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University of Cape Town



Faculty of Humanities

Centre for Applied Language Studies and Services in Africa (CALSSA)  
And The Department of Education

*An inquiry into the English Proficiency of  
foreign postgraduate students at the University  
of Cape Town and their academic literacy  
needs in English*

BY

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**A minor dissertation submitted in partial requirement for the  
degree of Master of Philosophy,  
specializing in Applied Language Studies**

**March 2001**

## DECLARATION

I, Naailah Duymun, declare that this work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature-

Signed by candidate

Date-30<sup>th</sup> OF MARCH 2001

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## ABSTRACT

The aims of this dissertation are to examine the situation of foreign, non-English speaking postgraduate students coming to UCT for their studies and to enquire if they have any difficulties in coping with English as the medium of instruction. Postgraduate students from any country, apart from South Africa, for whom English is a foreign language (EFL) have been my targets. I aimed to identify some of the problems if any faced by those students to determine the possible causes and to propose ways to deal with the problems so identified.

I used an ethnographic approach to gather my data. The research methodology for this research project is mainly qualitative and only to some extent quantitative. A survey was done of the 85 departments at UCT; an electronic questionnaire was sent to each Head of Department for them to identify the EFL postgraduates in their respective departments and to state if these students had problems with English. I selected the respondents for my research on the basis of the responses I received from their department heads. There were 24 respondents who participated in my research. They hailed from various countries: Turkey, France, Cameroon, Taiwan, Tanzania, Bangladesh, Peru, Germany, Malawi; most of them were from mainland China. They were all approached by me, and I asked them to write a text in coherent English, then to fill in a questionnaire followed by an interview by me. I also interviewed 7 supervisors regarding the EFL situation at UCT and more specifically I asked them about their respective students.

Some variables were expected concerning the students: the country of origin of the respondents, the nature of their home language(whether cognate or not with English), the year of study at UCT, and moreover, their individual differences regarding language learning. The aim in gathering my data was to assess the proficiency in English of these students in terms of the four components: listening, speaking, reading, writing and to find out about their problems with English. The findings revealed that the sample of EFL respondents had problems with English as the language of instruction and this was confirmed by the supervisors interviewed. Each individual had specific needs depending on the individual's background in language learning and exposure to English. Different levels of proficiency were identified and the research revealed that the Mandarin speakers are the ones who have the most problems.

This research was two-fold: after finding out the various problems, the interventions necessary to improve the situation were proposed. What could UCT do to solve the problems? A Language Centre was proposed. It was suggested that UCT had to make the effort to provide assistance to these students but that the latter had to pay for the courses provided since the EFL students sampled were given a voice and they would expect UCT to assist them. The supervisors interviewed also agreed that UCT should help EFL students. Each year(since 1994) the number of EFL students enrolling at UCT has increased. Providing assistance to EFL students for the improvement of their English by means of specialized English courses remain the responsibility of UCT.

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## CLARIFICATION OF TERMS

ADP — Academic Development Programmes.

IAPO — International Academic Programmes Office

BICS — Basic Interpersonal Communicative Skills

CA — Contrastive Analysis

CALP — Cognitive / Academic Language Proficiency

CUE — Committee on University Education

DA — Discourse Analysis

EA — Error Analysis

EFL — English as a Foreign Language

ESL — English as a Second Language

ESOL — English for speakers of Other languages

FL — Foreign Language

IAPO\_\_ International Academic Programmes Office

IELTS \_\_ International English Language Testing System

PTEEP\_\_ Placement Test in English for Educational Purposes

SL — Second Language

TOEFL — Test of English as a foreign language

TEFL — Teaching English as a foreign language

TESOL — Teaching English to Speakers of Other Languages

UCT — University of Cape Town

**CHAPTER 1**  
**INTRODUCTION**

University of Cape Town

# CHAPTER 1

## INTRODUCTION

In this introductory chapter I explain the motivation behind my choice of topic, I outline my objectives and I present an overview of my research. This dissertation is an enquiry into the proficiency in English of a small sample group of foreign postgraduate non-first language English speaking students at the University Of Cape Town (UCT) and their academic literacy needs in English.

As the topic indicates, the research is UCT-based and the findings are to be analysed with the intention that the outcomes will be put into practice at some stage for the benefit of the respondents as well as the future generation of foreign students which is likely to grow in number as the pattern shows, as substantiated by the data from the UCT database.

### **1.1 BACKGROUND TO RESEARCH**

The dismantling of apartheid has bridged the gap between South Africa and most of the rest of the world during the dark years. This openness manifested itself in the academe to such an extent that since 1994, the year of the first democratic elections in South Africa the number of foreign students who enrolled at the University of Cape Town has been growing significantly each year. The UCT database revealed that in 1994 the number of foreign students enrolled at UCT was about 706 and since then the population of foreign students has been increasing. In 2000 the number was approximately 1129. In 2001 it exceeds 2000 students. This is concrete evidence of the influx of foreigners.

Students from East to West, from every continent are attracted to UCT. The Capetonian social as well as physical environment is seductive to these foreign students. Moreover the international appraisal of the high academic standing of UCT has been one of the major impetuses attracting these students to study here at either undergraduate or postgraduate levels.

Those students are registered in most departments and faculties, except where the code of ethics prevents the enrolment of foreign students.<sup>1</sup>

How many of those foreign students who enroll at UCT have English as a first language? There is a tendency to believe that the students coming from Europe have been able to study English as a second language, at least to a certain level in their school lives. If they do study English and do go to English medium institutions then how proficient are they after that experience? What about the students coming from other countries outside Europe? What about the French-speaking Africans or Asians? What is their background in English and how do they cope when they are thrown into a system where English is the medium of instruction especially if they have had no such experience before?

## **1.2 RESEARCH QUESTION**

This leads me to my research question which is two-fold, which is : What are some of the problems and concerns of foreign postgraduate non-first-language-English-speaking students at UCT regarding English as the language of instruction at that University and what interventions are necessary at UCT to address these problems?. This research question is approached in such a way that I explore the situation of the respondents involved in my research in terms of their levels of proficiency in English as a language of instruction and communication at UCT.

## **1.3 PERSONAL MOTIVATION**

My main motivation for embarking on this research is the fascination I have for cultures and languages in general. I believe firmly in the beauty of the rainbow world. The languages that my respondents speak as their respective mother tongues are so various and of multiple origins that they attracted me and encouraged me to pursue my research.. The many countries from East to West represent a

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<sup>1</sup> It was stipulated by the department of Obstetrics and Gynaecology in an email sent by the HOD on Wednesday 6<sup>th</sup> of September 2000 that the policy of the department of health does not allow the enrolment of the foreign students in that particular department.

passion for me, I enjoy meeting foreigners and I sometimes wish I could be a polyglot and be able to speak the languages of the many foreigners who I meet.

My fascination for languages is still alive as I know and use quite a few languages. I am a natural bilingual since, hailing from the Republic of Mauritius. I grew up learning both French and English simultaneously from kindergarten and I have subsequently been teaching both these languages. English is known as the official language of Mauritius, however it does not have the status of first language therefore I cannot profess to be a first-language speaker of English even if I am a teacher of the language and I majored in both English and French allowing me to be a professional teacher of the languages. My mother tongue is Creole, which is a French-based dialect; I am fluent in both English and French and my communication ability in Italian is fairly good on all the levels: speaking, listening, writing and reading. My level of Urdu, the language of my ancestors is fairly good as well. I can read and write Arabic however I need to further improve my skills to be able to understand what I read, that is classical Arabic. This is me as I stand and my thirst for more languages is still unquenchable.

The appetite I have for cultures and languages on a world level was further whetted during one of the modules I chose as part of the coursework for this Masters degree a year ago, Intercultural Communication. That module was such an eye opener that it did not only provide an insight for me in the choice of a research topic for this dissertation and contributed tremendously in improving my skills in communication especially when dealing with a cosmopolitan crowd of people. I believe this to be an asset when I deal with my respondents' data.

I decided to focus on postgraduates since I myself I am one and I have encountered so many foreign postgraduate students formally and informally who did not have English as a first language. Their complaint regarding their use of English as a language of instruction at UCT encouraged me to decide to investigate the issue. Some of those foreign students I met would strike me at the outset, because of their inability to engage a conversation fluently in English, and they would hardly understand me as I would enquire about them and their studies at UCT. Ironically

those students hailing from all over the world did register for postgraduate studies, from postgraduate Diplomas, Honours, Masters to Phd. They are therefore expected to prove a certain level of competence in the English language as they are required to use English in an academic way (listening, speaking, writing and reading) to either follow lectures or to write their dissertation.

Having considered this issue of postgraduate foreign students being unable to communicate in English yet who are reading for postgraduate degrees where they are required to write in good academic literacy, I decided to investigate the problem and to conduct a pilot study on which to base my research proposal. One of the participants in this pilot study, the respondent from Turkey, a friend, did assist in establishing a base for the research. He personally mentioned his problems with English and like I mention above, I had seen so many of the non-fluent in English students that I realized that my friend was not the only one with problems. There was also the encounter with this Mauritian friend of Chinese origin, also postgraduate, who complained that he had problems dealing with some of the academic language used in his field of study.

It is important to mention that first languages used by many of the respondents, if they are of Latin origin are cognate with English, unlike non-cognate languages like Mandarin Chinese or Chichewa or Turkish which constitute a different system of language altogether. The statistics held at UCT of the enrolled foreign students from 1994 to 2000 reveal that among the languages that are spoken by foreign students, German and Chinese are the most frequently used. Since Mandarin Chinese is of a completely different nature, I have chosen to focus the main part of my analysis on the Chinese respondents especially for the set writing task section.

This leads to an overview of my research and the methodology I intend to adopt to conduct the research.

#### **1.4 OVERVIEW AND OBJECTIVES**

I decided that the best access to the foreign postgraduate students was via the 85 departments at UCT. When I met with the students I asked them to produce a written text in

coherent English extempore in front of me about their studies and research topics. Then they were given a questionnaire to fill in. After the questionnaire there was an interview during which I probed further into the background in English as well as the present exposure to English of my respondents. Some of the supervisors were also interviewed for this research.

The main aims of my research are hermeneutic: I plan to discover what the problems are in reality of those foreign postgraduates. I aim to produce at the end of this dissertation a profile of the typical EFL student so that the problems are made known and that the university is more aware of the situation. The research is ethnographic, since as I mentioned above, I shall look at the culture of the foreign students in its diversity and multiplicity while I explore more the Mandarin Chinese speakers. I explain in my methodology chapter why I make them the base. As far as the main aims of my research are concerned, as mentioned above, I need to discover the problems and once identified, those problems should be addressed by UCT so that special help can be organized for the foreign postgraduate, non-first language speaker of English. I make a distinction between EFL and ESL as I further explain in my literature review. An explanation is given as to how to differentiate those two acronyms in the context of my research at the University Of Cape Town. The ESL students are the indigenous South Africans who have an indigenous African language (one of the 11 official South African languages) as a mother tongue whereas the EFL students in a UCT context are those foreign students who come to South Africa with another non-South African first language. This distinction, which is clear in my mind, does help to dichotomise the issues so as I can concentrate solely on the EFL situation. I am aware that other researchers are actively involved in the ESL issue as well. However I aim to concentrate on EFL since it demands specialized expertise.

## **1.5 ORGANISATION OF THE REMAINDER OF THE DISSERTATION**

The dissertation is divided into 6 chapters including this introductory one, chapter 2 is the literature review and theoretical framework where I discuss the relevant readings I did about the research topic and about the theories that pertain to the subject I am dealing with. I

quote a number of theorists whose works constitute references in this field of study. Theories of language acquisition, language proficiency, interlanguage, individual differences in language learning, academic literacy are among the main theories I draw on. I also quote the key works that befit the UCT context namely the Kapp(1998)report and the Bosch(1998) report which I refer to closely in my literature review. These reports have served as guidance to me in steering the topic towards what it is now. Error Analysis, Contrastive Analysis and Discourse analysis are discussed as they form the base for the analysis of the contrived writing task.

Chapter three is the Methodology chapter where I present the approaches to research that I adopted and I explain and justify the methods I used to conduct my ethnographic eclectic research. This is followed by the presentation and interpretation of data in chapters 4 and 5. Chapter four contains the answers on the questionnaires, followed by details of the interviews of the respondents with interpretation as well as observations from me. The data in chapter four have been presented in the form of tables. Chapter five contains the interviews of the informants ( the students' supervisors) followed by an interpretation of them, as well as an analysis of the contrived writing/ set task section on the basis of some concepts like *Error Analysis* and some *Contrastive Analysis* as well as *Discourse Analysis* . The final chapter is the conclusion which presents an overview of the interpretation of data and it reveals the main conclusions that I draw as the ethnographer/researcher on the basis of the outcomes. Are there problems, what are they, who have these problems? Do all the respondents have the same problem? This closing chapter summarizes the research and encourages further research as well as introduces suggestions for solutions to whatever problems that may be identified. I propose interventions that UCT could envisage in order to assist EFL students, moreover the students suggestions as well are included in that chapter.

The following chapter reveals my theoretical foundation as well as my literary search prior to embarking on the adventure I am looking forward to, which is this research.

**CHAPTER 2**  
**LITERATURE**  
**REVIEW and**  
**THEORETICAL**  
**FRAMEWORK**

University of Cambridge

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The aim of this literature review is to synthesize and evaluate the various reports, books, journals and articles I have read as a foundation for my research.

First of all it is important to identify the main acronyms and terminology, to underline the specificity of my research. My topic is EFL (English as a Foreign Language) and not ESL (English as a Second Language) The acronyms ESL and EFL according to P .Bhaskaran Nayar (1997) are very ambivalent and confusing. It is important to distinguish between the two. He looks at the EFL/ESL dichotomy and situates them in their historical-structural context. He looks at many definitions, from Moag ( 1982a), through Broughton, Brumfit, Flavel, Hill and Pincas (1978), Morris (1945), Kachru ( 1988,1991) 'By the 50s ESL and EFL appeared to have become identified as distinct from each other. Of the two EFL was semantically more transparent and basically referred to a language that was foreign and that ESL did not necessarily refer to a language that was the second language. In the 70s, promoted by the two main English-speaking countries, Britain and the USA, both ESL and EFL became established not just as academic fields of study and research but also as internationally recognized careers.' According to Nayar, even where ESL is the preferred label, EFL is very often used as an equivalent. When a difference is intended the distinction does not relate so much to the status or functional use of language or to the learning objective of the learner as it does to whether one is talking about learning within a native-speaking country or not. The only popular acronym in the US that contains an EL element is TOEFL(Test of English as a Foreign Language), which of course is the label for a test prior to entering tertiary institutions in many countries around the world.

On the one hand, native English-speaking applied linguists and SLA (Second Language Acquisition) and ELT ( English Language Teaching) experts are trying to maintain a distinction between ESL and EFL, to convince themselves and the others that the distinction has validity in

applied linguistics and relevance for pedagogy. On the other hand many of the same experts are not only tolerating and ignoring the difference but also acceding with the publishers and promoters of the ELT industry in creating the illusion that ESL and EFL are the same or that the difference is insignificant enough to be ignored. )

At least 2 English-using countries, South Africa and Zimbabwe, reflect the inadequacy of the ENL (English as a Native Language)/ESL/EFL taxonomy, according to Nayar. Isobel Stevenson from the University of Southern Africa, in a personal email to Nayar, for instance, says that 'South Africa and Zimbabwe could be ENL, ESL or EFL countries depending on which section of the population or which community one is profiling'(personal email communication May 1992) Many people will agree with Richards, Platt and Weber (1985) that EFL refers to the role of English in countries where it is taught as a subject in schools and this, I believe is not relevant to South Africa because for most local South Africans English is either L1 or ESL. Richards, Platt and Weber (ibid.) give 3 different definitions of ESL which I present here. The first definition which follows, comes closest to the South African situation. (a) In English-speaking countries for some minorities and for some immigrants English becomes an SL (b) In countries where there is everyday purposive use of English but where it is not L1 (like India, Singapore etc) English is known as SL (c) And in countries where it is not an L1 it is SL.

Nayar admits that there are situational overlaps and this is confirmed by Dana R Ferris of the California State University, Sacramento.(1994:414-420). He emphasizes the ambivalence that Nayar highlights regarding the dichotomy ESL/EFL It is clear that when Ferris talks about the EFL students he uses ESL to refer to them. She mentions that a corpus of 160 ESL student compositions was analysed for her survey. Those students were from four L1 groups: Arabic, Chinese (Mandarin) , Japanese and Spanish. This sample would therefore appear to be of an EFL situation rather. (Martha Qorro in a conference paper (2000) defines learners of English as a second language ' as usually living in a community where English is not the native language of the community but it is frequently used as a means of communication between speakers of

different native languages.’ In such communities, according to Qorro, ‘English is often used by the mass media and thus children are often exposed to it before they learn it and use it at school.’ These children will not only be taught English in the classroom, but will also ‘pick it up’ when they are not at school. Learners of English as a foreign language are usually taught English as a subject at school or college and live in a community where English is not normally used. They do not normally learn English from their parents and do not use it as a means of communication with their parents or in the community in which they live.’ )

My view is that in South Africa, more specifically Cape Town, the site of my research, the EFL situation would be more in keeping with the post-apartheid international influx of the non-native speakers of English who enroll at UCT for academic qualifications and have consequently to cope with English as the medium of instruction there. ESL is the situation of the native South Africans who have a South African indigenous language (1 of the 9 official indigenous African languages) and Afrikaans (excluding English which is also official language) as mother tongues.

Nayar believes that ‘EFL speakers do not hold English to be a part of their linguistic and cultural identity’(1997:27). This makes sense when one looks at the foreign students at UCT, who are immersed into a predominantly English-speaking country where they not only have to interact but progress academically using English. The range of levels of competence can be greater than in ESL and EAL ‘(All other situations of English learning where English has some communicative goal and some well-defined domains of use should be conflated and be labeled EAL (English as an Associate Language)’ as defined by Nayar (ibid); therefore he suggests that consequently a greater versatility in methods and materials will be necessary. I agree with him when I take into consideration academic proficiency and *interlanguage* as being variables.

What is *interlanguage*? This is one of those key terms that recurs when Second Language Acquisition and Foreign Language Learning are under discussion. This term was first introduced by Selinker (1972) and it means the version of the target language which is part of the linguistic

knowledge of the learner. *Interlanguage* is NOT a kind of language somewhere between the first and the second language with structural features from both, but rather an intermediate system characterized by features resulting from language-learning strategies. Selinker(1972:37) suggested that five principal processes operated in *interlanguage*. Firstly there is language transfer, then there is *overgeneralisation* of target language rules , thirdly there is the transfer of training, then there is the strategies of L2 learning which are ‘an identifiable approach by the learner to the material to be learned’ and finally there are the strategies of L2 communication that are “an identifiable approach by the learner to communication with native speakers’(37).

Selinker(1972)as cited in Ellis(1985:48) mentions that ‘L2 learners usually fail to reach target language competence, that is, they do not reach the end of the *interlanguage* continuum. They stop learning when their *interlanguage* contains at least some rules different from those of the target language system’(ibid)He called this *fossilization*. According to Selinker (1972) fossilized structures can be realized as errors or as correct language forms. If, during development, a specific feature in a learner’s *interlanguage* assumes the same form as in the target language then correct fossilization occurs; however if the learner reaches a stage in which another feature does not have the same form as the target language, then the fossilization is an error.

My interest in the concept of *interlanguage* continues when I investigate the EFL situation regarding the cognitive and linguistic abilities of the students I use as a research sample for this dissertation.

What is the level of *interlanguage* regarding English for those postgraduate students? This is one of the areas of investigation that I would have enjoyed exploring but this would take me beyond the required and restrictive scope of this dissertation.

Papers by Tarone and Hatch (Richards:1978)deal respectively with “The phonology of Interlanguage” and “ Acquisition of Syntax in a Second Language” .The term “Interlanguage” is now frequently used to refer to the language of second and foreign language users. Hatch’s article

looks at the syntax of second language learners and provides a review of the issues related to the syntax of second and foreign language learners. 'Much of the research on second and foreign language syntax appears to have been based on the assumption that "linguistic competence" or "language learning" is the sum total of the acquisition of individual items – morphemes, structures, etc'(ibid.)

Although Tarone and Hatch seem to be concerned with the linguistic approach, their depiction of the concept of "interlanguage" would be relevant to my topic EFL, especially in terms of the awareness that the linguistic and cognitive luggage the EFL students come to UCT with will vary from person to person. Who is the learner? Douglas Brown (1994) analyses the aspects related to the learners and their ability to acquire a second language/foreign language.

Richards (1978:4) suggests 'that proficiency in a second or foreign language must be seen as more than merely the acquisition of the phonological and grammatical rules of the target language. The concept of proficiency is thus discussed in relation to grammatical well formedness, speech act rules, functional elaboration and code diversity".(ibid.) Those are aspects of language learning that will be considered when the strategies of learning for EFL students are devised and implemented by UCT hopefully.

In an article Sue Starfield (1994,176-179) of the University of Witswatersrand talks about the Academic Support Programme (ASP) at the University of Witwatersrand which started in 1980 to assist black students from the segregated schools of the Department of Education and Training (DET) This situation is an ESL one since it is distinguished from the EFL situation by the author. Mentioning questions that were posed to staff members of the ASP (see Yeld 1990) she places particular emphasis on the fact that ESL and EFL are two different situations, without however, mentioning the two acronyms.

'Why do foreign language speakers of English (e.g Germans) require little or no academic support and frequently do better academically than DET students, even though their English may be poorer?' She further supports making the distinction when she contrasts the

acquisition procedures of ESL students and EFL students implicitly by mentioning the Widdowsonian view that foreign language students who enter an English-medium university will translate into English the conceptual and procedural knowledge of the content areas which they have already acquired in their L1 (Widdowson, 1979).

There is a difference between Second Language Learning and Foreign Language Learning. How can language acquisition be successful? This is explained in the theory of Cummins (1984) where he explains the role of language in academic achievement, and this helped ASP practitioners understand why the traditional EAP (English for Academic Purposes) model could not work in the South African context. This also provided the theoretical bases for the integrated approach to academic literacy. Cummins' theory (ibid.) is repeatedly drawn on when Second Language Acquisition is dealt with, be it in the EFL context or the ESL context. There is a contrast between the ESL situation and the EFL situation. There is a case in South Africa where those two situations are first of all very distinct from one another and they each need to be addressed separately. This validates my concern for EFL students specifically as they constitute my area of investigation.

Starfield (1994:177) stresses that 'Cummins' framework enabled them (the consultants) to arrive at a clearer understanding of the interplay between language and cognition. She stresses more importantly Cummins' construct of a common underlying proficiency which allows transfer of academic literacy and conceptual knowledge from the L1 and L2 and facilitates the acquisition of L2 literacy'.

The response to the first question posed earlier regarding the differential academic achievement of foreign language students versus DET students entering Wits is that the former have acquired both literacy skills and a degree of conceptual knowledge in the L1. Needing to learn the surface features of English, they are largely able to transfer existing academic literacy into English. How true is this statement? Would this then reveal that the EFL students I target are better equipped to acquire English as a Foreign Language than ESL students?

In terms of Cummins' constructs (1996:58), while students may be orally fluent in the more context-embedded aspects of proficiency, they are not sufficiently proficient in the context-reduced skills which successful academic study demands.

'...context-embedded implies that the participants can actively negotiate meaning (e.g by providing feedback that the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues'

'Context-reduced relies primarily on linguistic cues to meaning, and thus successful interpretation of the message depends heavily on knowledge of the language itself...' (ibid.)

To situate the issues more in the South African context, I shall analyse critically the work by Shelley Angelil-Carter et.al (1998). Cummins' theories recur in this work as well.

Cummins' research (1984) and Carol Macdonald's research on the Threshold Project (1990) have impacted on the whole system of language development.(ibid.:12) Cummins believes that students who have ESL or English as an Additional Language often appear to be fluent at the interactive, communicative level, but they may not have the more advanced language skills necessary for developing conceptual understanding in the academic context. This is where the notion of CALP Cognitive Academic Language Proficiency comes in, and CALP seems to be a language requirement to succeed at university level.

According to Cummins, Educational policies are frequently based on assumptions about the nature of *language proficiency* and how long it takes to attain. What really constitutes "English proficiency" is rarely analysed by policy-makers or researchers. There are misconceptions regarding the nature of language proficiency; the two misconceptions involve a confusion between the surface or conversational aspects of learner's language and deeper aspects of proficiency that are more closely related to conceptual and academic development.

The first misconception entails drawing inferences about learner's ability to think logically on the basis of their familiarity with and command of standard English. Those who

speakers of a non-standard variety of English (or their L1) are frequently thought to be handicapped educationally and less capable of logical thinking.

The second misconception is in many respects the converse of the first. The ability to converse fluently in English is taken as an indication that all aspects of their English proficiency have been mastered to the same extent as will have been done by native speakers of the language.

Language proficiency in this context needs to be understood in terms of Cummins' distinction is between basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP).

This framework is designed to identify the extent to which students are able to cope successfully with the cognitive and linguistic demands made on them by the social and educational environment in which they are obliged to function.

**Figure 1**

**RANGE OF CONTEXTUAL  
SUPPORT AND DEGREE  
OF COGNITIVE INVOLVEMENT  
IN COMMUNICATIVE ACTIVITIES**

*(source: Cummins:1994)*

		<b>COGNITIVELY UNDEMANDING</b>				
		<i>A</i>		<i>C</i>		
<b>CONTEXT EMBEDDED</b>		-----		<b>CONTEXT REDUCED</b>		
		<i>B</i>		<i>D</i>		
				<b>COGNITIVELY DEMANDING</b>		

The framework elaborates on the conversational/academic (or BICS / CALP) distinction by highlighting important underlying dimensions of conversational and academic communication.

