11 HSRC Report TLK/L - 10, 1979

This is the third in a series of reports on LANGUAGE LOYALTY IN SOUTH AFRICA. This report is entitled Volume 3: Motivations to language use: opinions and attitudes of White adults in urban areas.

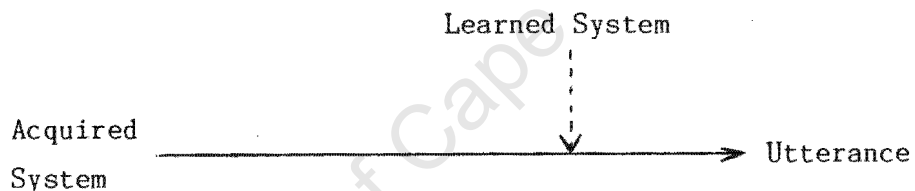
Motivations for using the second language have been studied. It has been found that Afrikaners more readily use English outside the family circle, whereas ESSA's prefer to use Afrikaans within the family circle or with intimates. The Afrikaner more readily uses English in all role relations excepting for servants, when he uses Afrikaans. The ESSA uses Afrikaans when speaking to social inferiors.

The reasons for these differences are that the motivations for using the L2 are different. The Afrikaners' motivations are principally functional (the fact that he needs English) and for the sake of prestige. The ESSA has little practical use for Afrikaans but finds it socially valuable. What the study has also established is that the

Afrikaner reacts very strongly to being taken for an English speaker. It is clear that the Afrikaner exhibits strong anti-integrative tendencies and is actually instrumentally motivated.¹³ The Afrikaner is intent on maintaining his identity as an Afrikaner. English is useful to him but he doesn't want to identify with the English culturally.

2.1.12 Attitude to Languages in Contact

The two independent systems for developing an ability in the second language are subconscious language acquisition and conscious language learning. Of the two the former is far more important and is in fact a prerequisite for learning. Krashen's model for adult second language performance can be diagrammatically represented as follows:



Where attitude and aptitude are juxtaposed it has been found that positive attitudinal factors encourage an acquirer to be more receptive to target language input because he is "open" to it.¹⁴

It is obvious that the degree of "openness" to a contact language is reflected in the attitude towards that language. What then is attitude? Consider two definitions:

"Attitude: An orientation toward certain objects (including persons - others or oneself) or situations that is emotionally toned and relatively persistent. An attitude is learned, and may be regarded as a more specific expression of a value or belief in that an attitude results from the application of a general value to concrete objects or situations. An attitude involves a positive or negative evaluation and a readiness to respond to related objects or situations in a characteristic and predictable manner. (Quoted in HSRC Report TLK/L - 1 from A Modern Dictionary of Sociology, Theodorson & Theodorson, 1969 p. 19);¹⁵

"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" ¹⁶

From these two definitions two contrasts clearly emerge: the one is that attitudes remain fairly consistent and the other is that they are modifiable.

"relatively persistent" "application of a general value"; "predictable" (1) as opposed to "organized through experience"; "exerting a directive or dynamic influence" (2)

I am inclined to accept both these contrasts as being perfectly valid and do not regard them as contradictory. I believe that deep down, attitudes remain fairly consistent but that on the surface they are modifiable and in a constant state of flux. A person can thus have two sets of attitudes, those he adheres to in his innermost self and those he adopts for the sake of expediency.

An adopted attitude is one in which a particular goal which has been identified as valuable is forced upon a person through some procedural change. A motivating power is generated by the introduction of new concepts of value, usually instrumental in nature. ¹⁷

It is thus often very difficult to ascertain actual attitudes because people are inclined to answer in the way that it is expected of them. For this reason the "Commitment Measure" type of test recommended by Fishman was not used in the survey reported in HSRC Report TLK/L - 1 but rather the actual use of the second language in a variety of situations. Actual listening, speaking, reading and writing habits were investigated. From this possible reasons for L2 use or non-use were sought. ¹⁸ Students at Afrikaans-medium teachers' training colleges have, since their arrival at college, been "got at", influenced, brainwashed, lectured, persuaded, etc. on the importance of the use of English as a L2. In the nationwide Official Languages Survey the sample was represented by adult whites in urban areas. The Afrikaans students are a homogeneous group of people who have been unduly influenced with regard

to the usefulness of English. This was not the case in the survey mentioned.

Any questions on the usefulness of EL2, the willingness to use EL2, recent frequent use of EL2 should all evince positive answers. It has been stated by researchers that errors in opinion-type answers can be controlled by means of actual language behaviour and language tests. This implies that someone who has a very positive attitude towards EL2 can be proved to have created a false impression if he scores low marks in a language test. This may hold true for a countrywide survey, but not at a college, for here it is especially the student who does badly in EL2 who is subjected to stern admonitions regarding the importance of EL2.

Any attitudinal survey conducted at a college will elicit a very positive response regarding EL2. The very nature of the training and grooming students are receiving is responsible for this. This then is the first reason why an attitudinal survey is not justified.

The second reason is that field work for a nation-wide Official Language Survey among white urban adults was already completed in 1973. Three reports on Language Loyalty in South Africa have already appeared in three volumes (respectively TLK/L - 6 in 1977; TLK/L - 8 in 1978; TLK/L - 10 in 1979). Any attitudinal survey conducted at college level would merely replicate work already done and would in actual fact present a distorted view because of the homogeneity of the group and the institutional influence and demands which it is subjected to.

A modified typological survey along the lines of Mackey's typology will be conducted. This will primarily assess linguistic background. Mackey's typology is a four-dimensional view of the bilingual learner, i.e. the home, the school, the environment and the statuses of the languages to be learnt. The information obtained will be easy to verify and can also be quantified.

2.1.13 Report of the Main Committee of the HSRC Investigation into Education in the RSA (1981)

Under section 4.11 Medium of Instruction and the Teaching of Languages the following recommendations, under the

numbers in which they are presented, are of particular concern to me:

- 3) Pupils learn best when they are taught in the language with which they are most familiar and in nearly every case this is their mother tongue.
- 7) The medium of instruction ought not to be prescribed beyond the formal, compulsory stage in education. However cognizance should be taken of statutory language requirements, job involvement as well as the needs of society, commerce, industry, etc. in regard to effective communication.

A bilingual endorsement for any teacher is a "statutory language requirement". Bilingualism is an attribute hard to come by in a system of single-medium schools. (The implementation of recommendation No. 3 would result in such a system. The system of single-medium schools in South Africa is strongly in evidence).

- 23) The requirements for admission to teacher training for all language communities should be raised to Senior Certificate as soon as possible, in addition, closer attention should be paid to the language symbol that a candidate obtains. A D symbol is proposed as the minimum requirement for the future. (I presume that this is a D for EL2).

To date candidates have been admitted with an F symbol in English Second Language H.G. This then is some improvement although it is not clearly stated whether this refers to First or Second language. It remains to be seen whether this is in fact implemented and whether a D symbol is a sure indication of communicative competence in the target language.

- 30) The principle of the use of mother tongue speakers in language instruction also merits attention. The provision of support material on cassette from a

central resource centre is recommended.

43) Research

Urgent attention should be paid to the following matters to ensure the best possible tests and examination papers:

- * description of communication needs (for the second language, third language and in industry);
- * description of levels of language skill based on actual situations within which language communication occurs, and
- * the understanding of success and analyses.

44) Training and research institutions. Universities and training colleges should do far more to train language teachers and lecturers (including their own staff) in skills relating to examining. The university or college that provided the training should ensure that feed-back is received from the teacher, a lecturer when he returns to his actual teaching-situation. Universities should be encouraged to make better provision for research relating to the evaluation and examination of students, pupils and the system as a whole.¹⁹

For the first time in recommendation 43) descriptions of communicative needs and levels of language skill are mentioned. I take it that this includes teachers. Recommendation 44) provides the institutional setting for such research. What is amazing is that as recently as 1981 no effective instrument for assessing actual communicative competence in either of the official languages has ever been implemented. Competence seems to have been presumed on the strength of various bilingual endorsement examinations, the reliability and validity of which are very doubtful.

2.1.14 The White Paper regarding Provision of Education in the RSA 1983 *

The work committee makes recommendations under four headings:

- 4.12.1 Formal education: language medium
- 4.12.2 The third language in education in the RSA: the third language at secondary school level
- 4.12.3 Recruitment and training of language teachers
- 4.12.4 Literacy

In paragraph 7.11.2 Decision of the Government, only the question concerning language medium seems to warrant any attention. From this can be deduced that mother tongue instruction in the single medium school is entrenched.²⁰

Despite the fact that the HSRC Report (1981) speaks of "urgent attention" with regard to the "description of communication needs" and "description of levels of language skill" under recommendation 43) of paragraph 4.11, no mention is made of this by the Work Committee or the White Paper.²¹

2.1.15 HSRC Report TLK/13 1983

This is the fourth in a series on LANGUAGE LOYALTY IN SOUTH AFRICA. This report is entitled Volume 4: Language loyalty and language shift: some trends among white adults in urban areas. Points worth noting are the following:

- The Afrikaner more willingly speaks English (but it must be borne in mind that his motivation is instrumental);
- Where language shift takes place it is towards English;

* Erratum: The White Paper states the decision of the Government after receiving recommendations from the Work Committee: Languages and Language Instruction. The work committee has based its recommendations on the HSRC Report: Provision of education in the RSA (1981) contained in paragraph 4.11 and not paragraph 4.12 as stated in the White Paper.

(From the results of my own questionnaire I have observed the opposite. That is probably because I have had to deal with a homogenous group who are classified as Afrikaans-speaking);

- A study is recommended in which the system of parallel medium schools should be investigated.²²

2.1.16 HSRC Report 0 - 174, 1984

This report is entitled The views of teachers of English as second language in the primary school. This report is the result of an empirical investigation based on a questionnaire. Results obtained and conclusions drawn can only be based on opinions, especially where it concerns the communicative competence of teachers. The report may prove useful in other ways but has not touched upon the vital issue of teacher communicative competence.²³

I do however feel that there is a pressing need for research into the communicative competence in English of teacher trainees, especially Afrikaans-speaking ones at Afrikaans-medium teachers' training colleges.

I feel that it is time that the issue of the communicative competence in English of Afrikaans-medium teacher trainees was brought out into the open and that the matter received its due attention. For too long this very important and vital aspect of teacher training has been glossed over and shrugged aside and have the results of English examinations and Bilingual examinations been accepted as a yardstick of communicative competence in English, sufficient to empower teachers holding such qualifications to teach English, albeit English Second Language.

2.2 COMMUNICATIVE COMPETENCE

2.2.1 Linguistic Competence

Language acquisition is the process in which children acquire a fluent control of their native language. The study of language acquisition has been strongly influenced

by Chomsky's generative grammar. He argues that the speed at which children are capable of inferring the grammatical rules underlying the speech they hear and to then put these to use themselves to construct sentences they have never heard before, suggests that children are born with an innate knowledge of the grammatical structure of the language.²⁴ He goes on to introduce the distinction between linguistic competence and linguistic performance. The former is concerned with his theory of innate knowledge while the latter refers to the actual use of this knowledge in a real speech situation. Linguistic performance he maintains, is limited by such conditions as memory, attention and error.²⁵ Competence is a stronger notion than performance. Competence is identified with capacity or ability while performance only reflects underlying capacity.²⁶

However, because linguistic competence is seen as the mastery of an abstract system of rules based on an innate language apparatus, it becomes a monological capability implying that where there is intersubjective communication there has to be a mutual sharing of identical meanings between sender and receiver, each operating according to a pre-established code.²⁷ This view renders the speakers isolated individuals who are unmotivated cognitive mechanisms divorced from a social world.²⁸ This is language as a closed system where the speaker-hearer judges only the grammaticality of sentences.²⁹ Language as a closed system is presented as though it consisted of elements which influenced one another and not as something which affects society or is affected by society. It is treated as a predictable mechanical system cut off from any external influence.³⁰

When we come to the actual performance i.e. speech, Chomsky sees this as the result of an interaction between linguistic competence and a periphery of psychological and sociological conditions which restrict the application of competence. Psychological and sociological conditions

are seen by him as restrictions which determine the acceptability of an utterance.³¹ These are limitations within the speaker himself and in no way take into account environmental factors.

Language occurs in heterogeneous speech communities with differential competence where we have such varying phenomena as socio-economic differences, expressive values, socially determined perception and contextual styles.³² It is obvious then that when we relate language to its uses, we are compelled to recognize external influences and to approach language rather as an open system where there is an interplay between the system and the context of its use.³³ Chomsky's view of competence has neglected by far the more important aspect of language acquisition. The ability to produce so many grammatical utterances is far less important than the ability to make utterances appropriate to their context.³⁴

2.2.2 Two views of communicative competence

We have seen that Chomsky's concept of competence and performance neglect anything of sociocultural significance. Speakers are programmed to produce various patterns of grammatically correct sentences. This is more the result of the psychology of perception and memory.³⁵ It does not necessarily mean that a student, having been taught the skills of listening, speaking, reading and writing, knows how to use them for the social purpose of language.³⁶

Language communication cannot be limited to a mere application, limited by psychological and social conditions, of linguistic competence, the mastery of an abstract system of rules. Linguistic competence is possible only within a structure of inter subjectivity which is in itself linguistic. During normal discourse the speaker should have, besides his linguistic competence, the qualification of role behaviour and this is called communicative competence.³⁷

We shall now consider the theories of communicative competence of J. Habermas and D.H. Hymes.

2.2.2.1 HABERMAS

Habermas feels that for a person to take part in a normal conversation, he needs not only linguistic competence but also the qualification of role behaviour at his disposal in which he then has mastery of what he terms the ideal speech situation. Just as Chomsky uses the term linguistic competence to indicate an innate knowledge of rules which generates an ideal speech situation can be termed communicative competence,³⁸ the speaker, in addition to his linguistic competence, is able to generate expressions suitable to any situation.³⁹

Habermas maintains that the ideal speech situation must comply with the following requirements for each of the four classes of speech acts:

- 2.2.2.1.1 Anyone taking part in conversation must have an equal chance to use communicative speech acts so that he can initiate and continue a discourse.
- 2.2.2.1.2 Anyone taking part in conversation must be allowed an equal opportunity to state, refute or question any statements, explanations, interpretations and justifications so that nothing is beyond criticism.
- 2.2.2.1.3 Everyone must be afforded the same chance to express his attitudes, feelings and intentions so that what he sincerely believes is relevant to others.
- 2.2.2.1.4 Only speakers who are allowed regulative speech acts like commanding, opposing, permitting and forbidding should be allowed to take part in a discourse.

The ideal speech situation must ensure unlimited discussion free from domination.⁴⁰

2.2.2.2 HYMES

Hymes studies the speaker in his environment and the information he gathers constitutes his theory of

communicative competence.⁴¹ He goes on to suggest that a theory of language should take into account four different kinds of judgement of which only one is grammatical. These are:

- 2.2.2.2.1 Whether and to what degree something is formally possible. What is implied here is grammaticality.
- 2.2.2.2.2 Whether and to what degree something is feasible. The concern here is for psycholinguistic factors such as memory limitations and perceptual device, whether statements are not bizarre and outlandish. This judgement coincides strongly with Chomsky's view of performance.
- 2.2.2.2.3 Whether and to what degree something is appropriate. This suggests the required sense of relation to context.
- 2.2.2.2.4 Whether and to what degree something is done. Something may be possible, feasible and appropriate but may not occur. Whatever is possible, feasible and appropriate must produce and interpret actually occurring cultural behaviour.⁴² This is a view consistent with Hymes' anthropological training.⁴³

Hymes sees these judgements as successive subsets of communicative competence pictured as overlapping circles. R.T. Bell has subsequently made a diagrammatic model of communicative competence (See fig. 1.).⁴⁴ Personally I think that this model is clumsy and disjointed conveying too much an idea of sequential order with branching feedback systems at every step. An utterance would appear to be fragmented instead of being a unified whole. Instead I offer my own model. (See fig. 2)

Although there is a contrast between Hymes and Habermas both have focused our attention on the appropriateness of language within context.⁴⁵

2.2.3 Communicative Competence

Communication is an interpersonal responsiveness, not just the mere production of language. Communication has a social

Figure 1

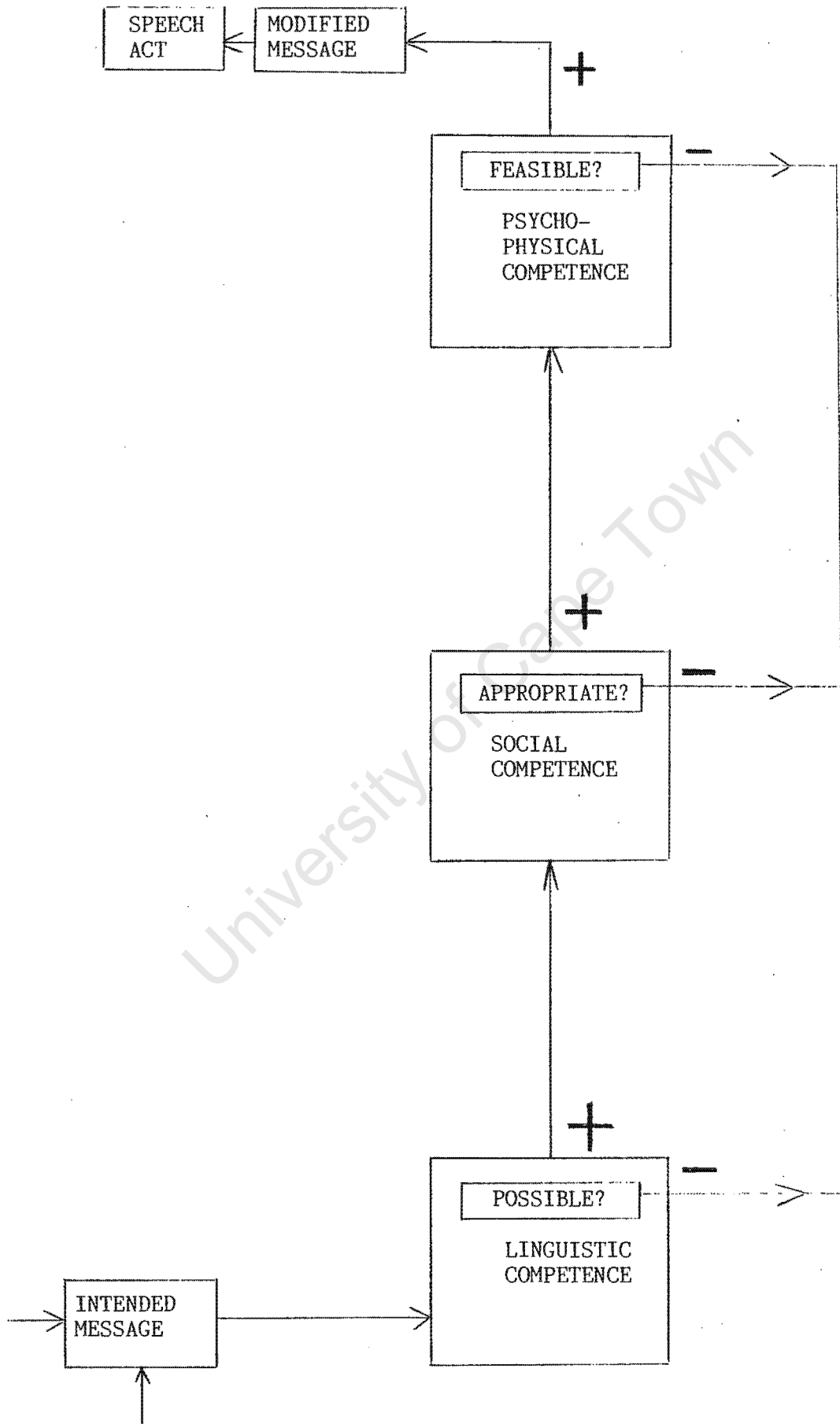
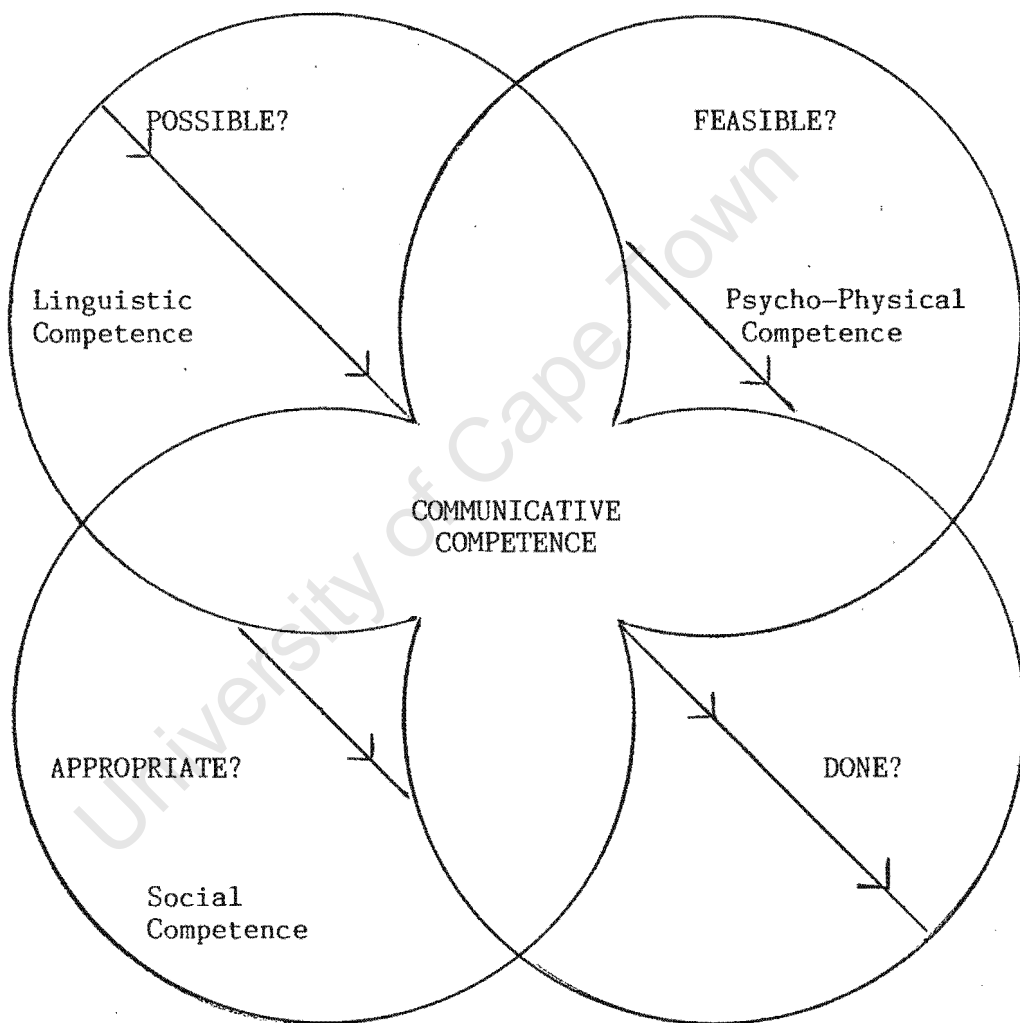


Figure 2



purpose. It is not only a manipulation of language symbols but is there to influence, persuade, get things done and to encourage. Thus we cannot equate communicative competence with correct linguistic interaction. Efficient communication must also take cognizance of the social rules of language usage. There is a danger that one might at a superficial level conceive of communicative competence as tact and good manners. This is not so for linguistic competence (according to Chomsky) forms part of communicative competence. Communicative competence presupposes linguistic competence.⁴⁶

I would like to make this very clear because unfortunately the concept of a standard form of language has been stigmatised as being elitist or that there is social class discrimination on the basis of speech. Regional accent and idiom, it is true, does enrich a language but this has been so badly misapplied that anything has now become acceptable and so there is really no standard.⁴⁷ There may be communicative competence within the confines of a small group of people speaking their own garbled form of language, take CB for instance, but there is certainly a break in communication between them and us in the standard form of language.

It is clear then that we do not wish to relegate linguistic competence to a position of unimportance. It is rather a matter of placing linguistic competence in its proper position in the sequential order of language acquisition. A child doesn't only learn by comparing what he says to so-called model patterns to which he has been exposed. He also learns through environment and upbringing. We should begin with his linguistic environment and only then speculate about innate ideas and the genetic contribution of the individual to language acquisition.⁴⁸

We should revise our view of linguistic theory. Orthodox linguistic theory takes as its point of departure the formal code and prescribes to social function. We should rather start with function and prescribe to form. Linguistic theory should be based on the broad socio-cultural system in which it functions and forms a part.⁴⁹

We return now to Hymes and Habermas's idea of appropriateness within context and state that a child doesn't only acquire knowledge of language as grammatical but also as appropriate. He learns when to speak, when not, what to speak about with whom and in what manner.⁵⁰ These different linguistic varieties can be termed his verbal repertoire. He also acquires attitudes, values and motivations concerning language as well as the ability to evaluate speech.⁵¹

We conclude then that communicative competence is an attribute involving both linguistic and social skills when the user of a language can create and understand utterances within a social context, operating in an open system. It also implies the ability to choose or select from a wide range of linguistic forms when fulfilling a particular role among other role players.⁵²

2.2.4 Communicative Competence of the Bilingual and Bicultural Speaker

Since I am concerned with the communicative competence in English of Afrikaans-speaking teacher trainees a further element needs to be introduced, namely that of bilingualism. As Afrikaans first language speakers they have the added burden of being bilingual in order to be communicatively competent in English.