(Quadrant A)Context-embedded and cognitively undemanding, reflects conversational abilities, these forms of communication are supported by interpersonal and contextual cues.

(Quadrant D)Mastery of the academic functions of language (Context-reduced and cognitively demanding)

The essential aspect of academic language proficiency is the ability to make complex meanings explicit in either oral or written modalities by means of language itself rather than by means of contextual or paralinguistic cues (gestures, intonation, etc)

(Quadrant B)(cognitively demanding /context embedded) this provides both cognitive challenge and contextual support and are thus crucial for promoting academic growth.

Teachers whose instructional philosophy emphasizes active language use and intellectually challenging content will tend to avoid (Quadrant C)(cognitively undemanding /context reduced)

What is language proficiency today? Cummins et al. (1990) discuss the nature of language proficiency. They highlight that, in the present time, it is communicative language teaching that is given more importance; therefore, proficiency entails not only the grammatical aspects of the language 'but the ability to use language appropriately in different contexts and the ability to use one's thoughts through language'(7). Students' sociolinguistic and discourse competencies, in addition to their grammatical competence, constitute proficiency today, and Cummins et al (ibid.) emphasize that the conception of what it means to be proficient in a language has expanded significantly.(8). There is a conceptualization of language proficiency in terms of the extrapolation from conversational fluency in English to overall proficiency in the language.(ibid).

To come to the depiction and explanation of the nature of language proficiency as it is presented here, Cummins et al. (ibid.) have worked with two theoretical frameworks. The first is the communicative competence framework originally developed by Hymes in 1971, then taken on further by Canale and Swain (1980) and later refined by Canale (1983) which highlights grammatical, discourse, sociolinguistic, and strategic competence. The second framework involves a distinction between the use of the language in context-embedded and context-reduced situations (Cummins 1984). The latter is typical of many academic contexts and involves primarily linguistic cues to meaning.(10). According to Canale, grammatical competence is

defined to include knowledge of vocabulary, rules of word formation, pronunciation/ spelling and sentence formation. Sociolinguistic competence reflects the degree to which specific utterances are appropriate given, for example, the topic, the status of the participants, and the purpose of the interaction. Discourse competence includes the mastery of cohesion (e.g the ability to connect text with appropriate conjunctions or adverbs) and coherence, the ability to arrange ideas in logical sequence and organize meanings effectively. ( Cummins,1986:114)

There is evidence from several studies (e.g Snow and Hoefnagel-Hohle 1978) that within about one and a half to two years of arrival in the host country most foreign students have acquired relatively fluent communicative skills in the target language. However it was discovered in investigations on psychological tests that the students' English communicative skills were better developed than their academic language skills (Cummins, 1986:184-185). Cummins points out that interpersonal communicative skills and cognitive/academic language proficiency differ considerably and he quotes data which reveal that students speaking and understanding English well do experience considerable difficulties in reading and academic aspects of English. How true is this in relation to the context I am dealing with?

( Language learning involves both internal and external dimensions. How do some people acquire a foreign language better and quicker than others ? Internal factors are attributes of the individual that make a task more familiar or easier in some respect ( e.g prior experience, motivation) External factors refer to the aspects of the input that facilitate or impede comprehension. Krashen's Input Hypothesis claims that an 'important condition for a language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structure ' a bit beyond' his level of competence' (1981:100). )

As I present language situation at the University of Cape Town and language development is explored, there is, from my point of view, an omission in my topic, which is that of EFL. There is no explicit reference to EFL. Looking at *Access to Success*, I notice that it reveals a lot about the academic language development at UCT. For instance, EAP ( English for

Academic Purposes) and the Writing Centre are two initiatives that exist and are active in improving the language problems of some students. EAP is explored further(1998:13) .It has been suggested that curriculum designers make decisions about the content so as to focus on academic literacy. This section explores changes in EAP practice which reflect the wider development in academic development at UCT. In the curriculum the EAP course currently focuses on the needs of students whose language and additional histories create barriers to the acquisition of academic literacy.

When the Writing Centre was introduced at UCT in 1993, the focus of Language Development shifted from first-year disadvantaged students to all students at all levels of study. The Writing Centre was established to cater for a more diverse student body. It would complement other programmes like EAP The writing center set out to work in two distinct ways, by offering a consultancy service for students and a consultancy service for academic staff in departments. The Writing Centre is very popular, however and there is data available (special permission is required to have access to them) as to the number of Foreign non-native speakers of English who consult the Centre. Any student registered at UCT may approach the Writing Center for assistance with any academic writing task. But I wonder about the reading, speaking and listening components of language learning in this context. The center has worked with a great diversity but my concern is mainly with EFL postgraduate students. The concern as revealed by the Bosch(1998) and Kapp(1999) reports that there is a big need of more specific assistance for those students. The Writing Centre has provided some assistance, but with the growing international student population, the center is no longer sufficient.

The section on Student Identity in Angelil-Carter et al. (1996) reveals that there is an awareness that there is a wider variety of students enrolled at UCT and that terms like “disadvantaged”, “underprepared”, “mainstream” are no longer adequate, as Thesen reveals. According to Thesen (1997) most students at UCT consider English to be EAL .(English as an Additional Language) . As confirmed by Kapp (Angelil-Carter et al., 1996:21-34), there is an

awareness of the language barrier in tutorials especially when the crowd is diverse. I believe there is a need to investigate further the case of the foreign student who is not first-language speaker of English and who has to attend tutorials and participate in discussions among other classroom activities or tutorial room activities.

Ballard & Clanchy (1988:7) look at the sundry definitions of literacy and claim that there is a need for more specific a theoretical definition that will benefit the complexity of the matter and hence assist academics and theorists investigating literacy to fathom the phenomenon and understand better why apparently there is a variety of student *illiteracy*. How to raise the level of student literacy? They talk about the culture of knowledge, the academic culture which is sustained by the university. According to them, to find the answer as to how to improve the standards of literacy we should explore the ‘fundamental relationship between the culture of knowledge and the language by which it is maintained and expressed’(ibid.)

The definition of literacy, is according to them, ‘a student’s capacity to use written language to perform those functions required by the culture (which I interpret as being the university culture as well as the departmental one) in ways judged acceptable by the reader(the lecturer or tutor)’. Further on they explain what they think becoming literate at university entails. It involves ‘learning to read the culture, learning to come to terms with its distinctive rituals, values, styles of language and behaviour. The converse is also true: most student *illiteracy* is the result of a misreading of the culture, a failure to observe the appropriate styles of cognitive or linguistic behaviour” ( 1988:8). If such *illiteracy* exists already with or without EFL, then what of the situation of EFL students who already are products of a foreign culture and who come to UCT to be thrown into an academic culture where above all the language itself is different from theirs? The intensity of this kind of situation needs investigation.

How do we marry EFL and Academic literacy? In other words, how can we make Foreign (postgraduate) non-native speakers of English become literate in English as the academic culture requires it to be? This is part of concern in this dissertation.

In this research, to analyse with a critical academic eye the performance of the respondents who participate, I make use of the following: The theory of *Error Analysis* which I use to analyse the contrived writing part of the data I collect. I prefer this system of analysis to the not less common *Contrastive Analysis* because in my research I deal with several languages; by this, I mean the home languages of my respondents. For Contrastive analysis to be relevant in my research I would have to be familiar with the all the first languages of my respondents, which would be impossible. Carl James (1980) explains that CA is founded on the assumption that L2 learners will tend to transfer to their L2 utterances the formal features of their L1. In support, he quotes Lado (1957:2) that 'individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture'.

Constrastivists, according to James (1980:27) consider it their goal to explain certain aspects of L2 learning. They use descriptive accounts of the learner's L1 and the L2 to be learnt, that is the target language and they also use techniques for the comparison of these descriptions. CA divides language into levels of phonology, grammar and lexis. It uses descriptive categories of linguistics : unit, structure, class, and system.(ibid). In its traditional form CA has applications in predicting and diagnosing a proportion of the L2 errors made by learners with a common L1, and also CA is applied in the design of testing instruments for such learners.(ibid) In fact in his preface Lado( 1957), one of the pioneers of CA says : "The plan of the book rests on the assumption that we can predict and describe the patterns of L2 or foreign language that will not cause difficulty" James identifies some issues of contention with CA which I mention in my last chapter as they show the major caveats I see in using CA for my analysis of findings. He compares and contrasts languages to show that they are different from one another(1957:166-168).

Turning now to see Corder's *Error Analysis* - *Error Analysis* became popular when Pit Corder's initial arguments for the significance of learners' errors appeared in the Winter 1967

issue of the *International Review of Applied Linguistics*. The EA or Error Analysis movement, according to Krashen et al.(1982:140) provided an alternative to the then prevailing but more restrictive *contrastive analysis* approach to errors. Contrastive Analysis is defined as being the approach that rests on a comparison of the learner's native and target languages. The differences between the two were believed to account for the majority of an SL or FL learner's errors. (ibid). The EA movement was supposed to be an attempt to account for learner errors that could not be explained or predicted by CA. (ibid). Corder (1971:204) distinguishes between systematic and unsystematic errors by referring to the former as *errors* and to the latter as *lapses* or *mistakes*. The latter are the result of faulty performance, and presumably the learner could correct them if his attention was drawn to them. They are not caused by faulty or incomplete knowledge. Errors, on the other hand, result from a state of knowledge that is different in some respect from that of a native speaker. Systematic errors, obviously enough, are the result of a system, but of a different system. And this connects with the idea that the learner constructs his own system, his own grammar, his own rules, and he does this by making his own hypotheses. From such considerations arises the concept of *interlanguage*, to use Selinker's term, the notion that the learner's language is systematic, and is in fact a language in its own right with its own rules which can be studied as such. Other terms used to refer to this phenomenon are *idiosyncratic dialect* (Corder 1971), and *approximative system* (Nemser 1971). The study of interlanguage can be seen as the study of the learner's language as a system in its own right, which can give us evidence of strategies of learning and in general can tell us much about how the learner learns

Among other things Corder says that 'the making of errors is an inevitable and indeed necessary part of the learning process' (1971:60) and that 'all utterances made by learners serve to test his hypothesis and his errors are evidence of false hypotheses' (1975:209). Krashen et al. (1982:198) support the idea that 'Errors comprise a significant portion of a learner's language performance. Together with transitional constructions, acquisition orders and other performance

aspects, errors provide important insights into the processes of second or foreign language acquisition and instruction

Error classifications or taxonomies to suggest sources of errors as well as the description and explanation of error types are the main elements of EA, Corder (1975:206) says: In order to identify the presence and nature of an error an interpretation is necessary, but it is not always easy to know what the learner was trying to say. We have to take into account both meaning and context.

Corder (1975:205) summarizes the case for error analysis from a pedagogical point of view as follows: For pedagogical purposes we need to know what are the principal learning difficulties of groups of learners (their well-formed utterances are assumed to be evidence of an absence of difficulty). To achieve this we need a *qualitative* linguistic classification of errors, and a *quantitative* statement of the relative frequency of each type of error. We need further some *evaluation* of the gravity of each type of error from a communicative or pedagogical point of view, so that we may assign priorities to the treatment of each problem, and finally we need some *explanation* of the cause of each type of error so that we undertake appropriate remedial measures.

Discourse analysis is the other system that is relevant to the assessment of Foreign or Second language learning. As Brown and Yule (1983:57) put it, "Discourse is text interpreted in context". In other words, discourse occurs when text is put to some kind of *use*. Another quotation (Crombie 1985:57) elaborates on the difference and confusion that arise when the terms *text* and *discourse* are mentioned: The term *text* is used here to refer to any uninterrupted group, whether it be large or small, of clauses and sentences which are within the domain of an overall topic. The term *discourse* is reserved for the coherent, dynamic, communicative function of a text: for text as a communicative entity. When we look at text as discourse, we look at its communicative dynamics: at the way in which its various elements function in relation to one another to communicate patterns of integrated meaning. (Taylor:1989). According to Widdowson

(1978:27) ‘ the description of discourse involves in part accounting for the way propositions combine to form an ongoing development’. He refers to the notion of cohesion as ‘to the way sentences and parts of sentences combine so as to ensure that there is propositional development. Usually sentences used communicatively in discourse do not in themselves express independent propositions: they take on value in relation to other propositions expressed through other sentences’ (1978:26).

I reach the conclusions of my research while bearing in mind, among other theories, those of Skehan (1989) regarding the individual differences in second-language learning. Skehan emphasizes that variations in “language aptitudes”, “motivation” and “language learning strategies” as well as “additional cognitive and affective influences on language learning” cause individuals to differ in their acquisition and performance in foreign or second language learning. Skehan stipulates that people are endowed with better cognitive/linguistic abilities for language learning than others. Moreover Skehan says that one should not study motivation in isolation from other aspects of the learning situation (ibid. p:138) and that one should take into account the motivating agents working on the learner and he states that one should monitor the changes in motivational levels over time which are linked to external factors. Language learners use a variety of strategies to learning.

As far as the learning of English is concerned at UCT, it would be interesting to note that there are multiple programmes in tertiary institutions around the world where English is taught as a foreign language to students who struggle with English as a language of instruction. Which one can UCT adopt? There are EFL Programmes in various countries in the world, namely, Australia, US and Britain as well as in South Africa (Natal) . It will require some expertise to decide which programmes will benefit UCT. Once the problems are identified with the foreign students, it will be easy to understand better this foreign community of students and to recommend interventions.

It is clear from the above that though a thorough literature search 1970-2000 was done and wherever possible apparently relevant references read and considered , the reference to

literature consulted and reviewed herein reflect the literature I considered relevant and useful for this project. The current literature 1995-2000 is very sparse. The internet as well has been used during this literature survey, however even on the internet the current relevant literature is still very limited. The sparsity of references to 1995-2000 readings perhaps reflects the lack of current research interest internationally in this topic. .

## 2.1 SUMMARY

In summary, I have addressed the following foundational and theoretical issues emerging from the literature reviewed: The dichotomy between ESL and EFL has been explored and a clear line of demarcation between the definitions of ESL and EFL has been drawn by me as I embark on this research. My concern is EFL. I have considered issues like *interlanguage* an explanation of which is given. The concept of language proficiency has been discussed and BICS and CALP were presented. The concept of language acquisition mainly in terms of language learning and foreign language learning has been explained. The current language situation at UCT has been presented and where does EFL fit in? What is the linguistic and cognitive luggage of the EFL students who come to UCT? The theory of individual differences in language learning has been considered . Academic literacy is explained and theories of *Error Analysis*, *Contrastive Analysis* and *Discourse Analysis* have been discussed as they are used for my data analysis.

***CHAPTER 3***  
***RESEARCH***  
***DESIGN AND***  
***METHODOLOGY***

University of Cape Town

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 MY ARGUMENT FOR MY RESEARCH DESIGN

In this chapter I outline the conceptual aspects of my research and I explain why I opt for a particular approach to research. Then I explain how the research is set up and conducted.

Nunan (1986) identifies *Process* and *Product* in any enquiry and research project. This chapter deals with the process section whereby I explain the approach and methods I have used to gather the data for my research. In this first part of the chapter I consider some definitions of the paradigms and the methodologies associated with them conventionally and simultaneously I justify my choice of methodology.

‘Each paradigm reflects an underlying belief system that affects the nature of inquiry’ states Johnson (1992:31) and this statement is supported by the reflections and analyses of Guba and Lincoln as far as the paradigms or approaches are concerned. Guba and Lincoln identify a dichotomy in inquiry in terms of conventional and constructivist paradigms. The conventional paradigm (also called positivist or scientific), orientated towards quantitative research, is contrasted with the constructivist (also called hermeneutic or interpretive) which is qualitatively orientated. The paradigms are analysed on three dimensions: ontology, epistemology and methodology. There is a longitudinal debate as to the efficiency of each of those traditional research approaches. My inclination towards a combination of methods, from a quantitative as well as qualitative paradigm, with the bulk of my research methods based mainly on qualitative, is explained now, simultaneously with the depiction of the essence of qualitative research that is founded mainly on the three dimensions mentioned above.

Johnson explores the essence of qualitative approach in the light of the theories of Guba and Lincoln (1989). How does qualitative research depict reality? This is the first dimension in which both the approaches, quantitative and qualitative operate. The intricacies of both

quantitative and qualitative approaches are explored and contrasted by many other researchers and theorists, and these are mentioned succinctly in the course of this chapter, bearing in mind the paradigmatic stance of each of the approaches. The dimensions that Guba and Lincoln identify in relation to the paradigms are explored now and at the same time the relationship between the researcher and the object of research is highlighted.

The first dimension, ontology, is explained thus, 'ontological theory is based on the nature of reality and the realist scientific conventional approach, also known as the positivist, seeks to find the "objective truth" '. However, the relativist view that characterizes the constructivist paradigm, according to Guba and Lincoln, asserts that 'realities are mental constructions of phenomena; that there were multiple socially constructed realities, and that "truth" is problematic. Rather than searching for truth, the goal of inquiry is to arrive at an informed and sophisticated construction on which there is consensus among competent people'; as quoted by Johnson (1992:31). Moreover it is also suggested that such a construction be always open to change and to reconstruction.

The aim of my investigation derives from the latter theory in terms of ontology since I did not seek any objective truth, but aimed to discover many aspects of the reality of EFL among postgraduates at UCT. The reality that the EFL situation represented would be discovered as I proceeded to gather my data in terms of the identification and sampling of foreign postgraduate non-first-language-speaker-of-English, and once the identification of these students was done, a selection of these students would be approached for further in-depth inquiry. This could be linked to the synthetic conceptual approach that I support and which is discussed later in this chapter. As John Van Maanen (1983:10) states, 'the differences between Qualitative methodology and Quantitative methodology are located in the overall form, focus, and emphasis of study. Qualitative methods represent a mixture of the rational, serendipitous, and intuitive. In quantitative research, the good may be found in fidelity to design, whereas in qualitative research, relatively lacking in canons and conventions, the good is more elusive because its procedures are

more idiosyncratic.' Seliger et al.(1990:114) also look at how the two approaches, quantitative and qualitative differ. Do they have two different perspectives on the realities of the researched matter? The idea of reality and truth, which is based on the ontological theory, is an imperative factor in any research. The role of the researcher vis-a-vis the object of investigation matters and determines how truth is defined. Is truth the objective reality or the subjective perception of the researcher?

This rhetorical question contributes to the ongoing debate about the validity of both approaches from an ontological viewpoint. The method I used to capture my data revealed that subjectivity did have its place in my research. For the qualitative major part of my research I used contrived writing (I requested that the respondents write in English about their research topic and approach. They were asked to write extempore, coherently and in academic English about one or two pages); then the second tool was a questionnaire comprising 26 questions, and finally, after quickly reviewing the questionnaire, there was a minor semi-structured interview where my primary aim was to fill in the gaps left on the questionnaire, rather to explore some of the key questions deeper. Moreover during the latter process I seized the opportunity as the interviewer/researcher to observe the mannerisms and assess the speaking as well as oral understanding skills of the interviewees. Subjectivity was certainly not to be disregarded in this matter.

To view my approach from an epistemological perspective: Epistemology is related to knowledge; and from Guba and Lincoln's viewpoint *Epistemology* deals with the relationship of the knower to the known (Johnson,1992:32). In other words they explore the concepts of subjectivity and objectivity. What is the relationship between the investigator and the object of investigation? According to Guba and Lincoln(1989:88), it is the interaction between the two that creates the data and shape the findings. No human being can discard his/her subjectivity. Rather they bring their values into their research through the theories they employ as guiding

frameworks, through choices about what to study and what to exclude from study, and through the methodologies they use. Where do I stand in the light of the above?

Guba and Lincoln state that methodology stems from epistemology and ontology. Methodology can be interventionist or hermeneutic. *Interventionist* is based on the quantitative approach and *hermeneutic* on the qualitative approach. Conventional, scientific, Interventionist methodology is interested in causal laws. According to the two theorists above, this is accomplished by manipulating the natural environment, setting up a situation for study, and controlling variables. And interventionist methodology requires that the researcher intervened, manipulating the situation to determine causes of certain effects. The methodology, according to Guba and Lincoln, follows from a realist ontology and an objectivist epistemology. ( Johnson, 1992:32). In contrast to the above, a *hermeneutic methodology* is based on a relativist ontology and a subjectivist epistemology. Guba and Lincoln define this methodology as involving a continuing dialectic of iteration, analysis, critique reiteration, and reanalysis. These processes lead to a joint construction of a case as all inquirers and respondents participated in the continuing dialectic. The goals of inquiry are not to discover cause and effect relationships, but to make sense of a case, to understand a situation and what I have discovered as a result of this research would be a case to be understood. The dialectic of inquiry is aimed at a new social construction. (Johnson, 1992:32). Considering the nature of my research from a contextual point of view, that is the English as a Foreign language situation at UCT, it becomes clear that the use of a hermeneutic methodology, which literally means a methodology, that is, interpretive or explanatory by nature, would fit the purpose. The aims of my research were to discover the phenomena related to my area of research and subsequently to interpret the data yielded through this current methodology.

In the light of the above, it is easier to determine what occurs at the outset of any plan to research. The approach to be used would have to be clear in the mind of the researcher. How does one choose an appropriate approach to research? Seliger's parameter 1 as it is explained, presents

a continuum from *synthetic/holistic* to *analytic/constituent* perspectives as means to approach to research (1989:26,27). My research required that I considered the major variables with the students concerned, in terms of their country of origin, their home language, their background in English, amongst other factors. These variables constituted parts of a whole system which was my study and Seliger illustrated this whole system of Foreign or second language study as intersecting circles. My aim was to analyse the system in a holistic way so as to emphasize the interrelationships and interdependence of the variables. This approach was *synthetic*. As a contrast, analytic approach involved focusing the analysis on a single factor that at some stage would be part of the whole system. As far as the objective of my research was concerned, it had to be either inductive or deductive. In the following I show that my research aimed to be inductive since I proceeded to let the data speak and reveal themselves to me and I just followed and interpreted as they led. The data should allow me to discover what the outcome of my research would be. And it would not be the other way round; that is, the data would not be used to prove a hypothesis but to discover aspects of the reality of the situation.

The objective of the study I undertook is explained in Seliger's Parameter 2 (1989:29). He presents two objectives: *heuristic* and *deductive*. A simple definition of those terms is, for heuristic: the discovery and interpretation of the patterns in some aspects of the study that are still unknown at the time the researcher is undertaking his study; Seliger (*ibid.*) gives a sensible explanation to this approach on the basis of which I built my theory: 'If the aim of the research is heuristic, the investigator observes and records aspect or context of (foreign) second language (as in my case)..... we may choose to approach the question with as few preconceptions as possible.....Note that when the aim of the research is heuristic.....we proceed from the data, the actual behaviour or unprocessed observations, to patterns which are suggested by the data themselves. This process is considered to be heuristic because it is inductive nature.' (1989:30) It is the data that determine the flow of a heuristic research. As a contrast, *deductive* is synonymous

to hypothetical whereby the researcher is faced with a hypothesis and needs to have it tested to prove his theory.

Despite the fact that the approach to qualitative data is highly labour intensive in terms of the data to be collected, often causing stress and high demands on the researcher, I decided to make use of it. The researcher tends to be overloaded as s/he has a wide range of phenomena to observe and to record as well as to interpret (1989:118). I can substantiate this statement with evidence from the data I have to interpret still but which are enormous, especially since the nature of them is multifaceted. We have to bear in mind that there are at least four methods of data collection that I have made use of. I shall probe this aspect of research methodology later in the chapter.

Having considered the traditional approaches, I now explore the updated research methods I support and I have applied, without however contradicting the approaches explained above. Nunan explains that traditionally theorists concerned with research traditions had made a binary distinction between qualitative and quantitative research and that, however recently this dichotomy has been trivialized and eschewed as being naïve and simplistic (1992:3). As Nunan explains (ibid.), and Reichardt and Cook, as cited in Chaudron (1988) argue, qualitative and quantitative research are in many aspects indistinguishable, and “researchers in no way follow the principles of a supposed paradigm without simultaneously assuming methods and values of the alternative paradigms” (1979:232). Nunan (1992:4) quotes Grotjahn (1987) who also has provided a broad spectrum of research methods in applied linguistics. Grotjahn also argues the dichotomy qualitative-quantitative is an oversimplification and the method of data collection (experimentally or not), the type of data yielded (qualitative or quantitative) and the type of analysis of the data (statistical or interpretive) are what should be taken into account in determining the identity of research methods. Many more research methods have generated from combinations of the above procedures. Pure forms of qualitative and quantitative methods exist as well as hybrid versions

and the researcher is the sole responsible in determining the process of his/her research which also has to be based on the nature and object of the research.

My research strategies are ethnographic. Ethnography means writing about people, (LeCompte et al. 1993:1). LeCompte et al. dissect the terminology as *ethnos* which means race or people or cultural group and *graphia* which is writing or representing in a specific way (ibid). There are longitudinal debates among theorists and investigators around the nature of ethnography and its methods. Ethnography varies depending on the nature of the field in which it is used. I am more concerned with educational ethnography. According to LeCompte et al.(1993:8) educational ethnography has been used to describe people in educational settings and contexts. Rich and descriptive data are always yielded. The focus, scope and methods of execution of this kind of research vary widely; as I prove by my research.