At this point though I feel I must digress to very briefly discuss some considerations concerning language. A close relationship between language and thought exists and between language development and thought development. Thinking can be defined as structuring reality which is then expressed in language. Concepts are increasingly formed in the growing child through language.⁵³ This view is corroborated by the Sapir-Whorf hypothesis which states "that the structure of a human being's language influences the manner in which he understands reality and behaves with respect to it." A person's way of thinking is an unperceived intricate systematization of his own language. His thinking is in a particular language.⁵⁴

Another consideration is that of differing cultural context. Rose and Tunmer state the following: "Language is not merely a means of communication, it is a repository of values, standards, beliefs and past achievements - a social instrument of consequence."⁵⁵ Language can be seen as the medium through which a nation grows to adulthood imbibing that particular nation's outlook and philosophy of life. One can even go so far as to say a people are its language or better still, language is the education of a people. A nation's background, origin and identity are reflected in its language.⁵⁶ We see thus that language reflects a way of feeling, thinking and acting as well as a set of values. A child enters a world which is organized through the language he hears about him.⁵⁷

Ethnographers have come to realise that it is not sufficient to only learn another language but one should also have a knowledge of social appropriateness within cultural context.⁵⁸ The Draft Guidelines to the Bilingual Education Program (Anderson and Boger 1970, 11 Appendix B) emphasizes the relation between language and culture. It states, "study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education."⁵⁹ This implies that the teacher trainees in question, in order to teach mother tongue English-speaking pupils as well as EL2 speakers, need to know much more about the English culture. This is why the term bilingual bi-cultural has been introduced. It is not sufficient to simply teach two languages unless the cultures in which those languages are embedded are also recognized.⁶⁰

The eminent writer F.S.C. Northrop maintains that one can understand another culture but that one cannot become fully immersed in it. So we can only conclude that to achieve cross-cultural understanding is not possible but that it is possible for us to become aware of the cultural values of others and this is prompted by contact and the learning of the language within its cultural context.⁶¹

When I thus speak of the communicative competence of the Afrikaans-speaking teacher trainee then it is to this that I am alluding.

2.3 BILINGUALISM

2.3.1 Introduction

It is wise to distinguish between bilingualism and bilingual education.

Bilingualism is, at its very simplest, a situation in which two people with different mother tongues find it possible to communicate with one another in one of the languages spoken by the two of them. It may be that one of the two has a command of both languages or that both have a command of either language and have by tacit consent agreed to speak to one another in one of the two languages. This then is a bilingual situation. Had both been monolingual, there couldn't have been any thought of a bilingual situation.

There are instances in which a monolingual can be a passive bilingual. This is when he finds himself entirely alone among a group of speakers of a different language and he is forced to communicate in the contact language in order to survive.

Bilingual education is concerned with pedagogy. It involves action by a person or persons or a group of educators representing some form of educational authority who deliberately and calculatedly initiate a plan of action in which a child receives an education which has as one of its main goals the acquisition of two languages within their cultural settings through the use of both those languages as media of instruction.

The relationship between bilingualism and bilingual education is that the latter is dependent on the former. Bilingualism exists as a result of different language groups living in reasonably close proximity to one another under the rule of the same government. This proximity may be

voluntary or involuntary, e.g. migration as opposed to forced migration. A system of bilingual education may or may not be implemented because of the presence of a bilingual situation. This implementation or non-implementation is usually the work of educational authorities who derive their power from some central government agency.

It is only in heterogeneous societies that one finds bilingualism or multilingualism and the need for bilingual or multilingual education, but it would be an oversimplification of the situation if one were to limit one's discussion to linguistic diversity. There are a number of other aspects to heterogeneity: differences in economic development; differences in social structure; differences in the quality and availability of education; differences in culture and tradition; religious differences; political affiliation and differences in values, norms and personality. A bilingual child is educated in an overarching milieu which includes some if not all of these aspects.⁶²

A heterogeneous society usually consists of different pockets of ethnic groups and we call this a pluralist society. The concept pluralism conjures up ideas of antagonism, conflict, dominance and subjugation. These negative connotations however, are not a function of pluralism itself but consequential to the doubtful actions that policy and decision makers in a pluralist society have perpetrated.

Where pluralism exists there can be no wishing it away and one must make the best of it and even turn it to advantage. One of the great values of pluralism is that diversity of itself is very valuable. There are so many different fine cultures that it ill behoves anyone to adopt a patronising or superior attitude to any of them. Pluralism is not only inherently valuable, it is also instrumental in the prevention of homogeneity which leads to mass uniformity.⁶³

Any pursuit at establishing a global linguistic community results in an inevitable clash between particularism and globalism. In the words of J.A. Fishman, particularism is

"associated with parochialism, with intimacy but yet with isolation and exclusivity, with smallness in size and in outlook, and therefore with the need for cultural pluralism", and conversely, "globalism is associated with universality, inclusivity, efficiency and effectiveness, and a putative panhuman cultural monism that requires no further pluralism because it has already transcended all its constituent parts." Often the adherents of globalism have viewed pluralistic self-maintainance as being emotional, soft-hearted, soft-headed and romantic, all empty platitudes in a cruel hard world. If, however we were to do away with the intimacy of small-scale ethnicity, we must face the desolation of mechanization, routine orientation, impersonalization and monotony of global urban life. It is imperative that we preserve the cultural life of minority groups.⁶⁴

All too often the concepts nationalism and internationalism have been seen as contradictory terms. The latter presupposes the former. To conceive of internationalism without nationalism is an absurdity. It is only when nationalism is synonymous with chauvinism and ethnocentrism and internationalism with cosmopolitanism that the two are contradictory. Sound internationalism can only be founded upon sound nationalism. A good world citizen is a good national who reveres his language, culture and tradition. Sound nationalism however, cannot exist outside the community of nations. Without cross-cultural integration and acculturation nations stagnate and the national life suffers impoverishment. Just as individuals need to be members of society, so too must nations be members of the world community of nations. Nationalism and internationalism are reciprocally necessary for one another.⁶⁵

What has just been stated in the foregoing paragraph is in part analogous to pluralism. It is however, all very fine in theory for it is primarily concerned with polite hypothetical instances and exchanges at the country to country level, but pluralism, especially ethnic pluralism within one governmental system is inclined to engender itself. In the words of E.G. Lewis, "the pluralist society is a necessarily fissiparous

phenomenon." The history of the world has been a history of divisiveness and as soon as ethnic elements within a larger society claim national status, pluralism becomes a distinct disadvantage. These elements are a disruptive force and their agitation merely leads to polarization.⁶⁶ Despite the fissiparousness of a pluralist society, it is quite possible for different ethnic groups to have a simultaneous membership in a newer and larger cultural foundation. Herein lies the possibility of bilingual education, especially if the larger and dominant culture groups do not merely reserve bilingual education for the minority group in an attempt at getting the minority group assimilated.⁶⁷

A curious paradox emerges because bilingualism can have the effect of increasing and simultaneously decreasing social and political tensions. This fact simply cannot be concealed. Groups are defined in terms of other groups and it is here that a properly implemented bilingual education can be an institutional means of diverting clashing interests so that social cohesion is not endangered. Very often bilingualism is not the cause for dissent among groups but merely a symbol associated with some other cause for discontent, like economic deprivation, inaccessibility to educational opportunities and political power.⁶⁸

There is a very unfortunate stigma attached to bilingualism and bilingual education because a person participating in a bilingual program has been labelled as culturally disadvantaged, a problem case or handicapped. This handicap need not necessarily be the result of being a bilingual but rather because specific needs pertaining to that particular bilingual have not been met by the system of education in which he finds himself.⁶⁹ In the United States of America this has led to the process of de-ethnization and Americanization on the one hand and cultural-linguistic self-maintenance on the other hand.⁷⁰

The two extremes of bilingualism just mentioned, find utterance respectively in compensatory bilingual education

and bilingual education for ethnic legitimacy maintenance. Neither is acceptable in view of our discussion and should really make way for bilingual education for enrichment because here bilinguals are regarded as advantaged people who are privileged to enjoy additional exposure.⁷¹

A bilingual person does not merely have mastery over two languages, but also becomes acquainted with another culture. This is because words imply far more than language alone can give meaning to something. Language is not something that runs parallel with experience, but is immersed in it. All experiences are experiences in terms of words. A language can only be properly understood if the associated culture is also experienced. Bilingualism and biculturalism entail each other. Whichever way one views it, biculturalism offers certain advantages and the knowledge of two associated languages facilitates the acquisition of those advantages.⁷² Bilingualism should thus be viewed as an asset rather than a stigmatizing defect. We may even discover that diversity is to be enjoyed rather than feared.⁷³

Ironically enough, it is the adherents of a global community who should be most interested in bilingual education because only then can one speak of true multiple group membership. To speak of a global community based on monolingual and monocultural education is an absurdity. The world cannot be united on the basis of a cultural monism. Any cultural monism is really self-destructive. Bilingual education can however, provide for multiple membership and loyalty in an integrative fashion. Strangely enough, it is not the native speaker of a minority language who is at a disadvantage but rather the speaker of a language of wider communication, like English, who is denied membership of the larger global community. He doesn't see the world as it is - something "peopled by a rich diversity of culturally creative aggregates".⁷⁴

The solution to the problem of pluralism lies in the paradox which emerges with the implementation of a bilingual education system. Pluralism becomes entrenched and so a diversity is

maintained, but at the same time, by virtue of the fact that more than one language (one of which will be a lingua franca) is accessible to divisive groups, pluralism is enshrouded in an all-embracing unity. This will ensure that a pluralist society becomes an integrated one and not a segregated one.⁷⁵

There are moral obligations in one's dealing with pluralism. Pluralism is neither good nor bad. It simply exists and we have to accept it. There is no point in reflecting upon how it has come about, whether by invasion, conquest or forced immigration. We may approve or disapprove of pluralism but we can't stand in judgement of it. Moral questions are raised by our attitude towards it and by the way in which we handle it.⁷⁶

The preservation of each and every language is a sacred rite and right. The moral obligation is that there has to be meaningful integration and yet at the same time separate cultures and their languages must be maintained. Only the presence of a meaningful system of bilingual education can ensure that this will in fact be so. Bilingual education is at the heart of the matter.

2.3.2 Defining Bilingual Education

It is extremely difficult to define bilingual education. Linguistics is concerned with the scientific study of language, not people using language. It is merely interested in bilingualism as a way of explaining language phenomena such as shifts. Psychology regards bilingualism as an influence on mental processes. Sociology looks at bilingualism as something creating conflicts between cultures. Pedagogy is concerned with school organization in that it has to accommodate certain so-called atypical cases for whom special provision has to be made - hence the stigma attached to bilingualism and bilingual education.⁷⁷ It would seem that it is a veritable Cinderella. The trouble is that bilingualism is viewed merely in passing as an oddity, invariably as an obstacle and therefore something

to be treated cursorily and with expediency in order to get on with something more worthwhile.

We have been pondering the matter as to where we should assign bilingualism in the hierarchy of disciplines. The answer won't be found in regarding it as a subset of any one of the afore-mentioned disciplines. Bilingualism is not some quaint aspect that has evolved out of Linguistics, Psychology, Sociology or Pedagogy but rather, Bilingualism is a unique and independent phenomenon pertaining to pluralism and should as such be investigated for itself in the first instance and only in the second instance for the implications it can have for Linguistics, Psychology, Sociology and Pedagogy.

We turn to bilingual education and consider what the implications are for Pedagogy. There is a very popular misconception that second language learning is all there is to bilingual education. Second language learning and the particular methodology pertaining to it is a vitally necessary component of bilingual education, but strictly speaking, second language learning falls within the orbit of Applied Linguistics. Bilingual education on the other hand has societal and psychological implications. As soon as second language learning takes into account these implications, it begins to approximate bilingual education.⁷⁸

It would be wise to first consider very briefly certain similarities and dissimilarities between first and second language learning. For approximately the first four years of his life a child spends all his waking hours mastering his native language. This can obviously not be the case with the second language. Then we must also bear in mind that first language learning is closely related to cognitive development. Language acquisition and conceptual power development go hand in hand. In actual fact, the one is the other. In contrast to this, a second language affords new forms of expressing concepts that the child has already assimilated. What first and second language learning do have in common is that the rate

of learning depends on a child's need to use a particular language, whether first or second, in order to communicate.⁷⁹

This is extremely significant in view of what has already been stated, namely that second language learning on its own is not bilingual education. Where linguistics and applied linguistics have failed it is possibly because they have seen their task as teaching language and not how to use language. They have ignored the second language in the use of the wider curriculum and society.⁸⁰ Whereas other typical school subjects like Geography and History have to be mastered in the sense that a certain body of facts constituting content must be "known", a language must not only be mastered in terms of knowledge concerning itself, it must also be mastered in terms of how and in what appropriate setting it has to be used. We do not conceive of someone who "Geographies" (used as a verb) or who "Historicizes". Certainly we reflect upon these subjects at various cognitive levels but we never voluntarily initiate a discussion on these subjects in terms of the subjects themselves but we discuss them in terms of language, albeit in a so-called subject register, as a medium of conveying information. It is the tendency to teach a language, and especially a second language, as if it were something to be known like Geography or History and to evaluate it in the same terms that is partly responsible for the poor results in second language teaching.

Here follows a number of definitions of bilingual education:

The Draft Guidelines to the Bilingual Education Program U.S. defines bilingual education as follows: "Bilingual education is instruction in two languages and the use of those two languages as media of instruction for any part or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education."⁸¹ This would imply that unless the home language and other languages are both used for teaching the curriculum, a system cannot be considered bilingual.

J.A. Fishman outlines four broad categories of bilingual education programs:

1. Transitional Bilingualism - the ethnic language is used in the early grades just to allow the pupils to adjust to school and to master subject matter until the dominant language is sufficiently developed. (This corresponds closely to the globalist view discussed in the introduction.)
2. Monoliterate Bilingualism - only the aural-oral skills but not literacy skills of the non dominant language mother tongue are developed. (This too corresponds with the globalist view.)
3. Biliterate Bilingualism (Partial) - Fluency and literacy in both languages are developed but literacy in the mother tongue is restricted to matters pertaining only to the ethnic language and culture. (An indication of a shift towards particularism.)
4. Biliterate Bilingualism (Full) - All skills in both languages are developed. (Strong correspondence with particularist view.)⁸²

The full spectrum ranging from unilateral to bilateral bilingual education systems can be explained because of the inevitable social stratification in pluralistic societies. Stratification exists, whether by conquest or by virtue of the fact that one of the languages is the language of wider communication. The language of the dominant linguistic group is invariably the language of education and subsequently the language of political power. In the U.S.A. and U.S.S.R. we have the example where the dominant language groups (respectively English and Russian) are reluctant to learn nationality languages. A unilateral bilingual education system corresponds very closely with Fishman's Transitional Bilingualism. The non-native speaker of the dominant language group has no choice but to acquire the more prestigious

language in order to share in economic progress and political power. ⁸³

Any attempt at defining bilingual education should first take into account certain characteristics or incompatibilities which characterise bilingual education or children in need of bilingual education. Bilinguals who find themselves in an established monolingual setting are atypical of that setting. The following incompatibilities should be considered:

1. Poverty: Self-evident socio-economic disadvantages through lack of education and employment.
2. Mobility: Stable populations as opposed to migrant populations where sequence and continuity are seriously disrupted.
3. Culture: A group has a particular value system and normal curricula are incompatible with minority group cultures.
4. Language: Adequacy or inadequacy of the bilingual program to which a child has been subjected - respectively the pluralist or the assimilation model have been implemented. A bilingual child's education can never be the same as that of a monolingual's - it is either inferior or superior.
5. Societal Perceptions: How society (especially the teacher) views these people and how the people view themselves. ⁸⁴

If one takes these incompatibilities into account then one should realize that they are independent variables of great importance. Because of themselves, they are indicators of a possible disadvantage which exists prior to investigation.

W.F. Mackey maintains that because of the many and varied forms that bilingual schooling has assumed worldwide, no single definition will suffice. There are so many possibilities that what is relevant for one country might be entirely

irrelevant in another. As examples he cites Canada where in some schools all subjects are taught to French children in English and the U.S.A. where English is taught as a second language to some groups. No definition can accommodate these vastly differing possibilities. What is needed is a classification to accommodate all the possible types - i.e. a typology, based on observable and quantifiable criteria, found in the pattern of distribution of languages in (1) the behaviour of the bilingual at home; (2) the curriculum in the school; (3) the community of the immediate area within the nation; (4) the status of the languages themselves. To Mackey bilingual education is a four-dimensional phenomenon. ⁸⁵

Neither the Draft Guidelines definition nor Fishman's broad categories can adequately define bilingual schooling because they only centre around the curriculum. Mackey's approach is comprehensive and encompassing. The typology is complex and is in itself a monumental work. I will attempt very briefly to give the gist of it:

1. The learner in the home

Five types can be distinguished:

- (i) Unilingual home: language is a school language
(U + S)
- (ii) Unilingual home: language is not a school
language (U - S)
- (iii) Bilingual home: languages include one school
language (B + S)
- (iv) Bilingual home: languages exclude school language
(B - S)
- (v) Bilingual home: languages include both school
languages (B + SS)

2. The School Curriculum

This may vary as to:

- (i) Medium of instruction: This refers to the language

in which knowledge is conveyed, not the language taught as a subject. We distinguish between single medium and dual medium. In the single medium school the education can only be said to be bilingual when the child's home language is different from that of the school's. This is then the only language used for all subjects at all times. In the dual medium school two languages are used as media of instruction in varying degrees quantifiable by measuring the time devoted to each.

Abbreviations: S-D

- (ii) Development: Transfer or Maintenance: this developmental pattern is applicable to both single and dual medium schools. With the transfer pattern the child receives initial instruction in one medium and then there is a transfer to another language, the transfer being either gradual or abrupt, regular or irregular. On the other hand both languages may be maintained at an equal level, especially if both are languages of wider communication. Maintenance can be by differentiation or equalization.

Abbreviations: T-M

- (iii) Direction: Acculturation or Irredentism: the direction may be towards that of wider cultural exposure or toward that of the regional national culture-irredentism.

Abbreviations: A-I

- (iv) Distribution: Different or Equal: the subjects in the curriculum may be distributed differently using different subjects for each, or equally, alternating or repeating the instruction from one language to the other.

Abbreviations: D-E

- (v) Change: Complete or Gradual: The change in direction or distribution may be complete and abrupt - using for instance one language one year and the other language the next, or gradually more and more

instruction in the other. Abbreviations: C-G ⁸⁶

3. The community of the immediate area within the nation

Any of the curriculum patterns as well as home patterns may function in a different number of language areas. The language or languages at the school may or may not be one of the languages of the community. Usage or non-usage of a school language within an area is extremely important because it is here where the societal implication of communication comes into play. ⁸⁷

Mackey distinguishes nine possibilities of area and national contextual settings:

- (i) The school may be located in a place where the language of both the area and the national language is not that of the home.
- (ii) It may be in a country where the language of the home but not that of the area is the national language.
- (iii) Conversely, the language of the area and not of the nation may be that of the home.
- (iv) The national language may not be that of the home but the area may be bilingual with both the home and national languages being used.
- (v) The national language may not be that of the home but the area may be bilingual with both the home and national languages being used.
- (vi) Conversely, the country may be bilingual and the area unilingual.
- (vii) Both the area and the country may be bilingual.
- (viii) The area may be bilingual and the national language may be that of the home.
- (ix) Finally the country may be bilingual and the area language that of the home. ⁸⁸

If each of the nine contexts of community in the nation can absorb all ten curriculum patterns then ninety basically different patterns of bilingual schooling emerge. In addition each of these patterns may absorb one or more of the five home-school categories. If we remove the mutually exclusive combinations then we have 250 integrated types of bilingualism. So we could find in a DAT type classroom all five types of home-school categories, yet all will be doing the same thing. ⁸⁹

4. The status of the languages themselves

The status of a language can be determined by specifying its function according to the following list:

- (i) Official: Used for politically and culturally representative purposes on a nationwide basis.
- (ii) Provincial: Used as a regional language in smaller geographical areas.
- (iii) Wider communication: A medium of communication across language barriers within a nation.
- (iv) International: Used for diplomatic relations, trade, tourism.
- (v) Capital: Used near the national capital as a symbol of power and prestige.
- (vi) Group: Only used among a small group.
- (vii) Educational: Medium of education nationally or regionally.
- (viii) School subject: Taught as a subject.
- (ix) Literary: Primarily for literary or scholarly purposes.
- (x) Religious: Used in connection with religious ritual. ⁹⁰

2.3.3 Bilingual Program Implementation

The presence of bilingualism creates certain requirements that have to be met in the form of a bilingual education as determined by a language teaching policy.⁹¹ Two basic bilingual education policies are adopted, namely the eventual elimination of all but one language, or the maintenance of all the languages, using them as official languages of equal standing and status.⁹² Invariably in all instances linguistic policy is determined by central government authority. This is because a language policy is but one aspect of an overall policy which either aims at integrating the different elements of a heterogeneous society or conversely, segregating those elements. Whatever the policy, some form of unity in diversity has to be achieved.⁹³

A dilemma arises when we allow a child to use his own language, something to which he is morally entitled, but do not then provide him with the best education available, something to which he is also morally entitled.⁹⁴ Before entering into any debate let us consider what most ethno-linguists regard as a first premise concerning bilingual education, namely the following excerpt from the minutes of the UNESCO meeting in Paris 1951:

"It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium."
(The Use of Vernacular Languages in Education. 1953:11)

This view is endorsed by many eminent educationists but there are certainly problems of implementation, namely the number of minor languages not written, lack of teaching materials, trained teachers, etc. Bull aptly sums it up as follows: "What is best for the child psychologically

and pedagogically may not be what is best for the adult socially, economically or politically." ⁹⁵

The two basic approaches adopted in bilingual programs are the assimilation model which will ultimately produce an ethnic language shift while the pluralistic model will foster ethnic language maintenance. ⁹⁶ These models correspond respectively to globalism and particularism. The assimilation model is a program usually initiated from above by a dominant culture and will discourage any ethnicity. The teachers usually belong to the dominant culture to which the ethnic culture must needs aspire. It is vertical in character and implies power and hegemony, emphasising superiority and inferiority. The ethnic student becomes alienated from his own language, culture and community. ⁹⁷ The pluralist model is a two-way program with members of both groups learning in their own and in the other's language. The teachers are expected to manifest stable bilingualism and biculturalism i.e. they should serve as models for the students. The program encourages a democratic forum for the resolution of conflicting interests among groups, providing a higher degree of negotiability and manifesting a strong horizontal character. ⁹⁸

Policies for the implementation of bilingual education systems are usually based on and preceded by rationales for bilingual education. Invariably these rationales stem from attitudes which are interpreted as beliefs. These beliefs are entrenched in social and cultural traditions which are group-consensus orientated. Such a group (usually a dominant one) formulates a rationale for bilingual education which to it seems the only one that is relevant or valid. This rationale is usually in the interests of the group proposing it. Because a rationale determines programs of action, it is by nature propagandistic and may even verge on being a proto-ideology. Rationales are by nature selective and convince only those who are meant to be convinced. They appear to be rational propositions but are in fact only group based selections. Too often rationales for bilingual

education selectively use the findings supplied by Psychology, Linguistics and Sociology. This gives them an aura of scientificity but in actual fact they reflect attitudes of certain groups and have been formulated with predetermined ends in mind. Expediency is criterion number one. Of late there has been a proliferation of rationales for bilingual education. The reason for this is that we live in a time where disagreement is more often the case than agreement. In all the countries where bilingualism is a sensitive topic life is stratified, fragmented and of a separatist nature. Bilingualism by its very nature stands accused of this state of affairs. Intergroup interests and conflicts give rise to the abundance of rationales for bilingual education.⁹⁹

It is important that one should distinguish between political and cultural rationales. A political rationale is concerned with how society is structured, how a country is governed and how power is distributed. Such political considerations are usually contemporaneous and involve immediate action. Political rationales have connotations of obedience, acquiescence, subjugation and law enforcement.

Conversely, cultural rationales have evolved over a period of time during which something of a tradition has been established. Cultural considerations remain the same despite any immediate political action. The dissolution of a cultural rationale takes time, the dissolution of a political rationale is immediate. Unlike political rationales where people are forced into something, cultural rationales evoke such feelings like belief and the adherence to the intangible authority of tradition.¹⁰⁰

E. Glyn Lewis in Bilingualism and Bilingual Education outlines five different rationales for bilingual education. These rationales provide answers to many of the reservations that people have regarding bilingual education. These rationales are Linguistic, Cultural/Ethnic, Psychological, Socio-political and Pedagogical.

Linguistic rationales

One of the objections raised by linguists is that foreign sounds are heard in terms of the first language. In grammar and vocabulary too the habits of a child's native language are translated into the second language. The new elements of a second language must thus be taught as part of a new language system in order to assuage the effects of first language interference and the creation of an interlanguage.¹⁰¹

The five points in Lewis's Linguistic Rationales propound the following:

1. Two languages in contact influence one another grammatically, phonologically and through borrowing. The point just raised is conceded but a bilingual education can maintain a degree of control over such influences.
2. There is a more intense awareness of the nature of a particular language as distinct from another language and this makes for greater linguistic sophistication.
3. An education in two languages enables a speaker to have a broader flexibility of communication.
4. A different language with different qualities is worth having for its own sake.
5. Bilingual children tend to be less articulate in both of the two languages they command than monolingual children in their only language. This disadvantage should be counteracted by the provision of a formal bilingual education.¹⁰²

Cultural/Ethnic Rationales

One of the main objections raised under this section is that of de-ethnization or cultural alienation. A child's permanent identity of himself is in terms of the language he uses at home, so this kind of education attempts to change rather than develop the child's identity.¹⁰³ Serious psychological

and social consequences can result because the child becomes suspended between two languages and two cultures. His self-concept becomes confused and he suffers internal conflicts and divided loyalties. This condition is known as Anomie.¹⁰⁴

The five points in Lewis's Cultural/Ethnic Rationales propound the following:

1. A bilingual education preserves a minority group culture while at the same time it allows participation in and access to modernization and technology.
2. Where a minority group's language is closely linked with that group's religious observations, a bilingual education will ensure that those affiliations are not challenged.
3. A bilingual is suspended between two cultures and this can create internal confusion and conflict. A formal bilingual education will elicit values and facilitate adherence because the advantages of the two cultures becomes clearer.
4. Group differentiation is reinforced by bilingual education, but simultaneously ... (see point 5.)
5. ... it limits ethnocentrism because it also promotes tolerance among groups.¹⁰⁵

Psychological Rationales

Much anxiety and by far the most opposition concerning bilingual education has been expressed with regard to psychological and intellectual development. To deny that second language acquisition encounters the interference phenomenon would be foolish and rash. Perception of a child's native language becomes more and more fixed and as children grow older they lose flexibility to produce sounds other than those used in their own language. Some investigators feel that exposure to a second language dilutes a child's capacity to learn in both languages and that the child's concentration becomes attenuated and the subsequent mastery of subject

matter suffers.¹⁰⁶

The five points in Lewis's Psychological Rationales propound the following:

1. In the case of a minority language speaker a bilingual education ensures emotional and intellectual development because the mother tongue is used.
2. A bilingual education promotes a greater consciousness of the socio-linguistic environment and so enables the bilingual child to control that environment.
3. A bilingual child's personality can be seriously affected if he doesn't receive a bilingual education because important cultural values are ignored or neglected.
4. A bilingual education provides security because the child enjoys kinship with others of the same kind and at the same time he can explore the culture of the contact group from a safe vantage point and also fulfil his need to make contact with that group.
5. A particular language imposes set ways of thinking on the way a speaker thinks. An education in another language offers other avenues and greater independence of thought.¹⁰⁷

When factors like social class, educational background and language proficiency are carefully controlled then measures of intelligence do not indicate any deficiencies as a result of bilingualism. In fact, there is an even greater verbal flexibility and enhancement of creativity and increased sophistication. These are the findings of N. Segalowitz whose studies have revealed that the brain can handle two languages in much the same way that it handles a single language. Different languages are not to be located in different parts of the brain and concepts are not segregated according to different languages but all form part of the

same semantic system. There is no evidence to suggest that memory, reasoning ability or any other verbal cognitive functions suffer because of bilingualism. Fears that bilinguals suffer conceptual confusion and mental conflicts are unjustified.¹⁰⁸

Socio-Political Rationales

It is essential that one looks at the learner with a view to his future. Success in learning a new language is greatly determined by the learner's ethnocentric tendencies and his attitude towards that language. If his orientation is utilitarian and indicates that he wants to get ahead in a future occupation, it is said to be instrumental. If however, he wants to share in the membership of the other language group or wants to know more about its culture then his orientation is integrative. It has been found that people integratively motivated are more successful learners in contrast to instrumentally oriented learners.¹⁰⁹ Such people are sure to feel that they are receiving an elitist education because being able to function in two languages creates such vast personal and professional alternatives few monolingual people can ever attain.¹¹⁰

The five points in Lewis's Socio-Political Rationale propound the following:

1. A bilingual education detracts from the political dominance of dominant groups.
2. A bilingual education provides for a society in which all ethnic groups can take part in a democratically oriented form of government. Linguistic accessibility paves the way for political accessibility.
3. A pluralist society always has undertones of divisiveness and bilingual education can reduce conflict.
4. The very act of implementing a system of bilingual education acts as lightning conductor to intergroup conflicts. It is by its very existence reconciliatory

in nature.

5. In a bilingual community without a bilingual education system a great deal of potential is lost because many highly gifted people are stranded behind linguistic barriers. "Full many a flower is born to blush unseen."¹¹¹

Pedagogical Rationales

Lewis propounds the following Pedagogical Rationales:

1. A greater co-operation between the school and the community is ensured.
2. Teaching the mother tongue aids the learning of a second language.
3. A second language provides enrichment in much the same way that the classical languages used to provide, only the modern second language like French, Spanish, Italian or German offers greater mobility and accessibility.
4. The second language can serve as a predecessor to the learning of a foreign language or languages.
5. It is good educational policy that important positive characteristics of a community should be elicited.¹¹²

A further pedagogical consideration is the important role played by the two determinants aptitude and attitude. The two have been found to be equally good predictors of achievement in a second language but what is also important and significant is that they are wholly independent of one another which means that there is no correlation between the two. One cannot predict from the one what the other will be. Knowledge of both though could give us a very clear indication of what a pupil's achievement will be in a second language. Aptitude is relatively fixed but not attitude which can be modified in such a way that a pupil becomes motivated to learn a second language.¹¹³

From what we have seen it seems that there is a water-tight case for the implementation of a bilingual education system in a bilingual community. Not only is it good for education, it is also good for politics, the economy and cultural life. It should not however, be seen in the same light as a diamond pipeline that has been unearthed, something that injects new life into society. It is something that is already there, the potential must just be utilised. It goes without saying that the transcendent political climate must be one where the freedom that a particular ethnic group is privileged to have in pursuing its own traditions is conditioned by a voluntary acceptance of some central authority.

2.3.4 Bilingualism in South Africa

In South Africa English-speaking and Afrikaans-speaking white pupils are separated in terms of schooling. This is a deliberate policy. The 1946 census indicated in the section under Home Language that among whites 37,1 per cent were English; 58,1 per cent Afrikaans and 1,6 per cent gave both English and Afrikaans. The 1.6 per cent was done in error as only one language was asked for. In another section, Languages spoken, 69 per cent of the white population indicated that they spoke both English and Afrikaans. The figures for this particular question had by then been progressively increasing (43 per cent in 1918; 52 per cent in 1921; 61 per cent in 1926; 66 per cent in 1936; 69 per cent in 1946; 73 per cent in 1951).

The protagonists for monolingual education seized upon the 1,6 per cent of people who had in error stated "Home Language: English and Afrikaans" and conveniently ignored the fact that more than two thirds of the white population spoke both English and Afrikaans.¹¹⁴ English and Afrikaans mother tongue children are assigned to separate schools even if they live in the same community. Only 2 per cent of white children receive bilingual education.¹¹⁵

The move to separate both English and Afrikaans speakers into separate schools has reinforced and strengthened prejudices and antagonisms. From kindergarten up through teachers' colleges and universities there are two closed cultural circuits where the second language is hardly ever heard outside the language lesson. (With the advent of television this may have changed.) In the words of Professor Lauwerys we are "the one country in the world which uses its schools to divide its people." 116

It is most regrettable that in a country like South Africa where both English and Afrikaans are official languages that children should be deprived of participation in the other culture. 117

My particular concern is with that of the Afrikaans-speaking student at an Afrikaans medium teachers' training college. He is expected to attain a bilingual endorsement indicating his proficiency to teach English and his communicative competence in English as though he were a first language speaker. The designation of this endorsement is known as capital "E". If he fails to get this then he may sit for the small letter "e" bilingual examination, which, if he were to pass it, would indicate a certain degree of proficiency and competence.

Notwithstanding the fact that such endorsements of bilingualism are conferred upon students, this investigation will proceed to ascertain through norm-referenced and criterion referenced testing the true state of affairs. There is a popular misconception that the second language learner can get along quite well with an ill-equipped second language learner-turned-teacher. Never in the history of second language learning has there been such an absurdity. The only difference between the teacher of a first language and the teacher of a second language is the method employed to teach. The communicative competence of either should be beyond doubt. The Afrikaans-speaking teacher of English does have the added advantage of recognising his pupil's pitfalls but that does not exempt him from being adequately

communicatively competent in English.

Now a system which demands this high degree of bilingualism should provide the kind of schooling which will produce what it demands. At present the situation is anomalous.

The communicative competence in English of Afrikaans-speaking students is putatively below standard. This investigation will also include a study of biligual support system (as stated in the first hypothesis) for teacher trainees according to a modified Mackey typology.

University of Cape Town

Chapter 2: Survey of the Literature - Endnotes

1. HSRC Report TLK/L - 4. 1975, pp. 2 - 4.
2. Ibid. p. 32.
3. Ibid. pp. 33 - 34.
4. Malherbe, E.G.: Demographic and Socio-political forces determining the position of English in the South African Republic (1966), pp. 13 - 14.
5. HSRC Report TLK/L - 4. 1975, pp. 15 - 16.
6. Ibid. pp. 34 - 36.
7. HSRC Report 06. 1970. pp. 29 - 33.
8. HSRC Report TLK/L - 1. 1972, Summary.
9. Ibid. p. 114.
10. HSRC Report TLK/L - 4. 1975, pp. 40 - 41.
11. HSRC Report TLK/L - 6. 1977, p. (iii).
12. HSRC Report TLK/L - 8. 1978, p. (iv).
13. HSRC Report TLK/L - 10. 1979, p. (iii).
14. Krashen, S.D.: Second Language Acquisition and Second Language Learning, pp. 1 - 3.
15. HSRC Report TLK/L - 1, p. 30.
16. HSRC Report TLK/L - 6, p. 5.
17. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 262 - 265.
18. HSRC Report TLK/L - 1, pp. 30 - 31.
19. Report of the Main Committee of the HSRC Investigation into Education in the RSA (1981), pp. 142 - 152.
20. Witskrif oor onderwysvoorsiening in die RSA. 1983, pp. 38 - 40.
21. Report of the Main Committee of the HSRC Investigation into Education in the RSA (1981), p. 152.
22. HSRC Report TLK/13. 1983, pp. 60 - 64.
23. HSRC Report 0 - 174. 1984, pp. 86 - 89.

24. Campbell, R. and Wales, R. in Lyons, J. (ed.): New Horizons in Linguistics, p. 242.
25. McCarthy, T.A. in Connerton, P. (ed.): Critical Sociology, pp. 471 - 472.
26. Campbell, R. and Wales, R. in Lyons, J. (ed.): New Horizons in Linguistics, p. 246.
27. Habermas, J. in Dreitzel, H.P. (ed.): Recent Sociology No. 2, pp. 131 - 137.
28. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Socio-linguistics, p. 272.
29. Bell, R.T.: Sociolinguistics, p. 206.
30. Bell, R.T.: Sociolinguistics, pp. 40 - 41.
31. Habermas, J. in Dreitzel, H.P. (ed.): Recent Sociology No. 2, pp. 131 - 132.
32. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Sociolinguistics, p. 277.
33. Bell, R.T.: Sociolinguistics, pp. 40 - 41.
34. Campbell, R. and Wales, R. in Lyons, J. (ed.): New Horizons in Linguistics, p. 247.
35. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Socio-linguistics, p. 280.
36. Paulston, C.B. and Bruder, M.N.: Teaching English as a Second Language, p. 59.
37. Habermas, J. in Dreitzel, H.P. (ed.): Recent Sociology No. 2, p. 138.
38. Bell, R.T.: Sociolinguistics, p. 213.
39. McCarthy, T.A. in Connerton, P. (ed.): Critical Sociology, p. 472.
40. Ibid. p. 484.
41. Bell, R.T.: Sociolinguistics, p. 213.
42. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Socio-linguistics, pp. 284 - 286.
43. Bell, R.T.: Sociolinguistics, p. 213.

44. Ibid. p. 211.
45. Ibid. p. 213.
46. Paulston, C.B. and Bruder, M.N.: Teaching English as a Second Language, pp. 56 - 58.
47. Von Maltitz, F.W.: Living and Learning in two Languages, p. 30.
48. Campbell, R. and Wales, R. in Lyons, J. (ed.): New Horizons in Linguistics, p.257.
49. Bell, R.T.: Sociolinguistics, p. 210.
50. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Sociolinguistics, p. 277.
51. Trudgill, P.: Sociolinguistics, p. 103.
52. Hymes, D.H. in Pride, J.B. and Holmes, J. (eds): Sociolinguistics, p. 278.
53. Von Maltitz, F.W.: Living and Learning in two Languages, p. 65.
54. Spolsky, B. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 212.
55. Rose, B. and Tunmer, R. (eds): Documents in South African Education, p. 150.
56. Stone, H.J.S.: Struktuur en Motief van die Onderwysstelsel, p. 36.
57. Spolsky, R. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 210.
58. Trudgill, P. (ed.): Sociolinguistic Patterns in British English, p. 7.
59. Spolsky, R. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 210.
60. Ibid. p. 17.
61. Ibid. pp. 214 - 215.
62. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 4 - 5.
63. Ibid. pp. 240 - 241.
64. Fishman, J.A.: Bilingual Education, pp. 4 - 8.

65. Gunter, C.F.G.: in Christelike Georiënteerde Opvoedings-
filosafie, pp. 87 - 88.
66. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 239 -
240.
67. Fishman, J.A.: Bilingual Education, p. 9.
68. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 250 -
251.
69. Zamora, G. in Cordasco, F. (ed.): Bilingual Schooling in
the U.S., p. 243.
70. Cordasco, F. (ed.): Bilingual Schooling in the U.S., pp. xx.
71. Fishman, J.A.: Bilingual Education, p. 9.
72. Lewis, E.G.: Bilingualism and Bilingual Education, pp.
217 -218.
73. Kobrick, J.W. in Cordasco, F. (ed.): Bilingual Schooling
in the U.S., p. 93.
74. Fishman, J.A.: Bilingual Education, p. 9.
75. Lewis, E.G.: Bilingualism and Bilingual Education, p. 241.
76. Ibid. p. 381.
77. Cordasco, F. (ed.): Bilingual Schooling in the U.S., p. xxiv.
78. Ibid. p. xxv.
79. Saville-Troiike, M. in Cordasco, F. (ed.): Bilingual Schooling
in the U.S., p. 175.
80. Cordasco, F. (ed.): Bilingual Schooling in the U.S., p. xxiv.
81. Ibid. p. 70.
82. Fishman, J.A.: Bilingual Education, pp. 24 - 27.
83. Lewis, E.G.: Bilingualism and Bilingual Education, pp.
244 - 245.
84. Zamora, G. in Cordasco, F. (ed.): Bilingual Schooling in the
U.S., pp. 243 - 245.
85. Mackey, W.F. in Cordasco, F. (ed.): Bilingual Schooling in
the U.S., pp. 72 - 73.

86. Ibid. pp. 73 - 76.
87. Ibid. p. 161.
88. Ibid. pp. 162 - 163.
89. Ibid. P. 82.
90. Stewart, W.A. in Cordasco, F. (ed.): Bilingual Schooling in the U.S., pp. 540 - 541.
91. Lewis, E.G.: Bilingualism and Bilingual Education, p. 322.
92. Stewart, W.A. in Fishman, J.A. (ed.): Readings in the Sociology of Language, p. 532.
93. Lewis, E.G.: Bilingualism and Bilingual Education, p. 346.
94. Ibid. p. 390.
95. Bowen, J.D. in Spolsky, B. and Cooper, R. (eds): Frontiers of Bilingual Education, pp. 106 - 107.
96. Kjolseth, R. in Cordasco, F. (ed.): Bilingual Schooling in the U.S., p. 123.
97. Segalowitz, N. in Spolsky, B. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 153.
98. Christian, C.C. in Simoes, A. (ed.): The Bilingual Child, pp. 37 - 38.
99. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 200 - 203.
100. Ibid. p. 243.
101. Christian, C.C. in Simoes, A. (ed.): The Bilingual Child, pp. 37 - 38.
102. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 252 - 254.
103. Christian, C.C. in Simoes, A. (ed.): The Bilingual Child, pp. 37 - 38.
104. Saville-Troike, M. in Cordasco, F. (ed.): Bilingual Schooling in the U.S., p. 177.
105. Lewis, E.G.: Bilingualism and Bilingual Education, p. 255.

106. Bowen, J.D. in Spolsky, B. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 108.
107. Lewis, E.G.: Bilingualism and Bilingual Education, pp. 255 - 256.
108. Segalowitz, N. in Spolsky, B. and Cooper, R. (eds): Frontiers of Bilingual Education, p. 155.
109. Lambert, W.E. et al. in Fishman, J.A. (ed.): Readings in the Sociology of Language, pp. 473 - 474.
110. Christian, C.C. in Simoes, A. (ed.): The Bilingual Child, pp. 37 - 38.
111. Lewis, E.G.: Bilingualism and Bilingual Education, p. 256.
112. Ibid. p. 257.
113. Lambert, W.E. et al. in Fishman, J.A. (ed.): Readings in the Sociology of Language, pp. 479 - 480.
114. Malherbe, E.G.: Demographic and Socio-Political Forces Determining the Position of English in the RSA, p. 7.
115. Fishman, J.A.: Bilingual Education, p. 68.
116. Malherbe, E.G.: Demographic and Socio-Political Forces Determining the Position of English in the RSA, pp. 9 - 12.
117. Ibid. pp. 1 - 2.

CHAPTER 3

SPECIFYING THE QUESTIONNAIRE AND TEST DESIGN

3.1 QUESTIONNAIRE3.1.1 Objectives

Mackey's typology of the bilingual learner is four-dimensional: home; environment; school and status of the second language to be learnt. I shall not concern myself with language status. Suffice it to say that English as a language of world-wide communication has one of the highest statuses of all languages necessitating its inclusion in any curriculum. I am more concerned with physical reality i.e. the actual contact made with the target language in three clearly defined social engagement areas: the home, the school and the environment. Questions relating to the use of or exposure to the target language, English, will be quantified according to a pre-determined score-rating. The objectives will be to:

- 3.1.1.1 assign to each respondent a bilingualism index with regard to use of and exposure to English;
- 3.1.1.2 correlate this index with the score obtained in the norm-referenced test (i.e. testing the First Hypothesis);
- 3.1.1.3 seek out those instances in which the greatest exposure and highest frequency of use occurred;
- 3.1.1.4 determine whether the bilingual support system to which school going pupils are exposed is sufficient for them to be considered co-ordinate bilinguals who can teach English as a second language as though they were bilingual-biculturals.

3.1.2 Item Discussion: motives for inclusion

Barring Question 6, none of the items involve self-evaluation, opinion-seeking or attitudinal determination.

They are all questions requesting factual information and questions to which respondents can answer truthfully without feeling that they are labelling themselves under some attitudinal category. As with all questionnaires, the only limiting factor is bona fide inaccuracy of respondents.

3.1.2.1 Questions dealing with the home (1 and 2)

Obviously the languages spoken by the mother, father, brother/s and sister/s must be included as well as those of both paternal and maternal grandparents. Apart from the probability of the pervasive influence of the grandparents despite a possible language shift in the second generation, there is also a strong likelihood that there will be language contact between grandparent and grandchild.

3.1.2.2 Questions dealing with the environment (3,4,8,9,10,11,12)

Here place of residence taken over a period of 20 years must be considered. This however in itself is not sufficient. Questions referring to actual language use and frequency of use must also be asked. Residence does not presuppose use. Furthermore, certain residential areas may be predominantly peopled by a certain language group and an individual can still through the proximity of a particular neighbour speaking the target language, make contact with that language.

3.1.2.3 Questions dealing with the school (5,6,7)

A respondent will have attended one of the four types of schools listed in Question 7 or a combination of such schools. Once more, attendance at such a school does not presuppose the kind of teaching medium that its classification would suggest. So questions concerning the actual instruction through the medium of English linked in time to a particular school phase must be asked (respectively Questions 5 and 6). Question 6 is the only question that has the inherent weakness of making a self-evaluation demand upon respondents.

3.1.3 Rationale for quantification of responses

Of approximately sixteen waking hours per day of a child's life, it is assumed that he spends some time at school, some at home and some within society outside the two aforementioned areas of engagement. Not every child will spend the same amount of time as another in the different engagement areas, neither will the apportioning of time for each individual remain consistent throughout the span of twenty years. Furthermore, time spent is not necessarily a measure of support system intensity transfer. Thus, on an entirely intuitive basis one third of weighting for the purposes of quantification will be apportioned to each of the engagement areas. Each area will carry 40 marks, the total being 120. Along a continuum of 0 - 120, in theory, a monolingual ESSA will have a score of 120 and a monolingual Afrikaner will have a score of 0. The ideal EA South African bilingual will have a score of 60.

3.1.3.1 Questions dealing with the home (1 and 2)

Question 1 deals with the languages spoken by the grandparents. Each grandparent speaking English carries 2 marks, Afrikaans 0, English and Afrikaans 1, Another language 0, Don't know 0. The possible total is 8.

Question 2 deals with the languages spoken by the parent/s and brother/s and sister/s. The father, mother and brother/s and sister/s carry respectively 10, 12, 10 provided it is English. Any response under Afrikaans or Another language carries 0. If no response is recorded for brothers and sisters the respondent receives 0 because a single child obviously has fewer opportunities for interactive communicative exchange within the family setting. The possible total is 32. The mother carries more weight because she rears the child while the father works. Most of the child's first linguistic experiences are through those of his mother, from whence probably the term mother-tongue.

3.1.3.2 Questions dealing with environment (3,4,8,9,10,11,12)

Question 3 deals with the use of English outside the classroom. It is subdivided into two categories: prior to age twelve; between the ages of twelve and eighteen. This subdivision accommodates migratory changes of environment. The former subdivision is assigned 6 marks, the latter 4. The reason for this difference is that it is assumed that having once been exposed to a language at an early age, this should form a linguistic residue and should remain part of the child's linguistic repertoire and make-up. Each of the subdivisions is scaled according to frequency of use viz. Prior to age twelve: Yes regularly = 6; Yes sometimes = 4; Seldom = 2; Never = 0. Between the ages of twelve and eighteen: Yes regularly = 4; Yes sometimes = 3; Seldom = 2; Never = 0. The possible total is 10.

Question 4 deals with the use of English in the environment other than that mentioned in Question 3. It is also subdivided into two categories: where the person lived, where the person worked. Both are assigned 5 marks. If a respondent has never worked nor filled in the relevant section, he gets 0. Each of the subdivisions is identically scaled according to frequency of use viz. Yes regularly = 5; Yes sometimes = 3; Seldom = 1; Never = 0. The possible total is 10.

Questions 8 - 11 all deal with place(s) of residence and respective number of years spent living there during the first twenty years of life. The possible total for this section carries 16 marks. To score 16 a respondent must have lived in an Only English area for twenty years. If the scaling for areas is as follows: Only Afrikaans = 0; Predominantly Afrikaans = 1; Afrikaans and English = 2; Predominantly English = 3; Only English = 4; then to obtain a score of 16, multiply 20 by 4 and divide by 5, where 20 is the number of years, 4 is the scaling index

and 5 is a constant. The following formula can subsequently be applied in all the cases:

$$\frac{\text{no. of years} \times \text{index}}{5}$$

e.g. A person living all his life (twenty years) in an Afrikaans only area will obtain the following score: $\frac{20 \times 0}{5} = 0$

A person living for five years in a predominantly Afrikaans area and fifteen years in a predominantly English area will obtain the following score:

$$\frac{5 \times 1}{5} + \frac{15 \times 3}{5} = 10$$

It is for the respondent to determine what the predominant language of an area is for it is only he who knows what contact he has made with the target language in that area. Thus two respondents may differ as to language predominance in a particular area and I shall accept this.

Question 12 deals with the language of religion. Although low in terms of time it is usually high in intensity.

This section carries a total of 4 marks, 0 for Afrikaans, 4 for English.

3.1.3.3 Questions dealing with school (5,6,7)

Question 5 concerns English as medium of instruction. The four phases, namely Pre-primary, Primary, High School and University respectively carry 4, 3, 2, 1 marks. The reason for the earlier phases being more heavily weighted is that a child having been exposed at an earlier stage to English as a medium of instruction, should more readily communicate in English during the latter stages. Someone who receives instruction in English for the first time at college or university has a lag of seventeen/eighteen years to contend with. The mark is cumulative i.e. in order for a person to score the maximum of 10 he needs to have received instruction through the medium of English during all phases.

Question 6 is concerned with proficiency in English at a particular school developmental level. The five phases, Never; Pre-school; Primary; High School; and Post School respectively carry 0, 10, 6, 4, 2 marks. Only one instance is being requested so these marks are mutually exclusive. Obviously a proficiency in English at pre-school level carries the highest mark and from there the marks diminish with increasing age. For reasons already mentioned this is a weak question in that the respondents must make value judgements of themselves. One can only trust to integrity and reasonable sound self-appraisal.

Question 7 concerns the type of High School attended. The single medium (English only) school carries 20 marks. At the other end of the continuum is the single medium (Afrikaans only) school which carries 0 marks. The dual medium school carries 12 and the parallel medium school carries 6 marks. Provision is made for a pupil to have attended three schools during the course of his high school career. Thus, someone who attended a single medium (Afrikaans only) school and then a dual medium school and then a parallel medium school, would score:

$$\frac{0}{3} + \frac{12}{3} + \frac{6}{3} = 6$$

Someone who attended a single medium English school and then a dual medium school would score:

$$\frac{20}{2} + \frac{12}{2} = 16$$

3.1.4 Determination of a Bilingualism Index

A breakdown of the scoring would read as follows:

		Max.
Category Home:	Question 1 (a)	4
	(b)	4
	Question 2	32
	Sub-total	40
Category Environment:	Question 3	10
	Question 4	10
	Question 8, 9, 10, 11	16
	Question 12	4
	Sub-total	40
Category School:	Question 5	10
	Question 6	10
	Question 7	20
	Sub-total	40
	Grand Total	120

The respondent's score out of 120 is expressed as a percentile. This will then constitute his Bilingualism Index with regard to the bilingual support system with which he has been in contact. The score he obtains in the norm-referenced test will be an indication of his bilingualism with regard to the use of English. These two scores will be correlated in order to prove or disprove the first hypothesis. Certain uncontrolled and uncontrollable variables must be mentioned: these are aptitude and I.Q.; attitude and the need or desire to communicate in English; the quality of tuition received during the high school career.

Items for the questionnaire have been selected from those that were used in the nation wide Languages Survey on LANGUAGE LOYALTY IN SOUTH AFRICA Volume 1: Bilingual Policy in South Africa - Opinions of White Adults in Urban Areas.¹

The forerunner to this Languages Survey was the investigation by K.P. Prinsloo in HSRC Report TLK/L - 1.²

The quantification of items, the assignation of marks with respective weighting is entirely my own.

See Appendix 1A p. 112 for a copy of the questionnaire in Afrikaans as it was administered to respondents.

3.2 THE NORM - REFERENCED TEST

A norm-referenced test compares the performance of an individual with that of other individuals in a sample of comparable persons.³ Similarly one group could also be compared to another group. I envisage comparing the performance of first and final year Afrikaans-speaking students to Standard V, V11 and X English-speaking pupils. This will enable me to place the five groups of respondents in some merit order by comparing the arithmetic mean obtained by each group. By doing so I will be able to test the second and third hypotheses, or conversely, accept the null-hypotheses.