Ethnography as a research method operates in a naturalist paradigm which contrasts with the positivist paradigm mentioned much earlier. Most ethnographers conduct their research bearing naturalism in mind as the research context. Hammersley et al(1995:6) analyses the essence of naturalism as a setting for research. According to them, naturalism “is the demand that the social researcher should adopt an attitude of “respect” or “appreciation” towards the social world. ‘Reality exists in the empirical world and not in the methods used to study that world; it is to be discovered in the examination of that world.’(Blumer 1969:27,28). As quoted by Hammersley et al.(1995) Matza sees naturalism as ‘the philosophical view that remains true to the nature of the phenomenon under study’(1969:5). A naturalist researcher can learn the culture or subculture of the people he/she is studying by being a participant observer. I try to do this especially since my respondents constitute a cosmopolitan, multicultural milieu. However, in my case, I am a mere observer rather than a participant one, since the time I had to observe the respondents was when they were busy composing their writing in English. I then observed and recorded the details of the procedure, in terms of the time they took to compose, the tools they were inclined to use for self-assistance, for instance, a Chinese respondent used a dictionary of

translation (Mandarin – English). I also paid heed to the amount and nature of the questions they asked me.

Painstaking indeed was the whole process of qualitative data capture, as mentioned earlier. I spent a minimum of 45 minutes with each respondent trying to tie the loose ends and fill in the gaps left in their responses to the questionnaire. This exercise enabled me to achieve my task as an ethnographer, for during the observation procedure and the interview, I felt the need to learn about the culture of those I was studying and as much as I discovered about the cultures I studied in relation to the English language, I was aware of the variations in cultural patterns and I understood the significance of these variations and their impact on the language use of the respondents.

According to Nunan (1997:54), who describes Wilson's (1982) theories about the roots of ethnography, ethnographers believe that human behaviour, hence their acquisition and use of language cannot be understood without incorporating into the research the subjective perceptions and belief systems of those involved in the research, both the researchers and the subjects. According to LeCompte et al. (1993:3) Ethnography can be a process which yields phenomenological data due to its eclectic nature. The world view of the participants in the research is depicted and the strategies involved are empirical and naturalistic. Sensory accounts of phenomena are recorded by the researcher and this causes the issue of subjectivity to be raised. To what extent does the researcher depend on his/her own subjectivity in depicting the reality he/she is witnessing?

According to LeCompte et al. (1993:92), qualitative research is distinguished partly by its acknowledgement of the subjective perception of both the researcher and researched. The subjectivity of the researcher serves multiple purposes. Moreover the subjectivity is vital in the establishment of intimate ties with the subjects and this enhances confidence. Ethnographers, as Campbell (1979) states (cited in LeCompte, *ibid*:93), use their own cultures to make comparisons with the cultures under investigation. I can identify with the above statement when I analyse my

stance and that of my cosmopolitan group of subjects. My own identity as a foreign postgraduate is highlighted. I did not forget who I was and I never forgot to let my respondents know who I was when I was with them. The more varied the subjects are culturally, the more general is to be the project.

The eclectic and convenient nature of ethnographic methods facilitated my investigation. 'Ethnography is multimodal or eclectic, ethnographic researchers use a variety of research techniques to amass their data' (Wilson,1977; Goetz&LeCompte,1984) as mentioned in LeCompte (1993). George Spindler (1982b:3) as mentioned in LeCompte (1993:7) has highlighted the eclecticism of ethnography in education and this phenomenon has turned ethnography into a multifaceted investigative model that many researchers feel attracted to. I figure among those researchers who have relished ~~about~~ the idea of using multiple methods to capture my data.

Eclecticism is therefore the system I have adopted for my research: the outset of my research was quantitative in shape then it became qualitative as the research carried on as an ethnographic study. The methods I used to capture the data for my research are explored and explained in the following section.

### **3.2 RESEARCH METHODOLOGY**

As soon as the research question was formulated and the conceptual procedure finalized, I set up a survey which was a means to gain access to the target students. It was contextualised on the campus of the University of Cape Town (UCT) and the 85 UCT departments were targeted. That initial stage of the enquiry was inclined towards a quantitative approach whereby statistical evidence of the presence of the foreign non-first-language-speakers-of-English postgraduate was required. My mind was set on only postgraduates however I needed to query quantitatively both the undergraduates and postgraduates with the hope to get a clear idea of the quantity of foreign students enrolled on a departmental basis.

My survey method comprised a letter of support from my supervisor and from me, an explanatory letter displaying the details of my project in terms of its aims and main issues, and a questionnaire (the first of the two used in this research). The design of that particular questionnaire was done meticulously, with the assistance of my supervisor. The electronic questionnaire set in a landscape format was divided into 9 columns. The first column queried the name of the student, the second column the name of the supervisor/lecturer of the student in question, the country of origin of the student was queried in the third column, the home language of the student was required in the fourth column, the fifth column asked about the degree the student enrolled for, the year of study was requested in column 6, the academic level of the student, that is, whether the student was postgraduate or undergraduate was requested in column 7, one of the key columns was column 8 where information was asked from the department whether the student whose name was listed required help as far as English as a language of instruction was concerned, the final column was to explore further what was in column 8, that is, to find out if the student had problems in terms of the following components: spoken, written, essay/project writing, or other. Some of these pieces of information could not be provided by the students records office since those bits of personal information would be kept at the discretion of the respective department; therefore, the use of the electronic system to target the heads of department to organize this survey is thus justified.

The 85 departments of the University of Cape Town were contacted simultaneously on email with the help of the Administrative Assistant of the Center for Applied Language Studies and Services in Africa (CALSSA) (see the appendices for a complete list of UCT departments and the addresses of the Heads of Department, Acting heads as well as Directors). This option was selected among other means that would have eventually led to at least an approximate quantification of EFL foreign postgraduate students; those other means that were contemplated were mainly in terms of me going personally to each department to get my quantitative data.

That email comprised the files I mentioned earlier, that is, the letter from my supervisor(mentioned above) purposefully composed on the letterhead of CALSSA and the explanatory letter composed by me and the first questionnaire.

The idea to use the CALSSA email account to dispatch the files mentioned above was deliberate and revealed beneficial and positive. It was a tactic as we needed assurance that the mail would be opened and read in the first place. The presence of the letterhead and the fact that the emails were sent from the electronic address of CALSSA indicated some authority that is imperative in this kind of survey. The department heads, seeing in their mailbox a mail from one of their colleagues, would be likely to open the mail and read it while paying careful attention to the content. Had I by myself sent an email to the HODs, the probability that my email would be opened would be quite low. As the letter indicated, the HOD were asked to reply to me at my email address. I only personally received in my email a handful of replies as compared to what the CALSSA account was getting.. It was apprehended, that heads of department are busy people who might not have the time to necessarily deal with our survey. In the end however all the information was gathered and I would retrieve them at some point. Some departments replied hastily indicating that they had no EFL students enrolled in their departments.

From the time the files were sent to the Heads of department, the Acting heads or directors, 2 weeks was allotted to the recipients of the email for them to organize the needful data and respond. The monitoring of the receipts of the email was closely done and it is clear that all departments did receive the email in question. Only 11 departments replied within those 2 weeks. Therefore a reminder was sent through the same system after 2 weeks and that prompted some heads of department or acting heads and they eventually replied. However again as apprehended the response was quite poor. Nevertheless there was an obvious positive response on the part of some of the HODs and whoever replied did make sure they appraised the survey I was doing, and they did mention it in their correspondence with me.

When the responses from the Departments reached me I sifted through them and I concentrated mainly on those referring to postgraduates. The replies from most departments which endeavoured to respond were simply that the quantification of undergraduates was a hard task owing to the amount of undergraduate students enrolled. The main, urgent concern at UCT in relation to my research focused on postgraduate students rather than undergraduates. Owing to the lesser amount of postgraduate enrolment as compared to the undergraduate, it was only wise to definitely set my mind only on postgraduate students.

Once I had an idea of the departmental responses I was able to go back to every department that had responded to get further information about the students they listed and about their respective lecturers. The aim was to establish a personal contact with the prospective samples and their respective lecturers/supervisors. The target amount of samples was yet to be determined. I could only confirm who would be my respondents once I spoke with them personally and organized to meet them either informally or formally on an individual basis.

As soon as I obtained information about specific students from the secretary of the departments which replied to my request I tried to establish contact first with those postgraduate students who were listed down as having problems with English. However I did target all those whose names were on the filled in forms that returned to me either via email or via internal mail. I wanted to make sure that if they were listed as having problems then they would most certainly be prospective subjects for me. If they were listed as having no problems then I was tempted to approach them to find out why they did not have any problems with English as the language of instruction at UCT.

I phoned those potential respondents and convinced them on the telephone to meet with me; in that way I organized to meet about 24 respondents. Those respondents came from a variety of departments and countries, namely: Departmentwise: Architecture, Mathematics, Chemical Engineering, Medicine, Psychiatry, Humanities, Civil Engineering, etc. And countrywise: China, Taiwan, Peru, Germany, France, Cameroon, Bangladesh, Malawi, Tanzania, Turkey.

Some students asked me how I had obtained information about them. I showed them the printed questionnaires that were sent back to me by the departments and the students, finding their names listed in a professional way by their heads of their department, realized the seriousness of the matter.

The structure of my interaction with my prospective samples was carefully organized. The strategy was that there would be three components to the face to face interaction. The first was a request from me to produce a contrived piece of writing (of about 1 or 2 A4 size pages) in coherent English about their research topic and the main issues in their research if they were doing research; alternatively if they were doing coursework then they could write about their courses. The respondents had to do this extempore in front of me, while I was busy monitoring the amount of time each took in the composing and I watched and recorded, in writing, all details relevant to my area of interest. The aim of this exercise was to check and assess the written English of the respondent. Once this exercise was completed I requested that the respondent fill in the questionnaire which I had organized (the second to be used in this research) with the assistance of my supervisor. While he/she is busy with the questionnaire I took time to read through the written exercise to verify if the written piece was what I had expected the informant to do. At times when and if respondents had questions about the questionnaire I assisted them with clarifications.

( The design of the questionnaire mentioned above was a cautious enterprise, since the questions asked had to be formulated in simple English accessible to the subjects of my research. I bore in mind that some of the respondents might struggle to understand the English in the questionnaire, since English is not their first language. )

( The questionnaire had 9 sections with 26 questions subdivided for specific purposes. The first section dealt with personal details, the second part: Experience of English before coming to South Africa, third part: First contact with English-medium instruction, fourth part: English-medium at UCT, fifth part: Filling-in of application forms, sixth part: Peer group, seventh part:

TOEFL, eighth part: My wish to improve my use of English, ninth part: Personal assessment. That questionnaire explored many areas of the experience of the respondent with the English language. The degree of fluency and prior exposure to English were explored among other factors.(See appendix C)

Once the questionnaire was completed (a time-consuming procedure), I went through it quickly with each respondent and specifically checked whether all questions were answered. I then proceeded to step 3 of the face to face semi-structured interviews. I called it semi-structured since it was of the same structure more or less for all respondents, and the main areas or sections rather of concentration are the section about previous experience with English and the peer group section. LeCompte (1993:169)quotes Denzin (1978) to describe the forms of interviews. The category I opted for was the nonscheduled standardized interview which was more or less like the semi-structured one, where the same questions were used for all respondents but the order in which they were posed might change according to the reaction of the individuals. The flexibility in question and answer order allowed both parties, the researcher (myself) and the subject to be more natural and hence abide by the naturalist paradigm. Moreover, the informal setting I adopted as a researcher assisted in retaining the naturalness of the research. The sequence of the questions I asked to fill in the gaps on the schooling section as well as the peer group one varied depending on the flow of the interaction between the interviewee and me. This interview was also recorded by hand using pen and paper.

For the interview question on 'previous experience with English' I probed mainly into the schooling of the respondent and I followed closely the development of the English language in the respondent as related to me. I explored their individual experiences. I asked questions about their respective teachers. As far as the 'peer group' was concerned, I explored the present exposure of the respondent to the English language by analyzing the structure of his/her peer group and the amount of time spent with the peers and so on. I explored different horizons that I was led to by the respondents (depending on whom I was talking to) while I tried most of the time

to stick to the two sections I initially had to explore. These digressions from the subject matter, meaning those two crucial sections, could at times be fruitful in terms of providing extra information about the culture and language use of the respondents.

Some of the respondents and I met in a semi-formal way whereas others and I met in a very casual way and we talked over a cup of coffee and a cigarette. The duration of each face to face varied depending on the performance of the respondents at all levels, that is in the whole process, from the contrived writing through the questionnaire to the interview. The minimum time spent with each respondent was about 30 minutes. In approximately 3 weeks I had organized all the face to face interaction with my respondents. My ability to speak French helped as well as my use of Urdu with the respondent from Bangladesh helped as these respondents felt more comfortable with me. I used both English and French with the French respondent and I understood the influence of Urdu on the English spoken by the respondent from Bangladesh.

A few Mandarin speaking respondents (4 in all) were approached again after the main interview for an in-depth interview during which the Mandarin language and its intricacies were explored and where the *Interlanguage* of these Mandarin-speakers was discussed. The main aim of this in-depth interview was to understand better the system of the Mandarin Chinese language for the purpose of the analysis of the contrived writing or set task later in my research.

The final step to my research methods was to select some lecturers/supervisors for interview purposes. The number targeted was decided as I moved along the face to face interactions with my respondents. I planned to obtain information about the supervisors via the respondents in most cases if not via the departments themselves.

I proceeded to obtain the details of the respective supervisors who in some cases were the ones who had originally filled in the Questionnaire (Electronic questionnaire) as I call it. Therefore some were aware why I had approached them.

In most cases I had to explain the reason I was approaching them and in so doing I did receive a very positive response from most of them. Most of the supervisors were eager to

participate and what they revealed could be regarded as valuable data that will be displayed and hence analysed in the following chapters.

These supervisors were supervisors of some of those respondents who had revealed they had problems with English either through their composition writing, the filling of the questionnaire or the interview. I recorded all information given to me by the supervisors by hand. 6/7 supervisors were interviewed on the phone; 1 was interviewed face-to-face. Dr R from the Mathematics department was the only one who gave me a face- to- face interview. The format of the interview with the supervisors was structured and scheduled standardized. The questions started with a query of the degree of the knowledge of the supervisor about the respective student, then the frequency of their mutual interaction, followed by an assessment on the part of the supervisor of the English language use (speaking, writing, listening, reading) of the student in question among other queries, that is, if the supervisor could identify the problems in terms of them being at concept or discourse level and so on, and also if the respective department provided any kind of help to the students with problems, and finally what they thought UCT could do to assist

Most of these interviews, done telephonically, lasted between 20 minutes to half an hour. The questions asked were related to specific students, since each supervisor could only provide information, classified confidential on the respective student each supervises. This interview of the members of teaching staff was a follow up to the interaction I had with their students. In a few cases I spoke to the supervisor prior to speaking to the students.

(see appendix D for a copy of the interview questions)

Two informants who participated in my pilot study prior to the composing of my research proposal participated wholeheartedly in the big research project again and gladly led me to other respondents. Note that the majority of my respondents were Mandarin speakers from China mainly. They constituted the majority of my sampling as they were listed down as having problems with English on the questionnaires that got back to me by the departments. I managed

to get data from the UCT database regarding the statistics of EFL who enrolled at UCT from 1994 to 2000. The data revealed a massive increase in number and variety of foreign students coming to UCT for studies. Moreover, I discovered that Chinese/Mandarin speaking students constituted the second greatest number of foreign students after the German speaking ones.

I also managed to get updated data from the Writing Centre as to the number of EFL as well as other students who had made use of this assistance. It appeared that the students making use of the Writing Center have been mainly English speakers, or Afrikaans speakers or else speakers of South African native languages like Xhosa or Zulu. Therefore the EFL students just had to fit in the lot, they have had no specialized help unfortunately as it appears.

### **3.3 ANALYTICAL APPROACH FOR DATA ANALYSIS AND INTERPRETATION - IN BRIEF.**

As far as my analytical approach for my data analysis is concerned, I use, as an ethnographer, my own personal ways to organize and present my data. I present, in the following chapter the outcomes of the survey and the answers on the questionnaire, the interviews with the respondents and an analysis of the contrived writing or set task component as well as the interviews with the supervisors.

I have to mention that the analysis of the contrived writing is done with the use of some of the key aspects of "Error Analysis" of Corder (1981) and also some key aspects of "Discourse Analysis" and I talk about "Contrastive Analysis". I have to justify my use of EA here; I opted for EA instead of concentrating on CA since the latter may have required that I at least analyse closely the home language of each of my respondent. I do look at some aspects of the Interlanguage of the Mandarin/Chinese speakers however I cannot unfortunately do it for all the home languages I am dealing with. EA proved to be essential in the analysis of mistakes and errors in the writing of the respondents. The analysis of the questionnaire will be done via tables and will be interpreted accordingly and the interviews will be analysed and interpreted in terms of themes or issues that are evoked.

A more detailed descriptive account of the data obtained is in the following chapter.

### **3.4 SUMMARY**

The approaches and arguments for my choice of design have been explained and justified. I presented the multiple tools I made use of during my research to capture my data. The process of the data capture itself was explained .

University of Cape Town

**CHAPTER 4**  
**DATA**  
**PRESENTATION**  
*and*  
**INTERPRETATION**

University of Cape Town

## CHAPTER 4

### DATA PRESENTATION AND INTERPRETATION

#### Presentation, analysis and interpretation of the questionnaire responses of the respondents and the interviews with them

The questionnaire is first analysed on a quantitative basis. I make a general display of the outcomes of my survey and group the answers to my questions, from number 1 to 26 in the following tables. The tables are organized in terms of themes that were also subheadings on the questionnaire. Please follow the heading of each table, follow the questions and read the observation and comment under each table. They speak for themselves.

The questionnaire was given to 24 postgraduate students from various departments and faculties, namely Medicine, Law, Mathematics, Computer Science, Architecture, Chemical Engineering, Civil Engineering, Humanities, Psychiatry.

COUNTRY OF ORIGIN	No OF RESPONDENTS	Home language	LISTENING	SPEAKING	READING	WRITING
Bangladesh	1	Bengali	F	F	F	F
Cameroon	2	French	F×2	NF×1,F×1	F×2	NF×1,F×1
China	7	Mandarin	F×4,NF×3	NF×3,F×4	NF×2,F×5	NF×3,F×4
France	1	French	F	F	F	F
Germany	1	German	F	F	F	F
Malawi	1	Chichewa	F	F	F	F
Mozambique	1	Portuguese	NF	NF	F	NF
Peru	1	Spanish	F	NF	F	NF
Tanzania	1	Swahili	F	NF	F	NF
Taiwan	4	Mandarin	F×4	F×4	F×4	F×4
Turkey	4	Turkish	F×3,NF×1	NF×4	F×3,NF×1	NF×3,F×1

*Table 1.1* SELF-RATING OF RESPONDENTS IN FLUENCY IN ENGLISH

*Table 1.1*

#### 4.1 SELF-RATING OF RESPONDENTS IN FLUENCY IN ENGLISH

F=Fluent, NF=Not fluent

This table shows the self-rated Fluency check as based on question 5. The filling in of the table revealed that as far as Listening was concerned, those who admitted they were Not Fluent were 3 Chinese respondents (year of study at UCT 4 yrs, 9 months, 1 yr respectively as shown in

the next table); 1 from Turkey who has been a UCT student for 1 year and 1 from Mozambique who also has been at UCT for a year. The rest of the respondents admitted fluency in listening. However based on my observations as mentioned in the section still to follow "My observations" I have noticed that many among the rest of the respondents did find it difficult to understand directly whatever I was trying to explain to them.

At times some misunderstanding did occur. I remember the cases of China XT and Cameroon J where I was sometimes prompted to repeat to make myself understood.

As far as the Speaking English was concerned 11 people admitted that they were not fluent. The respondent from France said he was fluent but as an interviewer I question the fluency on the basis of my interaction with him. I did have to use both French and English during my interview with him. There are also two problematic cases, there are 2 respondents from China who did put fluent down as far as Speaking is concerned, however I must admit that I struggled to understand their utterances at times.

The Reading component seemed relatively fine, there were 3(2 Chinese and 1 Turkish respondents only who said they couldn't understand English when they read it at times) Those respondents admitted that reading in their respective field is not always easy. Reading Architecture is not always easy as pointed out by the respondent China LL. The rest of the respondents said that they understood better when reading than say when listening. 1 Chinese respondent WH did not say a thing about her reading fluency however my observation of her as she was reading the questionnaire, I picked up that she was struggling. One respondent Germany M did admit that reading Foucault for instance is difficult. She had to read Foucault in German to understand him better. The Writing component as it is revealed by the answers on the questionnaire: Those who are Not Fluent are 1 Cameroon , 3 China, 1 Peru , 1 Tanzania , 3 Turkey and the rest say they are fluent. However it is the set writing task section that will reveal more about all the respondents.

#### 4.2 MY RATING OF SOME STUDENTS LISTED IN TABLE 1.1 - A CONSIDERATION OF THEIR SELF-RATING.

Before interpreting the above data I wish to include at this point my assessment of the respondents on 1:1 correlations. My rating is based on my observations of the respondents. I briefly go through the majority of the respondents analyzing their fluency in listening, speaking, reading, writing. I concentrate mainly on those who have been inclined to overrate themselves in the table above as based on the questionnaire.

- ◇ Bangladesh M is reasonably fluent in his listening as he understood me well when I spoke to him, however his speaking skills are okay as he seems to make the messages pass through. Nevertheless I did witness some incoherent statements made by him or he would use incorrect words. An example will be the use of “observator / er” instead of “observer”. The writing skills of this respondent is certainly not up to the standard required as his written set task suggest. Moreover, he did admit himself that he was not satisfied with his writing and that he had to visit the Writing Centre often. Bangladesh M has mentioned fluent in all components on his questionnaire and I am able to say that he certainly has overrated himself.
- ◇ Cameroon J is another respondent who has mentioned that he was fluent in Listening while I remember he was always asking me to repeat myself when I was interviewing him. His rating for the reading component is also problematic since I remember that he asked me for clarification while reading the questionnaire which I remind the reader was devised and composed in the simplest version of the English language possible to facilitate accessibility. This respondent has certainly overrated himself in the two components mentioned here. However he did admit non fluency in speaking and writing which revealed to be true from my viewpoint.

- ◇ China J had problems with the reading of the questionnaire and misinterpreted question 15. Moreover she asked me how to spell the word “foreign” and I asked her to try to write it by herself and in so doing she misspelt it! By admitting that she was fluent in reading and writing she may have overrated herself. She did admit non fluency in listening and speaking which is true.
- ◇ China Z admitted he was fluent in all components. He said that he does not usually find that writing is a problem, however when I look at what he has written in English as answers to the questions I posed on the questionnaire, I question his statement. His case is only one of many that reveal some discrepancy between what respondents say and what their answers reveal, meaning the analysis of their writing( the set task) . This therefore indicates that that respondent has overrated himself as far as his fluency is concerned.
- ◇ China XT said he is fluent in all components however I remember him asking me to repeat my propos to him which I interpret as being a lack of fluency in listening and understanding, which implies that he has overrated himself.
- ◇ China L said she was fluent in listening and speaking however she needed prompts to understand a few questions I asked her during the interview. As a matter of fact I myself I did find problems understanding some of her statements. This is another case where the respondent overrates himself/herself.
- ◇ France D admitted fluency in speaking as well as in other components and I believe he has overrated himself in doing so as I remember that I had to use French at times to converse with him during the interview.
- ◇ Peru A overrated herself when she said she was fluent in listening as well as reading as I know that I had to repeat myself at times to make myself understood and moreover she

needed to be explained some parts of the questionnaire which according to me was composed in the easiest possible level of English.

- ◇ Tanzania DrM admitted she was fluent in listening as well as reading, however I remember that she misunderstood me at times when I interviewed her. This indicates some overrating on her part.

#### **4.3 INTERPRETATION OF TABLE 1.1 AND OF MY RATING OF SOME OF THE STUDENTS.**

The above is therefore a presentation of the tendency of the students to overrate themselves, which I see as a problem since it indicates that some students may not realize that they have problems with the English language and they therefore tend to overlook the matter. On the other hand what I have discovered is that many students are aware of their shortcomings as far as English is concerned and they are not shy to admit it as proved by the admittance that there is a lack of fluency in some components by some. It appears that like Skehan (1989) mentions each individual has different needs that are specific as far as language learning is concerned. The table reveals that among the respondents mainly the Mandarin-Chinese speakers have problems with English regarding all the components. This would highlight Mandarin language as being a problematic language system completely disparate from English.

The other respondents, speakers of other languages as well do have problems with English, and it appears that some home languages spoken by the respondents are not cognate with English, which makes it difficult for these respondents to cope with English and learn it. Notice that languages like German which is quite cognate with English is less problematic a language than Mandarin for instance. However it may not mean that all Germans will necessarily have problems with English and it may not mean that all

Mandarin Chinese speaking people have problems with English. Skehan's (1989) theories on individual differences are highlighted again.