The question may be asked why Standard V, V11 and X English-speaking pupils? First, I feel that these are significant stages: the Standard V English-speaking child is frequently taught English by an EL2 teacher of English. It stands to reason that the communicative competence of such a teacher should be at least equal to or better than that of the pupil whom he teaches. The Standard V11 English-speaking pupil is taught through the medium of English by an EL2 teacher. This teaching should be conducted in language which should serve as a model for the pupil. Handcrafts and Physical Education are very often taught through the medium of English by EL2 speakers. Again the language used should serve as a model. Too many formal errors used by a teacher in the language of the pupil could lead to linguistic and educational disadvantage.⁴ The second reason is that these developmental stages represented by certain school standards can in fact also represent standards of first language speakers and it is in terms of these that we can assess the standards of the Afrikaans-speaking students in question.

The norm-referenced test will enable me, once I have computed first and final year respondents' bilingualism indices, to correlate

them with the performance in this test.

Finally the norm-referenced test will enable me to select testees for further criterion-referenced testing.

Because the norm-referenced test is applied on a wide scale, particular attention has been devoted to economy and speed of assessment. The test, excepting the essay question, is essentially usage based. We need to look very briefly at the usage/use dichotomy. The former is concerned with formal language, the latter with communicative function. Any undue emphasis placed on either would be very unsatisfactory. Usage emphasis will result in a mastery of sentence pattern formalism and an emphasis on use could lead to an embarrassingly fluent pidgin language, quite unintelligible to the listener. How then are these to be reconciled? Carrol states the following: "The use of a language is the objective, and the mastery of the formal patterns or usage of that language is a means to achieve this objective." (underlining my own)⁵

Now if mastery of usage is not synonymous with mastery of use, what then is the purpose of using a usage based test as a testing instrument? Carrol, however, does state that a person who can construct correct sentences is more likely to communicate effectively; someone who cannot is less likely to communicate effectively. A test in terms of usage could thus be used as a basic first tier instrument for the establishment of comparability between groups and for eliciting candidates for further criterion-referenced testing.⁶

3.2.1 The Pilot Test: Test Design

The test consisted of a multiple choice section (40 per cent); an essay following an introductory paragraph (30 per cent); a section on punctuation (5 per cent); a cloze test (25 per cent). The test would provisionally last one hour. Testing time was to be determined only after the pilot test had been conducted. Approximately 10 per cent did not complete the test in the given hour.

They were, however, allowed to complete the test.

I decided that one hour would be sufficient for the modified

norm-referenced test. One hour would eventually prove more than sufficient as I had to eliminate fifteen items from the multiple choice section.

The multiple choice section had forty questions based on the following aspects of language usage: function of a word as a part of speech according to context of use; spelling; pronouns (relative, distributive, possessive, indefinite); idiomatic usage; degrees of comparison of adjectives; prepositions; connectives; tenses; word order; positioning of the adverbs. The last three questions were not based on contextual use, but required of respondents to select an option as constituting the correct definition for a given idiomatic expression. The rest of the questions were all based within contextual use.

The essay, following an introductory paragraph, limited the respondents to a particular situation. This was to prevent any previously written piece being reiterated. Although there were certain constraints to absolute free writing, a certain measure of reading comprehension was built into this item. A certain degree of creativity within confines was possible.

The punctuation test was introduced in order to specifically test this particular writing skill. It was not merely a test which required the insertion of punctuation markers but also a test of ascribing meaning through the use of punctuation markers. Five responses were required.

The cloze test was introduced to test reading comprehension. Twenty five responses were required. Every seventh word was omitted from a reading passage.

3.2.1.1 Administering the Pilot Test

Since the Afrikaans-speaking teacher trainees in question are a homogeneous group with regard to college entrance requirements I thought it best to do the pilot study with a group of Afrikaans-speaking matriculants. This group would contain elements of would be teachers receiving their training at a college as well as those

eligible for entry to university (i.e. having to comply with more stringent entrance qualifications) and also for those who would not even qualify for entry to college. This, I hoped, would provide for a wider spread of test scores. Another reason for selecting this group was that from the ranks of Afrikaans-speaking matriculants teacher trainees are usually recruited.

3.2.1.2 Standardising and correlating test items for validity and reliability

All the results were tabulated and totalled and set down in order of merit. All the results of the multiple choice were dealt with separately and were plotted on a "measle" chart. Test items were on a vertical axis while respondents in order of merit and starting at the left were plotted on the horizontal axis (see Appendix X p. 141). The following statistical steps were taken:

3.2.1.2.1 Facility value of items of the multiple choice test

The facility value or degree of difficulty of test items in the multiple choice test was determined by expressing the number of correct responses as a percentage. I decided that a facility value between 30 per cent and 70 per cent would be a reasonable range for degree of difficulty. This is one of the requirements of a test for reliability, in that the degree of difficulty of tests items should vary.⁷ Of the forty items, nineteen fell outside this range. However, four of these items were included despite this, because of relatively good discrimination indices.

3.2.1.2.2 Discrimination index of items of the multiple choice test

This was determined by totalling the number of correct responses of each of the upper and lower halves and then finding the difference between the two. This difference was then divided by half the number of respondents (fifty) i.e. $\frac{U - L}{50}$

Where U represents the upper half and L the lower half.⁸
 A discrimination index below,20 resulted in an item being rejected. Finally twenty five multiple choice items were retained. As a result of this the essay section was moved up to 40 per cent and the cloze test was moved up to 30 per cent. The punctuation section remained at 5 per cent.

3.2.1.2.3 Correlation

The multiple choice test in its original forty item format was correlated with the essay question and the cloze. The essay and the cloze were also correlated. The results were as follows: Correlation between multiple choice and essay: 0,75; Correlation between multiple choice and cloze: 0,76; Correlation between essay and cloze: 0,65.

These high positive correlations indicated to me that the three tests were all testing the same ability.

3.2.1.2.4 Range

The lowest score was 29, the highest 84, thus the range $R = 55$.

3.2.1.2.5 Mode

The score most often obtained was 40.

3.2.1.2.6 Median

The score obtained by candidate ranked 50 out of 100 was 55.

3.2.1.2.7 Mean

The average score was 53,73.

3.2.1.2.8 Standard Deviation

The standard deviation was 12,89. The significance of this was that the scores did not cluster around the mean and that the test provided for a wide spread with this particular batch of testees.

On the basis of the statistical information obtained

I decided that the test was reliable and valid. The test was reliable because it was a long enough test with a wide selection of items varying in degree of difficulty, it provided a means for comparison because all respondents were given the same items, all the respondents performed the test in identical conditions and at the same time, all respondents' scripts were scored in an identical manner, there was a high positive correlation between the multiple choice test, the essay and the cloze test.

The test was valid on the grounds that both essay and cloze tests are regarded valid tests of language ability.⁹ Both these tests correlated positively with the multiple choice item. In view of the fact that fifteen unsuitable items were eliminated from the multiple choice test, it would be even more valid in its amended form.

See Appendix 2 A, B and C p.125 for an example of the Pilot Test and Statistical data concerning it.

3.2.2 Administering the modified test

The test in its modified form was given to the five groups for whom the test was intended in the first place. Care was taken to ensure that the Standard V, VII and X pupils were representative of that standard. All the first and final-year teacher trainees who were available sat for the test. Here an unforeseen hitch occurred. Only thirty three DE 3 candidates were available for this test because the others, some fifty, were writing the annual Taalbond examination. It was impossible to find another date for this test. Fortunately some fifty nine HDE students could sit for this test. There were only seven absentees from this group. I decided to use these as the final year sample. This actually suited me because they had already passed English in the previous year and were to all intents and purposes qualified to teach English Second Language. Thus

it would be from the group of fifty nine HDE students that I would select my top, middle and bottom five for the criterion-referenced test. I could not regard the thirty three DE 3 students as representative because the reason for their presence could have been owing to a lack of confidence to attend the Taalbond Examination or vice versa. Whatever it was, wasn't important, what was important was that the possibility of their not being representative did exist.

Of the first year group eighty nine sat for the test. There was the normal number of absentees that occur for any such event. I also regarded them as representative.

I was very ably assisted with invigilation by members of staff from various institutions whose names must perforce remain anonymous. There were no hitches or queries.

See Appendix 2D for an example of the norm-referenced test in its amended form.

3.2.2.1 Marking and Scoring

To maintain consistency in marking the multiple choice test, the punctuation and the cloze presented no difficulty. The essay was marked according to a 9-Band language scale for writing. The band rating was converted to a language score out of 40. To assess my consistency, samples of marked and unmarked scripts were submitted to a group of five M.Ed. and M.Phil. students reading for the Language in Education course at U.C.T. I tabulated their marks and established an average. I also observed and noted their amended mark after a consensus-reaching discussion. I found that I had erred by an average of 2,2 marks out of 40 towards leniency. I felt assured that my assessment of the written work was consistent.

Consult Appendix 2F p. 174 for a table of results on consensus-reaching process.

3.3 THE CRITERION - REFERENCED TEST

Whereas the norm-referenced test compares the performance of an individual with that of other individuals in a sample of comparable persons, the criterion-referenced test compares an individual's performance with pre-determined behavioural criteria.

The test design is set out in ten information banks. This will provide a description of the participants, their communicative needs and a specification of the test content.¹⁰

3.3.1 Participant identification

First and final-year male and female white Afrikaans-speaking students between the ages of eighteen and twenty four at an Afrikaans-medium teachers' college. Approximately half the males have completed national service. The ratio of men to women is approximately 1 : 3. The participants have fulfilled the requirements for entry to college: this is matriculation with minimum two subjects on the higher grade, one of which must be the mother tongue, Afrikaans. The minimum requirement for matriculation in the target language, English, is English Second Language Higher Grade, passmark 33,3 per cent. Pending the outcome of a typological survey for bilingualism, an assessment of contact with the target language can be made (the results of the questionnaire will supply this information).

3.3.2 Why these teacher trainees need English

These teacher trainees need English in order to teach the language, English, as a second language, and if required to do so, even teach English as a first language or through the medium of English. This latter has become more the rule than the exception. What might have been regarded once as an interim arrangement, has now become an established practice. This is because English-speaking people do not enter the teaching profession. Approximately 80 per cent of people teaching English as a first language are non-mother tongue English speakers.

3.3.3 Events / activities

- Event 1: Teaching oral and aural skills.
- Activities: Speaking, lecturing, instructing, explaining and discussing. Listening to pupils' English, correcting and modifying pupil speech, serving as a model to pupils, especially with regard to pronunciation, stress, intonation and structure.
- Event 2: Teaching graphic skills.
- Activities: Instruction in the rules of spelling and punctuation, providing opportunities for practice.
- Event 3: Teaching language patterns.
- Activities: Patterns that convey information and conceptual meaning through lexical and structural devices.
- Event 4: Teaching discourse.
- Activities: Combining the patterns of event 3 into meaningful discourse.
- Event 5: Reference study.
- Activities: Relaying information which requires reading skills, note-taking and information transfer.
- Event 6: Situation handling.
- Activities: Being able to handle person to person situations with tact and diplomacy especially when confronted by hitherto unforeseen situations.

3.3.4 Instrumentality

The test will be administered as follows:

From a number of select topics (approximately ten) one will be selected at random. This topic will centre around a

relevant reading passage of approximately 300 – 350 words. Once the topic has been selected, tester and testee engage in conversation. The passage may be read prior to discussion or vice versa. Three patterns emerge:

1. Discussion - reading
2. Reading - discussion
3. Discussion - reading - discussion

It is most probable that the second pattern will be the usual one adopted.

The reading and discussion are both recorded on audio tape for assessment and evaluation at a later stage.

Once the topic has been discussed and read (approximately fifteen minutes), the testee will be required to write a short report, memorandum, composition, essay or letter of approximately two hundred words. What he writes depends on the turn the conversation has taken.

The rationale for this form of instrumentality is as follows:

1. In his book Testing for Communicative Performance, B.J. Carroll stresses the need for authenticity. By authenticity he means that all operations must be real-life and interactively communicative. We should always bear in mind that language is interactive, unpredictable, purposive, authentic, contextualized, based on performance and assessed in terms of behavioural outcomes.
2. All the traditional modes of listening, speaking, reading and writing are being tested, but not as separate entities. The testee listens to the tester and is required to reply to questions and in certain instances in relation to what has been read. The testee hears or reads something and appropriately responds in speech or in writing. All four modes are thus placed in communicative context and the interactive nature of language is maintained.

Appendix 3A p.175 has an example of a reading passage with possible questions and suggested topics for writing.

Although communication is supposed to be unrestricted and unpredictable, the interviewer should always be prepared with a few questions and topics just in case conversation bogs down.

3.3.5 Socio-cultural factors

The position in society of the testee is that of teacher-to-be. His role-set is that of:

1. Teacher in charge of children;
2. Teacher among teachers;
3. Teacher communicating with parents;
4. Teacher consulting books, papers, articles, etc.

The dialect he is expected to use is Standard South African English.

A special cultural feature which will affect the unit of meaning is the fact that the testee is not a mother-tongue speaker of English. He must therefore be a co-ordinate bilingual.

3.3.6 Performance levels

Two assessments will be made. The first will be an interview assessment according to a nine-point language band scale. This will be derived from ten performance criteria, (Vide infra pp. 82 - 83).

The second assessment will be according to an academic writing scale, (Vide infra p. 84).

Finally, after these two assessments have been made, a general assessment will be made according to a general assessment scale, (Vide infra p. 85).¹¹

Ten Performance Criteria

1. Size, the physical extent of the text (oral or graphic) being produced or comprehended.
2. Complexity, the extent to which the focuses of a text multiply in regard to topics, styles of presentation and semantic fields.
3. Range, the variety of skills, functions and tones presented in a text.
4. Speed, the speed at which a task is performed.
5. Flexibility, the ability to adapt to novelty and switches in the features of a task presented.
6. Accuracy, the extent to which the candidate has mastered correct, formal usage, and the correctness of the information he draws from or presents in a text.
7. Appropriacy, the degree to which the style of task performance corresponds to the legitimate expectations of other users.
8. Independence, the degree of independence of reference sources and questioning of his interlocuters.
9. Repetition, the extent to which a user needs to re-read a text, or ask for repeats of an utterance.
10. Hesitation, the degree of delay in starting a task and the occurrence of hesitation in performing it.

Interview assessment scale

Band

9	Expert speaker. Speaks with authority on a variety of topics. Can initiate, expand and develop a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and responds to attitudinal tones.
7	Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively. Rather less flexible and fluent than Band 8 performer but can respond to main changes of tone or topic. Some hesitation and repetition due to a measure of language restriction but interacts effectively.
6	Competent speaker. Is able to maintain theme of dialogue, to follow topic switches and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language but these will not impede exchange of views. Shows some independence in discussion with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification and similarly to be asked for them. Lacks flexibility and initiative. The interviewer often has to speak rather deliberately. Copes but not with great style or interest.
4	Marginal speaker. Can maintain dialogue but in a rather passive manner, rarely taking initiative or guiding the discussion. Has difficulty in following English at normal speed, lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless, gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L1 accent.
3	Extremely limited speaker. Dialogue is a drawn-out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on to discussion gist, without making major contribution to it.
2	Intermittent speaker. No working facility, occasional, sporadic communication.
1/0	Non-speaker. Not able to understand and or speak.

Academic writing scale

Band

9	Expert writer. Writes with authority, accuracy and style. Has a mastery of appropriate and concise English.
8	Very good writer. Clear and logical presentation with accurate language forms and good style. Just the occasional slip or infelicity reveals he is not a native writer. Often approaching bilingual competence.
7	Good writer. Can develop a thesis systematically with well-structured main and subordinate themes and relevant supporting detail. Generally accurate and appropriate language, layout and style. Responds to tone or purpose of writing task. Mainly distinguished from Band 8 performer in fluency, accuracy and appropriateness.
6	Competent writer. Uses a wide range of skills to convey thesis - presenting it in quite a well-structured fashion, arranging main and supporting themes and details logically. Use of lexis and grammatical patterns reasonably accurate. Slight limitation of style and mastery of appropriate idiom in an otherwise intelligible presentation.
5	Modest writer. Conveys basic information competently, but logical structure of presentation will lack clarity. Work will show several slips and formal errors. Use of style and conveyance of tone is present but not consistent. Essay may well lack interest but the basic message gets through.
4	Marginal writer. Presentation has coherent appearance and several factual statements can be sequentially made. Work lacks logical structure and use of discourse markers. Often makes lexical and grammatical errors. Uses basic punctuation conventions. Uses restricted range of skills. Will back-track and may still repeat. Basic theme is conveyed but imperfectly.
3	Extremely limited writer. Produces a string of sentences rather than an essay. Some theme but not logically presented. Use of simple sentence structure and restricted lexis with errors and inappropriacies abounding. Main merit is the conveyance of straightforward information.
2	Intermittent writer. No working facility: perhaps sporadic uses.
1/0	Non-writer. Not able to write.

General assessment scale

Band

9	Expert user. Communicates with authority, accuracy and style. Completely at home in idiomatic and specialist English.
8	Very good user. Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bilingual competence.
7	Good user. Would cope in most situations in an English-speaking environment. Occasional slips and restrictions of language will not impede communication.
6	Competent user. Although coping well with most situations he is likely to meet, is somewhat deficient in fluency and accuracy and will have occasional misunderstandings or significant errors.
5	Modest user. Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	Marginal user. Lacking in style, fluency and accuracy, is not easy to communicate with, accent and usage cause misunderstandings. Generally can get by without serious breakdowns.
3	Extremely limited user. Does not have a working knowledge of the language for day-to-day purposes, but better than an absolute beginner. Neither productive or receptive skills allow continuous communication.
2	Intermittent user. Performance well below level of a working day-to-day knowledge of the language. Communication occurs only sporadically.
1/0	Non-user. May not even recognize with certainty which language is being used.

3.3.7 Topic areas

It must be accepted that a teacher of a language, whether first or second language, should be able to communicate on any topic, not necessarily in specific registers, but broadly speaking, be able to enter into a discussion involving any topical events.

3.3.8 Language skills

No specification of any particular skill is required. A teacher of a language, teaching through the medium of that language, should be in command of every imaginable language skill possible.

One of the greatest fallacies concerning second language teaching is that the teacher of the second language doesn't have to be as "good" as the first language teacher. Second language should never be equated with second-rate as far as the teacher, his communicative competence and his knowledge of the language are concerned. First and second languages differ with regard to communicative needs, acquisition, programme design and methodology of teaching but never with the quality of the communicative competence of the teacher.

3.3.9 Language functions / tones

The testee should exhibit the following tones appropriate to the particular functions: in the discussion there will be queries, explanations, expression of opinions and re-laying information.

Query: (+ courteous); (+ formal)

Explain: (+ rational); (+ authoritative); (+ certain)

Express an opinion: (+ active); (+ intelligent/thinking);
 (+ honest); (+ approving); (+ assenting);
 (+ courteously disapproving); (+ courteously dis-
 senting)

Relay information: (+ honest); (+ authoritative);
 (+ compelling); (+ disinterested)

3.3.10 Test format

Open-ended: See information bank no. 4 (3.3.4)

Instrumentality.

To conclude, it is important to consider the four characteristics required of a test: these are relevance, acceptability, comparability and economy. The test which follows certainly conforms to the first three but definitely not the last, namely economy. The very nature of the instrumentality mitigates against this. However, time is not important because the tester has time at his disposal and any compromise in order to accommodate economy will defeat the whole spirit in which this test is being conducted.

University of Cape Town

Chapter 3: Specifying the Questionnaire and Test Design - Endnotes

1. HSRC Report TLK/L - 6. 1977, pp. 56 - 71.
2. HSRC Report TLK/L - 1. 1972, pp. 199 - 211.
3. Carrol, B.: Testing Communicative Performance, p. 10.
4. Malherbe, E.G.: Demographic and Socio-Political Forces Determining the Position of English in the RSA, pp. 16 - 18.
5. Carrol, B.: Testing Communicative Performance, p. 7. and Widdowson, H.G.: Teaching Language as Communication, pp. 3 - 4.
6. Carrol, B.: Testing Communicative Performance, pp. 70 - 71.
7. Valette, R.M.: Modern Language Testing, p. 44.
8. Heaton, J.B.: Writing English Language Tests, pp. 173 - 175.
9. Oller, J.W. Jr.: Language Tests at School, pp. 42 - 49.
10. Carrol, B.: Testing Communicative Performance, pp. 25 - 34.
11. Ibid. pp. 31, 134 - 136.

CHAPTER 4

THE DATA AND ITS INTERPRETATION

4.1 THE QUESTIONNAIRE

In fulfilment of the objectives stated in CHAPTER 3.1.1 the following can be stated:

4.1.1 Assigning to each respondent a bilingualism index

These are to be found on the tables of raw scores together with the norm-referenced test results. Consult Appendix 2E p. 154. The averages for the three college student groups were as follows:

HDE - 18

DE1 - 18

DE3 - 17

Because the DE3 group was possibly not representative their results and all other results regarding them are furnished merely for the sake of interest.

4.1.2 Correlating bilingualism indices with scores obtained in the norm-referenced test (i.e. testing the first hypothesis)

The correlation co-efficients for the three groups are as follows:

HDE - 0,48

DE1 - 0,45

DE3 - 0,40

These correlation co-efficients of respectively ,48 and ,45 for the HDE and DE1 groups are not high. However, I feel confident that they are significant and that I can accept the hypothesis: The greater the bilingual support system proves to be for a subject, the more communicatively competent will he prove to be in the target language, English.

In CHAPTER 3.1.4 I stated that certain variables cannot be controlled. They are aptitude and I.Q., attitude and the need or desire to communicate in English, the quality

of tuition received during the high school career. It is possibly for this reason that the correlations are not very high. DE1 cases in point are candidates ranked 8 and 9 who score respectively 68 and 67 in the norm-referenced test while they have bilingualism indices of respectively 9 and 12. Conversely DE1 candidate ranked 76 scores 40 in the norm-referenced test while he has a bilingualism index of 27.

Furthermore, there is the factor of erroneous interpretation of questionnaire items and subsequent responses made.

4.1.3 Instances in which the greatest exposure to and highest frequency of use of English occurred

Consult Appendix 1B p. 117 for tabulated results of the questionnaire.

4.1.3.1 Category Home

As the percentages indicate, there are very few bilingual homes among these groups. Even at conception a potential bilingual is at a disadvantage. This rules out this particular engagement area for the fostering of bilingualism. A point worth noting is that there seems to be very little marriage across the language line. This is indicative of little contact between English-speaking and Afrikaans-speaking South Africans.

4.1.3.2 Category Environment

The percentages indicate that this area of engagement is the one in which the greatest exposure to and frequency of use of English occurs. It is worth noting that this area of engagement is the one in which policy makers have the least control. There is still however a large predominance of Afrikaans monolingualism as the percentages indicate. This can probably be attributed to the fact that areas become predominantly monolingual (English or Afrikaans) because of the proximity of a particular single medium school. The school a child attends is often a

factor in determining where his parents settle, and vice versa, the predominance of a particular language group living in an area may determine what type of school that area will have.

4.1.3.3 Category School

The percentages based on Question 7 would indicate that there are quite a number of pupils who have attended dual and parallel medium schools. However, one must be wary of these figures because often a school is classified as a dual medium school on the strength of the presence of a negligible number of English-speaking pupils (especially in the rural areas). A school, classified as dual medium, does not necessarily have instruction given through the medium of English in subjects other than English. The percentages based on Question 5 confirm this reservation.

4.1.4 Determining whether the bilingual support system is adequate or not

With averages of 18, 18 and 17 for respectively the HDE, DE1 and DE3 groups one cannot even hope that a corps of teacher trainees will attain the kind of bilingual proficiency that will enable them to teach English as a second language. This is especially so for those who have low indices and corresponding low scores and ratings in the norm- and criterion referenced tests. The situation is so anomalous as to defy all logic: some teacher trainees from practically monolingual Afrikaans backgrounds are expected to become bilinguals after three years at college so that they can teach EL2.

4.2 THE NORM - REFERENCED TEST

The results of the norm-referenced test are summarised on p. 92 overleaf. Consult Appendix 2E p.154 for a full account of the results.

The second, third and fourth hypotheses are tested by establishing z scores to determine whether the differences between

NORM - REFERENCED TEST RESULTS

		Bil Index	Mult Choice	Essay	Punct	Cloze	Total
		0 - 100	25	40	5	30	100
Std X	EL1						
N =	100						
Av. Mark			20,40	29,64	3,49	24,08	77,61
Av. %			81,60	74,10	69,80	80,27	77,61
Std VI1	EL1						
N =	100						
Av. Mark			17,68	24,10	2,68	21,33	65,87
Av. %			70,72	60,25	57,20	77,77	65,87
Std V	EL1						
N =	45						
Av. Mark			16,27	18,40	2,58	19,13	56,38
Av. %			65,07	46,00	51,56	63,78	56,38
HDE	EL2						
N =	59						
Av. Mark		17,89	13,68	18,58	2,44	19,20	53,91
Av. %		17,89	54,71	46,44	48,81	64,01	53,91
DE1	EL2						
N =	89						
Av. Mark		17,89	13,42	18,35	2,45	18,03	52,28
Av. %		17,89	53,66	45,87	48,99	60,11	52,28
DE3	EL2						
N =	33						
Av. Mark		16,76	13,67	17,67	2	18,85	52,18
Av. %		16,76	54,67	44,17	40,00	62,83	52,18

means are significant at both 0,05 and 0,01 levels of confidence. The formula used is the following:

$$z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

For the level of significance 0,05 a score greater than $z = 1,96$ will prove significant and for the level of significance 0,01 a score greater than $z = 2,58$ will prove significant.¹

4.2.1 Testing the second hypothesis

The z score for the difference between means of the Standard V group and the DE1 group is 1,89. This means that we must reject the hypothesis because $z = 1,89$ is less than $z = 1,96$ and $z = 2,58$.

The z score for the difference between means of the Standard V11 group and DE1 group is 9,06. This means that the difference between the groups is significant. We thus accept the null hypothesis: The Afrikaans-speaking first year students have a group mean that is inferior to that of the Standard V English-speaking pupils but the difference is not statistically significant. The Afrikaans-speaking first year students have a group mean that is inferior to that of the Standard V11 group and it is statistically significant.

4.2.2 Testing the third hypothesis

The score for the difference between means of the Standard V group and the HDE group is 1,10. This means that we must reject the hypothesis because $z = 1,10$ is less than $z = 1,96$ and $z = 2,58$.