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COUNTRY OF ORIGIN	DEGREE	PEER GROUP	YEARS SPENT AT UCT	AGE AT WHICH ENGLISH WAS FIRST LEARNED	No of hours learning English weekly then	How often did you listen to it then?	How often did you speak it then?	How often did you read it then?	How often did you write it then?
Bangladesh	Mphil Med.	Bengali & English	2yrs	-	12-14hrs	1hr	1hr	6-7 hours	1-3 hrs
Cameroon	Phd Law Phd Maths	English & French	1 1/2-3yrs	12yrs	3hrs	Always/ Univ. & House	Always/ Univ. & House	Always/books/email	Always/email/letters
China	4×MSc(Comp Sci, Arch, Maths), 3×Phd (Civil Eng, Maths)	Mandarin & English	9 months-4 1/2 yrs	11yrs-14yrs	2hrs-16hrs	Never/no chance/very little/<0.1hr/2hrs/4×wk/class	Never/seldom/very little/<0.01hr/2hrs	Sometimes/very often/in class/textbook/<16hrs/6hrs a wk	Never/sometimes/v.little/class/<0.5hr/2hrs a week
France	MSc ChemEng.	French & English	8 months	11yrs	2-3hrs	Song a lot	2hrs/week	-	Tests
Germany	Phd Education	German & English	1 1/2 yrs	13yrs	4hrs	Songs at school	-	Just at school	Intensive course for 2/3 months
Malawi	PGD Psychiatry	Chichewa & English	1yr	6yrs	10hrs	Often	Often	Very often	Very often
Mozambique	PGD App.Lang. Studies	Portuguese & English	1yr	15yrs	2hrs	Now often	Never before	Often/regularly	Now often
Peru	Phd ChemEng	Spanish & English	2yrs	11yrs	7 1/2 hrs	Everyday	Nearly everyday	Once a wk	Very seldom
Tanzania	M.Med Psychiatry	English	7 months	10yrs	<6hrs	<6hrs	Only in Eng.class	Only in Eng.class	Only in English class
Taiwan	2×BScHonsCompSci, 2×MSc(Comp.Sci, Financial Maths)	Mandarin & English	4-5 yrs	10yrs-14yrs	2hrs	During school hrs/once a week/everyday	When necessary/during school hrs/once a wk.	Quite often/almost everyday/during school hrs/once a wk	Quite often/only for homework/during school hrs/once a week
Turkey	MEd(Science Edu., Maths Edu.) MSc Phys, PGD App.Lang.Studies	Turkish & English	1-2 yrs	12yrs-17yrs	4-7hrs	In classroom/ in school/4 periods a week.	Almost never/ in classroom	Rare/almost everyday/ "a book a month"	Very often/ in classroom/ in exams
			Mean: 2 1/2 yrs	Mean: 13yrs	Mean: 4hrs				

Table 1.2 BACKGROUND IN ENGLISH, PEER GROUP AND PRESENT STUDIES

### **Table 1.2**

#### **4.4 BACKGROUND IN ENGLISH, PEER GROUP AND PRESENT STUDIES**

On the basis of the table above the following variables can be highlighted:

- All respondents use their mother-tongue together with English on a regular basis. They stated that it all depends on the people they are with.
- The respondents have been at UCT all of them in general between 7 months to 5 years.
- All of them started learning English between the age of 10 and 17 years.
- Those who learned English followed courses in general between 2 hours and 16 hours weekly.

Some listened to English either never or had no chance to listen to it, or still very little in classroom. Some listened to English in songs either on a daily basis, once a week, 4 periods a week. The various responses were that in classroom they listened to English from “very little” through “seldom” to “never”. It would vary between 1 hour or 2 hours weekly. Most respondents read mainly textbooks. Writing tests and homework were how respondents would practise writing.

#### **4.5 INTERPRETATION OF TABLE 1.2**

The above table reveals that in most cases students use their home language to communicate with their peers, this means that the exposure to English is very limited unless extra effort is made on the part of the respondents to improve themselves outside the time they spend with their peers.

The number of years spent at UCT varies and if this information is compared to table 1.1 then it will seem that the number of years spent at UCT does not determine the degree of fluency of the respondents. The factors mentioned by Skehan(1989) will explain the disparities.

It appears, as revealed by the mean, that most students have started learning English at the age of 13 and the time allocated for the English language was on average approximately 4 hours a week. This can be interpreted as insufficient time devoted to English especially if one doesn't have English as first language. These facts reveal that already at the outset, these

respondents come to UCT with this kind of background, that is with poor English language luggage. They are thrown into a system where they have to study their respective field in English. How should they cope if they are not assisted?

University of Cape Town

COUNTRY OF ORIGIN	Have you been to an Institution where English was the language of instruction?	For how long were you at that institution?	Did you find it easy to follow the classes there?	How often do you speak English at UCT (in lectures)?	How often do you speak English at UCT (in canteen)?	How often do you listen to English at UCT (in lectures)?	How often do you listen to English at UCT (in canteen)?	How often do you write English at UCT?	How often do you read English at UCT?	How often do you read English off campus?	Do you have lectures at UCT?	How well do you follow the lecture content?	Do you find it easy to follow the lecturer's presentation of it?
Bangladesh	Yes	8yrs	Yes	VO	VO	VO	O	VO	VO	VO	Yes	Very well	Yes
Cameroon	Yes/?	3yrs	Relative-ly easy	VO	VO	VO	VO	VO×2	VO×2	VO×2	No×2	-	-
China	Yes×3, No×4	1mth-4 ½yrs	"difficult to easy"/ yes×2	S/times×2, VO×2, O×2, N×1	S/times×2, O×2, VO×1, Never×1	S/times×1, VO×2, O×1, Never×2	S/times×2, O×2, VO×1, Never×1	VO×5, S/times×2	VO×6, S/times×1	VO×2, O×4, S/times×1	Yes×2, No×4	Well×3, Very well×1	No×1, Sometimes not/ Depends on lecturer/Yes×1
France	Yes	10 months	"not really, depends on teacher"	-	O	-	VO	VO	VO	VO	later	-	-
Germany	No	-	-	O	S/times	VO	S/times	O	O	O	In 1999	Well	Yes
Malawi	Yes	14yrs	Yes	VO	VO	VO	VO	VO	VO	VO	Yes	Very well	Yes
Mozambique	No	-	-	O	O	VO	O	O	VO	VO	Yes	well	Not at all, depends on the accent of the teacher
Peru	No	-	-	O	VO	S/times	VO	S/times	O	O	No	-	-
Tanzania	Yes	6yrs	yes	VO	VO	VO	VO	VO	VO	VO	No	well	Yes
Taiwan	Yes	3yrs-5yrs	yes×2, "at beginning not easy..."	VO×2, O×2	S/times×2, VO×1, O×1	VO×4	VO×2, S/times×1, O×1	VO×3, O×1	VO×3, O×1	S/times×2, VO×1, O×1	Yes×3, No×1	Not at all×1, Well×2, very well×1	Yes×3, No×1
Turkey	Yes×3, No×1	4yrs-6yrs	No×1, "not at the beginning, but later got used to it"	VO×2, O×2	VO×2, S/times×1, O×1	VO×3, O×1	VO×3, S/times×1	O×3, VO×1	VO×3, S/times×1	VO×2, O×2	Yes×2, No×2	Not well×1, Well×2, Very well×1	Sometimes easy, sometimes difficult

Table 1.3 PREVIOUS EXPERIENCE IN ENGLISH MEDIUM PRIOR TO UCT AND ENGLISH MEDIUM AT UCT

**Table 1.3**

**4.6 PREVIOUS EXPERIENCE IN ENGLISH MEDIUM PRIOR TO UCT AND ENGLISH MEDIUM AT UCT.**

VO= Very Often, O= Often, S/times=Sometimes

Table 1.3 reveals that 15 respondents said they had experienced English medium instruction for a certain amount of time, it varies between 1 month to 14 years as revealed by those respondents. 8 respondents said that they did not have any experience with English medium prior to UCT. They are 4 Chinese respondents, 1 German, 1 from Peru, 1 from Mozambique and 1 from Turkey.

Their reaction to the system is as follows as observed and based on the responses of the respondents. Respondents Turkey A, Taiwan SHL, China SS said that the beginning was difficult. Respondents France D said it was easy depending on the teacher, respondents Bangladesh M, China LL, China SHL, Malawi DrK, Tanzania DrM and 3 Taiwanese respondents found it easy.

How are these postgraduate students handling the reality of English as the medium of instruction at UCT? The table above reveals the frequency of exposure to English on the basis of the language modalities that O'Malley highlights (1990: P89), that is, all four language skills. Here is an example, the way to explain the outcomes to the question 'how often do the respondents speak English in lectures', 10 said "very often", 2 said "sometimes", 9 said "often" and 3 said "never". As far as speaking in the canteen is concerned, 9 said they speak English "very often", 3 said "never", 6 said "sometimes" and 6 "often". For the question if they have lectures at UCT and how they find the lecturer's presentation of the lecture, please note that some respondents commented on the time when they used to have lectures. What about understanding the lecture content? 5 said they understood it "very well", 9 said "well" and 2 "not at all". Notice that some of the respondents answered this question while referring to the lectures they have had at one point at UCT.

#### 4.7 INTERPRETATION OF TABLE 1.3

The data above reveals that first of all most of the students are exposed to English on a daily basis on campus. They therefore are forced to listen, to try and speak the language as well as to read and write it. Many have experienced an English medium system before UCT however as it is revealed not all of the respondents found the English medium system easy to follow and they still are not fully confident about that kind of system, UCT is one of it. Students find it difficult to grasp lectures and this is because English is still a foreign language for these students. Many are still struggling to cope with this problem.

Some students like the Taiwanese ones seem to be more confident since they have had their schooling done in South Africa for long. This is a variable that seems to have an impact on the level of proficiency of these students. If they are compared to the others who were educated (even in English medium) in their own country like most of the respondents, it seems that the Taiwanese have their level of English proficiency certainly much higher than the others. Like the interviews with the respondents also reveal, it appears that the fact that the teachers teaching the respondents were not first language speakers themselves may influence the learning, moreover the degree of practice in all four components in the classroom does matter. This means that a previous English medium experience may not necessarily be an advantage or be a prerequisite to be proficient in English. Just like Skehan (1989) would say individuals progress differently as they have different aptitudes and levels of motivation as well as different learning strategies. These are factors that matter as well.

English is all over UCT as we know and most students are exposed to it not only in class but all around campus; that is both formally and informally or as Cummins (1990) would say, in terms of BICS and CALP. What I interpret further from the Table above is that many students are making the effort to read and write English off campus for the purpose of their course or else they are motivated to learn English more.

COUNTRY OF ORIGIN	Did you apply to come to UCT in your own country?	Did you fill in the application form yourself?	Did you understand everything that was printed on the application forms?	Did you write a TOEFL before you were accepted at UCT?	If yes what were your results for this test?	Did you write any other test? If yes please indicate which ones?
Bangladesh	N	Y	Y	Y	510	SAMDC
Cameroon	Y×2	Y×2	Y×2	N		
China	Y×7	Y×7	Y×6 N×1	N×4 Y×3	600/580/557	GRE
France	Y	Y	"Well, asked for help"	Y	637	
Germany	N	Y	Y	N		
Malawi	Y	Y	Y	N		
Mozambique	Y	Y	Y	Y	Positive	GRE
Peru	Y	Y	"not everything"	N		North American Inst. (exam)
Tanzania	Y	Y	Y	N		
Taiwan	N	Y×4	Y×4	N×4		
Turkey	Y×1, N×3	Y×4	Y×3 "almost everything"	N×4		

Table 1.4 UCT APPLICATION FORMS AND TOEFL

Table 1.4

#### 4.8 UCT APPLICATION FORMS AND TOEFL

Y=yes, N=no

The table above explores further the abilities of the respondents on the basis of their answers to the questionnaire.

15 respondents applied to come to UCT in their own country and 9 applied here in South Africa. All respondents applied by themselves and did they understand everything on the form? 20 respondents said "yes", 1 said "almost everything", 1 said "not everything" and 1 said that "asked for help". There was one question that was part of the questionnaire but which I did not place in the above table. That question was Question 15, "if you did not fill in the application form yourself, then who did fill it in?". No one answered this question; as it happened, they all filled in their application forms themselves. The aim of those questions about the UCT forms is mainly to assess the ability of some students to understand the basic English they encounter, the application form is one of the examples.

#### **4.9 INTERPRETATION OF TABLE 1.4**

As it appears, most of the respondents did understand what was on the UCT application forms except for a few. This can be interpreted as some strength of the respondents as at least they have been able to cope with the basic English on the UCT forms. Only a few students have been through the TOEFL, the rest have not been assessed through this system. This means that their level of proficiency has not yet been tested officially. This means that they were probably accepted at UCT prior to the implementation of the TOEFL as a requirement to enter UCT.

Can the TOEFL be a reliable test that will for sure reveal the actual true language skills of the respondents? This is certainly not proved as yet since the respondents who have passed the TOEFL do not prove to be that proficient in English as they themselves have mentioned on the questionnaire and in the interviews. Some of the Chinese respondents have done the TOEFL yet they are not the most proficient! Passing the TOEFL is not guarantee of proficiency!

COUNTRY OF ORIGIN	Do you find problems in understanding the English used by UCT lecturers/supervisors?	If so, what are those problems? Tick from table*	How do you see your future at UCT if nothing is done about those problems?	As a foreign student what help do you need to understand lectures?	Will you be prepared to pay for some special courses if they will help you in your English?	How much can you afford to pay?	For how long do you think the special courses should run?	How do you think you should be tested after those courses to know if you have improved?
Bangladesh	No				No	-	-	-
Cameroon	No×2				Yes×1	"I don't know the standard price"	-	Proficiency test, exam
China	Yes×2, No×1 Sometimes×4	Accents, fast, softly, big words	"not easy" ×1	"slides to explain more"	Yes×2 No×2 (for free) "will think about it"	R1000/16 courses R20/hr	"From now until I leave- 2/3 courses a wk/" "2 mths/twice a week" "2hrs a week" "4/6 mths"	Mostly listening skills, Speaking/ Writing/ "write a report, express ideas by speaking"
France	Sometimes	Accents, fast		"after lecture help"	No		-	
Germany	No	-	"well"		"Yes if necessary"		"as long as necessary"	"no test but continuous assessment in the form of role-plays, writing exercises, etc."
Malawi	No	-			-		-	"listening, writing, speaking, reading"
Mozambique	Sometimes	Fast, Accents, big words			"I did it last semester"	"it will depend on my scholarship"	2 intensive months	
Peru	No	-			-	R300 monthly	Half a year/1 hour	"yes writing an exam every second week and giving an oral test"
Tanzania	Sometimes difficult words	Big words, difficult words	"horrible"	"English tuition once a week"	"if not expensive"	R100/R200/month	1 year	"examination/ evaluate quality of my writing and speaking"
Taiwan	No×2 Sometimes×2	Accents, big, unknown words	"Fine"×1		-	-	-	-
Turkey	Sometimes×2 No×2	Softly, big words			Yes×3 "it depends on the cost and what I will get"	R200 /month, R250 /month R300 monthly 4hrs/wk	Whole year, lifetime, a year	"orally and literally" "oral and written" "by writing a short essay, oral and grammar"

Table 1.5 PROBLEMS AND NEEDS OF RESPONDENTS AND THEIR WISH TO IMPROVE THE USE OF ENGLISH

### **Table 1.5**

#### **4.10 PROBLEMS AND NEEDS OF RESPONDENTS AND THEIR WISH TO**

##### **IMPROVE THE USE OF ENGLISH**

The above table shows the voice of the respondents as they reveal their main problems as well as their needs as foreign students. Not all respondents answered all the questions posed however those who did answer did make it clear what the problems are and therefore what the needs are to remedy the problems. What are the main problems? 1 found that lecturer/supervisor spoke softly, 5 found problems with the lecturer/supervisor's accent, 8 found that "big words" was the problem, 4 found that they spoke "fast". 1 respondent from China said that the problem is "her poor English"..

What about their future at UCT? 15 respondents did not fill in this particular section. It may be that they did not quite understand the question? 1 said "not easy to finish degree", "well" said the French respondent, "horrible" said the Tanzanian respondent and "fine" said one of the Taiwanese respondent. As far as the question : "What help to they need as foreign students?" is concerned. The answers and suggestions were as follows:

"slides to be used to explain more", "after lecture help", "English tuition once a week", "some English lessons, more contact with the language, listen radio, reading newspaper", "it will help to understand the way which architecture is taught about here by attending lectures", "no problem with interacting with supervisors unless some new jargon is used", "I don't have major problems so I need to practise (read and speak) this is enough", "I am not expecting anything, it is my duty to improve it",

To the question "What do you think should the lecturers do?" which is question 22 on the questionnaire, figuring immediately after the question "as a foreign..", most respondents answered in full sentences and their answers and suggestions have been summarized above. The statements are too long to be inserted in the table above. I want to highlight the following quotes,

the language used is not correct as it is awkward English, as I say in between brackets. These are some suggestions from the respondents with regards to the question I mention earlier “what do you think should the lecturers do?”

-“After class they could give small tips about the lecture it I need to go”( awkward sentence!) –

Turkey E

-“to know the knowledge and study firstly”(this is an awkward sentence!) - China SHL

Any first language English speaker will be sensitive to the clumsiness of the above utterances, they speak for themselves.

Some respondents have made it clear that they are in need of some kind of assistance in the English language parallel to the courses that they follow already. The table shows the willingness of some to improve. Some are even ready to pay. As far as how they can be assessed to judge their ability in English, the needs vary depending on the student. They all have their strengths and weaknesses.

#### **4.11 INTERPRETATION OF TABLE 1.5**

The table reveals that many of the respondents do have problems understanding lecturers and supervisors at times It shows that their oral understanding skill needs improvement. It can be interpreted that failure to understand through listening may result in incorrect lecture notes be noted down if any is noted at all! Moreover difficulty in following lecturers or supervisors may result in frustration on the part of some of the respondents who expect therefore the lecturers to make more effort to assist them.

As some of the respondents suggest the lecturers can assist in many ways. The tendency is however that students are ready to take tuition in English and they are even prepared to pay for the courses that they require in the English language. They make suggestions as to how much they can afford to pay, how long they expect the courses to run. Some respondents are totally for free courses. Many feel that they need help in all components. Their needs vary however to a certain extent, just like Skehan ( 1989) would suggest. Their language aptitude level varies and

each requires assistance in different components to a varied extent. The ways of assessment that the respondents request after the course they would want to follow are more or less similar as they want to be assessed for the oral component as well as for the writing component. They request either continuous assessment or exams. This only proves that there is a general wish on the part of the respondents to improve themselves.

#### **4.12 MY OBSERVATIONS**

The following are observations that I have made as the observant researcher. I have jotted down the details I have noticed during my interaction with the respondents either during the filling-in of the questionnaire or during some of the other set tasks. I do mention when these observations occurred and it is important to always be aware that these details constitute added information on the whole issue of the ability of the respondents in coping with English.

- ◇ respondent Turkey E needed prompts when filling in the questionnaire
- ◇ respondent Taiwan SHL showed some difficulty in expressing himself in English easily and his written English revealed some kind of problems mainly in the structure of his English.
- ◇ respondents from Taiwan were more at ease in speech than the Chinese ones for instance. Their background in English –medium schools did impact on their performance generally as far as English is concerned. Their stay in SA for a number of years does count in the process of improvement of their English.
- ◇ respondent Peru A needed prompts when asked to compose a text in coherent English and had to take a look at another respondent's written text for an idea of the format of my request.
- ◇ respondent China SHL had a distinct accent that made it difficult for me to understand her and she did show struggle in organizing her speech in the English language. The

fluency in speech was lacking. Prompts were needed for certain questions on the questionnaire and for the interview session as well. This is a feature common and prominent in the Chinese respondents.

- ◇ respondent China L took a long time to compose and said that she usually thinks in Chinese. She needed prompts to understand a few questions.
- ◇ respondent China WH made use of the dictionary Chinese-English while prompted to compose a text in English. She also used her computer for some help in the same line as the dictionary. I have to emphasize that to explain the procedure of the interview session I had to use written English on paper and she had to look some words up in her above-mentioned dictionary. It was not at all easy to conduct a conversation with this respondent, since she was not at all fluent in spoken English, this is an obvious observation.
- ◇ respondent China Z said that he does not usually find that writing is a problem, however when I look at what he has written in English as answers to the questions I posed on the questionnaire, I question his statement. His case is only one of many that reveal some discrepancy between what the respondents say and what their answers reveal, meaning the analysis of their writing (the set task)
- ◇ respondent Cameroon J took long to compose! He needed assistance to understand the form better. And respondent Tanzania DrM took long to compose the piece of text I requested.

#### **4.13 INTERPRETATION OF THE ABOVE**

I did, at times, struggle to understand some of the verbal answers of some of the respondents, the understanding on their part as discussed later is quite problematic at times. These observations only support the findings as revealed in the tables above. The difficulties of some of the students as they struggled with either the understanding, the

speaking, the reading or the writing of English are noted by me the observer/ethnographer. I noticed and recorded very easily the discomfort of some of the respondents as they reacted to my approach to them. Their natural reaction to what I requested of them, namely the filling-in of the questionnaire, the set task and even the interviews, was noted by me but to the unawareness of the respondents themselves. My observations do contribute in identifying as well as understanding more the nature and extent of the problems of the respondents.

#### **4.14 INTERVIEWS**

The interviews of the respondents were based on 2 specific areas that the questionnaire did not explore, namely the peer group and present exposure to the English language and the background of the respondent in terms of the schooling and previous exposure to the English language.

I first jotted down all the details that are relevant to the current analysis and I group them in terms of the themes they explore, so as to establish a solid background to the profile of the typical EFL student while highlighting the main problems that arise with the English language. The details speak for themselves. The subheadings serve the purpose of grouping the information in an economical way. The interpretation of the data follows the presentation of it.

**LISTENING SKILLS – A summary of itemized responses to interview questions, in report form.**

- respondent Turkey E watches media to improve listening skills
- respondent German M listened to English in songs.
- respondent France D says listening is okay but not 100%, if he doesn't understand some words, at least he understands the global meaning.
- respondent China WH only listened to the teacher in class.
- respondent China XT says that at night he uses earphones, listens to the radio, listens to English.
- respondent China DF listened to English when teacher brought a tape player about once a year .
- respondent Cameroon J listened to English by means of cassette, video and movies.

**SPEAKING SKILLS – A summary of itemized responses to interview questions, in report form.**

- respondent Turkey E if he knows the issue then he can talk in English.
- respondent France D says he finds problems expressing himself, he can manage with the body. “ When you want to be accurate you can't find your words”
- respondent China WH never spoke but only listened to the teacher.
- respondent China XT tries to find chances to speak English. He practiced the movement of the tongue, at the beginning it was difficult.
- respondent China Z seldom speaks English.
- respondent China DF didn't speak English.
- respondent Cameroon did not have so much practice in speaking.

**READING SKILLS – A summary of itemized responses to interview questions, in report form.**

- respondent Turkey E : when he does UCT reading he gets the gist but not the details
- respondent Germany M read English text books in the form of English literature at the age of 11/13.
- respondent France D read English once in a while as part of work.
- respondent China WH only listened and never read(only looked)
- respondent China XT reads around his field( architecture), borrows books from the library.
- respondent China Z had to read English only for his research
- respondent China DF read only textbooks
- respondent Cameroon J read mainly textbooks.

**WRITING SKILLS – A summary of itemized responses to interview questions, in report form.**

- respondent Turkey E can't write academic stuff...must check...must ask people..
- respondent Peru A says "abstract is not easy to write"
- respondent France D went to the writing center once- gets help from the department so has stopped going to the writing center.
- respondent China LL says she cannot write easily...she struggles with written English. The writing center does not give the help she needs.
- respondent China Z says that according to him writing is not a problem- he has published some papers.
- respondent China DF made sentences at school as a practice of writing.
- respondent Cameroon J wrote essays as a means of practice for writing.

#### **4.15 SCHOOLING OF RESPONDENTS – A summary of itemized responses to interview questions, in report form.**

- ◇ respondent Turkey E was taught English in Turkish by Turkish speaking teachers only for 6 yrs in secondary school and the university where he did his undergraduate degree was Turkish medium.
- ◇ respondent Taiwan SHL came to SA in 1992 and went to a High School here in SA for 3 and a half years. However since the age of 12 he went to a Chinese – medium school where American English was taught by Chinese teachers as a subject. The teacher would use both Chinese and English in class to teach the English language.
- ◇ respondent Taiwan SMY from computer science department has been through the same system of education whereby English was taught since the age of 12 by Chinese Mandarin speaking teachers in Chinese.
- ◇ respondent Taiwan OL learned English when he reached SA in 1988, he went to an English medium school. He is a South African citizen.
- ◇ respondent Taiwan YLL has also been through the same system of schooling in Taiwan whereby the English language was taught by Chinese-mandarin speaking teachers. The school was a Chinese-medium school. She has also been 8 years in SA.
- ◇ respondent Peru A studied only English grammar since the age of 11 until the age of 16 years from British teachers. At 18 years she had to work in tourism and therefore spoke only English.
- ◇ respondent Malawi F. In Malawi the system of education is such that the primary schooling is done partly in English-medium and teachers would use both Chichewa and English. In secondary school, the medium of instruction is English and the students were required to use English in class. After 3 years of BSC at the University of Malawi the respondent went for 6 years to the UK.

- ◇ respondent Germany M went to a German-medium school where English was taught by German-speaking teachers. English was taught for 4 to 5 hours a week. For first few years the teachers had to speak in German but later they tried in English.
- ◇ respondent France D went to school in France and at 11 he had his first contact with English as a subject taught mostly by English speaking teachers...has had about 11 years of English for about 2 hrs weekly. Prior to coming to UCT he went on a training course on Chemical Engineering for 10 months somewhere else in South Africa and the course was in English. He says it was good practice since after 11 years his English was poor.
- ◇ respondent China SHL, since the age of 11 was taught by a Chinese-speaking teacher who explained English in Chinese! The course was about 4 hours a week. During the 8 years of English a year was taught by an American teacher. Then 3<sup>rd</sup> year of University in China there was a special English course for students.
- ◇ respondent China LL was taught English as a subject since the age of 12, for 7 years for about 2 hours a week by a Chinese-speaking teacher who used both English and Chinese in class. For about a month every night she attended some classes to improve her understanding and writing; the teacher used both English and Chinese.
- ◇ respondent China WH did English since the age of 14, taught by Chinese teacher( for about 4 hours a week) for about 7 years and then when she did her Masters in China, she did about half a year of English again taught by a Chinese-speaking and American teacher. There was a gap of approximately 10 years without English. The structure of the course only allowed her to listen to the teacher.
- ◇ respondent China XT says that the teachers themselves at school hardly spoke English. From the age of 13 he learnt English for about 3 hrs a week. He also went to a Chinese-medium University.

- ◇ respondent China Z started English as a subject at the age of 13- was taught by a Chinese teacher, it was at high school for about 2 to 3 hours a week. The University was Chinese medium and he had English as a course for 2 years and after that there was no English at all.
- ◇ respondent China DF started English as a subject at the age of 11 at secondary school and was taught by a Chinese speaking teacher who taught English in Chinese-Went to senior school where he English was taught as a subject and he mainly had listening practice-spent 2 years at University and studied English as a course for about 1 hour a day. From 1987 onwards he read English newspapers and wrote English for academic purposes. Between 1989 and 1992 during 6 hours a week for about a year he did English as a subject. There was more listening, speaking, no writing. The lecturers were either Chinese or foreigner
- ◇ respondent China J followed a course for 6 months in 1995 in Oral English as a preparation prior to coming to SA and there was no writing or reading but only speaking and listening. The course was for about 5 hours a week and the teacher did not use any Chinese. She started learning English at the age of 13 and English as a subject was taught by Chinese teacher-for the beginners more Chinese was used in class. University was Chinese medium but she did take English courses for about a year, technical English was taught as part of the degree( grammar and general reading comprehension)
- ◇ respondent Cameroon J went to a French medium school and had English as a subject for about 3 hours a week and the teacher was English-speaking. He also went to a French medium University.
- ◇ respondent Cameroon E was at an English medium institution. English was taught as a subject in English itself by bilingual Cameroonians. After schooling he went to an English medium University for 3 years in Cameroon.

- ◇ respondent Bangladesh M did English as a subject in primary school itself and the teachers used Bengali in his school. He points out that other schools use English. At secondary school 50% was in English and 50% was in Bengali. Both Bengali and English were media of instruction. The teachers would switch between the two languages.
- ◇ respondent Tanzania DrM went to a Swahili medium primary school and the Tanzanian teachers would use Swahili in class. Even other subjects were taught in Swahili. They used Swahili to describe English. The secondary school was English medium but in the High school there was no English as a subject. For 6 years she attended an English medium University where for the first 3 months there was a course in English; reading and listening to tapes and writing of composition were done. However there was no speaking.

**4.16 PEER GROUP OF RESPONDENTS – A summary of itemized responses to interview questions, in report form.**

- ◇ respondent Turkey E came to SA in 1999, speaks Turkish mostly since he is surrounded by Turkish people. Speaks English to South African teachers and school kids( respondent is a school teacher)
- ◇ respondent Taiwan SHL very rarely uses English with his girl-friend and other Taiwanese friends except for expressions like “its cool” or “cheers” etc. He would use Chinese mandarin. He only uses English when speaking to a lecturer.
- ◇ respondent Taiwan OL has a sister who speaks fluent English. His parents speak English but they are not fluent. He speaks only mandarin at home and speaks English with friends on campus.
- ◇ respondent Taiwan YLL admits that “no problems with interacting with supervisors unless some new jargon is used”

- ◇ respondent Peru A stays with an Austrian who also has English as a foreign language, a Zimbabwean and a South African). Everybody has to speak English. She has to speak English with her German boyfriend (by phone or email as well as chat)
- ◇ respondent Malawi F uses both Chichewa and English with his wife and kid. With his colleagues in the medical field he uses mainly English.
- ◇ respondent France D stays with a South African flatmate and therefore speaks English at home and with the German friends he has.
- ◇ respondent China WH shares an office and also a supervisor with an Ethiopian Phd student who assists her in spoken English and that student that I spoke to admitted that the respondent does require that he speaks slowly and sometimes he has to repeat what he says.
- ◇ respondent China Z speaks mostly Chinese with his wife.
- ◇ respondent China DF speaks for about half a day in Chinese with his wife who is doing Masters in Civil Engineering.
- ◇ respondent China J has more Chinese friends and therefore speaks more Chinese than English, she lives with some local South Africans and speaks English for about an hour a day.
- ◇ respondent Cameroon J stays with South Africans and talks in English and sometimes he meets friends from Ivory Coast, Congo, and then he speaks French.
- ◇ respondent Cameroon E uses both English and French with his friends.
- ◇ respondent Bangladesh M has been to London repeatedly for about 2 years and he has also been to Zambia and there he would use about 80% English and only 20% Bengali. With his wife he uses 20 % English and 80% Bengali, with his kids he uses 50% English and 50% Bengali.

**4.17 MAIN PROBLEMS AS MENTIONED BY RESPONDENTS - A summary of itemized responses to interview questions, in report form.**

- ◇ “ does not expect much from lecturers because they are already doing their duty..”says (Turkey E)
- ◇ sometimes he doesn't catch the joke of some lecturers he says. (Taiwan SHL)
- ◇ respondent Taiwan OL finds that reading technical things, jargons, are sometimes difficult.
- ◇ The respondent Germany M says “ for me the problem was not that much the spoken language and understanding in lectures but the writing of assignments, written language. I would assume that other students have similar problems.”
- ◇ “written....difficult.....academic language, you have to use it yourself..form sentences about highly complicated matters that already in your own language (is difficult to digest) for instance Foucault, had started to read in English but had to go back to German,some readings are tough...”
- ◇ respondent French D says “accents were problems- slang of people in lectures”..also at first he had problems with the literature review- scientific English.
- ◇ respondent China L says the structure of formal ideas especially in formal writing in an academic way is a problem. Her supervisor told her that he thinks her English is not good enough to finish her thesis! Her South African friends correct most of her works.
- ◇ respondent China WH, when she first listened to her supervisor she could not understand since she was not used to English. Now she feels it is getting better. However she says the problem is her “poor English” She thinks her English will get better next year. She feels she must overcome this language barrier as soon as possible. The respondent is a Phd student and feels that she cannot depend on anybody but that she must sort out her problems herself.

- ◇ respondent China XT says that he needs to improve his language- in detail- how to detail his English- the words he uses are limited- needs more vocabulary.
- ◇ respondent China Z says that the English here is different and that some lecturers use “abnormal” terms that are new to him. He says that a specific group of people use different English.
- ◇ respondent China DF talking about the Writing Center says that they should offer the basic skills of writing, not just for the thesis or idea organization. His problems in speaking English are that he cannot find words and he cannot make people understand him with his accent. He cannot understand idioms when people use them and the many accents( African accents and coloured accents) cannot be understood by him. For his writing he says that he cannot find the words and he doesn’t use the dictionary often.
- ◇ respondent China J says that for her and most Chinese students, listening and speaking are weaker than reading and writing. Her writing (in English) is not as fluent as (writing in) her first language. Words do not always come easily.
- ◇ respondent Cameroon J finds that English is a major problem. He uses a dictionary always,an English-French dictionary. He tends to think in French.
- ◇ respondent Cameroon E says that sometimes writing technically is a problem- some jargon, some terminology has to be looked up.
- ◇ respondent Tanzania DrM admitted to have had problems when she had to follow all courses in English at the English medium University but said she managed. Listening (difficult words) is a problem. She thinks in Swahili then translates before speaking. As far as writing is concerned she has to think to connect words. She can’t find linking words easily.

#### 4.18 INTERPRETATION OF THE ABOVE DATA

Most of the respondents did not have much exposure to listening English except for the media and songs as well as in class when occasionally the teacher would bring cassette players in the classroom. This showed a limited exposure to listening the language. Many of the respondents admitted that they did not understand what they heard always. Note at the same time, as revealed by the data above, that many of the respondents showed a great motivation in improving their English, especially the listening skills. The motivation level varied among the respondents though. As far as the speaking skills were concerned, there had been a limit in the exposure to it and this caused the respondents to not always be confident in speaking. Some of them had however been making the effort to really improve their speaking skills. This showed an awareness in them of their weakness and this increased their motivation. Reading was restricted to textbooks in specific fields and what was read was not always understood. The practice in writing varied depending on the respondent's system of education. Most of them wrote essays at school. However they still found it difficult to write academic stuff even if some admitted that they have published papers. As it appeared, again the level of competence and proficiency varied.

As far as the schooling of the respondents was concerned it appeared that most of them were taught by teachers from their own country who used both English and the home language of the country in the classroom to explain English. They were most of them educated in a home language medium. This was a general tendency and was the most common thread that linked all the respondents in a way. The outcome of this system of instruction is that most respondents have been facing serious problems with the English language, hence they need assistance. Very few respondents had been formed in an English medium institution, even if, some of them, at some point in their life they did have an English medium instruction.

The information above about the peer group of the respondents showed that most of the respondents ended up using their home language on a daily basis since the people they were with were mainly from their own country of origin which again limited the use of the English

language. Here we are referring mainly to the BICS of Cummins (1986), however we should acknowledge the importance of basic communication skills as well as the importance of academic proficiency. The data revealed information about both of these components indeed.

The main problems as reported by the respondents spoke for themselves. Most respondents had a tendency to think in their own language no matter what unless out of motivation they trained themselves to think in English. Most of them were aware that the problem was not actually with the fact that UCT had an English medium instruction but with the fact that they were behind as a result of their lack of exposure to the English language. They were all aware that the effort must come from them, however they at the same time expected UCT to provide assistance to them. They admitted that the academic language was what they needed to improve in and the academic help was required at various level depending on the level of proficiency of the individual respondent; for instance if the German respondent found it difficult to understand Foucault, it might be that another respondent, say from China and studying another field, would be totally clueless as to who Foucault was and for that particular respondent the very basic components of English themselves might be problematic. This was just normal as there certainly existed no standard level of proficiency among the respondents I had sampled, as well as out there among other foreign students. Therefore the needs of the students varied as proved by the data as their level of proficiency varied from component to component.

In the following chapter I look at the second part of the data collected and I provide an interpretation of it shedding light on the problems of the respondents.

#### **4.19 SUMMARY**

The main observations that I have made in the light of the above data are that many of my respondents tend to overrate themselves as far as their fluency is concerned. However some are aware of their weaknesses in all components (listening, speaking, reading, writing) and they do admit it. The level of English proficiency of these respondents vary just like their country of origin, home language, their year of study at UCT as well as their field of study vary.

Most of the respondents use their home language to communicate with their peer group on a regular basis and they think in their mother-tongue, which prevents them from communicating more in English. Their background in English (prior to UCT) reveals limited exposure to English. However all respondents have to listen, read and try to speak and write English at UCT as their studies demand it. Many of them have been through an English medium system of education at some point however they do not appear confident about that system as yet. Some find lectures difficult to grasp. Some are making the effort to improve themselves especially off campus. This shows that the degree of motivation amongst the respondents vary.

Most of the respondents have been to school where their home language was the medium of instruction and sometimes when English was taught as a subject, the teacher would use both English and the mother tongue in the classroom. This again shows the limited exposure to English.

Some of the respondents have gone through the TOEFL test and the TOEFL test does not necessarily prove to be an adequate means to estimate English proficiency as many who have been through the test still complain about their own English.

The weaknesses in English of the respondents have been discussed however I should also mention some strengths of the respondents; for instance, most of them have understood the questionnaire I gave them, and moreover they could all fill in the UCT application forms without difficulty.

The main problems of the respondents are both in terms of BICS and CALP (Cummins 1986), except that they all have different levels of proficiency. They were all given a voice to express their problems and they did. The problems vary. Some find oral understanding difficult, some find writing academically difficult, some find readings in their respective field hard to do and many complain of a lack of English vocabulary. They all voice that they need assistance and that UCT should help even if they are aware that they have to make the effort as well in terms of motivation and determination and also financially.

***CHAPTER 5***  
***DATA***  
***PRESENTATION***  
***and***  
***INTERPRETATION***

University of Cape Town

## CHAPTER 5

### DATA PRESENTATION AND INTERPRETATION

#### **Presentation, analysis and interpretation of the interviews with supervisors, in-depth interview with a few respondents and the analysis of the set task.**

In this chapter I present, analyse and interpret the rest of the data that constitute my findings.

Included in this chapter are the interviews administered to the supervisors and/or lecturers, the in-depth interviews organized with selected Mandarin Chinese students and finally the analysis of the written set task.

#### **5.1 INTERVIEWS WITH SUPERVISORS/LECTURERS- A PRESENTATION**

The supervisors/lecturers who were interviewed were chosen in a complex way. I got to know them first of all because their names were on the emailed questionnaire that came back to me from the departments. I was drawn to the ones I selected because the respective students they supervise were listed down as having problems with English. My aim was to get the feedback of some of those supervisors. I either interviewed them before the students or the other way round. I had to rely on the willingness of the targeted supervisors to participate in this research and also depended on their availability. As it is now, at the end of this data collection, I have interviewed 7 supervisors. Only one of them was interviewed face to face, the rest were interviewed telephonically. The interview was semi-structured as I had a list of 6 questions (please see the appendix for the list) that were asked to those supervisors and I must admit that I was open to any additional information they would give in connection with the topic, mainly in terms of previous experience with foreign postgraduate students who had problems with English or anything else that would be valuable information for my topic. I now present the outcomes of those interviews. The supervisors are referred to as Prof / Dr and their initials. I mention also the department they work in.

The supervisor interviewed and I have in mind a particular student who is one of the respondent, I shall mention which respondent we are talking about, however it is important to note the commonalities as well as the differences that the interviews reveal can be generalized in certain cases, and therefore help to provide information about the typical EFL student.

***INTERVIEW 1- DEPARTMENT OF MATHEMATICS***

Dr R from the department of Mathematics is the supervisor of China WH. Meeting takes place once or twice a month and the assessment of the language skills in English of the student according to the supervisor is that “she speaks so softly that it is difficult to listen” “She must be asked the same question several times” . “ When she decides to answer she speaks correctly”.As far as writing is concerned the respondent who is a Phd student must write a report at the end of the year. “the concepts are published in journal..she knows the subject..she needs to contribute to her concept” “She is in a different culture and environment” The interaction is mainly oral as “she is not yet on the level where she can contribute to the group”(i.e of Phd students). What kind of help is available at the department? “no support” from the department. What can UCT do? “To offer some kind of a course for people from overseas, from a different cultural background areas ..completely different language, completely different culture”.

***INTERVIEW 2- DEPARTMENT OF MATHEMATICS***

Dr R is also from the same department, his student is Cameroon J whom he sees at least once a fortnight, “his English is not good” “He has given lengthy reports..it is apparent that English is not his mother tongue. Simple grammatical errors.....translation from French” This supervisor mentions that there are students that he has known who have had to write again their dissertation. Cameroon J does seem to have a good understanding of English when he reads it, the supervisor does not feel the need to use special language with him. As far as his speech is concerned, “like his writing it is deficient in that sense, he doesn’t construct sentences that are grammatically correct.” There is no support from the department however the supervisor believes

that “ the only person who can correct him is the supervisor, he will make him write, rewrite, he will not write for him”

### ***INTERVIEW 3- DEPARTMENT OF ARCHITECTURE***

Prof C is from the department of Architecture is in charge of China LL and they meet once a week, “she does not speak good English, one can vaguely gather, one has to do quite a lot of connecting to understand” and this supervisor says that he doesn’t think she will be able to write the thesis. This supervisor suggested that she should go for a course in English. He got tired of correcting he said , “the writing is so poor, he is not sure she has got the ideas or not”. According to him, she has been using the Writing Center and he also went through the structure with her, corrected her English. He says “ may be she is not a good linguist”. This supervisor admits that it is a frustrating experience for him as well” since “the only way he can see this happening is that he writes it all down!” He thinks that he was basically giving her a course in Architecture and English. This professor thinks that “If you go to the States sure you can do it (meaning Phd etc)” , he thinks that at UCT there is a need for bridging courses in English.

### ***INTERVIEW 4- DEPARTMENT OF PSYCHIATRY***

Prof R is in the department of psychiatry and is the supervisor of Tanzania DrM and Malawi DrK. He interacts informally frequently with them and meets them once a week, however he meets them formally once a month. About the problems he identifies with them, he says that Tanzania DrM struggles to express herself, that her writing is superficial, she has difficulty in ordinary conversational discussions and takes long to reply. Whereas Malawi DrK is fluent and does not seem to have the same problems as his colleague Tanzania DrM. The latter has more of a discourse problem as she cannot express herself well. “One cannot know if she has grasped fully the concepts or not at all.” Prof R mentions that he is envisaging the possibility of having a tutor for foreign students as from next year. In fact the department has a system of mentor and according to Prof R he had to organize for mentors to take care of the two respondents in question much earlier than scheduled. He thinks that if UCT can help with English, “it will be

wonderful!” Communication skills, spoken and written are what he thinks are required. He feels tutors can help in academically.

***INTERVIEW 5- DEPARTMENT OF MEDICINE***

Dr S is from the department of medicine and is the supervisor of Bangladesh M. According to her one of the problems is “poor understanding”, she does not always know when they understand (“they” refers to the respondent in question and another student from Rumania). “The perception of words is different for them” she says. “The writing is terrible” she says. The Writing Center is used according to her. Dr S related the story of the Rumanian student who misunderstood her when she said to him “are you trying to fool me or yourself?”, the student was very upset in that case as he misinterpreted “fool”. This academic staff member says that UCT should help lecturers to understand the cultural differences between countries. She notices a lot of defensiveness in them.

Her words concerning the students she keeps referring to “we should have got them to have TOEFL”

***INTERVIEW 6- DEPARTMENT OF CHEMICAL ENGINEERING***

Prof F is in the department of Chemical Engineering and has respondent Peru A to supervise. Once a week is when they meet formally. “She speaks okay, there are ways in which she explains and the message doesn’t go across”. He explains “in terms of pronunciation, the structure of the language which is Spanish is that nouns are at the beginning of the sentence” “If she misinterprets something” one cannot notice it “until later in the discussion” There is no support from the department for foreign students says Prof F. This supervisor also quotes the example of another student whom he had supervised and as he can remember there was a lot of language problem in the thesis that student had written. It was a problem of grammar and discourse. Prof F explains “long time ago it was more manageable”( he means when there were not many foreign students).

## ***INTERVIEW 7- DEPARTMENT OF CHEMICAL ENGINEERING***

Dr L from the department of Chemical Engineering supervises France D and talks about him. They meet once a week. “ He is not perfect” with English. The supervisor does not help him with English; “he needs to go to the Writing Center”. “He comes here with English as a second language” are the words of supervisor Dr L who I must admit was a little bit reticent to participate in this research.

### **5.2 INTERPRETATION OF THE ABOVE**

What transpires from the above is that the sample of supervisors I have interviewed have voiced their opinion about foreign students whose first language is not English. There is an awareness on the part of most supervisors that there are language problems with their respective students as far as English is concerned; many of these foreign students cannot even converse in English for basic communication purposes which is what Cummins(1986) would call BICS. The supervisors in general feel that if BICS are not mastered then what about CALP? How can academic literacy be achieved if the English language is a problem? Most supervisors experience frustration regarding the performance of their respective students. These students with problems are in need of assistance in English language as well as in Academic Writing. The supervisors can help but they can't teach English to their respective students. They are not expected to do so. They know that the task will fall on them, in the sense that, they as supervisor will feel obligated and will feel that it is incumbent upon them to monitor the writing up of the dissertation or thesis of their students very closely. They fear that they might end up writing the thesis or dissertation themselves in a way.

Some supervisors seriously suggest some kind of assistance for themselves (to understand better the language and culture of the students) as well as for their students as they may not always have the time to provide English language courses to these students, therefore extra English language courses running parallel to the specialized courses would be helpful for the betterment of the English language skills of the respective students.

### **5.3 IN-DEPTH INTERVIEWS IN BRIEF**

The in-depth interviews that I conducted with four of the Chinese revealed the complex nature of the Chinese language; the four Chinese respondents explained the basics of the language to me so as I could get an idea as far as the dynamics of the language are concerned and its link or lack of link with the English language. Details of these interviews are built in and encapsulated in the contrived writing analysis that follows.

### **5.4 ANALYSIS OF CONTRIVED WRITING BASED ON THE MODEL THAT FOLLOWS**

The process is to identify the problems that I see as researcher and observer in the written texts produced by the respondents. What are the mistakes and errors that I see and that anyone analyzing the text will notice? I use the basics of the theory of Corder “error analysis” instead of “Contrastive Analysis” as I explained earlier in my literature review and I do look at some basic concepts of discourse analysis as well. All these notions are explained in chapter 2.

The term “Discourse Analysis” as Stubbs (1983) would say “is very ambiguous; it refers roughly to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts.” (:1) The whole complexity of this type of analysis does not befit me so I use only the basics of it, especially since there are 24 respondents who have composed texts for me. They all come from various departments and are registered for a specific degree in their field of specialization; this makes the whole notion of discourse complex as far as these respondents are concerned since in their case we are dealing with academic discourse since they were all asked to write about their field of study and the main issues in their research. However I do look at the idea of cohesion in a text which is part of Discourse as Widdowson will agree “The notion of cohesion, then, refers to the way sentences and parts of sentences combine so as to ensure that there is prepositional development” (1978:26) and he further says “The description of discourse involves in part

accounting for the way propositions combine to form an ongoing development”(p27)(ibid.) Academic discourse varies from course to course and from field to field. I can't do a discourse analysis of a text about the issues in architecture or chemical engineering or any other specialized field since the terminology and jargon used by the respondents are not familiar at all to me.

My aim in this particular component is to check how the students compose in the English language. I can definitely not use Contrastive Analysis since I am dealing with many different foreign home languages that I cannot understand for most of them; whereas to be able to do Contrastive analysis the researcher must have some knowledge of the mother tongue of the respondents at least. Moreover I have no knowledge of the interlanguage of the respondents unless I ask them to explain their own interlanguage. The bottom line is that I have chosen some aspects of Error Analysis, the essence of which is explained in the text analysis that follows shortly, for its simple and straightforward properties in assisting me in the identification of errors that cause a script to be flawed to a certain extent and I have used some basic concepts of Discourse analysis; therefore one can get an idea of the proficiency of the writers of the scripts after reading the following. Note that any first language speaker of English will have to be sensitive and notice the mistakes and errors that I point out with or without Error Analysis and Discourse Analysis.

I jotted problems in terms of mistakes and errors only when they occur, if they do not occur I do not mention them. Only the text with errors and mistakes are highlighted, I only mention the number of texts that are not flawed on the basis of my analysis as they do reveal some info that might be relevant to my research. Bear in mind that I am seeking commonalities and also differences and I intend to explain what they mean in the next chapter. The following is a presentation and analysis of a script that in fact is the most flawed amongst the lot and I analyse this one in detail with the intention to form a basis on which to build the analysis of the other scripts. The detailed analysis of every single script is a task which would transcend the statutory length of this chapter. Therefore I do not do it. The aim is to get a precise idea of the problems of

those respondents as far as writing English correctly and coherently is concerned. Therefore in the following analysis, I only insert comments about the scripts of the rest of the respondents. Again I have to emphasize that one will notice that the scripts of the Chinese respondents are more exploited.

Note that 7 scripts namely those of: Germany M, Malawi DrK, Cameroon E, Taiwan SMY, Taiwan SHL, Taiwan YLL, Taiwan OL can be categorized as flawless overall as compared to the rest of the texts. The rest of the team, that is, 17 scripts have been identified with problems, again in the light of my system of analysis.

### **5.5 CONTRIVED WRITING OR SET WRITTEN TASK - A PROTOTYPAL ANALYSIS**

The analysis focuses on the writing skills in English of the respondent SHL who is from China. The respondent was asked to write a text of the length of one or two pages in coherent “academic” prose. Since postgraduate students are the focus of the research there is an assumption that the majority are involved in dissertation writing, therefore my standard request is that they write about their field of research, the research topic and the main issues of their thesis/dissertation.

This analysis examines some of the “errors” and “mistakes” made. It is mainly in the light of some of Corder’s theory (1971) “Error analysis” and some concept of Discourse Analysis that the text is closely examined for discrepancies that would tentatively reveal the ability or inability of the informant to compose a text of coherent writing in the English language for both communicative and academic purposes.

“Error analysis” gained popularity mainly because it was a fresh alternative to “contrastive analysis”, which claimed that the main barrier to second language acquisition is the interference of the first language system with the second language system (Brown, 1994). Despite the outdated nature of “error analysis” as an approach to discourse and text analysis, I had to have recourse to it for the purpose of my research. It is mainly by doing a textual analysis of the text of

my informant in the light of “error analysis” that I can identify the main linguistic features of native language “Chinese” that encroach on English which is the target language. One of the aims is to identify the main errors, consequently one is able to predict those errors when any speaker of the native language concerned is interacting in English. Predicting those errors will pave the way for a remedying strategy that will assist those English learners in concentrating mainly on those propable blunders and in trying to find a solution.