The z score for the difference between means of the Standard V11 group and the HDE group is 7,38. This means that the difference between the groups is significant. We thus accept the null hypothesis: The Afrikaans-speaking final-year students have a group mean that is inferior to that of the Standard V English-speaking pupils but the

difference is not statistically significant. The Afrikaans-speaking final year students have a group mean that is inferior to that of the Standard VII group and it is statistically significant.

For what the test set out to test these two groups are thus comparable and similar if the null hypothesis can also be interpreted as $\bar{X}_{HDE} = \bar{X}_{Standard V}$, where \bar{X} = the mean.

The implication of this is that the average HDE, a person having already qualified at the DE 3 level in EL2, empowering him to teach EL2 up to Standard V EL2 level, has the same ability, for what has been tested, as that of a twelve/thirteen year old English-speaking school pupil.

What has not been established is the high probability that, of the Standard V group, certain percentages may never pass Standard V, may never pass Standard VII, may never pass Standard X and may never qualify for entrance to college.

On the other hand the HDE group have all passed muster at the Standard X level (fulfilling the requirements for entry to college) plus three years successfully completed education at a teachers' college.

In this regard these two groups are not comparable. The non-establishment of the potential drop-out rate for the eight years beyond Standard V no doubt favours the HDE group.

The same line of reasoning, mutatis mutandis, applies to the Standard V group and the DE 1 group.

4.2.3 Testing the fourth hypothesis

The z score for the difference between means of the HDE and DE 1 groups is ,89. This means that we must reject the hypothesis because $z = ,89$ is less than $z = 1,96$ and $z = 2,58$.

We thus accept the null hypothesis: There is no significant improvement in the communicative competence of final year students as a result of the tuition they have received.

This indicates that the tuition based on the curriculum prescribed does not provide for an improvement in communica-

tive skills.

Another possible reason is the entirely monolingual environment in which students spend their time for three/four years.

Thus far we have been comparing means, but what of those candidates who fall far below the mean of their particular group?

In 1938 E.G. Malherbe conducted a similar norm-referenced study. His results read as follows: of the students from three Afrikaans-medium teachers' colleges in the Transvaal 6 per cent had not reached Standard VI level in English language (i.e. the average level which English medium children attain in Standard VI), 26 per cent were below Standard VII, 47 per cent were below Standard VIII, 65 per cent were below Standard IX and 77 per cent were below Standard X.²

I should like to present his results in tabular form and juxtapose my own results in like manner. Consult these results overleaf on p. 96.

The two studies differ in the following ways: Malherbe's test was given to all the final year students (i.e. Standard X plus three years college training) in all the Afrikaans-medium teachers' colleges of the Transvaal. These tests had previously been applied to 18,000 representative school children for whom norms for the various standards had been established. My test was given to samples of Standard V (n = 45), Standard VII (n = 100) and Standard X (n = 100) EL1 pupils. I do however regard these samples as representative. Furthermore my test was given to DE 1 (n = 89), DE 3 (n = 33) and HDE (n = 59) students from one Afrikaans-medium college only.

Despite these discrepancies the only really significant difference lies in the size of population samples and the subject content of the two tests administered.

Possible reasons for the vast discrepancies between these two studies are:

PERCENTAGES OF STUDENTS FAILING TO ATTAIN THE AVERAGES OBTAINED BY GIVEN STANDARDS				
Standard	E.G. Malherbe 1938	C.J. Kitching 1983		
	DE 3	HDE	DE 1	DE 3
V	--	51	54	58
V1	6	--	--	--
V11	26	88	88	88
V111	47	--	--	--
1X	65	--	--	--
X	77	100	99	100

First, there has been a gross deterioration in the language proficiency (Malherbe's term) or communicative competence in English of would-be Afrikaans-speaking teachers. The result possibly of a system of single medium schools?

Second, the bilingual support system at the time and in the Transvaal may have offered more opportunities for English language use than now and in the Cape Province.

Third, the test given in 1938 may have been more of a language usage test, in which case the college students may have obtained better results than those obtained in 1983.

Whatever one may conclude from the two juxtaposed studies, the 1983 results alone are cause for grave concern. More than 50 per cent from each of the three groups have fared worse than the average of the Standard V group.

4.3 THE CRITERION - REFERENCED TEST

The results of this test are tabulated on p. 98 overleaf. What has emerged in the fourth hypothesis is clearly indicated in the criterion-referenced test, namely that there is no significant difference between HDE and DE 1 students. Subsequently, what I have to say about the one group applies to the other.

4.3.1 The top five groups (HDE and DE 1)

These groups' predominant score is Band 7. According to the performance criteria they are classified as good users of English. They would cope in most situations in an English-speaking environment. Occasional slips and restrictions will not impede communication.

Despite the fact that none of them, barring one, attains the average of a Standard X EL1 group of pupils, they **should** effectively be able to teach EL2 up to Standard V. There are reservations however about their ability to teach EL1 up to Standard V level. The occasional slips and restrictions mentioned would probably cause EL1 pupils to lose confidence in

CRITERION - REFERENCED TEST RESULTS

		Interview	Written	General	
		Band 0-9	Band 0-9	Band 0-9	
	N-R Test Rank				
HDE	1	6	7	6/7	
TESTEES	2	7/8	7/8	7/8	
Std X + 4	3	7	7	7	
	4	7	7	7	*
	5	7/8	7	7	
	28	6	5/6	6	
	29	6	6	6	*
	30	5/6	5	5/6	
	31	5	6	5/6	
	32	5/6	5/6	5/6	
	55	4	4	4	
	56	5	5	5	
	57	5	5	5	
	58	4	4	4	*
	59	5	4	4/5	
DE 1	1	8	8	8	*
TESTEES	2	8	8	8	
Std X + 1	3	7	7/8	7	
	4	7	7	7	
	5	6/7	6/7	6/7	
	43	6	5	5/6	
	44	5/6	5/6	5/6	
	45	6	6	6	
	46	6	5	5/6	*
	47	6/6	6	6	
	85	4	4	4	
	86	4/5	4/5	4/5	
	87	5	4	4/5	
	88	4	4/5	4/5	
	89	4/5	3/4	4	*

* Extracts from these candidates are to be found in Appendix 3B p.177.

their teachers, apart from the fact that pupils receiving instruction in their mother tongue require model examples of their language.

4.3.2 The middle five groups (HDE and DE 1)

These groups' predominant score is Band 5/6. According to the performance criteria they are classified as competent to modest users. They ought to communicate effectively but will tend at times to be deficient in fluency and accuracy, often using inappropriate language.

Thus far in this study no mention has been made of a standard to be attained. The questionnaire has provided me to a certain extent with a reason for poor communicative competence, the norm-referenced test has indicated certain comparable levels of language usage. But it is in the criterion-referenced test that I wish to stipulate a standard to be attained.

This standard is in no way linked to a percentage or language score, but is derived from performance criteria (i.e. whether a testee can perform according to those criteria which prescribe to him what his communicative ability ought to be). Now someone with a band rating of 5/6 is perfectly capable of making himself understood, he can survive socially in an English-speaking environment, he can go into public service provided his superiors don't mind the odd deficiency in fluency and accuracy and the embarrassment emanating from inappropriate language. The question is: can he teach the language in which he has a Band 5/6 rating at EL2 level, let alone at the EL1 level? If he were to teach, he would teach error, he would not be a model to his pupils. He would possibly in fact be doing more harm in an EL2 situation than in an EL1 situation because the EL1 pupil would notice that errors were being made, the EL2 pupil would not. The EL1 pupil already has the language, it cannot be taken from him but the EL2 pupil has little or nothing.

I can conclude thus that the groups with a band rating of 5/6 should not be allowed to teach EL2. The same would

apply to someone with a band rating of 6.

4.3.3 The bottom five groups (HDE and DE 1)

From what has been stated in 4.3.2 none of the people from this group should be allowed to teach EL2, as the predominant band rating is 4/5. These testees are marginal users. They lack style, fluency and accuracy, they do not communicate easily, their accent and knowledge of usage and use of the target language cause misunderstandings.

University of Cape Town

Chapter 4: The Data and its Interpretation - Endnotes

1. Freund, J.E.: Statistics: A first course, pp. 230 - 244.
2. Malherbe, E.G.: Demographic and Socio-Political Forces Determining the Position of English in RSA, p. 13.

University of Cape Town

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 TWO BRIEF CASE STUDIES5.1.1 Case Study No. 1

Before I turn to the results presented by the data, I should first like to present two short case studies. I presume that the reader might remark that he/she would like to see how some of the testees fare as teachers of English as a second language.

Thus far I have studied the testees in their environment (the typological survey); I have compared their average competence with "standard" first language groups (the norm-referenced test) and I have tested them as individuals (the criterion referenced test). I have yet to make a statement as to how they should fare. I do not want to indulge in any undue speculation.

On the strength of the following short case study I should like to draw some conclusions:

HDE candidate, ranked 58 out of a total of 59 in the norm-referenced test performed as follows:

Norm-referenced test:	34%
Bilingualism index:	8

Criterion referenced test:

Interview assessment	Band 4
Writing assessment	Band 4
General assessment	Band 4

(See also Appendix 3B p. 177)

As an HDE student (1983) she had already passed English second language in her third year (1982) and was thus qualified to teach English second language in the primary school up to Standard V. She was appointed to a primary school (for 1984) in a country district where the language spoken is predominantly Afrikaans.

Towards the end of the second term (1984) she was called in by her headmaster. He had been receiving complaints from parents concerning her English. He had then intercepted a batch of essays and had had to re-mark the entire batch.

He expressed grave dissatisfaction and she was understandably upset. To her it was quite a traumatic experience, the more so as she is extremely diligent and conscientious. She is personally known to me and I can vouch for her unimpeachable character and integrity. What I mean by this is that it would not have been through want of planning and preparation that these oversights had occurred but simply because the communicative competence required to perform the task entrusted to her does not exist.

What are the implications of this brief case study?

5.1.1.1 The School System

With a bilingual index of 8 it is obvious that she has made very little contact with English. She has attended a single medium (Afrikaans) school where the lack of contact with English at home and in the environment has been institutionally extended and entrenched.

5.1.1.2 The Matriculation System and College Entrance Qualifications

Whatever the symbol obtained in English second language by this person in the matriculation examination was, it certainly did not provide a foundation in any way so that the candidate would master English in the three years during which she attended college in order to qualify as a teacher. The actual symbol was irrelevant, what was relevant was that it was too low, that she entered college without any hope of achieving a comparable level of competence.

What exactly then does a particular symbol obtained in the matriculation examination mean? Is it not time that a particular symbol obtained be circumscribed as to what level of competence can be expected of a candidate having been awarded a particular rating?

Contrary to the recommendation of a D-symbol for entry to college in the de Lange Report, neither the White Paper on Education nor the Cape Education Department have adopted this as a standard. The minimum requirement still continues to be an F-symbol for college entrance. Can

such a symbol serve as a yardstick by which prospective teachers are to be measured?

5.1.1.3 The College Curriculum

Does the college curriculum and the implementation thereof provide for an improvement in language usage and communicative skills? Can the components language study, literature and method be taught to a person with such poor communicative skills?

In the case of this particular person coaching in communicative skills was very necessary. The results of the two tests show this. However, for students like this one, the institution at which she has studied is in a dilemma: much needed time to teach communicative skills, which perforce need to be attained at a satisfactory level of competence, has to be spent teaching the other components as prescribed in the curriculum. Yet, when these components are taught they are taught to people, as in our case study, who do not have the language skills to master them. What emerges then is a product, poorly equipped with communicative skills who has attended language study, literature and method courses, but who does not really derive the full benefit that such courses can offer.

How then, one might ask, does such a candidate pass? There are two possible answers to this question: the first is that such a person has been passed-on from Junior Primary through to Senior Secondary and on to college and the college merely continues the tradition, only here the student is passed-off as a teacher; the second reason is that the components mentioned, namely language study, literature and method, have become tests of diligence rather than tests of language, and where they have been tests of language, they have been primarily usage based or rote memory tests.

The pass-mark obtained by this candidate in 1982 has not been circumscribed as to what exactly it is she can do with English.

5.1.1.4 The Moderation of Examination Papers by a University

Each college is assigned to a university which acts as an autonomous moderating body. This college has had all its examination papers moderated by such a university therefore one can deduce that what has been examined, based on a particular curriculum, has been ratified by an external body statutorily empowered to do so. Such a university ought to thus take cognizance of the situation at hand and initiate moves towards rectifying the situation.

5.1.1.5 The Cape Education Department

The Cape Education Department implements the system of single or dual medium schools, it sets the standards for entry to college, it prescribes the curriculum together with the university and it ratifies appointments of teachers made by school committees. If any changes are to take place, it will be the Cape Education Department, with the university in an advisory capacity, that will make them. It is, after all, the Cape Education Department that is answerable to the community at large for the quality of education provided by its teachers in the Cape Province. Such eventualities as exemplified by this case study can cause the teaching profession to fall into disrepute.

5.1.1.6 The Headmaster

The headmaster bears the brunt of the burden because it is he who deals directly with a dissatisfied parent body. It is he who has to cope with the problem at the person-to-person level, whether dealing with parents or with the teacher in question. He has the right to expect that any prospective teacher applying to his school be adequately equipped to teach the subjects that the prospective teacher's certificate indicates can be taught.

5.1.1.7 The Teacher

This teacher, and quite possibly many others, has been taken to task by the headmaster. How, we and the head-

master might very well ask, can she call herself a teacher?

Loathe as I am to be anecdotal, I am reminded of the story in which an American journalist is reputed to have accosted Dame Edith Evans, the famous British actress, and asked her why she called herself "Dame". To this she replied that it was not she who called herself that, but the Queen of England.

Is it not we, operating within the parameters of a particular system, who have conferred upon this candidate the title of teacher and is it not we who should share the embarrassment of her predicament?

What are the effects of such an eventuality on other teachers and prospective teachers? Surely this must have adverse effects on their attitudes towards the language, their motives for using the language and their confidence to teach the language through medium of the language itself.

5.1.1.8 The Parents

These people have every right to feel dissatisfied. It is they who pay taxes and fund education. They are in the position to demand satisfactory standards.

5.1.1.9 The Children

These are the sufferers and the pity of it is that they don't realise it until too late. It is their unspoken right to have the best that education can offer. As far as the subject and language English is concerned, being taught by such a teacher can only result in educational disadvantage.

5.1.2 Case Study No. 2

DE 3 candidate ranked 19 out of a total of 33 in the norm-referenced test performed as follows:

Norm-referenced test:	50%
Bilingualism index:	18

These results indicate that she is on a par with the means obtained by her particular group in both the norm-referenced test and the questionnaire.

During 1984 she has been a candidate for the Junior Primary HDE course. When conversing in Afrikaans she is lucid, clear and dynamic. She has displayed strong qualities of leadership. Her credits in all her subjects are more than satisfactory.

Yet, despite this background, she was adamant when applying for posts that she should only apply for Sub A posts. The reason, she said, was that her English was not good enough for the higher standards, Sub B and Standard 1. (This is of course a mistaken view because the level of one's communicative competence should be as good for a Sub A as for a matriculant.)

On being questioned about this, she said that she knew her limitations only too well and that she could not possibly conceive of being an improper model to her pupils. She genuinely felt that Standard 1 pupils would be more affected by this. In terms of greater interactive communication at Standard 1 level, she is perhaps correct in presuming that she could do little or no harm at the Sub A level.

This honest self-appraisal is not only an indictment of herself but also an indictment of the system of which she has been a part for sixteen years.

The conclusion one can draw from this is that she has no confidence in herself. The implication is wider than just the self however: by this very act she has displayed a lack of confidence in those who have conferred upon her the title of teacher (with respect to English, of course). Here we have then someone who rejects as inadequate, in part, the qualification she holds.

5.2 RELATING TO ISSUES RAISED IN CHAPTER I

5.2.1 Context of the Problem

There is indeed reason for grave concern at the standard of English teaching in South Africa, especially among some Afrikaans-speaking teacher trainees. The standard of English teaching among some teachers who qualify is far below the level at which both English-speaking South Africans and Afrikaans-speaking South Africans ought to receive adequate instruction.

5.2.2 The Problem Stated

The problem, stated in question form in CHAPTER I, can now be stated as a proposition: The entrance and terminal

assessment standards of the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans-medium teachers' training colleges are such that some of them are NOT adequately equipped to teach English as a subject or through the medium of English.

5.2.3 Objectives

The objectives of this study were achieved: an assessment of the communicative competence in English of Afrikaans-speaking teacher trainees at Afrikaans medium teachers' training colleges in relation to entrance and terminal assessment standards was made. Tests for communicative competence and a typological analysis for determining bilingualism indices were conducted.

5.2.4 Method of Investigation

The method of investigation provided me with the information I sought.

5.2.5 Description of Test Participants

The English-speaking respondents in the norm-referenced test provided me with a wide enough spread of means so that differentiated levels of competence did emerge, enabling me thus to have a basis for comparison.

5.2.6 Data Collection and Analysis

The stipulations of CHAPTER 1.6 have all been carried out.

5.2.7 Hypotheses

5.2.7.1 First Hypothesis

I conclude that the bilingual support system plays a very definite role in determining a person's communicative competence in the target language, English.

5.2.7.2 Second Hypothesis

I reject the hypothesis and accept the null-hypothesis only in part because the difference between means as stated in the hypothesis is not statistically significant. I cannot accept the null-hypothesis in full because the

first-year students do not have a group mean that exceeds that of the Standard V English-speaking group.

I can conclude, however, that statistically the two means are the same. This indicates that the average first-year student has the competence which does not extend beyond that of an average English-speaking Standard V.

Dealing with averages can have the effect of blanketing exceptionally poor performances. What is disconcerting is that approximately half this group do not reach the average of a Standard V ELL group.

5.2.7.3 Third Hypothesis

I reject the hypothesis and accept the null-hypothesis only in part because the difference between means as stated in the hypothesis is not statistically significant. I cannot accept the null-hypothesis in full because the final-year students do not have a group mean that exceeds that of the Standard V English-speaking group.

I can conclude however that statistically the two means are the same. This indicates that the average final-year student has the competence which does not extend beyond that of an average English-speaking Standard V.

As with the first-year group, the same applies to the final-year group with regard to the number of students failing to attain the Standard V average. What is different though is that these are qualified teachers.

5.2.7.4 Fourth Hypothesis

I reject the hypothesis and accept the null-hypothesis.

The curriculum and/or the implementation thereof has failed to bring about any significant improvement. A possible reason for this has been discussed under 5.1.3.

5.2.8 The Criterion referenced test

Elicitation of candidates was made possible by the norm-referenced test. Here the norm-referenced test served its purpose very effectively.

A very distinct advantage of the criterion referenced

test is that there is no rigidity in its prescriptions but it is certainly rigid in its descriptions. The criterion referenced test has no pass mark. It is the person who uses the testing instrument, who has certain criteria in mind, who will decide what is acceptable. Thus, depending on the criteria stated, a band 4 rating or a band 7 rating could constitute acceptability.

For reasons stated in CHAPTER 4.3.2 I set band 7 as the rating that a prospective teacher trainee ought to have.

Only the top five in each of the two groups tested were given band 7 or more ratings. It would then seem that only the top third represented by the five students elicited, are capable of teaching EL2. Even so, when one considers that the tail-end of the top third may already be falling down to band 5/6 ratings then the total number of definitely acceptable teachers of EL2 is less than a third and probably closer to 25 per cent.

I can thus make the following conclusion: if a band 7 rating in the criterion referenced test is a prerequisite for a prospective teacher then approximately 25 per cent of the group of fifty nine HDE's qualify as teachers of EL2.

Since all fifty nine HDE candidates have all passed English EL2 at the third year level and since their ratings vary from 7 down to 4, it would seem that a band 4 rating is in fact being accepted as being quite adequate. This then proves my point: the standard of English teaching among some teachers (in fact a good two thirds) is far below an acceptable level of competence.

5.3 RECOMMENDATIONS

- 5.3.1 More stringent entrance qualifications to teachers' colleges should be imposed. The de Lange Report suggests a D-symbol in EL2. If this is not done and it would seem that the status quo will remain, then revert to 5.3.2 (vide infra).
- 5.3.2 The pass mark awarded to a particular candidate should be

circumscribed, indicating by way of a legend what such a candidate is capable of doing.

OR

Candidates are neither failed nor passed but are given ratings (the 9 - band rating is but an example). Such a rating should be fully circumscribed stating exactly what it is that that particular candidate is capable of doing.

This will immediately remove the fear of failure and not compel students with exceedingly poor bilingual backgrounds to have to master that which the system of monolingual schooling has placed far beyond their reach.

- 5.3.3 Students with potentially very low ratings should be identified at an early stage and be compelled to attend bridging courses in order to attain a more satisfactory level of competence.
- 5.3.4 Since the majority of White South Africans (approximately 85 per cent) live in urban and peri-urban areas, certain schools should be set aside as being either dual or parallel medium schools so that those parents who may choose to do so can send their children there to receive a properly controlled bilingual education.

5.4 SUGGESTIONS FOR FURTHER STUDY

- 5.4.1 Revise the college curriculum by first making a thorough needs analysis. Second, determine by accurate and not speculative means what the matriculation level of proficiency ought to be to meet the requirements of such a needs analysis. Third, devise a curriculum which operates at a three-tier modular level: EL2 (bridging course); EL2; EL1. Fourth, evaluate as suggested in 5.3.2 (vide supra).
- 5.4.2 An investigation into the reasons why English-speaking South Africans do not enter the teaching profession, especially for the teaching of English and as to why they have in fact abdicated their right to teach their own children.

APPENDIX 1AQUESTIONNAIRE

NAAM:

KLAS:

LOKAAL:

TYDSDUUR: 1 uur 10 minute

VOLTOOI ASSEBLIEF DIE VRAELYS EN DAARNA DIE TOETS.

Alle inligting wat van individue verkry word sal as streng vertroulik beskou word. By voorbaat, baie dankie vir u samewerking.

University of Cape Town

Instruksies: Merk met 'n kruisie (x) in die gepaste blokkie dit wat van toepassing op u is. Waar die vraag nie van toepassing op u is nie, moet u dit uitlaat en voortgaan met die ander vrae.

1. Wat is/was die moedertaal van u grootouers:

(a) Aan u vaderskant?

	Engels	Afrikaans	Eng. & Afr.	'n Ander Taal	Weet nie
Oupa	1	2	3	4	5
Ouma	1	2	3	4	5

(b) Aan u moederskant?

	Engels	Afrikaans	Eng. & Afr.	'n Ander Taal	Weet nie
Oupa	1	2	3	4	5
Ouma	1	2	3	4	5

2. Wat is die belangrikste taal vir die volgende lede van u gesin, m.a.w. die taal waarmee hulle hulself vereenselwig?

	Engels	Afrikaans	'n Ander Taal
U Vader	1	2	3
U Moeder	1	2	3
U Broers en susters	1	2	3

3. Het u as kind ooit Engels buite die klaskamer gepraat:

	Ja gereeld	Ja somtyds	Selde	Nooit
Voor ouderdom 12?	1	2	3	4
Tussen 12 en 18?	1	2	3	4

4. Afsiesien van die tydperk waarna verwys word in die vorige vraag, het u enige ander ondervinding van die gebruik van Engels as gevolg van die omgewing waarin u gewoon het of gewerk het?

	Ja gereeld	Ja somtyds	Selde	Nooit
Waar u gewoon het	1	2	3	4
Waar u gewerk het	1	2	3	4

5. Het u al ooit tydens u Skool-, Universiteit- of Kollegeloopbaan n deel van of al u onderrig in ander vakke deur medium van Engels ontvang? Dui asseblief aan waar van toepassing op die lys onderaan:

	Ja	Nee
Pre-primêre skool	1	2
Primêre skool	1	2
Hoërskool	1	2
Universiteit / Kollege	1	2

6. Op watter stadium van n lewe het u n aanvaarbare mate van bedrewenheid in Engels bereik?

Nooit	1
Voorskools	2
In die Primêre skool	3
Op Hoërskool	4
Naskools	5

7. Wat was die medium van onderrig in die skool of skole wat u bygewoon het na die ouderdom van 12?

	Skool 1	Skool 2	Skool 3
Enkelmedium (Net Engels)	1	1	1
Enkelmedium (Net Afrikaans)	2	2	2
Dubbelmedium (Afr. en Eng. in dieselfde klas)	3	3	3
Parallelmedium (Afr. en Eng. in aparte klasse onder een dak)	4	4	4

8. In watter voorstad, dorp of distrik woon u tans?
9. Hoe lank woon u daar?
10. As u in ander stede, dorpe of distrikte gewoon het, dui asseblief aan waar en hoe lank. Noem net die drie belangrikste:

11. Dui aan in die gepaste blokkie die taalgebruiksfrekwensie van die vier plekke wat u so pas genoem het:

Byvoorbeeld:	Net Afr.	Oorwegend Afr.	Afr. & Eng.	Oorwegend Eng.	Net Eng.
Wellington	1	2 X	3	4	5
Rondebosch	1	2	3	4 X	5

Plek	Net Afr.	Oorwegend Afr.	Afr. & Eng.	Oorwegend Eng.	Net Eng.
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

12. In watter taal beoefen u u Godsdienst?

Afr.	Eng.	n Ander Taal
1	2	3

University of Cape Town

APPENDIX 1BDATA OBTAINED FROM THE QUESTIONNAIRECategory homeQuestion 1: What is/was the mother tongue of your:

(a) paternal grandparents

Grandfather	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	4	6,8	2	7,2	1	3,0
Afrikaans	54	91,5	82	92,2	31	94,0
English & Afrikaans	1	1,7	2	2,2	1	3,0
Other	0	0	1	1,2	0	0
Don't know	0	0	2	2,2	0	0
	59	100	89	100	33	100

Grandmother	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	2	3,4	2	2,2	3	9,1
Afrikaans	55	93,2	81	91,0	28	84,8
English & Afrikaans	2	3,4	3	3,4	2	6,1
Other	0	0	1	1,2	0	0
Don't know	0	0	2	2,2	0	0
	59	100	89	100	33	100

(b) maternal grandparents

Grandfather	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	3	5,1	5	5,6	1	3,0
Afrikaans	56	94,9	76	85,4	29	87,9
English & Afrikaans	0	0	4	4,5	1	3,0
Other	0	0	3	3,3	2	6,1
Don't know	0	0	1	1,2	0	0
	59	100	89	100	33	100

Grandmother	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	5	8,5	6	6,7	2	6,1
Afrikaans	54	91,5	76	85,4	28	84,8
English & Afrikaans	0	0	5	5,6	2	6,1
Other	0	0	2	2,3	1	3,0
Don't know	0	0	0	0	0	0
	59	100	89	100	33	100

Question 2: What is the most important language for the following members of your family i.e. the language with which they identify?