This written text revealed many *mistakes* and *errors*, the identification and description of which constitute the first step in the process of analysis. Brown(1994)emphasizes and cites what Corder (1981)coined that is, the distinction between “mistakes” and “errors” which are technically two different phenomena (p:205). The former is an error in performance that is either a random guess or a ‘slip’, that is not the result of a deficiency in competence but the result of some sort of a breakdown or imperfection in the process of producing an utterance (ibid). Brown goes on to describe the latter as a noticeable deviation from adult grammar of a native speaker, reflecting the *interlanguage* competence of the learner. *Interlanguage* is a concept that was coined in 1972 by Selinker and which refers to a version of the target language which is part of the implicit linguistic knowledge or competence of the second/foreign language learner. (Appel&Muysken,1987). Corder(1967) explains “errors” as the systematic deviations due to the learner’s still-developing knowledge of the target language system(Dulay,Burt,Krashen,1982). According to Corder (1971) as quoted by Brown (1994) ‘any sentence uttered and transcribed can be analysed for idiosyncracies’(p.208)

These idiosyncracies identified are examined in the light of the technical and theoretical principles that researchers have discovered and applied in discourse analysis. Intralingual as well as Interlingual transfers occur in the text. “Transfer” refers to the process whereby a sound, structure,or lexical item is transferred from the native language to the target language. This latter transfer is “*interlingual*”. “*Intralingual*” transfer(positive or negative) according to Richards (1971a) “reflects the general character of rule learning such as faulty overgeneralization,

incomplete application of rules, and failure to learn conditions under which rules apply” (Dulay, Burt, Krashen, 1982, p:145)

Dulay, Burt, Krashen (1982) display the linguistic category of error taxonomies which classify errors in terms of the language component or the linguistic constituent the error affects (p146). Language component include phonology( pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style). The language constituents are composed of language components which if described in its entirety is a venture beyond the scope of this chapter.

It is in the light of the theories explained above that the following discourse analysis of the text written by the Chinese respondent is executed. The mistakes tend to be the misspellings that occur occasionally throughout the text, namely: ‘beginning’ is written instead of ‘beginning’, ‘statistics’ is misspelt as ‘statistis’. Some of these mistakes can only be speculatively regarded as slips of either the pen or the mind since at other instances in the text ‘statistics’ is well written, like in “ Theory of statistics”. It is therefore anticipated that should the informant be asked to rectify those slips she might well be able to do it. The covert error “I came from China”, where the past tense is used instead of a simple present tense that would have been enough, as pointed out here, reveals again an element of interlingual transfer whereby in the mind of the informant, the event is past which, as part of her cognitive ability, would require a past tense instead of a present one. Gramatically the quoted sentence has nothing wrong with it but from a contextual point of view it is out of place.

At first glance the sentence “ Doing some courses is my first year topic” is syntactically correct and is acceptable, however in the light of Burt and Kiparsky’s theory about local and global errors (1974) there is some discrepancy here. The message goes through to the listener or reader since it has a context however the whole statement is marred because of a breach of discourse coherence. The use of the past perfect tense on many occasions in the text “had started”, “had learned” instead of the present perfect tense tentatively unveils a misunderstanding

of the context of usage of the past perfect tense which probably is a transfer interlingually again whereby the cognitive skill of the informant drives her to think that a past event will automatically require a tense situated in the past. Using the present perfect tense will be wrong in the mind of the informant. The sentence “At beginning (to keep the misspelling) of the semester I can’t study these courses better than now” is an example of an overt error that cannot be construed semantically; not mentioning the omission of the definite article “the” before “beginning”. The confusion that arises for the informant between “lecture” and “lecturer” contributes to the complication of the reader’s attempt to fathom the meaning of the statement “The style is quite different among these two lectures”. In fact the respondent misuses “lecturer” for “lecture” namely in the sentences, “ In the lecturer of Decision Modelling”, “ in the professor U’s lecturer”.

The redundancy occurring in the sentence “you will know lots of knowledge” is unacceptable in the sense that the discourse value is certainly marred since speculatively the limited vocabulary of the respondent is revealed. Moreover from a lexical point of view “lots” is too colloquial. Looking at the phenomenon of “interlanguage” influence again in the writing, in the following example “he speaks fastly”, the reader notices that the cognition of the morphological value of the suffix “ly” which is an adverb indicator is used haphazardly here. In the mind of the respondent “fastly” is the adverb of “fast”. This latter “intralingual” error reflects the overgeneralisation of the morpheme “ly” as an indicator of adverb. The sentence “his sound is not loud” is covertly unacceptable since the reader following the context realizes that it is the lecturer who is referred to here. Syntactically this sentence is sound even if semantically it is clumsy. Some utterances of the respondent are just incoherent but can be termed local errors, “ It is not suit for me; so I still had some questions I don’t know”; the segment “suit” which should have been “suitable” conveys the message. However the last part of the sentence is a breach in discourse and sounds awkward. Moreover, “suit” is a recurring error :”And I think the lecturers: mathematical .. are suit for me” ; this error can be said to be a predictable one; meaning that if

there is a recurrence of such error in one text then it is only logical that it is among those features that form part of the transferred linguistic repertoire of the informant. What I mean by transferred linguistic repertoire is the taxonomy of those linguistic features that the learner has acquired but that become almost a generalization in the target language, the informant is cognizant of the feature and uses it in a general haphazard way; almost as if she is sure of the utterance. There is not a single doubt in the mind of the respondent that there could be a mistake somewhere.

I think that this repertoire which is related to the phenomenon *interlanguage* of the informant influences her thinking, hence her writing and speaking in many ways and seems to trigger most of the errors that have been spotted. To confirm my theory I organized an interview with the respondent to review the errors she had left in the text she wrote. I did a similar exercise with China XT, China DF and China JS because I needed more information about the Mandarin Chinese language before I could conduct my analysis. All the Chinese respondents were asked similar questions in an in-depth way to get the structure of Mandarin clear and it was easier for me to understand and explain the mistakes and errors I had found in the writing in the light of what I was told. The respondents did confirm one another's explanations as I summarize it as if coming from the mouth of China SHL. The interlanguage of the Chinese respondents also became clearer to me.

Questions about her own interlanguage were asked. I first had to give her a definition of "interlanguage" and asked her to explain the structure of her native language (Mandarin Chinese) to me and then to talk about her assessment of her target language which is English in terms of the influence of the native language on the target language. A source language like Mandarin Chinese does have a grammatical structure very different from English. So say all of the ones mentioned above.

The respondent admitted that there is a huge influence of her mother tongue on her use of English. This is one aspect that I need to emphasize on since not only the Chinese respondents but the others as well, namely France D, Cameroon J, Bangladesh M whose scripts figure in the list

of the ones with problems, reveal through their writing as well as they admit it that for instance there is a strong influence of French on the performance in English of France D and Cameroon J. Here are some of the direct translations that occurred during the process of contrived writing. France D left a lot of mistakes or errors for that matter depending on whether or not the respondent will be able to recognize and correct his mistakes; he spelt the word “government” like the French “gouvernement”, “Developped” is misspelt with double p like in French. Another flagrant mistake is the plural use of the word “knowledge” misspelt with “S” “knowledges” like one would be tempted to say in French “les connaissances” which directly translated means “the knowledges”. Cameroon J at the outset of his piece of writing he mentions “ I’m interesting in finite element..” This construction is an obvious direct translation from French “je m’interesse à” which is used in a present tense indicating a present continuous action as compared to English where a past participle is used. Later on in his script, this respondent shows again that his mother tongue is present: “I’m tutor” there is an indefinite article missing there to make the utterance correct in English, that is “a”; in French no article is required there.

Coming back to the respondent whose text I have analysed, before looking at the “interlanguage” of the Chinese, let us look at her description of her native language in relation to English. All this information was confirmed through the other in-depth interviews mentioned above. In Chinese the sentence order is not the same as in English. The tenses and moods are expressed by adding an extra word to the sentence. The auxiliaries “to be” and “to have” are not conjugated for different personal pronouns. It is the same word for all the persons. In Chinese “he” and “she” are pronounced the same way even if they are written differently. The indefinite articles “a” and “an” are expressed by one word in Chinese, whereas the definite article “the” and the demonstrative adjective “this” have the same lexical value, that is only one word is used to express both those situations. Those were among the most pertinent language components that have a bearing on English according to the respondent. Among the most common errors the L2 learners make which indicate that they are gradually building an L2 rule system( Dulay, Burt,

Krashen,1982,139) as proved by this Chinese informant are: *Using two or more forms in random alternation*, whereby “he” and “ she” are often used randomly regardless of the gender of the person referred to in the context, and this is a source of confusion for the informant. *Misordering of items* which involves a reversal of word-order rules that is part of the native language , which is a phenomenon described by Dulay,et al.(1982,139) is often present in the mind of the informant when she is trying to translate from Chinese to English; since as mentioned above, the sentence structure is different in Chinese. The use of the indefinite articles “a” and “an” in English causes confusion for the informant. Before uttering a sentence in English, the latter thinks in Chinese and therefore she must pay attention to many details before she can utter verbally or in writing in English.

In the light of the descriptions of the major flagrant differences in language between Chinese and English I shall now do an explanation of the respondent’s main difficulties as far as English is concerned. The sentiments range from acceptance of some kind of inability to deal with the target language,lack of confidence, willpower to struggle to improve and ultimately, the hope that one day she will be able to be professional in English. The self-assessment reveals many details that are founded on the components ‘speaking’, ‘listening’, ‘writing’ and ‘reading’. The acquaintance of the respondent with the field she is dealing with makes a difference in her discourse; she feels comfortable in all components once she knows what she is facing. Complex sentences in terms of grammatical structure is not practiced by her. Simplicity is her policy. To avoid making mistakes and errors she prefers to retain her simple constructions. However sometimes when she is convinced that she is right, she ends up being wrong. She has recourse to self-rating in a hypothetical way; she assumes she is wrong, she suspects she is wrong and she doesn’t have anyone to decide that she is either right or wrong! Looking up the dictionary is a somehow a hard task for the informant who is lazy by nature.

In the light of the above narrative I now give more examples from other scripts especially of the Mandarin Chinese speaking students whereby for instance one can notice the omission of

prepositions” “ I came SA” instead of “I came to SA”, “ a lot difficulty” and “a lot seminars” where “of” is missing. There is one sentence which is very awkward in construction “This need I study such as metal metallurgy..” which is a global error that Dulay et al. would categorise as ‘ wrong order of major constituents’(1982:191). Respondent China XT has left an error like “ The motivation of my research is about that I am trying..”which is a local error that makes the whole sentence awkward, “about” could have been left out.“..and the dynamics that are naturally exists”. This is certainly a local error : the use of a verb “exists” which is conjugated in the third person of the singular while the apparent subject is plural; that word could have been changed to an adjective ‘existent’ or else the author could have eliminated the conjugated ‘to be’ and use only “exist” as the main verb. The respondents China ZH and China DF leave mistakes mainly in terms of misspelling or else a slip while trying to conjugate in the past participle : for instance, China ZH writes “ the mathematic model for this system has been developed and calibrated and validate” , there is the omission of a “d” that we hope was only a slip. China DF says “ past experiences and knowledge is reused..”the verb should have been in the plural. Later he says “ ..the problems are found ,organized and test” where the past participle indicator is not present in the last verb. Is this a common error or just a slip of the pen.

This error of not using past participle recurs in other scripts and not only from Chinese respondents. Peru A writes “ The products obtained from the reaction are analyze in order to..”

China LL leaves an error that confirms the phenomenon about the indefinite articles “a”and “an” in Mandarin Chinese; indeed, this respondent says: “ ..which I am going to look at through ? variety of house examples” .Where is “a” in this sentence? Respondent China JF writes “ This study starts from collect data from a ATM network..” The error here is the use of “collect” which is an unconjugated form while what should have been used there should have been a present participle form which is “collecting”. The rest of this respondent’s writing is poor in cohesion as I quote “ .Then analysis features of those data. Followed by design a visualization tool which is able to convey abstract information into visuable format..” This sentence is flawed

in many ways. Notice that the error of not using a present participle recurs and moreover there is the use of a non-existing word “visuable”. Notice also the lack of cohesion in the discourse.

Bangladesh M leaves an error that I think without any bias could be indicative of the influence of some Indian language perhaps since many Indians that I have listened to before have let out in their speech a similar error. He writes “ I have been working in Primary Health care setting for eleven years. While I am working I have found many..” , this use of the present continuous tense in this context is the error I mentioned above since the writer used “I have found” which is a present perfect tense that would have required a similar tense juxtaposed to it for the sentence to be coherent. Notice the non-concordance between the subject and verb in the following sentence: “Why the patients with poorly controlled type 2 diabetes with maximum oral agents has not been put on insulin?” Redundancy is another flaw that I notice in this script as this sentence shows: “ Then the combination of the focus group discussion and semi structured individual interviews will be combined”. The use of both of these underlined words was not necessary.

One point that I note in the script of Tanzania DrM is the lack of concordance between subject and verb: “ My daily duties is to see and manage patients in the assigned wards”. This is an error that has been noticed before in some other scripts. The subject and verb non concordance is present also in the script of Turkey A “ Many research and policy documents points to the importance of involving practical work in science teaching”

Respondent Turkey M writes “ Anyway, I have no problem of understanding the subjects. We have a group meeting every Tuesday and it all goes smooth and effective.” He uses adjectives instead of adverbs, the morpheme “ly” indicative of an adverb in certain cases is absent here.

Turkey H uses the present continuous tense in the following case where the present tense would have sufficed: “ I’m intending to compare the success factors on the achievement..”. He also writes awkwardly “ I want to find out what home factors contribute their talent and what

impede development?” The first part of the above sentence is not very coherent and the meaning is therefore confusing. Turkey E also writes awkwardly and not always coherently, here is one example: “ ..in the same time we had exam which is not exist last year”. The meaning is somehow conveyed but the error is the lack of tense concordance. He does not use the past tense as expected, “did not exist” would have been right, in fact he could have used the adjective “existent” and then adjust the sentence. A similar error has been committed by China XT as mentioned above. Also I note the awkwardness of the following sentence “ Linguistic was full of language history with its all strange terms” that Turkey E writes. The beginning of the sentence shows that “linguistic” is not plural as it usually is when used as a noun. The last part of the sentence is where the clumsiness shows, the order of the words is wrong, the author is confused as to where to put “its” and where to put “all”. This awkwardness in writing is as shown above not specific to one respondent but to many.

The above summarises the contrived writing overall analysis. I gave descriptions of the flaws figuring in the English language used in several scripts. What do they all signify? What do they show? In the following chapter I interpret my findings to eventually explain what the problems are. As means of conclusion to this chapter I wish to insert some data in terms of the amount of foreigners (undergraduate and postgraduate) who have consulted the Writing Centre since 1994: Chinese Mandarin speakers 45, German speakers 40, French speakers 10, Portuguese speakers 11 and the rest comprise a few other foreign language speakers (Hebrew, Rumanian, Russian, Yugoslav,etc) and South Africans. The majority of those consulting this center were English speaking (705 students) South Africans followed by Xhosa speakers (353 students). What does this show?

## **5.6 AN INTERPRETATION OF THE ABOVE**

The analysis above speaks for itself. We know that we are dealing with postgraduate University students and not high school children. There is logically a certain level of performance

expected of the respondents regarding the English language. The errors as well as mistakes or lapses as Corder would term them, reveal serious language problems that the sample of students I analysed experience. The writing component above reflects more or less the kind of performance each respondent will be likely to show in any writing task. How would these respondents write essays, dissertations or theses if some of them are incapable of composing a coherent set task in a cohesive way in the English language as was the exercise they all had to do for the purpose of this research? Any first language speaker of English will be able to see the intensity of the problem on the basis of the above analysis of the set task.

The sample which may or may not reflect the overall body of foreign students does for sure represent some of the foreign students with particular emphasis on the Chinese community in a way and this would foreground the fact that Mandarin speaking students have problems with the English language in general, may be more than many other foreigners, and if the Error Analysis as well as Contrastive Analysis are put into practice then many of the errors committed by the respondents as shown above in the analysis could be predicted to a certain extent and therefore one could envisage the possibility of setting up some kind of expert assistance in the English language based on the expected errors of the students and hence that would improve the language skills of the students concerned. As Skehan (1989) would argue however, is that all individuals do not have the same level of aptitude for language learning in general or for components of a specific language (English language in this case), the more so, the level of motivation does vary and the strategies to learning the language as well vary.

In the following chapter I draw conclusions and suggest interventions for the remedying of the problems that have been identified during this research. I also make recommendations for further research.

***CHAPTER 6***  
***CONCLUSION***

University of Cape Town

## CHAPTER 6

### CONCLUSION

In this chapter I present an overall interpretation of the data that I presented, analysed and interpreted in the previous two chapters chronologically. Here I conclude by making a synopsis of all the interpretations with general comments, then I propose means to address the main problems identified while I look at the conclusive (at least from my point of view and as revealed by the data I collected) picture that has been drawn of the typical EFL student.

One should bear in mind while reading this dissertation that we are dealing with postgraduate students and not school children. It would be expected at least that a certain level of proficiency exists in them to be able to cope with English as the language of instruction at UCT. These students come to register at UCT just as they would go to the States or to Australia, the only difference is that the aforementioned countries provide help to foreigners to improve their proficiency in English in terms of English courses.

Who is the typical EFL student and what are his/her problems and needs? What can be done to assist him/her? What should UCT do?

What transpires from the presentation of data is that many a time it appears that what the respondents put down on the questionnaire and what their respective supervisors say about them (if they are among the ones whose supervisors were interviewed) and what I observe can differ.

As a researcher and observer I tend to take my observations as well as the arguments of the supervisors more into account than the self-reporting of the respondents. It is true that many respondents did mention straightforwardly how they perceived their own fluency and in those cases there is a concordance between my observations and the self-reporting, however, that is not always the case.

Most students tend to overrate themselves when they are asked to assess themselves, as revealed by the data interpreted earlier. Some however are aware of their weaknesses and they are

ready to improve themselves. Many of the students are motivated to improve themselves and their level of motivation varies as the effort they make to improve themselves varies.

The individual needs of the students must be taken into account. Skehan's (1989) concepts of aptitude and motivation are clear. Each individual has his strengths as well as his weaknesses. At the same time it appears that there are different levels of proficiency that can be identified and therefore the EFL student does not have a monolithic identity, that is, the level of proficiency of one student may not be the same as another one, especially regarding his/her proficiency in English. While some of the EFL students are badly in need of BICS as well as CALP, others are mainly in need of the CALP (Cummins 1986). ! The level of the proficiency of the EFL students varies depending as mentioned before not only on factors of individual differences but also on a strong variable like the home language. The home languages of the EFL do influence their acquisition of English depending on whether the home language is cognate to English or not. The needs vary. I here mention the German respondent who finds that Foucault is difficult to understand while on the other hand there is a student like China WH who can barely utter a coherent sentence in English and who has to use frequently and closely a dictionary Mandarin-English to be able to compose a short text in English. This dissertation has shown that a speaker of a language like Mandarin which we have seen is the most widely spoken foreign non-cognate-with-English language here at UCT, is the most likely to experience problems with English as the medium of instruction. One example of a cognate language to English will be French as it is also of Latin origin. However the Mandarin language is not cognate to English and is therefore more difficult. The dynamics of Mandarin make the speakers of the language struggle to acquire the English language. Lado (1961) used the term *logographic*<sup>2</sup> to define the Mandarin system. The problem would certainly exist with other languages as well, however in this research it appears that Mandarin speakers have the most of the problems and that their cases are more problematic.

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<sup>2</sup> According to the Cassell Concise Dictionary (1997) "logography" is "a method of printing in which a type represents a word instead of a letter" as opposed to the languages in Europe for instance which are written in alphabetic systems.

The problems of these students with the English language are located in most of the components or modalities, that is, listening, speaking, reading, writing.

English as medium of instruction is certainly a problem for them. Some took it for granted that there would be courses in English running already to assist them. If foreign postgraduate have problems like I have shown in this dissertation, then what about undergraduates? What ever assistance that could be provided to the postgraduates would certainly befit undergraduates. EFL students have problems as coming from their own mouth, and from that of those who supervise them.

There have been many different interacting factors: as mentioned before the variable of each respondent in terms of the effects of their first language on their foreign language acquisition ( that is, English) , the role of personality variables of the different kinds of learners, the role of social environment and the interaction of the individual with environments such as the foreign surrounding. Linguistic factors , affective variables have shown themselves mainly in terms of the system of the language of the respondent , that is, whether their language is cognate or not to English, for example Mandarin which is more complex a linguistic system than English. It should be remembered that while we talk about these systems as realities, they are constructs representing the way we have come to look at language acquisition and language. We may also talk about the psychological system of the respondent prospective learner of English at UCT.

The main variables therefore, that are identified in the outcomes are : the country of origin, previous experience with English, motivation to improve, different levels of proficiency, home language, that is, what kind of language, whether it is cognate to English or not and the number of years at UCT. Cognate and non-cognate languages do impede on a student's acquisition of say, the English language and his progress in it. Skehan's(1989) conclusion that some people are endowed with better cognitive/linguistic abilities for language learning than others.

The length of time spent at UCT does have a bearing on the performance in all components of the respondents. The length of time spent at UCT, allowing the students to interact and to study in English, does increase the level of confidence in some students if not all. Again individual differences matter. The year of study of the respondents is one variable that however can be influenced by other factors like aptitude for language learning as well as personal motivation. There are respondents who have really made the effort to improve their fluency and who are still making it, however there are others who do not even make the effort. Those who have been at UCT for a long time only wished that they had been given help long time ago when they enrolled UCT. They feel they would have improved a lot by now.

Before being accepted by UCT for courses, there is a new policy in the Language Development Programme which is a unit of the ADP which stipulates that all EFL prospective UCT students who are not qualified in English should be required to take the TOEFL and it was recommended that the PTEEP test be taken as well as a placement test. (Report to the General Purposes Committee 1999). As proved by the data collected for this research, the TOEFL may not be an adequate yardstick to measure the competence and proficiency of foreign postgraduate in English as the language of instruction. Many students who took TOEFL still complain about how they struggle with English ! Certain institutions require the other internationally-recognized test "International English Language Testing System (IELTS)

Most foreign students interviewed requested some form of help from UCT to improve their English proficiency. They even expressed their eagerness to pay if need be. The analysis of their writing only confirms what most of them voiced in interviews. Many cannot write the appropriate academic English that is required of them at this stage. Whereas there are a few who can write English well, however they need some extra help in order to achieve academic literacy. Many respondents request help in basic communication skills like speaking and listening. Someone even suggested a listening center to compete ironically with or otherwise assist the writing center. Others request special English courses that would guide them in their academic

writing in the field they are researching. Different fields need a different expertise in English. The main issue is a variety of help for a variety of needs and demands is required. At least an EFL course can be envisaged. This could be provided by a Language Center.

What could this Center provide to the EFL students? Academic literacy, basic communication skills in speaking, listening, writing as well as reading need to be taught to those foreign students as soon as they arrive at UCT. The students and the special courses should run as long as the degree is on. Reading does not seem to pose a problem for the EFL students, as sampled by me. Exposure to the English language in the form of a listening exercise is imperative. The practice of speaking is also required. I am not saying that some of the respondents are illiterate in English but that the problems they have with English are quite serious and need to be seen to.

However I have to acknowledge the main problems at UCT as revealed in Professor Martin Hall's Report(1999) in terms of the UCT's obligation towards ESL students as well. In fact providing academic help to ESL students constitutes a priority of UCT. Should UCT decide to help EFL students by providing English courses for them, then it would be at the students' own expense as UCT does not have the financial resources that are necessary for EFL students. '...Given the financial climate at UCT, it seems a sure premise that any such development would have self-financing, or else supported by external funding...From this overview, it is clear that EFL students wishing to enter UCT should expect to pay appropriate fees for preparatory and supportive courses in English language competence, and that they should expect these fees to be in addition to their standard tuition fees'(Hall:1999:4)

The interview of Prof DY, which comes in later in this chapter reveals more about the problems at UCT.

## 6.1 MY RECOMMENDATIONS

I suggest that first of all tests be organized to assess the prospective foreign postgraduate students at their arrival at UCT, post TOEFL in a way and in all respects, that is, in oral comprehension, in speaking, in reading and writing. The test should be a standard one certainly not based on the TOEFL. The format of the test will be one that UCT will devise and administer. (Already there is the PTEEP test which is administered as a placement test for ESL undergraduate students mainly). In fact in the Hall report(1999) it is mentioned that The Language Development Group recommended the PTEEP for EFL students as well. The tests I am proposing could be modeled and administered by any professional English language trained academic staff or competent postgraduates. The main aim of these entrance tests would be to channel the students towards the right programmes. There should most certainly be a variety of specialized courses and of various levels starting from the beginners for those who are completely non-fluent in the English language and who require BICS. For this purpose the, so far dormant, (as far as the English language is concerned) language laboratory<sup>3</sup> that UCT already has could be used. I successfully learnt Italian in that lab at least as far as oral and listening are concerned. It is true that the laboratory covers quite a limited area that can fit only a limited amount of people, however as a quick start this lab may become handy to assist the EFL students in need of BICS. The Chinese community be it undergraduate or postgraduate would make use of this facility undoubtedly.

Most of the students suggested that the EFL courses be intensive or that they should run for the year. I think that courses should be sustained and run parallel to the courses of

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<sup>3</sup> The UCT language laboratory which is housed in the Arts Block is used for the other foreign languages (or modern and classical languages) like Italian, French, German, Hebrew and for local South African indigenous languages like Xhosa, Sotho, Zulu, Afrikaans, however there is no English programmes that are provided by this lab for listening and speaking purposes for foreign students who may have problems. The lab technician mentioned that quite a while ago, some English Department lecturers did organise some programmes (reason unknown) which unfortunately are outdated and really no longer in use. The lab does have the state-of-the-art facilities with latest computer programmes and accessories however there is no programme provided in the English language. Many foreign students would make use of the audio-visual support of the lab to improve their English if only they had a programme on.

the students. There should be lectures in English for either the beginners, intermediate or advanced courses or other levels as required by the student, at least once a week. I suggest a non-stop process that will carry on concurrently with the degree of the EFL students. The students will then receive continuous help throughout the writing up of their dissertation.

During an interview with Lesley Shackleton, the Director of IAPO, I was told that UCT is ready for the programmes that are up and running around the world, the time has arrived for an EFL course to be set up at UCT. Lesley Shackleton firmly believes that it suffices that some expert from abroad arrive to UCT to present and implement the required appropriate EFL courses. There exist so many EFL programmes around the world that just need to be imported after a team of academic decides which model is the best for UCT. What I have done through this research is that I have proved that there are serious problems in the EFL community regarding English as the language of instruction. It is up to UCT to decide which programme is the best one that will benefit UCT.

In my interview of Prof DY, director of CALSSA, he talks about his experience of the EFL situation at UCT. Prof DY believes that UCT has taken a great responsibility for EFL students by accepting them and thus should provide assistance towards teaching English as a Foreign Language so that the foreign students can learn quickly and effectively through the English medium. DY says that there are cases where the supervisors end up writing the dissertation for their students as the English of these students is so poor. He proposes three solutions to the EFL problem. (1) He argues that UCT should not admit postgraduate foreign students unless they prove they are proficient in English by being assessed by UCT agents in their own countries (2) He believes that students admitted should be assisted by a Language Center where English courses will be given to them, however they should be required to pay. (3) According to Prof DY, the students who are admitted and whose English is inadequate but who are motivated to improve themselves, then these can go enroll for EFL courses at one of the EFL schools off the UCT campus, of course at their own expense. The second situation is the one that

should obtain at UCT; unless this is done, UCT is discriminating against the very EFL students. He suggests a Language Center where structured intensive courses for foreign postgraduates are provided, mainly in terms of English for Academic Purposes, in the respective fields of the students. There should also be a course on English for communication purposes. Courses will need to be paid for by the students and there should be enough students for the programme to run. The programme will have to be outsourced, staffing-wise says Prof DY as UCT cannot add more teaching to the schedule of existing staff. Therefore EFL tutors will have to be part-time. Perhaps, as Prof DY suggests, the best language schools in town could be commissioned to come and teach at UCT on mutually agreed terms.

I agree with Prof DY that it is time that UCT decides to set up a Language Center to assist EFL postgraduates. The need is urgent as the number of EFL students at UCT is growing. The EFL students who are non SADC members have to pay high fees in US dollars, therefore they should be able to afford EFL courses if need be. Besides, most of the respondents agreed to pay for courses if necessary.

Which models of EFL to adopt? The Kapp report(1998) reveals a few suggestions. The report presents options in terms of the programmes to be organised and the staffing requirements. The report suggests both the options of an immersion course as well as an ongoing support to be provided to the EFL students. The proposed curriculum would ideally comprise (1)reading and writing academic texts(2) oral communication skills (3) orientation to Cape Town and UCT. The staff would have to come from outside as suggested by Kapp(1998).

## **6.2 SOME MODELS OF EFL PROGRAMMES**

Here I present some examples of tertiary institutions where there are various EFL courses that are existent and running successfully. These models are selected randomly. Please note that mentioning these examples is not equivalent to free publicity!

- Oxford Brookes University provides courses at its International Centre for English Language Studies (ICELS) for all purposes: It has for instance amongst its courses a “Diploma in Advanced Study in English Language and Study Skills for International Postgraduates which runs for 30 weeks”. Or else there are other options like a “Certificate in English Language for Academic Purposes” etc
- City of Bath College offers English as a Foreign Language - Full Time. These programmes are for International students who want to improve their English language skills. You will study for up to twenty five hours per week, organised as follows:
  - Fifteen hours of EFL tuition (grammar practice, vocabulary development, reading and writing skills, and discussion work).
  - Two hours of guided EFL independent study under the supervision of a tutor.
  - For the remaining eight hours you may study a combination of the following: English for Business, English for Travel and Tourism, Listening and Conversational Skills, English for Academic Purposes, basic computer training.
    - In Australia for instance there are the ELICOS centers which provide training courses and the courses are taught at all levels of proficiency, from beginners to advanced.
    - The University of Natal, Pietermaritzburg, which is an example that needs to be quoted as it is up and running in South Africa. There is a Language Centre there which provides assistance to the students who need, among other things, to improve his English language proficiency in order to register at the University of Natal for undergraduate or graduate courses or to improve his/her English language proficiency for general purposes.
    - Pacific Language Institute, Toronto: PLI offers quality EFL programmes all year round providing students with an ideal opportunity to learn

English in a friendly international atmosphere. A variety of English courses, including general and business English, TOEFL preparation and academic year courses.(source:internet)

The list of institutions where an EFL programme is in place is large and mentioning all of them is a venture beyond the scope of this dissertation. I give a few examples. Note that in most cases, courses are based on the four components, that is, listening, speaking, reading, writing. An example (as based on the format of a Distance Learning Programme) of a structured listening course would contain: letters, numbers, listening to lecturers' talks, conversations and arguments, note taking in lectures, identifying speakers, situations and topics and practice in identifying main points in lectures, participation in group discussions, seminars and tutorials; the Speaking Component would contain pronunciation, description, role-play asking questions, talking about topics; Reading would be based on reading techniques (skimming, scanning, guessing unknown words), understanding vocabulary and the Writing would contain narrative, descriptive and persuasive elements as well as coherent writing. General grammar is also a must. Recognising errors in texts and the use of tenses correctly are all ways of organizing an EFL course.

One certain thing is that the programmes that will be provided for postgraduates initially, at least as a pilot project, must eventually be provided for undergraduates. The pilot programme must be devised in terms of the four modalities : listening, speaking, reading, writing, and assessment will be done after each level. There must be some panel that will assess their levels of proficiency at entrance levels, prior to guiding them to the appropriate stream. There should also be exit assessments relating such to entrance proficiencies.

The levels should start from beginners' courses and then upgrade to more advanced English. The courses should be affordable to the students. It should be limited to postgraduates at the outset pilot stage to check the demand and value of such. Some of the students requested that the courses be intensive, however I feel that the courses should be extensive rather that is, they

should run for a longer period and they should be sustained so that they can run parallel to the degree of each of the students involved. In other words, I believe the students should be given the choice to keep on learning English and their degree simultaneously if need be.

The following are some suggestions that the respondents offered as means to improve themselves.

This is what they expect UCT to do to assist them.

### 6.3 SOME SUGGESTIONS FROM THE RESPONDENTS

- ◇ respondent Germany M : “ I think what they could do with EFL students, to offer assignment writing classes. 6/8 hours of courses where one is taught how to deal with those issues. Where one assignment is taught through.”
- ◇ respondent France D wants lecturers to be more useful after lectures.
- ◇ respondent China SHL “ lecturers should combine the note with the speech”. She believes that “listening and speaking can be tested” as a response to question number 26.
- ◇ respondent China L she believes lecturers will help, she needs “structure” course that will guide her in Architecture.
- ◇ respondent China WH suggests a seminar organized by the supervisor where all the other students get together and talk in English and respondent will listen.....feels that this can improve.
- ◇ respondent China DF suggests that there should be a speaking center, a listening center. The reading center is the library (joke)! He suggests that there should be special courses to help students to speak and write.
- ◇ respondent Cameroon J suggests that UCT could organize some summer courses from Dec-Jan in English(Intensive course) for speaking practice more.

The above summarises a small sample of postgraduate EFL students who have voiced their opinion and they make a plea for extra help on the part of UCT to assist them. There is a suggestion that the department in which the EFL postgraduate student is registered, with the help

of the EFL course convenors and coordinators monitor the students progress in their degree as well as with their English proficiency development.

The problems have been identified and what needs to be researched now, as an extension to my research is the types of programmes that will benefit UCT best. What we need to do is to set up a committee to explore all the existing programmes, in operation around the world and try to learn from there. UCT is ready for an EFL center and needs assistance for its EFL students.

#### **6.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

The principal recommendation is that investigations must carry on until the best EFL programme is found for UCT. What UCT needs to do is to search for the best possible programs that will produce immediate results. The cost of the whole project also needs to be scrutinized. Whether the courses should be paid for by the students or not is still debatable since many respondents did indicate their eagerness to pay for some special courses if need be. The duration of the course is also to be determined. Who will coordinate and convene the course eventually? Who will be the tutors/lecturers giving the course.

#### **6.5 CONCLUSION – A PERSONAL TOUCH**

The research has shown that there certainly are EFL problems at UCT, if my small sample of respondents is any accurate index. The supervisors and lecturers interviewed confirmed the outcomes of the main part of the research..

I must admit that this research has been an eye-opening, enriching experience. Some of the respondents, being aware of my interests and my profession (teaching) did request that I coach them in English in the form of private tuition.

EFL programmes can be imported from elsewhere unless UCT can come up with an original idea about the structure of the program that it can put into place. If the problems of the EFL students could be predicted in the light of this research that I have undertaken then it would be easy to place and assist the students when they come to UCT fresh as postgraduates.

I end this dissertation with the reflection that I have achieved my initial aim, that is to identify some of the problems of foreign postgraduate at UCT., I have overcome the barrier of intercultural communication. The experience was as fruitful as I anticipated it to be since my knowledge of the sundry cultures and countries that I have encountered has been further enriched. I made a lot of new foreign friends through this research. I have also been asked to provide private English tuition which I have been used to giving during my teaching years in Mauritius.

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# ***APPENDIX A***

University of Cape Town

Reg Year	StuNo	Lang
1994	ABSAWN001	AB
1994	OKYJOH001	AK
1994	ALLALI001	AR
1994	DMTMAR002	BU
1994	KSHOLG001	BU
1994	MSSIVA004	BU
1994	MVRNIK001	BU
1994	CHNANL001	CH
1994	CHNCHI004	CH
1994	CHNCHU001	CH
1994	CHNCHU002	CH
1994	CHNCOL001	CH
1994	CHNDIA002	CH
1994	CHNJUL001	CH
1994	CHNJUL001	CH
1994	CHNLIA001	CH
1994	CHNSEL002	CH
1994	CHNWUS001	CH
1994	CHNYEN001	CH
1994	CHNYIH001	CH
1994	CHNYUN005	CH
1994	CHWWEN001	CH
1994	CHXKUA001	CH
1994	FXXYUA001	CH
1994	HNGHUI001	CH
1994	HNGICH001	CH
1994	HNGTIN001	CH
1994	HNGYUF001	CH
1994	HNGYUT001	CH
1994	HSXANI001	CH
1994	HSXANN001	CH
1994	HSXCHA001	CH
1994	HSXCHI002	CH
1994	HSXHON002	CH
1994	HXXCHI001	CH
1994	JNGHUA001	CH
1994	KXXYAH001	CH
1994	LNGPIK001	CH
1994	LNXCHI005	CH
1994	LNXP AU001	CH
1994	LNXTSE001	CH
1994	LNXYUC001	CH
1994	LNXYUH001	CH
1994	LWXYUX001	CH
1994	LXXCHI003	CH
1994	LXXCHI004	CH
1994	LXXIHS001	CH
1994	LXXTIA001	CH
1994	LXXTZU001	CH
1994	LXXYUN001	CH
1994	MXXPEI001	CH
1994	PXXPOL001	CH

1994	SHNFEN001	CH
1994	SHNFEN002	CH
1994	SHNHUA001	CH
1994	SHNPET002	CH
1994	SHXCHI001	CH
1994	SNGTIN001	CH
1994	SNXKUA001	CH
1994	SNXYUH001	CH
1994	SXXJUE001	CH
1994	TNGTSZ001	CH
1994	TNXFEN001	CH
1994	TNXSHI001	CH
1994	TNXXIA001	CH
1994	TSXCHI002	CH
1994	TSXHUE001	CH
1994	TSXYIJ001	CH
1994	WNGCHI004	CH
1994	WNGCHI005	CH
1994	WNGSHI001	CH
1994	WNGSHI002	CH
1994	WNGYIX001	CH
1994	WXXJEN001	CH
1994	WXXPAU001	CH
1994	WXXYUS001	CH
1994	XHXCHA001	CH
1994	YNGBAI001	CH
1994	YNGSIN001	CH
1994	YNXXIA001	CH
1994	YXXLIA001	CH
1994	YXXLIT001	CH
1994	YXXMUX001	CH
1994	ZHNNIN001	CH
1994	ZHXBOX001	CH
1994	ZNGREN001	CH
1994	BHDMOH001	CL
1994	DMRBOO001	CL
1994	JHMROU001	CL
1994	KWNKWA001	CL
1994	LPLFLO001	CL
1994	LYXPAM001	CL
1994	MKNJAY001	CL
1994	MNBASW001	CL
1994	RMKMAH001	CL
1994	DNCGOR003	CR
1994	CHLCHI001	CW
1994	CHRISA001	CW
1994	CHTGEO001	CW
1994	DZXPAM001	CW
1994	GNNAND002	CW
1994	KLMCHI001	CW
1994	MBWALF001	CW
1994	MNDNOV001	CW
1994	THMPAT007	CW

1994	SRFDAV001	CZ
1994	FRHBJA001	DA
1994	HRSSAM001	DM
1994	SHLERW001	DM
1994	CRBHEN001	DU
1994	DCDBAR001	DU
1994	DNHNAT001	DU
1994	DRREIS001	DU
1994	DVRELI002	DU
1994	EVNLUC001	DU
1994	HLLJOH013	DU
1994	HRTMAR006	DU
1994	JNKCHA002	DU
1994	KMPGER002	DU
1994	LRNJUD001	DU
1994	LRNSAS001	DU
1994	LVGJUL001	DU
1994	MTHMAR012	DU
1994	NSXALO001	DU
1994	PSTFRA001	DU
1994	PSTHEN001	DU
1994	RBHWIL001	DU
1994	RWLSEB001	DU
1994	SCHBER002	DU
1994	SCHBJO001	DU
1994	STGANO001	DU
1994	VNRDOR001	DU
1994	VRTMAR006	DU
1994	WBRMAR004	DU
1994	WBRREI001	DU
1994	WJNCOR001	DU
1994	WLDALE001	DU
1994	AMFALB001	EW
1994	BXXKOE001	FL
1994	DMYBER001	FL
1994	THJROE002	FL
1994	ANGALB001	FR
1994	ANNSHA001	FR
1994	BGXGHA001	FR
1994	BLLNIC005	FR
1994	BLLSAJ001	FR
1994	BRNMAR032	FR
1994	BRTMAR009	FR
1994	CHNJAM001	FR
1994	CHPGUI001	FR
1994	CHTRAI001	FR
1994	CHTSHA008	FR
1994	CRTSTE006	FR
1994	CSXFRA001	FR
1994	DLBMAR003	FR
1994	DLBPHI001	FR
1994	DSVFRA001	FR
1994	EBRFAR002	FR

1994	FRNSER001	FR
1994	FYDLOU001	FR
1994	GDFMUR001	FR
1994	GDLSOP001	FR
1994	GLLBER003	FR
1994	GNGAAR002	FR
1994	GNGSUS001	FR
1994	GVRSEV001	FR
1994	HRDCHR003	FR
1994	HRDSTE004	FR
1994	JHJNAV001	FR
1994	JSNLAU001	FR
1994	KBYKAB001	FR
1994	KNGFAB001	FR
1994	KNJKUM001	FR
1994	KWNPAT002	FR
1994	LCHYVE001	FR
1994	LLNTON001	FR
1994	LMLNIC001	FR
1994	LMXMAR001	FR
1994	LNGMAR008	FR
1994	LSSARN001	FR
1994	LTCRUB001	FR
1994	LTTKAM001	FR
1994	LVNCLA001	FR
1994	LYXDEA001	FR
1994	MKNCIL001	FR
1994	MLBNGA001	FR
1994	MLHPAS001	FR
1994	MLLHAY001	FR
1994	MLNKAP001	FR
1994	MNTFRA003	FR
1994	MNTMAR013	FR
1994	MRNMAR003	FR
1994	MTDABR001	FR
1994	MTDABR001	FR
1994	MTHISA002	FR
1994	NCLMAR006	FR
1994	NLNMAK001	FR
1994	NLXVIN001	FR
1994	NRCALA001	FR
1994	NWJMUY001	FR
1994	PGNMIC002	FR
1994	PLCTHI001	FR
1994	PLNMAR003	FR
1994	PTTFRA002	FR
1994	RGBSAV001	FR
1994	RSSMAR019	FR
1994	RYXISA001	FR
1994	SNXOLI001	FR
1994	SZRDEN001	FR
1994	THRNAG001	FR
1994	TNGSAM001	FR

1994	TNNISA001	FR
1994	TSHHEN001	FR
1994	TSHNTA001	FR
1994	VLDVAN001	FR
1994	WNGSTE002	FR
1994	XVRMAR001	FR
1994	GHLKET001	GJ
1994	GJJVIK001	GJ
1994	ADMHEL002	GK
1994	APSCHR002	GK
1994	BZKPAU001	GK
1994	CHRCHR006	GK
1994	DMZRAF001	GK
1994	DRCDEM001	GK
1994	GGSANA001	GK
1994	KBVDOM001	GK
1994	KRSROZ001	GK
1994	KVDSOK001	GK
1994	MRVALE001	GK
1994	MRVFOT001	GK
1994	MVRMAR002	GK
1994	PHCSPE001	GK
1994	PPGMAR001	GK
1994	SPRATH001	GK
1994	SPYGEO001	GK
1994	VCTGEO001	GK
1994	VTLANA001	GK
1994	ZGRHEL001	GK
1994	ZNRGAR001	GK
1994	ZSSCHR001	GK
1994	ZSXGEO001	GK
1994	ABRTAN002	GR
1994	AHMJUL001	GR
1994	ALPKUR001	GR
1994	ANKLAR001	GR
1994	ARSLUT001	GR
1994	AVLPET001	GR
1994	BDLTEL001	GR
1994	BHMBEN001	GR
1994	BKMJOA001	GR
1994	BLKKAR002	GR
1994	BLKKAR002	GR
1994	BLLANK001	GR
1994	BNGUWE001	GR
1994	BRCBRY002	GR
1994	BRCHOR001	GR
1994	BRCPET004	GR
1994	BRGHEI002	GR
1994	BRGWOL001	GR
1994	BRKTHO002	GR
1994	BRNCLE001	GR
1994	BRNJEN005	GR
1994	BRNKAT003	GR

1994	BRRHAN001	GR
1994	BRRMAR019	GR
1994	BRSTHI001	GR
1994	BTPPET004	GR
1994	BTWMIC001	GR
1994	CBSHER001	GR
1994	CHRJAN003	GR
1994	CLSRAI001	GR
1994	CRDTHO001	GR
1994	CRTJAS001	GR
1994	DGNNGEO002	GR
1994	DLMKAR001	GR
1994	DMNMIG001	GR
1994	DPPJEN001	GR
1994	DPPPET001	GR
1994	DRWSIE001	GR
1994	DTRUWE001	GR
1994	DTTMAR011	GR
1994	EHLBEA001	GR
1994	EHLMAR002	GR
1994	ELFLOU001	GR
1994	ENGCHR003	GR
1994	ENGDIE001	GR
1994	ERDCAR001	GR
1994	ERNBIR001	GR
1994	EWNING001	GR
1994	EYBCAR001	GR
1994	FCHFRA003	GR
1994	FCHING001	GR
1994	FLKJOE001	GR
1994	FLLBIR001	GR
1994	FNCREI001	GR
1994	FNKING001	GR
1994	FRDCHR001	GR
1994	FRNBER005	GR
1994	FRNPET007	GR
1994	FRTGER004	GR
1994	FSCMIC001	GR
1994	FSQHEI002	GR
1994	GBHHAR001	GR
1994	GGLVOL001	GR
1994	GLTALE001	GR
1994	GLXANT001	GR
1994	GMLAND001	GR
1994	GNTJUR001	GR
1994	GNTUWE001	GR
1994	GRDROM001	GR
1994	GRPGUD001	GR
1994	GRSHAR002	GR
1994	GRTVOL001	GR
1994	GWLPET001	GR
1994	HCHMAR001	GR
1994	HCKING001	GR

1994	HCKRIC002	GR
1994	HFLRAL001	GR
1994	HFMKIR001	GR
1994	HFNNEL001	GR
1994	HGLKAT001	GR
1994	HHNRUD001	GR
1994	HLLROG001	GR
1994	HLLSIG001	GR
1994	HLMROB006	GR
1994	HMMHUB001	GR
1994	HMNPET001	GR
1994	HMNRAL001	GR
1994	HNGAXE001	GR
1994	HNNCAT001	GR
1994	HNSBER001	GR
1994	HNZPET001	GR
1994	HNZWOL001	GR
1994	HPPKER001	GR
1994	HRLTHO001	GR
1994	HRNMIC002	GR
1994	HRRJUR001	GR
1994	HRSPRO001	GR
1994	HRTALE001	GR
1994	HRZNAT001	GR
1994	HSCREG001	GR
1994	HSNREN001	GR
1994	HSRMIC001	GR
1994	HSSERI002	GR
1994	HSSKAT001	GR
1994	HTMNAD001	GR
1994	HTZHEL001	GR
1994	HYXHOL001	GR
1994	ILGANS001	GR
1994	JBSPET001	GR
1994	JNNLAR001	GR
1994	JNSJEN004	GR
1994	JRNELI001	GR
1994	KBTHEI001	GR
1994	KBTMAR001	GR
1994	KHLOTT001	GR
1994	KHLULR001	GR
1994	KHNCHR002	GR
1994	KHNJAN002	GR
1994	KHNTHI001	GR
1994	KHRSTE001	GR
1994	KLKCOR001	GR
1994	CLKSTE001	GR
1994	KLMJEN002	GR
1994	KLNCAT002	GR
1994	KNCSIE001	GR
1994	KNKJAN001	GR
1994	KRCMIR001	GR
1994	KRFEIK001	GR

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1994	TMRASA001	HB
1994	UNGARI001	HB
1994	YKLANA001	HB
1994	ZRZRAN001	HB
1994	KLDGUS001	HG
1994	PLCJOH002	HI
1994	SHRMAN001	HI
1994	SNGCHA003	HI
1994	KNGNAP001	HR
1994	KTJSTE001	HR
1994	MBRBER001	HR
1994	NDNEMM001	HR
1994	RWLPAN001	HY
1994	BRBELE001	IT
1994	CPNGIA001	IT
1994	GLLROB006	IT
1994	GLLSIM001	IT
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1994	VTTSTE001	IT
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1994	LXXWHA003	KR
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1994	MKNOLI001	LU
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1994	GXXJAN002	MA
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1994	KHYGOL001	PE
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1994	WJTMON001	PL
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1994	DLVJOS001	PR
1994	DRNSON001	PR
1994	FRXVIC001	PR
1994	GNCJOA001	PR
1994	GNCJOS002	PR
1994	NTXSAN001	PR
1994	RPSANA001	PR
1994	SLMSHA007	PR
1994	SLVJOA001	PR
1994	SQRGAB001	PR
1994	ALXANN001	RS
1994	GRDELE001	RS
1994	RBNEUG001	RS
1994	BNDMAR007	RU
1994	PTGRAD001	RU
1994	SCRYUR001	RU
1994	ZDRPET001	RU
1994	MHLCHA004	SG
1994	BMHRIC001	SH
1994	CHMDEB002	SH
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1994	HRWHEN001	SH
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1994	MTYARC001	SH
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1994	NDHAAR001	SH
1994	NGRNOR001	SH
1994	NNDVUS001	SH
1994	NNGAUS001	SH
1994	ZMDELL001	SH
1994	ZNZSHA001	SH
1994	DCRTHO001	SN
1994	DHNBHA001	SN
1994	AGLGON001	SP
1994	ALVJOR001	SP
1994	BSTROD001	SP
1994	BXXCHR001	SP
1994	DGNAND001	SP
1994	FRRIVO001	SP
1994	HRRGER001	SP
1994	HRSMAR010	SP
1994	JRRANT001	SP
1994	MNTSUS001	SP
1994	NVTNIC001	SP
1994	RHLMAR001	SP
1994	RJSISO001	SP
1994	SLSJAV001	SP
1994	SLSPAB001	SP
1994	ARNKAN001	TA
1994	KLCRAJ002	TA
1994	KLSAHI001	TA
1994	KLSTHI001	TA
1994	RJKJOH001	TA
1994	SRSSET001	TA
1994	HXXMEN001	TI
1994	BYALP001	TK

1994	NMNALP001	TK
1994	KNDMOD001	TM
1994	EBRMAH001	UR
1994	HMDMUH001	UR
1994	LZKRAC001	UR
1994	MHMNAS006	UR
1994	NZMMOH001	UR
1994	SHHSYE001	UR
1994	SLMAMM001	UR
1994	INKMAR001	WA
1994	NNTLUK001	WA
1994	GNSSAN001	XX
1994	KNLMAN001	XX
1994	MTLKGO002	XX
1994	SLJIDA001	YG
1994	SLLJU001	YG
1994	SLLJU001	YG