Father	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	1	1,7	2	2,3	0	0
Afrikaans	58	98,3	87	97,7	33	100
Other	0	0	0	0	0	0
	59	100	89	100	33	100

Mother	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
English	1	1,7	2	2,3	1	3,0
Afrikaans	58	98,3	87	97,7	32	97,0
Other	0	0	0	0	0	0
	59	100	89	100	53	100

Brothers & Sisters	HDE	%	DE 1	%	DE 3	%
English	1	1,8	1	1,3	0	0
Afrikaans	54	98,2	79	98,7	33	100
Other	0	0	0	0	0	0
	55	100	80	100	33	100

Question 3: Did you ever, as a child, speak English outside the classroom?

Prior to age 12	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes regularly	7	11,9	10	11,2	2	6,1
Yes sometimes	9	15,3	12	13,5	8	24,2
Seldom	14	23,7	45	50,6	10	30,3
Never	29	49,1	22	24,7	13	39,4
	59	100	89	100	33	100

Between 12 and 18	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes regularly	10	16,9	20	22,5	5	15,2
Yes sometimes	23	39,0	42	47,2	13	39,4
Seldom	18	30,5	23	25,8	14	42,4
Never	8	13,6	4	4,5	1	3,0
	59	100	89	100	33	100

Question 4: Apart from the time referred to in the previous questions, have you any experience of the use of English as a result of the environment in which you lived or worked?

Where you lived	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes regularly	7	11,9	14	15,7	1	3,0
Yes sometimes	18	30,5	17	19,1	11	33,3
Seldom	10	16,9	29	32,6	9	27,3
Never	24	40,7	29	32,6	12	36,4
	59	100	89	100	33	100

Where you worked	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes regularly	10	27,0	9	20,0	6	24,0
Yes sometimes	8	21,6	7	15,6	8	32,0
Seldom	8	21,6	11	24,4	4	16,0
Never	11	29,8	18	40,0	7	28,0
	37	100	45	100	25	100

Category school

Question 5: Have you ever during your school, university or college career received instruction through the medium of English in all or some of your subjects? Please indicate where applicable in the squares below:

Pre-primary school	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes	2	5,0	1	1,2	0	0
No	38	95,0	83	98,8	28	100
	40	100	84	100	28	100

Primary school	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes	4	6,8	2	2,2	1	3,0
No	55	93,2	87	97,8	32	97,0
	59	100	89	100	33	100

High School	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes	10	16,9	12	13,5	5	15,1
No	49	83,1	77	86,5	28	84,9
	59	100	89	100	33	100

College	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Yes	0	0	0	0	0	0
No	59	100	89	100	33	100
	59	100	89	100	33	100

Question 6: At which stage of your life did you attain an acceptable degree of proficiency in English?

	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Never	6	10,7	6	6,7	5	15,1
Pre-school	1	1,7	2	2,2	0	0
Primary School	5	8,5	17	19,2	3	9,0
High School	24	40,7	56	62,9	15	45,5
Post School	23	38,9	8	9,0	10	33,3
	59	100	89	100	33	100

Question 7: What was the medium of instruction in the school or schools that you attended after the age of 12?

	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Single Med. Eng.	0	0	0	0	0	0
Single Med. Afr.	30	50,8	56	62,9	18	54,5
Dual Medium	14	23,7	16	18,0	4	12,2
Parallel Medium	15	25,5	17	19,1	11	33,3
	59	100	89	100	33	100

Questions 8, 9, 10, 11: Language environment

Environment	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Afrikaans only	10	16,9	11	12,3	2	6,1
Predominantly Afr.	39	66,1	57	64,1	28	84,8
Afr. & Eng.	6	10,2	13	14,6	2	6,1
Predominantly Eng.	3	5,1	8	9,0	1	3,0
English only	1	1,7	0	0	0	0
	59	100	89	100	33	100

Question 12: In which language do you practise your religion?

Lang. of Religion	HDE (59)	%	DE 1 (89)	%	DE 3 (33)	%
Afrikaans	55	93,2	86	96,6	33	100
English	0	0	3	3,4	0	0
Other	0	0	0	0	0	0
Afrikaans & English	4	6,8	0	0	0	0
	59	100	89	100	33	100

APPENDIX 2ANORM - REFERENCED TEST (PILOT STUDY)

CLASS TEST: TO ASSESS THE PROFICIENCY IN ENGLISH OF A REPRESENTATIVE GROUP OF AFRIKAANS-SPEAKING MATRICULANTS WITH REGARD TO:

LANGUAGE USAGE
READING COMPREHENSION
WRITING SKILLS

FIRST APPLICATION OBJECTIVE: TO SERVE AS A PILOT STUDY FOR FURTHER RESEARCH

The test consists of FOUR SECTIONS. Please complete all four. All answers are to be provided on the question paper itself. Read the instructions carefully.

All information obtained will be regarded as STRICTLY CONFIDENTIAL.

Thank you for your co-operation.

SECTION ONE

Questions in this section are multiple choice questions. There are five possible answers marked A, B, C, D or E. Only one is correct. Draw a circle around the correct answer.

e.g. Which of the underlined words in the sentence below can be used in other sentences with different meanings?

Cheering loudly the spectators followed the game.

A B C D E

(In this sentence game is used as a noun, but it can also be used as an adjective to mean willing i.e. a game fellow or to mean lame i.e. a game leg. It can also have another meaning as a noun meaning wild animals).

The next two questions are the same as the example just given.

1. They discovered a secret cupboard in the derelict mansion.

A B C D E

2. We find that our true friends are usually loyal to us.

A B C D E

In the following two sentences only one word that is underlined cannot be used in other sentences with different meanings. Draw a circle around that particular word.

3. The rule states that the ward must decide.

A B C D E

4. John was frustrated. Try as he might, the fish ignored the

A B C D

fly.

E

The sentences that follow have been cut up into sections. There is only one spelling error in the entire sentence. Draw a circle around the letter opposite the section in which you find the error:

- | | |
|-------------------------------|---|
| 5. Many extraordinary | A |
| and exaggerated reports | B |
| about bullion heists | C |
| have been received | D |
| during recent times. | E |
| 6. The government has | A |
| expressed dissatisfaction | B |
| at the corrupt | C |
| state of affairs | D |
| existing in business circles. | E |
| 7. There was much excitement | A |
| and anxiety | B |
| when the accused | C |
| was acquitted | D |
| and declared innocent. | E |
| 8. Successful applicants | A |
| will be expected | B |
| to assume duties | C |
| in the accounts section | D |
| when necessary. | E |

In the sentences that follow a word or words have been left out. From the five possible answers you must choose the correct one and draw a circle around the letter:

9. The boy _____ father you see over there, comes from the Strand.
- | | | | | |
|-------|------|------|-----|-------|
| which | what | whom | who | whose |
| A | B | C | D | E |

10. The two of them exchanged gifts and offered _____ the sign of peace.
 each other the other one another some themselves
 A B C D E
11. You can't say that about Miss Smith, she's a teacher of _____.
 me his my her your
 A B C D E
12. _____ of the women in the room owns a lapdog.
 some all both each every
 A B C D E
13. He said I was _____ nonsense.
 speaking saying talking telling chatting
 A B C D E
14. John is _____ than both Mary and James.
 as tall the tallest the taller more tall taller
 A B C D E
15. It is _____ to go by foot from Cape Town to Johannesburg.
 so far too far as far far enough far away
 A B C D E
16. I'm not quite sure. The bell went _____ eight o' clock.
 at about approximately on time at approximately
 A B C D
- in time
 E
17. Don't believe everything he says, he is given _____ fibbing.
 over to for into on to
 A B C D E

18. He enjoys looking _____ the birds flying around.
to about on at for
A B C D E
19. We arrived there at some uncertain time _____ the night.
about at into during through
A B C D E
20. The traffic lights changed from green to amber _____ he stopped.
and but yet nevertheless so
A B C D E
21. _____ you produce some form of identification, we cannot allow you to go in.
because if when unless despite
A B C D E
22. James will never reach the summit _____ hard he tries.
however even though no matter unless despite
A B C D E
23. The cake was so delicious _____ he had it all.
so that that so for because
A B C D E
24. Don't you enjoy _____ food?
to cook to cooking cook cooking to be cooking
A B C D E
25. Continue working until the supervisor _____ you to go.
will tell tells will be telling told will have told
A B C D E

26. He never realised that before he arrived the dog _____.
 has been released A
 was released B
 was being released C
 will have been released D
 had been released E
27. He may not come but we'll get ready in case he _____.
 will is may does might
 A B C D E
28. James ought not to _____ swimming but he did.
 go have gone having gone be going went
 A B C D E
29. It is time you _____ otherwise you'll be late for your class.
 are going go have gone should go went
 A B C D E
30. He was dressed very casually and wore his _____ jersey.
 old red woollen A
 red old woollen B
 woollen red old C
 red woollen old D
 woollen old red E

In the two sentences that follow you must insert the word provided where it best fits in:

31. usually

The boy and his companion enjoy watching football.

The boy (A) and his companion (B) enjoy (C) watching (D) football (E).

32. always

I only take a little wine.

(A) I (B) only (C) take (D) a little wine (E).

In the questions that follow a certain key word, underlined, is used in five different sentences. In one of those sentences the word, or a form of the word, is incorrectly used. You must identify this sentence.

33. mug

- A. These days one of the hazards of urban life is getting mugged.
- B. They got stuck in the mug and a tractor was needed to get them out.
- C. The weather today is unusually hot and muggy.
- D. Hand me a mug of coffee please.
- E. He doesn't know the answer because he's a real mug.

34. break

- A. There was a welcome break in the weather.
- B. It is good to break away sometimes.
- C. Sometimes one just doesn't get an even break.
- D. Often one needs to break down in order to rebuild.
- E. I'm afraid you'll have to pay for the breaks.

35. order

- A. Arrange these results in order of merit please.
- B. He ordered me to go at once.
- C. Please order the events to me just as you saw them.
- D. He belongs to the order of St. John.
- E. Don't order any more food, we have enough.

36. bark

- A. It seems his bark is worse than his bite.
- B. The bark of the cinnamon tree is a coveted spice.
- C. Take the torch or you'll bark your shins against the crossbars.
- D. He lives near the bark in the old part of town.
- E. They set sail for the island in a sea-worthy bark.

37. blow

- A. What a blow! We couldn't see for all the dust.
- B. What a blow! He just couldn't make it.
- C. We hailed him on the blow but he didn't hear.
- D. He suffered a severe blow to the head.
- E. During winter northwesterly gales blow in from the Atlantic.

In the questions that follow a certain idiomatic expression is used in a sentence. A number of meanings are then given. Only one is correct. Choose the correct one.

38. Everything we wanted was to hand.

- | | |
|----------------|---|
| within reach | A |
| under control | B |
| well cared for | C |
| being prepared | D |
| taken care of | E |

39. Throughout its history not one dollar was ever lost that Wells Fargo did not make good.

- | | |
|-----------|---|
| make well | A |
| produce | B |
| repay | C |
| promise | D |
| settle | E |

SECTION FOUR

The following test is called a cloze test. In case you have never done one before, we are going to give you an example.

In a short passage every seventh word is left out and you must provide the words that you think appeared in the original passage:
e.g.

Both boys plunged their hands through the crumbling wood. They had found the pirate's treasure! There were hundreds of coins, and near the bottom was something heavy, wrapped in decaying cloth.

The boys put the ¹ _____ on board their launch and set ² _____ course down the coast for Boston, ³ _____ they reached next morning. By nine ⁴ _____ they were telling their story to ⁵ _____ officials of the Atlantic National Bank.

The answers to the question are as follows:

The boys put the ¹ treasure on board their launch and set ² a course down the coast for Boston, ³ which they reached next morning. By nine ⁴ o'clock they were telling their story to ⁵ disbelieving officials of the Atlantic National Bank. *

You needn't only use the words that are used in the passage but words that will make sense. So, for instance, with ¹ treasure you could also have used money, coins or discovery and for ⁵ disbelieving you could also have used amazed, astounded, puzzled, dumbstruck etc.

Quite easy, isn't it? Now study the passage below and then fill in the missing words in the spaces provided.

* Adapted from Blackington, A.H.: Tea-leaves and Buried Treasure in Readers Digest Junior Treasury, p. 12.

The Secret Life of the Salmon

The life of the salmon begins in an egg - a tiny red ball which lies buried in the gravel bed of some swift-flowing northern stream. After the little fish is hatched he stays there in the dark for many days. During this time he lives off the soft outside, or "sac" of the egg, which is still fastened to him. If he is lucky, he may live eight or nine years, but this is the only time in his life when he is perfectly safe.

When the ¹ _____ is finished he pushes his way ² _____ out of the gravel. Now his ³ _____ begin. Still less than an inch ⁴ _____ he is a tasty morsel for ⁵ _____ neighbours like eels, ducks and larger ⁶ _____. Within a few days, many of ⁷ _____ hundreds of brothers and sisters have ⁸ _____ gobbled up.

He, in turn, gobbles ⁹ _____ smaller than himself. He grows much ¹⁰ _____ slowly than the trout and his ¹¹ _____ neighbours. After spending perhaps two years ¹² _____ his gravel bed, he is only ¹³ _____ few inches long and weighs a ¹⁴ _____ ounces.

Then one morning he feels ¹⁵ _____ must go on a journey. It's ¹⁶ _____ for him, and all the other ¹⁷ _____ of his age, to start down-stream ¹⁸ _____ the sea. They cannot help themselves, ¹⁹ _____ they seem not to want to ²⁰ _____. As the current carries them along, ²¹ _____ heads are pointed upstream, as if ²² _____ were fighting against the instinct that ²³ _____ them down.

More dangers lie ahead. ²⁴ _____ salmon is swept down swift rapids ²⁵ _____ the white water boils over the rocks. He is carried over steep waterfalls. He travels many miles. *

* Adapted from Muller, E.: The Secret Life of the Salmon in Readers Digest Junior Treasury, pp. 13 - 14.

APPENDIX 2B

RAW SCORES (PILOT STUDY)

Rank	Candidate	Multiple Choice 40	Essay 30	Punctuation 5	Cloze 25	Total 100
1	47	36	23	5	20	84
2	17	34	23	2	22	81
3	68	34	20	3	21	78
4	89	34	17	4	22	77
5	1	33	20	5	18	76
6	69	32	18	4	20	74
7	54	31	17	3	22	73
8	4	31	20	3	17	71
9	67	30	17	2	21	70
10	55	32	20	0	18	70
11	12	29	18	2	20	69
12	86	29	17	0	23	69
13	64	30	20	1	18	69
14	48	34	20	0	14	68
15	52	31	18	1	18	68
16	109	26	15	5	21	67
17	6	29	20	2	16	67
18	93	27	17	5	17	66
19	112	27	20	1	18	66
20	63	27	18	3	17	65
21	34	29	17	1	18	65
22	27	29	17	2	17	65
23	37	30	15	2	18	65
24	9	30	15	3	16	64
25	107	24	20	2	17	63
26	30	28	17	0	18	63
27	80	24	18	1	19	62
28	10	25	17	1	19	62
29	15	25	17	3	17	62
30	111	25	17	1	19	62
31	13	27	17	2	16	62

Rank	Candidate	Multiple Choice 40	Essay 30	Punctuation 5	Cloze 25	Total 100
32	101	28	15	0	18	61
33	33	28	15	1	17	61
34	11	26	17	1	17	61
35	92	27	17	1	16	61
36	50	26	13	4	18	61
37	82	25	17	2	16	60
38	83	28	17	0	15	60
39	65	25	12	2	20	59
40	106	26	13	2	18	59
41	75	22	17	3	16	58
42	42	21	15	3	18	57
43	39	21	17	2	17	57
44	14	23	17	2	15	57
45	77	25	13	1	17	56
46	98	20	18	3	15	56
47	61	25	15	1	14	55
48	7	26	10	2	17	55
49	72	23	13	4	15	55
50	105	26	13	1	15	55
51	29	24	13	1	16	54
52	26	24	13	2	15	54
53	97	25	13	2	14	54
54	56	26	13	2	13	54
55	79	28	10	1	14	53
56	57	20	13	2	16	51
57	38	20	15	2	14	51
58	22	23	13	1	14	51
59	73	23	10	1	17	51
60	43	20	13	0	17	50
61	60	23	13	1	13	50
62	70	22	13	1	14	50
63	84	23	12	0	13	48
64	99	20	17	0	10	47

Rank	Candidate	Multiple Choice 40	Essay 30	Punctuation 5	Cloze 25	Total 100
65	49	22	13	1	11	47
66	85	21	10	2	14	47
67	8	17	13	1	15	46
68	23	18	13	3	12	46
69	88	22	12	1	11	46
70	66	18	12	4	11	45
71	113	21	10	0	14	45
72	110	16	13	2	13	44
73	46	20	10	0	13	43
74	62	21	13	0	9	43
75	114	15	10	2	15	42
76	58	21	10	1	10	42
77	81	17	12	1	12	42
78	104	23	10	0	9	42
79	96	15	12	0	14	41
80	53	18	12	0	10	40
81	41	18	12	0	10	40
82	108	18	15	0	7	40
83	28	17	12	0	11	40
84	100	18	10	1	11	40
85	94	19	13	1	17	40
86	18	20	10	1	8	39
87	74	14	13	0	11	38
88	5	18	10	0	10	38
89	35	18	10	0	9	37
90	3	18	11	1	7	37
91	21	16	11	0	9	36
92	45	21	10	0	5	36
93	24	15	12	0	8	35
94	90	18	12	0	5	35
95	20	14	10	2	8	34
96	16	15	10	0	9	34

Rank	Candidate	Multiple Choice 40	Essay 30	Punctuation 5	Cloze 25	Total 100
97	19	11	10	0	10	31
98	25	15	10	0	5	30
99	78	13	10	0	7	30
100	51	17	10	0	2	29
Totals:		2342	1436	142	1453	5373

University of Cape Town

APPENDIX 2DNORM - REFERENCED TEST (AMENDED)

A TEST OF PROFICIENCY IN ENGLISH WITH REGARD TO:

LANGUAGE USAGE

READING COMPREHENSION

WRITING SKILLS

APPLICATION OBJECTIVE: TO ELICIT INFORMATION FOR A
NORM-REFERENCED STUDY

The test consists of FOUR SECTIONS. Please complete all four. All answers are to be provided on the question paper itself. Read the instructions carefully.

All information will be regarded as STRICTLY CONFIDENTIAL.

Thank you for your co-operation.

SECTION ONE

Questions in this section are multiple choice questions. There are five possible answers marked A, B, C, D or E. Only one is correct. Draw a circle around the correct answer.

e.g. The sentence that follows has been cut up into sections. There is only one spelling error in the entire sentence. Draw a circle around the letter opposite the section in which you find the error.

He was in distress	A
because of stomach cramps	B
so the lifeguard	<input checked="" type="radio"/> C
immediately swam	D
to his rescue	E

The correct answer is C. The word lifeguard is incorrectly spelt. The four questions that follow are the same as the example just given.

- | | |
|-------------------------------|---|
| 1. Many extraordinary | A |
| and exaggerated reports | B |
| about bullion heists | C |
| have been received | D |
| during recent times. | E |
| 2. The government has | A |
| expressed dissatisfaction | B |
| at the corrupt | C |
| state of affairs | D |
| existing in business circles. | E |
| 3. There was much excitement | A |
| and anxiety | B |
| when the accused | C |
| was acquitted | D |
| and declared innocent. | E |

11. _____ you produce some form of identification, we cannot allow you to go in.
- because if when unless despite
 A B C D E
12. James will never reach the summit _____ hard he tries.
- however even though no matter unless despite
 A B C D E
13. The cake was so delicious _____ he had it all.
- so that that so for because
 A B C D E
14. Continue working until the supervisor _____ you to go.
- will tell tells will be telling told will have told
 A B C D E
15. He never realised that before he arrived the dog _____.
- has been released A
 was released B
 was being released C
 will have been released D
 had been released E
16. He may not come but we'll get ready in case he _____.
- will is may does might
 A B C D E
17. James ought not to _____ swimming but he did.
- go have gone having gone be going went
 A B C D E
18. It is time you _____ otherwise you'll be late for your class.
- are going go have gone should go went
 A B C D E

In the sentence that follows you must insert the word provided where it best fits in:

19. always

(A) I (B) only (C) take (D) a little wine (E).

In the questions that follow a certain key word, underlined, is used in five different sentences. In one of those sentences the word, or a form of the word, is incorrectly used. You must identify this sentence.

20. mug

- A. These days one of the hazards of urban life is getting mugged.
- B. They got stuck in the mug and a tractor was needed to get them out.
- C. The weather today is unusually hot and muggy.
- D. Hand me a mug of coffee please.
- E. He doesn't know the answer because he's a real mug.

21. break

- A. There was a welcome break in the weather.
- B. It is good to break away sometimes.
- C. Sometimes one just doesn't get an even break.
- D. Often one needs to break down in order to rebuild.
- E. I'm afraid you'll have to pay for the breaks.

22. order

- A. Arrange these results in order of merit please.
- B. He ordered me to go at once.
- C. Please order the events to me just as you saw them.
- D. He belongs to the order of St John.
- E. Don't order any more food, we have enough.

23. bark

- A. It seems his bark is worse than his bite.
- B. The bark of the cinnamon tree is a coveted spice.
- C. Take the torch or you'll bark your shins against the crossbars.
- D. He lives near the bark in the old part of town.
- E. They set sail for the island in a sea-worthy bark.

24. blow

- A. What a blow! We couldn't see for all the dust.
- B. What a blow! He just couldn't make it-
- C. We hailed him on the blow but he didn't hear.
- D. He suffered a severe blow to the head.
- E. During winter northwesterly gales blow in from the Atlantic.

In the question that follows a certain idiomatic expression is used in the sentence. A number of meanings are then given. Only one is correct. Choose the correct one.

25. Throughout its history not one dollar was ever lost that Wells Fargo did not make good.

- | | |
|-----------|---|
| make well | A |
| produce | B |
| repay | C |
| promise | D |
| settle | E |

SECTION THREE

Punctuate the following:

What you mean to tell me youve lost it all

(5)

University of Cape Town

SECTION FOUR

The following test is called a cloze test. In case you have never done one before, we are going to give you an example.

In a short passage every seventh word is left out and you must provide the words that you think appeared in the original passage:

e.g.

Both boys plunged their hands through the crumbling wood. They had found the pirate's treasure! There were hundreds of coins, and near the bottom was something heavy, wrapped in decaying cloth.

The boys put the ¹ _____ on board their launch and set ² _____ course down the coast for Boston. ³ _____ they reached next morning. By nine ⁴ _____ they were telling their story to ⁵ _____ officials of the Atlantic National Bank.

The answers to the question are as follows:

The boys put the ¹ treasure on board their launch and set ² a course down the coast for Boston, ³ which they reached next morning. By nine ⁴ o'clock they were telling their story to ⁵ disbelieving officials of the Atlantic National Bank.

You needn't only use the words that are used in the passage but words that will make sense. So, for instance, with ¹ treasure you could also have used money, coins or discovery and for ⁵ disbelieving you could also have used amazed, astounded, puzzled, dumbstruck etc.

Quite easy, isn't it? Now study the passage that follows and then fill in the missing words in the spaces provided.

The Secret Life of the Salmon

The life of the salmon begins in an egg - a tiny red ball which lies buried in the gravel bed of some swift-flowing northern stream. After the little fish is hatched he stays there in the dark for many days. During this time he lives off the soft outside, or "sac" of the egg, which is still fastened to him. If he is lucky, he may live eight or nine years, but this is the only time in his life when he is perfectly safe.

When the ¹ _____ is finished he pushes his way ² _____ out of the gravel. Now his ³ _____ begin. Still less than an inch ⁴ _____ he is a tasty morsel for ⁵ _____ neighbours like eels, ducks and larger ⁶ _____. Within a few days, many of ⁷ _____ hundreds of brothers and sisters have ⁸ _____ gobbled up.

He, in turn, gobbles ⁹ _____ smaller than himself. He grows much ¹⁰ _____ slowly than the trout and his ¹¹ _____ neighbours. After spending perhaps two years ¹² _____ his gravel bed, he is only ¹³ _____ few inches long and weighs a ¹⁴ _____ ounces.

Then one morning he feels ¹⁵ _____ must go on a journey. It's ¹⁶ _____ for him, and all the other ¹⁷ _____ of his age, to start down-stream ¹⁸ _____ the sea. They cannot help themselves, ¹⁹ _____ they seem not to want to ²⁰ _____. As the current carries them along, ²¹ _____ heads are pointed up-stream, as if ²² _____ were fighting against the instinct that ²³ _____ them down.

More dangers lie ahead. ²⁴ _____ salmon is swept down swift rapids ²⁵ _____ the white water boils over the ²⁶ _____. He is carried over steep waterfalls. ²⁷ _____ travels many miles.

At last the ²⁸ _____ slackens, the river broadens out as ²⁹ _____ nears the sea. The water becomes ³⁰ _____. As he tastes salt water the little fish no longer hesitates. He turns, heads out to sea - and vanishes. Nobody knows where he goes.

APPENDIX 2ERAW SCORES(AMENDED NORM - REFERENCED TEST)

- i Standard X Candidates EL1
- ii Standard V11 Candidates EL1
- iii Standard V Candidates EL1
- iv HDE Candidates EL2
- v DE 1 Candidates EL2
- vi DE 3 Candidates EL2

University of Cape Town

STANDARD X CANDIDATES ELI

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
1	24	35	5	28	92
2	22	34	5	29	91
3	24	35	3	29	91
4	22	37	5	26	89
5	21	40	4	24	89
6	22	34	4	28	88
7	24	33	4	27	88
8	22	36	5	25	88
9	24	30	4	30	88
10	23	33	4	27	87
11	22	34	5	25	86
12	25	30	5	25	85
13	21	34	5	25	85
14	21	33	5	26	85
15	22	31	5	27	85
16	20	34	4	27	85
17	21	34	4	26	85
18	24	30	5	25	84
19	24	33	4	23	84
20	21	33	4	26	84
21	20	35	5	24	84
22	20	30	5	29	84
23	24	29	4	27	84
24	24	31	4	25	84
25	22	30	5	26	83
26	23	32	4	24	83
27	21	29	3	30	83
28	20	32	3	27	82
29	21	33	4	24	82

STANDARD X CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
30	23	31	3	25	82
31	22	32	2	26	82
32	22	29	4	26	81
33	22	29	2	28	81
34	20	32	3	26	81
35	20	33	5	23	81
36	20	30	5	26	81
37	22	29	5	25	81
38	21	31	5	23	80
39	19	30	3	28	80
40	22	30	3	25	80
41	21	29	5	25	80
42	21	24	5	29	79
43	20	33	2	24	79
44	18	30	5	26	79
45	20	33	4	22	79
46	21	27	4	27	79
47	18	32	3	26	79
48	20	28	4	27	79
49	22	29	5	23	79
50	21	31	2	25	79
51	21	30	3	24	78
52	20	29	5	24	78
53	17	32	4	25	78
54	23	30	3	22	78
55	22	29	3	23	77
56	18	32	3	24	77
57	21	31	3	22	77
58	19	27	5	26	77

STANDARD X CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
59	21	29	4	23	77
60	21	30	2	23	76
61	17	30	3	26	76
62	20	30	4	22	76
63	22	27	3	24	76
64	18	32	3	23	76
65	20	30	4	21	75
66	20	30	2	23	75
67	18	28	4	25	75
68	19	30	3	23	75
69	22	24	2	27	75
70	20	25	4	25	74
71	20	28	2	24	74
72	19	26	4	24	73
73	22	28	2	21	73
74	18	29	4	22	73
75	18	30	1	24	73
76	20	29	1	23	73
77	21	23	5	24	73
78	18	29	2	23	72
79	20	28	1	23	72
80	21	28	3	20	72
81	20	26	3	22	71
82	20	28	2	21	71
83	21	26	2	22	71
84	19	28	3	21	71
85	20	23	4	23	70
86	18	27	4	20	69
87	20	28	2	19	69

STANDARD X CANDIDATES EL1 (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
88	21	26	4	18	69
89	17	26	3	23	69
90	19	28	3	18	68
91	18	28	0	21	67
92	19	29	2	17	67
93	16	26	2	23	67
94	16	26	3	22	67
95	18	25	3	20	66
96	17	23	4	22	66
97	19	26	1	19	65
98	15	20	3	22	60
99	17	25	2	16	60
100	15	21	2	17	55
Totals	2040	2964	349	2408	7761
Av. Mark	20,40	29,64	3,49	24,08	77,61
Av. %	81,60	74,10	69,80	80,27	77,61

STANDARD VII CANDIDATES ELI

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
1	23	31	4	26	84
2	22	31	4	27	84
3	22	33	2	26	83
4	25	29	2	27	83
5	19	33	4	26	82
6	21	30	4	26	81
7	20	30	3	28	81
8	21	28	3	27	79
9	19	27	4	28	78
10	19	30	5	24	78
11	20	28	2	27	77
12	20	28	4	25	77
13	18	30	4	25	77
14	21	25	4	26	76
15	22	30	4	19	75
16	19	29	5	22	75
17	21	26	4	24	75
18	17	29	2	27	75
19	22	25	4	23	74
20	19	27	4	24	74
21	21	28	2	23	74
22	21	25	3	24	73
23	19	26	2	26	73
24	19	26	3	24	72
25	21	27	3	21	72
26	19	26	1	26	72
27	20	25	2	25	72
28	18	28	5	21	72
29	19	26	4	23	72

STANDARD VII CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
30	18	26	4	24	72
31	16	28	5	22	71
32	17	28	4	21	70
33	18	24	2	26	70
34	18	27	4	20	69
35	18	28	3	20	69
36	18	22	5	24	69
37	16	26	5	22	69
38	19	26	3	20	68
39	20	25	2	21	68
40	17	28	4	19	68
41	16	26	2	24	68
42	17	28	2	20	67
43	15	27	3	22	67
44	16	27	2	22	67
45	17	25	4	21	67
46	18	24	2	22	66
47	17	27	1	21	66
48	19	22	5	20	66
49	18	24	1	23	66
50	20	20	2	24	66
51	18	21	2	24	65
52	13	27	1	24	65
53	21	20	4	20	65
54	16	23	3	23	65
55	15	27	4	18	64
56	18	24	3	19	64
57	17	25	1	21	64
58	19	21	5	19	64

STANDARD VII CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
59	14	25	3	22	64
60	20	22	5	17	64
61	15	26	3	20	64
62	18	22	3	21	64
63	16	25	4	18	63
64	12	25	2	24	63
65	14	26	2	21	63
66	18	19	2	24	63
67	17	22	2	22	63
68	15	24	2	21	62
69	17	28	4	13	62
70	19	21	1	21	62
71	13	25	4	19	61
72	18	26	2	15	61
73	18	27	3	12	60
74	19	18	1	22	60
75	14	21	4	21	60
76	18	17	2	23	60
77	14	22	3	20	59
78	16	18	4	20	58
79	18	20	4	16	58
80	16	19	1	21	57
81	15	23	1	18	57
82	19	21	4	13	57
83	18	17	0	22	57
84	18	20	1	18	57
85	13	23	2	18	56
86	22	18	1	15	56
87	14	21	5	16	56

STANDARD VII CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1 - 100	25	40	5	30	100
88	15	17	1	23	56
89	19	26	1	10	56
90	15	16	1	23	55
91	15	22	1	16	54
92	18	16	2	18	54
93	16	16	3	18	53
94	16	17	3	17	53
95	9	20	4	19	52
96	15	18	3	15	51
97	14	16	2	18	50
98	16	16	1	16	49
99	13	15	3	17	48
100	17	12	1	14	44
Totals	1768	2410	286	2123	6587
Av. Mark	17,68	24,10	2,86	21,23	65,87
Av. %	70,72	60,25	57,20	77,77	65,87

STANDARD V CANDIDATES ELI

NORM - REFERENCED TEST					
Rank	Multiple Choice	Essay	Punctuation	Cloze	Total
1-45	25	40	5	30	100
1	19	29	4	25	77
2	17	27	5	28	77
3	21	28	3	24	76
4	20	28	5	22	75
5	21	23	4	23	71
6	17	24	2	27	70
7	18	23	3	26	70
8	19	23	5	22	69
9	18	26	4	21	69
10	18	23	2	25	68
11	17	25	4	22	68
12	16	27	2	22	67
13	20	22	3	21	66
14	20	20	2	22	64
15	18	22	2	22	64
16	19	24	4	16	63
17	13	22	4	22	61
18	17	18	3	23	61
19	16	20	3	22	61
20	18	19	2	21	60
21	17	20	2	21	60
22	18	16	2	22	58
23	14	20	2	20	56
24	16	20	1	19	56
25	18	23	0	15	56
26	15	18	3	18	54
27	18	13	1	21	53
28	15	13	5	19	52
29	14	17	2	18	51
30	19	8	0	23	50

STANDARD V CANDIDATES ELI (continued)

Rank	NORM - REFERENCED TEST				Total
	Multiple Choice	Essay	Punctuation	Cloze	
1-45	25	40	5	30	100
31	15	12	4	17	48
32	15	17	2	13	47
33	16	11	2	17	46
34	15	13	3	15	46
35	9	16	2	17	44
36	14	18	2	10	44
37	14	13	2	15	44
38	15	12	0	17	44
39	12	10	2	18	42
40	15	8	4	14	41
41	12	13	1	15	41
42	11	6	3	18	38
43	15	12	0	11	38
44	12	11	2	12	37
45	16	15	3	0	34
Totals	732	828	116	861	2537
Av. Mark	16,27	18,40	2,58	19,13	56,38
Av. %	65,07	46,00	51,56	63,78	56,38

HDE CANDIDATES EL2

		NORM - REFERENCED TEST				
Rank	Bil. Index	Multiple Choice	Essay	Punctuation	Cloze	Total
1-59	0-100	25	40	5	30	100
* 1	13	19	26	2	25	72
* 2	22	20	23	2	26	71
* 3	16	18	28	2	23	71
* 4	29	18	26	3	21	68
* 5	31	19	21	3	25	68
6	23	17	26	2	21	66
7	13	16	25	1	24	66
8	33	15	22	2	26	65
9	12	14	24	3	24	65
10	24	13	24	4	23	64
11	17	18	18	4	23	63
12	7	19	21	2	21	63
13	45	17	25	1	20	63
14	16	17	17	4	25	63
15	59	18	23	5	16	62
16	31	19	22	2	19	62
17	16	19	17	4	22	62
18	23	13	21	5	22	61
19	14	13	26	1	21	61
20	11	15	20	5	20	60
21	18	15	18	4	23	60
22	14	14	21	4	21	60
23	27	17	17	2	23	59
24	16	14	24	1	20	59
25	14	16	18	2	23	59
26	20	16	20	1	22	59
27	18	12	23	2	20	57
*28	19	18	16	3	20	57
*29	41	13	22	2	19	56

HDE CANDIDATES EL2 (continued)

Rank	Bil. Index	NORM - REFERENCED TEST				Total
		Multiple Choice	Essay	Punctuation	Cloze	
1-59	0-100	25	40	5	30	100
*30	24	15	20	1	19	55
*31	23	12	20	4	19	55
*32	18	11	23	3	18	55
33	5	10	18	4	22	54
34	14	12	19	2	21	54
35	28	13	18	4	17	52
36	3	14	22	1	15	52
37	16	11	16	1	22	50
38	3	12	17	1	20	50
39	16	13	18	1	18	50
40	3	13	16	2	19	50
41	8	14	15	3	16	48
42	8	12	18	4	14	48
43	18	13	18	3	12	46
44	33	11	14	4	17	46
45	28	10	16	3	17	46
46	12	10	17	2	16	45
47	8	10	13	3	18	44
48	5	9	14	0	21	44
49	2	10	13	3	17	43
50	18	13	17	0	11	41
51	22	11	16	2	12	41
52	29	12	15	2	11	40
53	8	9	8	4	17	38
54	19	10	10	2	16	38
*55	9	10	9	2	15	36
*56	5	8	13	1	14	36
*57	17	11	12	1	10	34

HDE CANDIDATES EL2 (continued)

		NORM - REFERENCED TEST				
Rank	Bil. Index	Multiple Choice	Essay	Punctuation	Cloze	Total
1-59	0-100	25	40	5	30	100
*58	8	8	9	1	16	34
*59	4	8	8	2	15	33
Totals	1056	807	1096	144	1133	3180
Av. Mark	17,89	13,68	18,58	2,44	19,20	53,91
Av. %	17,89	54,71	46,44	48,81	64,01	53,91

* These candidates were elicited for further criterion-referenced testing.

DE I CANDIDATES EL2

		NORM - REFERENCED TEST				
Rank	Bil. Index	Multiple Choice	Essay	Punctuation	Cloze	Total
1-89	0-100	25	40	5	30	100
* 1	22	20	30	3	27	80
* 2	49	19	28	4	24	75
* 3	24	18	24	5	25	72
* 4	18	15	27	3	25	70
* 5	18	17	28	4	20	69
6	16	16	25	4	24	69
7	33	19	24	3	22	68
8	9	19	24	5	20	68
9	12	17	26	3	21	67
10	14	19	23	4	21	67
11	19	16	25	4	21	66
12	18	17	24	4	18	63
13	26	14	20	5	24	63
14	29	17	20	4	22	63
15	21	13	21	5	23	62
16	29	19	21	4	18	62
17	18	17	23	3	18	61
18	24	16	21	3	21	61
19	15	16	25	4	16	61
20	26	17	19	3	21	60
21	13	14	23	2	21	60
22	46	16	20	2	21	59
23	13	17	21	3	18	59
24	20	14	20	1	24	59
25	18	17	21	2	19	59
26	21	14	23	2	20	59
27	39	14	23	2	20	59
28	25	16	19	2	22	59
29	13	15	21	4	19	59

DE I CANDIDATES EL2 (continued)

Rank	Bil. Index	NORM - REFERENCED TEST				Total
		Multiple Choice	Essay	Punctuation	Cloze	
1-89	0-100	25	40	5	30	100
30	14	16	19	5	19	59
31	27	13	20	2	23	58
32	22	15	20	1	22	58
33	23	16	20	1	21	58
34	10	16	16	3	23	58
35	24	16	21	3	17	57
36	10	14	22	2	19	57
37	31	20	16	2	19	57
38	26	18	16	0	22	56
39	9	17	20	2	17	56
40	12	14	20	1	21	56
41	15	16	17	1	22	56
42	23	12	21	1	21	55
*43	23	14	19	2	20	55
*44	24	11	23	2	18	54
*45	28	9	19	1	25	54
*46	19	14	19	3	18	54
*47	19	13	21	4	16	54
48	6	14	17	3	20	54
49	29	14	22	1	14	51
50	12	12	18	1	19	50
51	16	12	16	1	21	50
52	22	10	21	5	14	50
53	13	16	15	1	18	50
54	19	14	16	2	18	50
55	8	12	17	4	17	50
56	14	14	16	3	17	50
57	25	14	19	2	14	49
58	10	10	20	2	16	48

DE I CANDIDATES EL2 (continued)

Rank	Bil. Index	NORM - REFERENCED TEST				Total
		Multiple Choice	Essay	Punctuation	Cloze	
1-89	0-100	25	40	5	30	100
59	8	11	13	4	20	48
60	33	12	18	2	15	47
61	5	13	16	2	16	47
62	13	12	17	2	16	47
63	22	11	17	4	14	46
64	28	10	16	2	18	46
65	14	12	18	3	13	46
66	24	10	17	1	18	46
67	9	12	14	2	18	46
68	18	10	16	4	16	46
69	8	14	13	1	16	44
70	7	14	10	2	17	43
71	13	10	12	2	19	43
72	10	8	17	1	16	42
73	12	11	16	1	13	41
74	17	12	16	2	11	41
75	21	12	12	3	13	40
76	27	10	16	1	13	40
77	7	7	14	1	16	38
78	5	8	9	2	19	38
79	19	10	9	2	15	36
80	7	12	13	1	10	36
81	5	8	13	1	13	35
*82	0	7	13	2	13	35
83	16	9	7	3	15	34
84	9	8	9	2	12	31
*85	13	9	10	1	11	31
*86	14	6	13	1	10	30
+87	16	8	17	3	1	29

DE I CANDIDATES EL2 (continued)

Rank	Bil. Index	NORM - REFERENCED TEST				Total
		Multiple Choice	Essay	Punctuation	Cloze	
1-89	0-100	25	40	5	30	100
*88	6	8	11	0	10	29
*89	6	6	6	2	12	26
Totals	1593	1194	1633	218	1605	4653
Av. Mark	17,89	13,42	18,35	2,45	18,03	52,28
Av. %	17,89	53,66	45,87	48,99	60,11	52,28

* These candidates were elicited for further criterion-referenced testing.

+ This candidate refused to sit for the criterion-referenced test. Candidate 82 agreed to sit for the test.

DE 3 CANDIDATES EL2

		NORM - REFERENCED TEST				
Rank	Bil. Index	Multiple Choice	Essay	Punctuation	Cloze	Total
1-33	0-100	25	40	5	30	100
1	20	18	24	4	27	73
2	17	17	24	4	22	67
3	18	19	23	3	21	66
4	44	13	30	3	20	66
5	21	18	20	1	25	64
6	16	19	21	1	20	61
7	17	15	21	2	21	59
8	9	13	22	2	22	59
9	13	13	21	3	21	58
10	13	17	17	3	21	58
11	10	15	24	1	17	57
12	12	16	21	3	17	57
13	25	17	22	0	17	56
14	24	19	16	1	20	56
15	18	14	23	1	16	54
16	29	15	19	4	13	51
17	12	10	21	2	18	51
18	23	14	17	1	19	51
19	18	10	16	2	22	50
20	18	13	14	2	20	49
21	9	12	13	1	23	49
22	16	8	20	1	20	49
23	16	12	15	1	21	49
24	19	13	17	1	18	49
25	24	13	13	1	19	46
26	13	14	14	1	17	46
27	17	14	10	3	18	45
28	16	11	10	5	18	44
29	17	10	9	4	19	42

DE 3 CANDIDATES EL2 (continued)

Rank	Bil. Index	NORM - REFERENCED TEST				Total
		Multiple Choice	Essay	Punctuation	Cloze	
1-33	0-100	25	40	5	30	100
30	9	13	13	1	14	41
31	0	8	12	3	16	39
32	6	11	11	0	11	33
33	14	7	10	1	9	27
Totals	553	451	583	66	622	1722
Av. Mark	16,76	13,67	17,67	2	18,85	52,18
Av. %	16,76	54,67	44,17	40	62,85	52,18

APPENDIX 2F

MODERATION OF N-R TESTS BY FIVE M.Ed OR M.Phil. STUDENTS

ESSAY	MODERATORS					Average	Group Consensus	My mark	Difference
	MI	M2	M3	M4	M5				
Std X (1)	38	37	34	38	31	35,6	37	40	+3
HDE (1)	7	6	11	16	15	11,0	9	9	+0
Std X (2)	34	25	29	35	29	30,4	31	35	+4
Std V (1)	26	15	21	26	20	21,6	21	23	+2
HDE (2)	11	5	8	6	9	7,8	7	8	+1
Std V (2)	29	20	26	29	24	25,6	26	29	+3
Max	40					40			

Average difference = +2,2
out of a maximum of 40

APPENDIX 3AEXAMPLE OF CRITERION - REFERENCED TEST MATERIAL

Many recent studies have assailed television aggression, violence, and immorality for adversely influencing children. But now, research shows that even adults are definitely affected by television violence. This article describes some of these profoundly significant studies and it also discusses the question, "Is it time to tame television?"

By any measure, whether magnetic appeal, amount of exposure, or power to change behaviour, commercial television now wields the major educational impact in the land.

Does that sound like a sensational exaggeration? Then ponder these statistics:

By the time the average American child reaches adolescence he will have spent twice as many hours watching television as he has sitting behind his school desk. Believe it or not, he'll have had 22,000 hours of television "instruction" as opposed to 11,000 hours worth of school instruction.

Even before he reaches age five he will already have spent more time in front of a television than the average student in a liberal arts program spends in the classroom throughout his entire four years of college attendance.

And what will make up a child's TV diet? Studies show that children favor adult TV programs - especially crime thrillers.

Just how violent are these television shows?

In a Washington, D.C. survey three major television networks were surveyed to determine how much violence would be viewed in one week between 3 p.m. and 11 p.m. During this span of time there were 113 stabbings, 92 shootings, 168 beatings, 9 stranglings, and 179 other specific acts of violence perpetrated before the television audience. There was one specific act of violence every 16,9 minutes, a killing every 43,8 minutes.

These statistics take on greater significance when you consider that the average American family watches over 6 hours of television every day. *

* Adapted from Armstrong, H.W. (ed.): The Plain Truth, August 1976, p.7.

DISCUSSION QUESTIONS

1. Do you agree with the statement that people can be affected by the violence they witness on TV?
2. How would it affect them?
3. What is meant by immorality? How can this affect children adversely? Is it because children identify with acts of immorality?
4. Do you think TV glamorizes acts of violence and immorality?
5. What other serious side-effects can there be as a result of spending 6 hours glued to the TV?
6. Don't you think the author is being too critical of TV? What about some of the benefits to be derived from TV?
7. What does the writer mean when he says it is time to tame television?
8. Do you think that we here in South Africa are facing the same dangers?
9. Do you think there could be something like "TV addiction"?
10. What is the role of the school/parent with regard to TV?

ESSAY TOPICS

Write a short essay of approximately 200 words on one of the following topics:

1. How to avoid becoming a TV addict
2. Making the most of TV viewing
3. Some of the benefits of TV
4. The great disadvantages of TV
5. The school / parents should teach children the proper use of TV
6. TV is just a one-way input system for apathetic people

APPENDIX 3BEXTRACTS FROM THE CRITERION REFERENCED TESTDE I Candidate Ranked I (N = 89)

Norm-referenced test: 80%

Bilingualism index: 22

Criterion-referenced test:

Interview assessment: Band 8

Writing assessment: Band 8

General assessment: Band 8

Topic: The Costs of Disability

University of Cape Town

THE COSTS OF DISABILITY

"If you're disabled, the best thing to be is rich . . ." complained an official at a rehabilitation services centre.

Many people with disabilities are simply unable to find employment of any kind. They are forced to depend on relatives, charities or meager government subsidies that do not keep up with inflation. Many have no insurance to cover the costs of being handicapped.

Such people also often need special equipment - wheelchairs, artificial limbs, architectural modifications, appliances to aid in walking, breathing, speaking, hearing, seeing, driving automobiles; the list goes on and on.

And indeed, thanks to modern electronics, some exceptional aids are now available or being developed: devices that can be operated by the blink of the eye, a breath or a movement of the head; hearing aids that are nearly undetectable; telephones that can be operated by the sound of the voice; electronic language processors that allow those who previously could not communicate with those around them to do so.

Remarkable innovations.

Also remarkable are the price tags!

No specialized equipment for adaptation of standard equipment comes cheap. Those who sorely need special devices to approach a minimum level of normality, in at least a few phases of life, often must do without for lack of necessary funds. Helen B. is one example. Totally paralyzed from an automobile accident, she would be happy if only she could turn on and adjust her television set or flick off the lights. But she has not been able to do even this. Now, however, there is a device available that could allow her her modest wish. It could, but it won't because Helen B. can't afford the \$3,000 needed to purchase it.

For many sick and disabled, the crowning insult is the exorbitant cost of medical and hospital bills, therapy procedures that medical experts consider essential for some measure of rehabilitation, relief or just the sustaining of life. It is one of the great

ironies of this present society that those who feel they need such services are often the ones who are least able to earn the money to pay for them. *

* Adapted from Armstrong, H.W. (ed.): The Plain Truth, January 1982, p. 26.

University of Cape Town

Int: Could you tell me, what is the author's main argument in this passage?

Test: That ... erhm ... aids, being developed, are often too costly and too expensive to ... erhm .. be made available to your broad spectrum of disabled people, that many disabled are not ... erhm ... able to afford what is being developed and what being put on the market.

Int: And very often it's the people who are disabled that can't afford it because of their disablement. Hm ... Why are disabled people not employed?

Test: Well, they're often not capable of performing ... normal actions and functions that would be expected of a person in a certain job or ...

Int: Well I mean, that, that is obvious, but very obvious, but very often disabled people can perform certain jobs and yet, they're still not employed. Why's that?

Test: People have a tendency and there is a prejudice against ... erhm ... the disabled. People often, employees often ... erhm ... I think they're a bit afraid of employing such a person ... the effect it might have on other workers and they're just afraid it would be a bit of a ... a ... it would cause trouble for them as well. They're afraid of having to ... erhm ... cope with such a person. They're not up to it. They're not mentally or ... erhm ... psychologically ... erhm ... ready for such a thing.

Int: The disabled or the employer?

Test: The employer.

Int: D'you think that, that ... erhm ... disabled people need a special kind of approach?

Test: No ... I don't ... I think a disabled person is happy when

he's treated as a normal human being and you don't treat him in any way ... erhm ... different because of ... erhm ... not in a, well, you have to help him or so. There you can't ... erhm ... get away from it, but ... erhm ... not to ... erhm ... approach him ... in a way that you ... erhm ... take his disability into consideration.

Int: What has provided some exceptional aid to the handicapped?
(Testee gestures confusion)

What has provided some exceptional aid to the handicapped ... in the world we live in today?

University of Cape Town

The disabled should be employed so that they too can make a contribution to society.

The greatest joy an disabled person can experience is to be treated as a person with exactly as much right to exist as any so-called normal human being. The first step towards this is the ability to earn an independant income.

This gives the disabled a right to be part of society. He is not a burden but a bearer. When one considers the immense cost involved in the upkeep of hospitals and homes for the disabled, this is a very necessary contribution.

The type of occupation would neccesarily have to be adapted to the physical abilities of the person involved. It does not matter that someone can, for instance, onely weave baskets or rugs, or paint pictures with their toes. The essence of the matter lies in the fact that within that cripple body is a soul longing for acceptance and pride.

When a disabled person has been made to feel pride in his work, he will realize that he, too, has a contribution to make, and a right to exist.

Society has always shunned those who, as it were, depend upoun their hard work. The feeling that the disabled are a nuisance and a burden is not alltogether untrue when the disabled is onely allowed to exist on society's kindness.

This prejudice can be reduced by letting society see that the disabled try to help thesselves.

DE I Candidate Ranked 46 (N = 89)

Norm-referenced test: 54%

Bilingualism index: 19

Criterion-referenced test:

Interview assessment: Band 6

Writing assessment: Band 4/5

General assessment: Band 5/6

Topic: The position in which South Africa finds itself today

University of Cape Town

During the early months of 1981, South Africans were shocked by the devastation of floods that struck the Laingsburg area of Cape Province. The ferocity of the storms caused extensive property damage and loss of life.

Later in the year, sport-mad South Africans focused their attention on the controversial Springbok rugby tour of New Zealand. Violent demonstrations in that country left South Africans facing the prospect of increased sporting isolation, in spite of considerable progress toward integrated sport.

The problem of a settlement in South West Africa/Namibia continued to occupy the center stage of South African foreign policy. The United Nations and the five major Western powers have wrangled for five years over a solution, while South African troops guard Namibia's borders against terrorist raids launched by guerillas of the South West Africa Peoples' Organization (SWAPO). A dramatic raid on SWAPO bases inside neighbouring Angola produced evidence of direct Soviet involvement in the guerilla movement.

Namibia has become a millstone around the neck of the Republic of South Africa, draining her men and resources. The Republic continues to seek a solution that will be acceptable to the Western powers without abandoning the Namibian people to Communism.

ECONOMY RAISES BLACK HOPES

South Africa's economy lost a bit of its luster during 1981. The year before, the country's gross national product possessed the highest growth rate in the world. The year 1980 was the most prosperous in the country's history. This boom was due to a large degree to the dramatic increase in the price of gold.

The high interest rates in the United States during 1981, however, led to the subsequent drop in the gold price, causing the economy to falter. The continuing recession in Europe with its consequent reduced demand for imported goods has prevented other sectors of the economy from taking over where gold left off.

The boom during 1980 had done much to raise the aspirations of black South Africans. Many firms, together with the government, have engaged in massive training and education programs to raise the standard of education and thus the earning ability of black

South Africans. *

* Adapted from Armstrong, H.W. (ed.): The Plain Truth,
February 1982, p. 44.

University of Cape Town

Int: Now they mention in this passage something about integrated sport. What do you understand by integrated sport?

Test: Inte-, integrated sport is ... erhm ... Blacks, Whites, Coloureds ... everybody (must) take part in, on the same level, same level in sport.

Int: In the same teams?

Test: Yes.

Int: Yes.

Int: OK. Now has there been any progress towards integrated sport in South Africa?

Test: Yes.

Int: Since this article was written?

Test: Yes, I think so.

Int: Ahem.

Test: Erhm ... must I mention examples?

Int: You can if you want to, yes.

Test: Erhm ... in 1981 the first Springbuck was selected, Errol Tobias for the New Zealand tour and, and there was, in Rugby there was, particularly in Rugby there was very much ... there was that ... erhm ...

Int: Progress?

Test: Progress. In cricket Omar Henry was picked as a regular member of the Province team.

Int: Ahem. OK, fine ... erhm ... do you think that sport should be integrated?

Test: Yes.

Int: Your personal opinion?

Test: Yes of course. I think it's good for our ... erhm ...
(pause 3 seconds) ... "verhouding", what's "verhoudings"?

Int: Relations.

Test: Relations.

Int: OK. They mention also in this passage that ... erhm ...
South Africa has been involved in South West Africa or
Namibia for quite a while now. Do you think that South
Africa should be involved in South West Adrica?

Test: Yes, because ... erhm ... the ... erhm ... the ... erhm ...
the "Volkebond" ... erhm ... gives South Africa, Namibia
to South Africa in the early years as a mandate and it's
South Africa's duty to look after Namibia to see that they
go to independence, Sir.

Integrated sport: yes

My personal opinion is that sport must be fully integrated. The reasons for my opinion is as follow:

It will promote relationship between all races. Sport is the great equalizer. If we get use to playing rugby or cricket with other races on the field, it will be much easier mingling with them off the field.

Sport played a major rol in breaking down apartheid. Thanks to sport a Coloured or Black man can have a drink with you after a match. Sportmen of other race is also good ambassodars for our country. We think of Peter Mathebula, Abe Williams and Sydney Maree. They do not told the world bad things about South Africa. They could have do it so easy, because there is more than enough reasons for them to do it.

If South Africa wants to come back in the international sport arena sport must be fully integrated. We must satisfy the outside world, if we like it or not.

Thus, for our country's sake and for all the sportmen and women in South Africa, black and white, sport must get integrated on every level.

DE I Candidate Ranked 89 (N = 89)

Norm-referenced test: 26%

Bilingualism index: 6

Criterion-referenced test:

Interview assessment: Band 4/5

Writing assessment: Band 3/4

General assessment: Band 4

Topic: The Costs of Disability

University of Cape Town

Int: Right, now tell me, what do you think is the author's main argument in this passage? The main point he's trying to make?

Test: I think that he want to say to us that the people that do not have the money ... erhm ... can't get the enjoyment because of the ... erhm ... disa-, erhm ... disabilities ... erhm ... they can't hear and they had to buy them ... erhm ... something to answer the telephone or the flicking of the light and people had, had to be, have chairs to ride in and can't buy it because they haven't the money to buy it.

Int: Why don't they have the money?

Test: Erhm ... (pause 4 seconds) ... perhaps it's too ... erhm ... expensive.

Int: Yes, but don't you think there's another reason why they don't have the money?

Test: Erhm ... it can be like that they do not have the work to get the money.

Int: So they're not employed. It says here that they don't easily employ these people. Why is that?

Test: It's difficult to ... erhm ... like a blind man. I think that if I am blind and I want to work at the shop ... erhm ... and someone come in to buy something, I could not easy get that money out of the ... erhm ... box to give him the right money out. And ... with all that things it's difficult to get someone that is so good that he could do such things.

Int: I mean, there are jobs that the blind people can do you know. Like tuning pianos ...

Test: Yes, but -

Int: ... typing, answering the telephone and so on, and still people don't employ them. Why is that?

Test: Erhm ... it's not many works you get that and there's many ... erhm ... people that are ... can't hear.

Int: I see. OK. Now they mention something here that has helped handicapped people a lot, you know. One of the things in our modern age has helped handicapped people a lot. What is that?

(pause 6 seconds)

University of Cape Town

I think the disabled should be employed so that they too can make a contusution to society.

I think that this people do not have many enjoyment in live, perhaps some of them hate it to be in live, because of the fact that they can't be on the same level as all the normel people.

By giving this people a work it would change their hole live. They would have something in live that would forget them from the bitterness. It would make them happy and it would be a in-come into this peoples houses.

The problem of his people is the cost of the things they want to buy to help them with their problems. By giving them work it would help them to get money and they would enjoy it to be buying their own things with they money they urned.

If we help them in live by giving them jops and give them the love all people wants and with the help of over Father they would have the change live.

HDE Candidate Ranked 4 (N = 59)

Norm-referenced test: 68%

Bilingualism index: 29

Criterion referenced test:

Interview assessment: Band 7

Writing assessment: Band 7

General assessment: Band 7

Topic: Is the younger generation hell-bent or not?

University of Cape Town

Is the younger generation of this modern day hell-bent or is it not?

An older generation dares to sit in stern and solemn judgement. The jazz-crazed, pleasure-mad youngsters hurl back the defiant retort that their old-fashioned, back-number elders simply do not understand. The sheik-flapper generation emphatically assert their ability to take care of themselves. And they simply step the harder on the gas.

The Terhune-Wright Debate

Two literary luminaries - Harold Bell Wright and Albert Payson Terhune - attempt to settle this moot question in the June American Magazine, by engaging in debate. Mr Terhune says the sheik-flapping generation is hell-bent. Mr Wright says it is not.

Mr Terhune believes much of the trouble lies in the newer psychology in child rearing. Instead of having been whipped and rawhided into parental obedience, the present generation of youngsters, he says, is the victim of a treat-with-kindness, do-as-you-please psychology. Lack of parental obedience, he believes, is the heart of the difficulty.

Mr Wright denies that our young people are hell-bent, because, he says, they are merely aping their elders. According to Mr Wright, the parents are to blame - not in lack of discipline, so much as through example. The real trouble, says Mr Wright, is that Dad attempts to correct young Willie something like this:

"Willie, I want you to keep out of my cigarettes!" Or, "Willie, if you ever sneak any of my hip-flask liquor out to a party again, I'll cut down your allowance!"

Or that Dad will reprimand his flapper-daughter thus:

"Bubbles, you little painted hussy, you let Mother's lipstick and rouge alone!"

Mr Wright sees in our snappy, peppy younger generation a real improvement over those immediately previous. Their life, their pep, their zip, their energy, he says, is going to do wonders when they are a little older and take the helm.

Mr Terhune says human nature has not changed. Our youngsters

of today, hell-bent as he pictures them, are doing merely the things the older generation would have done with the lid of restraint thrown off. They haven't been held down, while the older generation was.

There is, beyond a doubt, much truth in both their views.*

* Adapted from Armstrong, H.W. (ed.): The Plain Truth, May 1982, p. 8.

University of Cape Town

Int: Now what are your main impressions of the debate between these two people?

Test: O, they've got quite a ... quite a interesting and ... erhm ... quite a interesting topic there which is, which is of everyday concern to us, Sir.

Int: Would you, would you agree with Mr Terhume or with Mr Wright?

Test: Erhm ... (Pause 5 seconds) ... Mr Wright says that the younger generation is hell-bent, is that right?

Int: No ...

Test: Mr Terhume says that.

Int: Yes.

Test: Well, I don't actually think so 'cause ... erhm ... as they say in the ... erhm ... one of the last paragraphs, that the older generation was, they were kept down but the younger generation of nowadays, they're just, can get it freely. I mean they're not been ... erhm ... how shall I say, being blocked or ...

Int: But that's what Mr Terhume is complaining about. Now do you agree with him or not? Or do you agree with Mr Wright who says it's the bad example that kids get from their parents?

Test: No, I don't think so 'cause (pause 3 seconds) Mr Wright said that it's the bad example they get from their parents, that's what Mr Wright said. Now I don't agree with that because it doesn't only come from the parents.

Int: Where else do you get bad examples?

Test: Well, you, you're at your home and for about say ... erhm ... in the morning and you are just up to breakfast

and so on. And then you go out, then you're with friends and teachers and, and people that come to work at school. So you're not the only, the parents are definitely not the only ones that have a influence on your life.

Int: No, but I think it's older generation here versus younger generation.

Test: That's, "Ja", that's the main thing.

Int: It's the older generation that's created the society that the children live in.

Test: Erhm ... (pause 4 seconds) ... there are quite merits in that, I think, because ... as what they say here, is what the ... erhm ... parents will say is: "Willy I want you to keep out of my cigarettes!" And that ... maybe that only ... lets Willy want more of his dad's cigarettes, I mean.

Experience is essential for self-discipline

One of the most important parts of ones character is to be disciplined. From that you have self-discipline.

Everyone has to have self-discipline and a lot of it too. The best way to gain it, is by experience. There is no better way. If you do something on your own, organize it and have what you have done ready at a certain date, you have self-discipline and you gain more of it. If something has to be done by the 3rd and yours is completed by the 5th, you bump your head and as result of that, you will realize that you were wrong and not do it in future. You gain self-discipline. A youngster cannot be lead all the way, because then he gets used to the fact that the adult will do his jobs.

It brings us to the adults' task. They have to lead a child and show him all the correct ways of doing things, but only to a certain time. The time will depend on the youth himself, but let it either be too early than too late.

As I then see it, the leading first and then the child's practice of what has been shown to him. The most important phase, is the second one.

HDE Candidate Ranked 29 (N = 59)

Norm-referenced test: 56%

Bilingualism index: 41

Criterion referenced test:

Interview assessment: Band 6

Writing assessment: Band 6

General assessment: Band 6

Topic: How do you treat a child?

University of Cape Town

Children too frequently bear the brunt of put-down statements or demeaning words from parents or others. Such words turn some youths into totally crushed, inward-looking, futilized persons. They feel worthless.

Other youths try to protect their tender egos from the hurts of such statements by hardening attitudes of disrespect to adults or shouting more demeaning insults to other children. The vicious cycle proliferates.

The habit of saying, "you always do something wrong!" or "You'll never learn!" can turn an able, talented child into a youth or adult of stunted intelligence and achievement; an individual with little confidence.

Dr Selma Fraiber in her book The Magic Years says, "A child needs to feel our disapproval at times, but if our reaction is of such strength that the child feels worthless and despised for his offense, we have abused our powers as parents and have created the possibility that exaggerated guilt feelings and self-hatred will play a part in this child's personality development."

Words That Help

In your next aggravating situation, instead of spurting out a harsh, cutting or demeaning response to someone, put a governor on your mouth. Instead say: "Please ..." "Please hold the door wider.... Please be neater.... Please be more careful.... Please let me show you."

Please is a word that helps us show respect. It puts our minds in a more constructive frame. We deal with others in a more positive and beneficial way.

Maybe a child accidentally knocks over a glass of some drink (and who hasn't?). An uncaring person might respond: "You careless kid. Watch what you're doing!" What's so damaging about such a statement is that we are branding a child with a characteristic (carelessness) that may not be true at all. Maybe the parents have failed to set the table properly for children, or have failed to train the child to be more careful. *

* Adapted from Armstrong, H.W. (ed.): The Plain Truth, January 1982, p. 13.

Int: What is this passage all about? What's the writer trying to tell you?

Test: I think the writer's trying to tell me exactly how ... or the better way to treat the child or to help the child on a better way and not to demand the child or trying to stick statements to him ... or like hurt the child because I think a child gets hurt very easily.

Int: Do you think the writer convinces you?

Test: I think so yes.

Int: Has he convinced you?

Test: In a way.

Int: What seems to be the key word when dealing with children ... according to this passage?

Test: Erhm ... you must show respect to the children even if its little ...

Int: Fine ...

Test: (incoherent) ... kids are young.

Int: What ... what is that one particular word that he says can do so much?

Test: Please.

Int: Please. D'you think please is a good word?

Test: Yes ... I think so but sometimes if you don't ask the child nicely to do something, he will just refuse to do it. It's just like me. If somebody asks me, "Please do this or that" I will do it with the biggest of pleasure in the world, but if he demands me, "Now you do that!" ... OK I will do it, but ... I will do it in ... I don't like to do it.

Int: Is it true that children who are insulted and shouted at will also insult others and shout at them?

Test: Yes, because they will try to give their grief over to somebody else.

Int: In other words, they want to mete out the treatment that they've been given, to others. Why d'you think this is so?

Test: Maybe its, its on their minds the whole time, because I've seen a little girl playing with her doll and I know how her father was like towards her. She was reacting to the doll like her father was reacting to her.

University of Cape Town

Words can do far more harm than deeds

You useless child. I can trust you with nothing!

Words like this can hurt a child more than the biggest punishment in the world. This child most probably can turn out to be a useless child. He can feel that even if he tries to do something he will do it wrong in any case and the result is that he would not even try.

I can take it from myself. I'll rather have a good hiding from my Dad than harsh words from him. So I can think that a child of four years or younger would be hurt even more.

You can punish a child with words, but be careful by selecting your words. A hiding burns for the moment. He forgets it easily but he knows not to do it again. He knows that he can try again and that you will help him to do it the way you want him to.

If you use demeaning words against him. He will feel that he is not wanted and that feeling will change the child's attitude against you.

HDE Candidate Ranked 58 (N = 59)

Norm-referenced test: 34%

Bilingualism index: 8

Criterion referenced test:

Interview assessment: Band 4

Writing assessment: Band 4

General assessment: Band 4

Topic: How do you treat a woman?

University of Cape Town

How Do You Treat a Woman?

Men in today's world are often perplexed. How do you treat these "new" women? Some women are offended at chivalrous conduct while others bemoan the demise of chivalry. Is it Miss, Ms. or Mrs.? Career or family or both? What do women really want?

Women aren't sure anymore. They too are often confused. Especially those who embraced the more radical elements of the women's liberation movement.

Also entering the picture is human nature. Women who once felt sorry for those women of past generations who were "trapped at home" now find themselves also without a choice - forced out of the home by social and economic pressures unexperienced by the majority of their mothers and grandmothers.

These new women find they are expected to have a career outside the home, not only by their friends and neighbours, but in many instances by their husbands. In such circumstances, home and hearth can look a lot more appealing.

Having time to enjoy their children and to get involved in their interests, time to spend with husbands, time to exercise, time to develop an interesting hobby - these are, tragically, luxury items for most working women. Women are complaining they don't have enough time to themselves - and they don't. Women are trapped, really trapped this time, locked into a demanding, stress-filled life-style by economic pressures, many times beyond their control.

Even middle-income families who look to the traditional rule of thumb - that no more than 25 per cent of monthly income be allotted to pay for rent or for mortgage principal, interest and taxes - are virtually cut off from any hope of home ownership. Seventy five per cent of American families don't make that much money. Women are feeling the pressure to stay in the job market.

Most couples go into marriage today assuming both members will work, even after children come along. Their bright dreams for the future are predicated on it.

And, of course, some couples' dreams are brighter than others.

They want success and all the material trappings that go along with it. And they don't want to wait around forever to have and enjoy those things. *

* Adapted from Armstrong, H.W. (ed.): The Plain Truth, April 1982, p. 26.

University of Cape Town

Int: Right, now tell me, what's the main thrust of this particular passage?

Test: I think it is ... erhm ... erhm ... the, the woman's place in the ... erhm ... in the world.

Int: Right, now where do they want to place the woman in the world?

Test: Erhm ... they must ... erhm ... when they are ... erhm ... married they must be working, especially for the husbands to bring in money.

Int: Do you agree with this?

Test: Yes, in a great deal.

Int: Why?

Test: Erhm ... for example, when you are a, when you are married a, a minister, you have to do it to ... erhm ... when the person is learning. But when he, he is, is in his job then you can lost it but not when he's learning 'cause then you are, then you must bring in the money.

Int: But these are only in very exceptional circumstances that you have a working wife while the husband's studying, not so?

Test: Yes.

Int: But now, what if the husband has a job and a steady income, do you think the mother or the wife should still work?

Test: I don't think so, but in today's circumstances the people chase to have money and to, they go for the money, therefore I think they, the woman work.

Int: Does the woman work because she needs the money, or as you say, are they chasing after the good life?

Test: I think so.

Int. So is it that young people want too much?

Test: Yes I think so.

Int: They're not satisfied with what the husband can provide?

Test: Erhm ... that must be a factor.

Int: Can you give me an example of the kind of thing that young people chase?

Test: Erhm ... when I, I ... erhm ... take example of my own sisters and brothers, I think some of my ... erhm ... sisters, one of my sisters haven't to work, but she work.

Motherhood is one of the finest occupations there is

I agree with the fact above, because when one thinks about the education of children, I think everyone must agree that motherhood is one of the finest occupations their is.

To educate children is not easy, because the manner how mothers educate their children, is very important. One must be an honest and good-educated mother to do this fine occupation to one's really best.

The love a mother deals in this great world, is very important for any kid. Because any kid need the fruit of Galasiërs 5:22 ... love, friendship, peace, ect. I really think that these fruits are the most important components of this fine occupation of motherhood. I believe a father also can give love, peace ect. to his children, but I feel women are choose and create by God to stand in this occupation especially.

Therefore I think women must not tried to be always on top when they are married. God had made the man head of the house. Why women then always try to be on top?

Motherhood is a "beauty" occupation! And important too as I already write! It is God's will with women ... to be good mothers! Can we be it if we always tried to be on top? Certainly not!

APPENDIX 3C

MODERATION OF CRITERION REFERENCED TESTS

Moderators	HDE Rank 58			HDE Rank 29			HDE Rank 4		
	A Int	B Writ	$\frac{A+B}{2}$	A Int	B Writ	$\frac{A+B}{2}$	A Int	B Writ	$\frac{A+B}{2}$
M1 (13/10)*	4/5	4	4	5/6	5	5	7	6/7	7
M2 (24/22)	4	3/4	4	6	5	5/6	7	6/7	7
M3 (20/10)	4	3/4	4	6	5/6	6	6/7	6/7	6/7
M4 (27/1) +	4	3/4	4	6	5/6	5/6	6/7	6/7	6/7
M5 (15/12)	4	3/4	4	6	5/6	6	6/7	6/7	6/7
Consensus	4	3/4	4	6	5/6	6	7	6/7	6/7
My mark	4	4	4	6	6	6	7	7	7

* The numbers in brackets represent respectively the number of years taught and the number of years as examiners/sub-examiners for the Cape Education department.

+ M4 is at present reading for the degree of M. Phil. at the University of Cape Town.

BIBLIOGRAPHY

- Armstrong, H.W. (ed.) The Plain Truth. Johannesburg, Cape and Transvaal Printers Parow, Cape. August 1976, January 1982, February 1982, April 1982, May 1982.
- Bell, R.T. Sociolinguistics: Goals, Approaches and Problems. London: B.T. Batsford Ltd., 1976.
- Bowen, J.D. in Spolsky, B. and Cooper, R. (eds) Frontiers of Bilingual Education. Rowley (Mass.): Newbury House Publishers, Inc., 1977.
- Campbell, R. and Wales, R. in Lyons, J. (ed.) New Horizons in Linguistics. Harmondsworth (Middlesex): Penguin Books Ltd., 1970.
- Carrol, B.J. Testing Communicative Performance: An Interim Study. Oxford: Pergamon Press, 1980.
- Christian, C.C. in Simoes, A. (ed.) The Bilingual Child: Research and Analysis of Existing Educational Themes. London: Academic Press, 1976.
- Cohen, A.D. Testing Language Ability in the Classroom. Rowley (Mass.): Newbury House Publishers, Inc., 1980.
- Cordasco, F. (ed.) Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- De Lange, J.P. (Chairman) Report of the Main Committee of the HSRC Investigation into Education in the RSA. Pretoria: HSRC, 1981.
- Fishman, J.A. Bilingual Education, An International Sociological Perspective. Rowley (Mass.): Newbury House Publishers, Inc., 1977.
- Freund, J.E. Statistics: A First Course. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.
- Gunter, C.F.G. n Christelik Georiënteerde Opvoedingsfilosofie. Stellenbosch: Universiteitsuitgewers en Boekhandelaars, 1970.
- Habermas, J. in Dreitzel, H.P. (ed.) Recent Sociology no. 2: Patterns of Communicative Behaviour. London: Collier- Macmillan Ltd., 1970.
- Hauptfleisch, T. Research into the Position of the Official Languages in the Educational System of Whites in South Africa: a Literature Survey. Pretoria: Report TLK/L - 4 HSRC, 1975.
- Language Loyalty in South Africa. Volume 1: Bilingual Policy in South Africa - Opinions of White Adults in Urban Areas, Pretoria: Report TLK/L - 6 HSRC, 1977.

- * Language Loyalty in South Africa. Volume 2: Using and Improving Usage in the Second Language - Some Opinions of White Adults in Urban Areas. Pretoria: Report TLK/L - 8 HSRC, 1978.
- * Language Loyalty in South Africa. Volume 3: Motivations to Language use: Opinions and Attitudes of White Adults in Urban Areas. Pretoria: Report TLK/L - 10 HSRC, 1979.
- * Language Loyalty in South Africa. Volume 4: Language Loyalty and Language Shift: Some Trends among White Adults in Urban Areas. Pretoria: Report TLK/13 HSRC, 1983.
- Heaton, J.B. Writing English Language Tests. London: Longman Group Limited, 1975.
- Hymes, D.H. in Pride, J.B. and Holmes, J. (eds) Sociolinguistics. Harmondsworth (Middlesex): Penguin Books Ltd., 1974.
- Kjolseth, R. in Cordasco, F. (ed.) Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- Kobrick, J.W. in Cordasco, F. (ed.) Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- Krashen, S.D. Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press, 1981.
- Kritzinger, L.J.R. Construction and Standardization of a Scholastic Achievement Test for English First Language Standard 6. Pretoria: Report P - 16 HSRC, 1977.
- Lado, R. Language Testing: The Construction and Use of Foreign Language Tests. London: Longman Group Limited, 1961.
- Lambert, W.E. et al. in Fisman, J.A. (ed.) Readings in the Sociology of Language. The Hague: Mouton, 1972.
- Leschinsky, C.C.J. The Views of Teachers of English as Second Language in the Primary School. Pretoria: Report O - 174 HSRC, 1984.
- Lewis, E.G. Bilingualism and Bilingual Education. Oxford: Pergamon Press, 1981.
- Macashan, H.H. Elements of Educational Research. London: McGraw-Hill, 1963.
- McCarthy, T.A. in Connerton, P. (ed.) Critical Sociology: Selected Readings. Harmondsworth (Middlesex): Penguin Books Ltd., 1976.

- Mackey, W.F. in Cordasco, F. (ed.) Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- Malherbe, E.G. Demographic and Socio-Political Forces Determining the Position of English in the South African Republic. English Academy of Southern Africa, Publication no. 3, 1966.
- Oller, J.W. Jr. Language Tests at School. London: Longman Group Limited, 1979.
- Oosthuizen, J.H.C. Die Voertaal (Medium van Onderrig) in 'n Stelsel van Gedifferensieerde Onderwys. Pretoria: Verslag O6 RGN, 1970.
- Paulston, C.B. and Bruder, M.N. Teaching English as a Second Language: Techniques and Procedures. Cambridge (Mass.): Winthrop Publishers, Inc., 1976.
- Prinsloo, K.P. Die Tweektaligheid van Twee Groepe Universiteitstudente, en Hul Ingesteldhede Teenoor die Tweede Taal - 'n Voorondersoek tot 'n Landswye Opname. Pretoria: Verslag TLK/L - 1 RGN, 1972.
- Reader's Digest Junior Treasury. Cape Town: The Reader's Digest Association Limited, 1960.
- Rose, B. and Tunmer, R. (eds) Documents in South African Education. Johannesburg: Ad. Donker/Publisher, 1975.
- Saville-Troike, M. in Cordasco, F. Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- Segalowitz, N. in Spolsky, B. and Cooper, R. (eds) Frontiers of Bilingual Education. Rowley (Mass): Newbury House Publishers, Inc., 1977.
- Spolsky, B. and Cooper, R. (eds) Frontiers of Bilingual Education. Rowley (Mass.): Newbury House Publishers, Inc., 1977.
- Stewart, W.A. in Cordasco, F. Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.
- Stone, H.J.S. Struktuur en Motief van die Onderwystelsel. Elsie-rivier (Kaap): Sacum Beperk, 1974.
- Suid-Afrika (Republiek). Witskrif oor Onderwysvoorsiening in die Republiek van Suid-Afrika. Pretoria: Staatsdrukker, 1983.
- Trudgill, P. Sociolinguistics, an Introduction. Harmondsworth (Middlesex): Penguin Books Ltd., 1979.

- Tuckman, B.W. Conducting Educational Research. 2nd ed. New York: Harcourt Brace Jovanovich, 1978.
- Valette, R.M. Modern Language Testing. 2nd ed. New York: Harcourt Brace Jovanovich, 1977.
- Von Maltitz, F.W. Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States. Johannesburg: McGraw-Hill, 1975.
- Widdowson, H.G. Teaching Language as Communication, 5th impression, Cape Town: Oxford University Press, 1984.
- Young, D.N. in Lanham, L.W. and Prinsloo, K.P. (eds) Language and Communication Studies in South Africa. Cape Town: Oxford University Press, 1978.
- Zamora, G. in Cordasco, F. (ed.) Bilingual Schooling in the United States, A Sourcebook for Educational Personnel. Johannesburg: McGraw-Hill, 1976.

University of Cape Town