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Reg Year	StuNo	Lang
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2000	ABSAWN001	AR
2000	ASHMAJ001	AR
2000	BDRMUT001	AR
2000	BLLSUH002	AR
2000	BNSBAS001	AR
2000	ELBJAM001	AR
2000	ELFADE001	AR
2000	ELHAHM001	AR
2000	ELHHAS001	AR
2000	ELZTAW001	AR
2000	DCHIAV001	BU
2000	DMTROS001	BU
2000	GRGROU001	BU
2000	HRLKIR001	BU
2000	MSSIVA004	BU
2000	NLDLIM001	BU
2000	PTRKIR003	BU
2000	SMNHRI001	BU
2000	VLVANG001	BU
2000	AMBAUS001	CH
2000	BNDGAM001	CH
2000	CHHWEI001	CH
2000	CHMJAC003	CH
2000	CHNANG003	CH
2000	CHNCHE011	CH
2000	CHNCHI037	CH
2000	CHNCHU010	CH
2000	CHNCHU012	CH
2000	CHNHSI004	CH
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2000	CHNPET005	CH
2000	CHNPUI001	CH
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2000	CHNSHU001	CH
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2000	CHNWAI002	CH
2000	CHNYAN001	CH
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2000	CHNYEN001	CH
2000	CHNYIF001	CH
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2000	CHNYUN008	CH
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2000	CHXWEN001	CH
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2000	DNGXIN001	CH
2000	DXXZIN001	CH
2000	DZNFRA002	CH
2000	FNGJIN001	CH
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2000	HSXPOW001	CH
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2000	HXXJOE001	CH
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2000	LKXKAR001	CH
2000	LKXLEE001	CH
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2000	LMXSON001	CH
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2000	LNGHON001	CH
2000	LNGMAN001	CH
2000	LNGPIK001	CH
2000	LNXCHA001	CH
2000	LNXCHE003	CH
2000	LNXCHI008	CH
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2000	LNXCHU004	CH
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2000	LNXSHI004	CH
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2000	LNWXEN002	CH
2000	LXXCHI007	CH
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2000	LXXYUN001	CH
2000	LXXYUN002	CH
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2000	ORXSUE001	CH
2000	PNXCHI002	CH
2000	PXXJER001	CH
2000	PXXPOL001	CH

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2000	SHHTAO002	CH
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2000	CHNRAJ002	CR
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2000	VRRPOU001	CR
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2000	BRNMIC022	DA
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2000	HRSECE002	DA
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2000	JHNEVA001	DA
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2000	THMPER002	DA
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2000	BRSJEL001	DU
2000	BRXLOU001	DU
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2000	DJKILS001	DU
2000	DSTRUD001	DU
2000	DVRELI002	DU
2000	GRTMAR003	DU
2000	HRNJEL001	DU

2000	HZNKLA001	DU
2000	KMPAIK001	DU
2000	KMPJAS002	DU
2000	KSNBEN001	DU
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2000	QGHHAD001	DU
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2000	SCHANN015	DU
2000	SCHLIN006	DU
2000	SCHROB026	DU
2000	SNGMER002	DU
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2000	STRKIR002	DU
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2000	VDJALJ001	DU
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2000	VRTCLA001	DU
2000	VSCNIC003	DU
2000	VSXERI001	DU
2000	VTHRON001	DU
2000	VVRKAR002	DU
2000	WJNNIE001	DU
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2000	LNNTUO001	FI
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2000	AMGFRA001	FR
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2000	BGXJOS002	FR
2000	BHRAMA002	FR
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2000	BTVRAP001	FR
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2000	MVRSPI001	GK
2000	PPGMAR001	GK
2000	AFDJOR001	GR
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2000	BCHNIC003	GR
2000	BCHTHO001	GR
2000	BCKARN001	GR
2000	BCKMAR014	GR
2000	BCKSUS003	GR
2000	BHNGUD001	GR
2000	BNTLUI001	GR

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2000	BRNTOB001	GR
2000	BRRNAD004	GR
2000	BRRSTE005	GR
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2000	BRTSIL001	GR
2000	BRXSTE003	GR
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2000	CHMEVE002	GR
2000	CRDAND001	GR
2000	DLTANG001	GR
2000	DNZAND001	GR
2000	DRKANN001	GR
2000	DTSMIR001	GR
2000	DTTMAR011	GR
2000	DTTMAR011	GR
2000	DTZSTE001	GR
2000	DVLHEI001	GR
2000	ECHBET001	GR
2000	ELLMAT002	GR
2000	ERNBIR001	GR
2000	ERNSAB001	GR
2000	FLLPET002	GR
2000	FLZKAT001	GR
2000	FNKCHA001	GR
2000	FRHFRA001	GR
2000	FRKLEN001	GR
2000	FRMDIN001	GR
2000	FRNJOR001	GR
2000	FTTMAT001	GR
2000	GBHHAR001	GR
2000	GHRFLO001	GR
2000	GHRNAU001	GR
2000	GHRWIL001	GR
2000	GHXALE001	GR
2000	GLBCON002	GR
2000	GLNHAR001	GR
2000	GNNANG001	GR
2000	GRBNOR001	GR
2000	GRFMAR006	GR
2000	GRHANN002	GR
2000	GRMNIC001	GR
2000	GRRFLO001	GR
2000	HCHFRA001	GR
2000	HCHMAR001	GR
2000	HCKGUN002	GR
2000	HFFKER002	GR
2000	HFFSTE001	GR
2000	HGMKIL001	GR
2000	HGNCON001	GR

2000	HLDJAN002	GR
2000	HLDMOR001	GR
2000	HLLFRA007	GR
2000	HLLGER002	GR
2000	HLZPAM001	GR
2000	HMNPET001	GR
2000	HNGDIR001	GR
2000	HNRARN002	GR
2000	HNRELE001	GR
2000	HPFFRE001	GR
2000	HRBGRE002	GR
2000	HRHSIE001	GR
2000	HRTBJO001	GR
2000	HSSMIC003	GR
2000	JHNCHR009	GR
2000	JSTROE002	GR
2000	KCHMEL001	GR
2000	KCHTHO002	GR
2000	KDLPHI001	GR
2000	KHLMAR003	GR
2000	KHLTHO001	GR
2000	KHNKER001	GR
2000	KLKCOR001	GR
2000	KLLPHI001	GR
2000	KLMNIN001	GR
2000	KLNKAT001	GR
2000	KMMKAR001	GR
2000	KNBULR001	GR
2000	KRCULR001	GR
2000	KRLJUD001	GR
2000	KRSANN003	GR
2000	KRSARN002	GR
2000	KRSJUR003	GR
2000	KSRPHI001	GR
2000	KTCIFE001	GR
2000	KWLHEL001	GR
2000	KYSUND001	GR
2000	LBRJEN001	GR
2000	LDNBIR001	GR
2000	LHMMAR001	GR
2000	LHRRAI001	GR
2000	LNGVIO001	GR
2000	LSBANT001	GR
2000	LSCTHI001	GR
2000	LTRBRI001	GR
2000	LWNSON001	GR
2000	MCHAST001	GR
2000	MKRDIM001	GR
2000	MLCSTE001	GR
2000	MLLJAN013	GR
2000	MLLMAR035	GR
2000	MLLSTE016	GR
2000	MNNJAN003	GR

2000	MNSHEI001	GR
2000	MNTMAR018	GR
2000	MRKKAR004	GR
2000	MRRKER003	GR
2000	MRSJUL005	GR
2000	MRTLUD001	GR
2000	MRXMIC011	GR
2000	MRYNAD001	GR
2000	MTTDAR001	GR
2000	MYRGAB002	GR
2000	MYRJUL004	GR
2000	MZNMIC001	GR
2000	MZNMON002	GR
2000	NGLROL001	GR
2000	NMNRUD001	GR
2000	NNHWIL001	GR
2000	NRDANK001	GR
2000	NTSBAR001	GR
2000	NTSRAI001	GR
2000	OTTBIR001	GR
2000	OTTTHO001	GR
2000	PFFMAY001	GR
2000	PFLSUS001	GR
2000	PGLPHI001	GR
2000	PLTKRI001	GR
2000	PPPDEM002	GR
2000	PRCALE003	GR
2000	PRCDIE002	GR
2000	PRNEVA001	GR
2000	PRRHER001	GR
2000	PSCSON001	GR
2000	PTSMAR005	GR
2000	PTTRIC002	GR
2000	RCKJAN001	GR
2000	RDBKLA001	GR
2000	RDLREN001	GR
2000	RDXMAJ001	GR
2000	RGLDAN001	GR
2000	RGLKAT001	GR
2000	RHXJUL001	GR
2000	RNCKAT001	GR
2000	RNGCLA001	GR
2000	RNHFIA001	GR
2000	RTHPAT001	GR
2000	SCHANN014	GR
2000	SCHANT015	GR
2000	SCHBAR015	GR
2000	SCHCHR029	GR
2000	SCHCLA014	GR
2000	SCHGER016	GR
2000	SCHJEN010	GR
2000	SCHKLA007	GR
2000	SCHMAR063	GR

2000	SCHMAT007	GR
2000	SCHMIC041	GR
2000	SCHNAT007	GR
2000	SCHPET025	GR
2000	SCHPET027	GR
2000	SCHROB019	GR
2000	SCHSAR007	GR
2000	SCHTHO005	GR
2000	SCHULF002	GR
2000	SCHVOL001	GR
2000	SCHVOL001	GR
2000	SDMHAR001	GR
2000	SHHALE001	GR
2000	SLLKAR002	GR
2000	SLNGAB001	GR
2000	SLTHAN001	GR
2000	SMNUTE001	GR
2000	SNGJAN001	GR
2000	SPPINK001	GR
2000	SPRULR001	GR
2000	SPSMAR004	GR
2000	STBCHR001	GR
2000	STCANI001	GR
2000	STFNIN001	GR
2000	STMSVE001	GR
2000	STNCHR005	GR
2000	STNROB013	GR
2000	STRANJ001	GR
2000	STRFRI001	GR
2000	STRJUE001	GR
2000	STRMAL004	GR
2000	STRSUS009	GR
2000	STSTIL001	GR
2000	TRKISA001	GR
2000	ULRALE001	GR
2000	VGLALE003	GR
2000	VGTR0B002	GR
2000	VHSJAN002	GR
2000	VSSCHR004	GR
2000	VTTSUS001	GR
2000	VTZSTE001	GR
2000	WGMSAN001	GR
2000	WHLSIL001	GR
2000	WLDMIC003	GR
2000	WLHMAR001	GR
2000	WLKUWE001	GR
2000	WLLALE002	GR
2000	WLLSVE001	GR
2000	WLZERI001	GR
2000	WLZMAR001	GR
2000	WLZTYS001	GR
2000	WSSHEI001	GR
2000	WSTMAR007	GR

2000	WTTANN002	GR
2000	WTTMIR001	GR
2000	ZKRSON001	GR
2000	ZNRCON001	GR
2000	AMTYAE001	HB
2000	DGNLIA001	HB
2000	DVRAMI001	HB
2000	HGXORD001	HB
2000	MRLJES001	HB
2000	SGVELA001	HB
2000	LNDGAB001	HG
2000	PCHVRA001	HI
2000	DSXDAN001	IT
2000	FRNGIU001	IT
2000	FRXKAT003	IT
2000	GHMANN001	IT
2000	GHMELI001	IT
2000	MZZTIZ001	IT
2000	SCDLUC001	IT
2000	SRRLOR001	IT
2000	KKCYUK001	JA
2000	KWHNAG001	JA
2000	SNGMWI001	JA
2000	LXXSEO001	KR
2000	MNYAKU001	KW
2000	KGBEN003	LO
2000	MNYBOD001	LO
2000	MYBFEL002	LO
2000	DDMWIL001	LU
2000	KRYVIO001	LU
2000	NKBMAR001	LU
2000	ONYALO001	LU
2000	SNKRIT001	LU
2000	CHNYUC002	MA
2000	KXXPET001	MA
2000	LXXDIN001	MA
2000	LXXIHE001	MA
2000	LXXYAH001	MA
2000	RVLSAR001	MA
2000	SNXRUT001	MA
2000	TNXNIE001	MA
2000	WNGCHI008	MA
2000	YNGWAN001	MA
2000	BMXDAN002	ME
2000	LTFISM001	ME
2000	AWNIMM001	NG
2000	ANDLAR002	NO
2000	ASPAND002	NO
2000	BLKFIN001	NO
2000	DHLKRI001	NO
2000	ERCGAU001	NO
2000	FLGELI001	NO
2000	FLKJAN001	NO

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2000	GJRGUR001	NO
2000	GRMPAL001	NO
2000	HVSSIL001	NO
2000	LNGPER001	NO
2000	LVLMAR004	NO
2000	NTYMAR001	NO
2000	PTTPAA001	NO
2000	SCHNIN004	NO
2000	SGLTRO001	NO
2000	SKJING001	NO
2000	SKJSYN001	NO
2000	AGHSHA002	PE
2000	KHYYS001	PE
2000	MGNBOI001	PE
2000	MHPMAD001	PE
2000	BTWRAF001	PL
2000	GLDKAM001	PL
2000	KTZEWE001	PL
2000	LKXMAR001	PL
2000	RNDKAT001	PL
2000	STNJAC007	PL
2000	STNMAC001	PL
2000	SZSART001	PL
2000	SZYPAT001	PL
2000	WYKRAF001	PL
2000	ZCHGRA001	PL
2000	ZLNEVA001	PL
2000	ABRTAN004	PR
2000	ALVIVO001	PR
2000	BGNBRI001	PR
2000	BLXEDG001	PR
2000	BNTANA001	PR
2000	BQZLUC001	PR
2000	BRNANN010	PR
2000	CHLAGO001	PR
2000	CHNMOR003	PR
2000	CNCMON001	PR
2000	CPNVLA001	PR
2000	CRNANT003	PR
2000	CRNROS001	PR
2000	CRRNTA001	PR
2000	CTFHEL001	PR
2000	CTXMAD001	PR
2000	DBROND001	PR
2000	DCSMAU001	PR
2000	DFRMAU001	PR
2000	DGRCLA002	PR
2000	DLMALE001	PR
2000	DMNTAN001	PR
2000	DSLANA002	PR
2000	DSSBEA001	PR
2000	ESGSON001	PR
2000	ESGSON001	PR

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2000	ESTREB001	PR
2000	FDLQUI001	PR
2000	FRGAID001	PR
2000	FRGOSV001	PR
2000	FRRTAN002	PR
2000	FXXIMA001	PR
2000	GMSCAM001	PR
2000	GMSFRE001	PR
2000	GNCFAT002	PR
2000	GNGTCH001	PR
2000	HNRSER001	PR
2000	JMLDAV001	PR
2000	JRGAIM001	PR
2000	KRCERW001	PR
2000	LPSGER001	PR
2000	LTXDAN001	PR
2000	LTZEDS001	PR
2000	LYYNKO001	PR
2000	MCHAND008	PR
2000	MCHMAL005	PR
2000	MCMPAS001	PR
2000	MHXSER001	PR
2000	MNDCRI001	PR
2000	MNGMAY003	PR
2000	MNTDAN001	PR
2000	MRGTIA001	PR
2000	MSSCEL002	PR
2000	MZZIVA001	PR
2000	NMTMAX001	PR
2000	NRCLAR001	PR
2000	PHLEST001	PR
2000	PLCGIN001	PR
2000	PNGKHO001	PR
2000	PRRYAR001	PR
2000	PRSCIN001	PR
2000	PXXLIS001	PR
2000	RBLMUL001	PR
2000	RNGWAL001	PR
2000	RPSANA001	PR
2000	RPSANA001	PR
2000	SMXINE001	PR
2000	SRSMAR001	PR
2000	SRSPAT001	PR
2000	SRXNUN001	PR
2000	ALKDAR001	RS
2000	LDVDMI001	RS
2000	PTRKSE001	RS
2000	RMZALE001	RS
2000	RYNKSE001	RS
2000	SRKYAN001	RS
2000	ALXANN001	RU
2000	BRDELI003	RU
2000	DRKTAN002	RU

2000	EDXSOR001	RU
2000	FTXREM001	RU
2000	KLZYUR001	RU
2000	LNGALI004	RU
2000	PRKSTA001	RU
2000	RBTKIR001	RU
2000	RMZNAT001	RU
2000	RYNDEN001	RU
2000	SCHLEO009	RU
2000	SFTANN001	RU
2000	TRVALE001	RU
2000	ZDRALE001	RU
2000	MPTFAI001	SA
2000	MRTHAG001	SA
2000	MTNPRO001	SA
2000	OCHJOH001	SA
2000	QRRLUC001	SA
2000	URSANI001	SA
2000	ASBPER001	SD
2000	BRNJOH022	SD
2000	CPNCAR001	SD
2000	CRVKAT001	SD
2000	FRSROB006	SD
2000	JHNEVA002	SD
2000	SCHMAR074	SD
2000	BLXZWE001	SE
2000	BPPTH001	SE
2000	DLXPAT001	SE
2000	EBNKAB001	SE
2000	FNGMOE001	SE
2000	HNXNEO001	SE
2000	KGBOLE001	SE
2000	KGMKOE001	SE
2000	KHSLEO001	SE
2000	KLGLAP001	SE
2000	KWRTHA001	SE
2000	LBREST001	SE
2000	LMTLUC001	SE
2000	LPHTSH002	SE
2000	LSNMAS001	SE
2000	MBTMAH001	SE
2000	MDPROD001	SE
2000	MGRMOK001	SE
2000	MJTMAL001	SE
2000	MKGOTL001	SE
2000	MKHMAK005	SE
2000	MKLTUM001	SE
2000	MKTKAE001	SE
2000	MKXKEN002	SE
2000	MLKMMMA004	SE
2000	MLMMOK001	SE
2000	MLMTHA001	SE
2000	MLNMAK001	SE

2000	MLNTEB002	SE
2000	MLSLOU002	SE
2000	MLTPHU001	SE
2000	MNLTEB001	SE
2000	MNLTEB001	SE
2000	MNNITU001	SE
2000	MNNJAC001	SE
2000	MNSLET001	SE
2000	MPFBHU001	SE
2000	MPHMAS004	SE
2000	MRPGAP001	SE
2000	MSLMAT002	SE
2000	MSSLEB001	SE
2000	MTHGAO001	SE
2000	MTHMPH005	SE
2000	MTHOFE001	SE
2000	MTJNAR001	SE
2000	MTSGIL001	SE
2000	MTSMAN007	SE
2000	NKHSEN001	SE
2000	NTSMPI001	SE
2000	NTSSER001	SE
2000	OTHJAM001	SE
2000	RMSKAN001	SE
2000	SBNGAP001	SE
2000	SGTOFE001	SE
2000	SKXTSH001	SE
2000	SLKMAP001	SE
2000	SLTMOS001	SE
2000	SNXWAR001	SE
2000	SPXKAG001	SE
2000	STLLET001	SE
2000	STSLEH001	SE
2000	STSTHA002	SE
2000	THLNKA001	SE
2000	TRNMAJ001	SE
2000	TSHTUM003	SE
2000	TSLMAL001	SE
2000	TWNMMA001	SE
2000	AWZZAY001	SH
2000	BRWROB015	SH
2000	CHDCLE001	SH
2000	CHGMCD001	SH
2000	CHHEDM001	SH
2000	CHKPUN001	SH
2000	CHMCHR001	SH
2000	CHNCEC002	SH
2000	CHPPAU003	SH
2000	CHSKUM001	SH
2000	CHWROS001	SH
2000	DHLEVE002	SH
2000	DZKKEL001	SH
2000	DZVBRI001	SH

2000	GPXRAT001	SH
2000	GRNART003	SH
2000	GRXMUN001	SH
2000	GWNMUY001	SH
2000	GWNTIN001	SH
2000	GWSGOO001	SH
2000	GWZMAG001	SH
2000	HLBHID001	SH
2000	HVXTAV001	SH
2000	HWNKUD001	SH
2000	HZNBLE001	SH
2000	JRXSHE001	SH
2000	KHNKUF001	SH
2000	KRNCOU001	SH
2000	KRXGOD001	SH
2000	KSKTON001	SH
2000	KWMEZE001	SH
2000	KZMCHA001	SH
2000	MBSEVA001	SH
2000	MBWFAM001	SH
2000	MCHNYA001	SH
2000	MDYMCD001	SH
2000	MDZSAM002	SH
2000	MDZSHI001	SH
2000	MDZTAV001	SH
2000	MGCMAN001	SH
2000	MGM DIC001	SH
2000	MGR TAP001	SH
2000	MGWJOH001	SH
2000	MGZCAX001	SH
2000	MHLTAF001	SH
2000	MHRMEM001	SH
2000	MKMPAT001	SH
2000	MKNFAI002	SH
2000	MNGROD001	SH
2000	MNGZIB001	SH
2000	MNYMIC003	SH
2000	MNYRAN001	SH
2000	MNYTIN001	SH
2000	MNYTIN003	SH
2000	MPFSUS001	SH
2000	MPGRUD001	SH
2000	MPRROD001	SH
2000	MRKTUT001	SH
2000	MRMRIC001	SH
2000	MRMROB002	SH
2000	MRRTIN001	SH
2000	MRVEDW001	SH
2000	MRVEMM001	SH
2000	MSHCLI001	SH
2000	MSHTAR001	SH
2000	MSMNYA003	SH
2000	MSNMUN001	SH

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2000	MTMGAM001	SH
2000	MTNJES002	SH
2000	MTNTHA003	SH
2000	MTSKUS001	SH
2000	MTSNET001	SH
2000	MTSNYA002	SH
2000	MTYVIM001	SH
2000	MVNTER001	SH
2000	MWMELA001	SH
2000	MWYMON001	SH
2000	MYXPAM002	SH
2000	MZHSIM001	SH
2000	NCBLAS001	SH
2000	NHLABR001	SH
2000	NMBVIC001	SH
2000	NYKNAT001	SH
2000	NYNSUC001	SH
2000	PSHANN001	SH
2000	RKNTEN001	SH
2000	RVNSAM001	SH
2000	SGRLIB001	SH
2000	STHTAF001	SH
2000	TCHFAR001	SH
2000	TNRBAR001	SH
2000	TRRKAR001	SH
2000	TYXTOL001	SH
2000	UMLPET001	SH
2000	ZNGFRA001	SH
2000	ZNZSHA001	SH
2000	ZRNHAZ001	SH
2000	ZZHNJO001	SH
2000	HLTKEN002	SI
2000	MHLBAB004	SI
2000	MKHLOM001	SI
2000	NDHANG001	SI
2000	NDWSIF001	SI
2000	NHLMBU001	SI
2000	NYNSIC001	SI
2000	RPNTHU001	SI
2000	SFNSIB001	SI
2000	SHKYAF001	SI
2000	THBLUC001	SI
2000	BXXCHR001	SP
2000	CHRADA001	SP
2000	CSNANA001	SP
2000	CSNJUA002	SP
2000	DLFJUL001	SP
2000	NNZFAB001	SP
2000	NVTALE001	SP
2000	NVTIGO001	SP
2000	PRDCAR001	SP
2000	RDJROD001	SP
2000	RZSCAR001	SP

2000	BSGTHA001	ST
2000	CHPTAK001	ST
2000	GGBBUS001	ST
2000	HNXUNA001	ST
2000	KBXMMA002	ST
2000	KHRTSH001	ST
2000	KLRET001	ST
2000	KMTMOL001	ST
2000	LKTNAL001	ST
2000	MDBTHA003	ST
2000	MDHKED001	ST
2000	MFXPAS001	ST
2000	MHLERN001	ST
2000	MHTMAS001	ST
2000	MJXBON001	ST
2000	MKHBOT002	ST
2000	MKLMFA001	ST
2000	MKRLAT001	ST
2000	MKTCON002	ST
2000	MLFEMM001	ST
2000	MLPMPA001	ST
2000	MNNSEI001	ST
2000	MNNTSH002	ST
2000	MNSEMI001	ST
2000	MPHTLA001	ST
2000	MPTLIN001	ST
2000	MSKMAT005	ST
2000	MSLNTE001	ST
2000	MSXDIE001	ST
2000	MTBMPU001	ST
2000	MTHSEA002	ST
2000	MTLMAN005	ST
2000	MTNMAN001	ST
2000	MTSREI001	ST
2000	MTSSEE001	ST
2000	MTSSEL007	ST
2000	MTSTEB008	ST
2000	NGKRAM001	ST
2000	NMTZUK001	ST
2000	PHKMOK002	ST
2000	RMKLIT001	ST
2000	RPHMPO001	ST
2000	SHRCLE001	ST
2000	SJJFEZ001	ST
2000	SLLTSH002	ST
2000	SNSPAL001	ST
2000	STLBOI002	ST
2000	THLJOS001	ST
2000	TSHMAT006	ST
2000	TSMNAL001	ST
2000	AKNATL001	SY
2000	BTLMBO001	SY
2000	CDRBOI001	SY

2000	CHXMMA001	SY
2000	DKBTHA001	SY
2000	GBTOLE001	SY
2000	GPNLEN001	SY
2000	JKKPUL001	SY
2000	LTSTHA004	SY
2000	MBKPEN001	SY
2000	MBLGIV001	SY
2000	MDBMAK002	SY
2000	MDMMAG001	SY
2000	MFROAG001	SY
2000	MGPKGO001	SY
2000	MGXMFA001	SY
2000	MKHDIR001	SY
2000	MKNLEE001	SY
2000	MLFTEB003	SY
2000	MLKLOR002	SY
2000	MLMCLY001	SY
2000	MLPTUM001	SY
2000	MMPMAT002	SY
2000	MNGMAR012	SY
2000	MNTBOI001	SY
2000	MPHBOI005	SY
2000	MPHONI001	SY
2000	MPLKEA001	SY
2000	MPNKEI001	SY
2000	MPYKGO001	SY
2000	MRNNTJ001	SY
2000	MRRMOD002	SY
2000	MTHHEN004	SY
2000	MTHMMO001	SY
2000	MTSDAN008	SY
2000	MTXLUC001	SY
2000	NCBMLU001	SY
2000	NKSMOS003	SY
2000	NTHTHA004	SY
2000	NTLKEF002	SY
2000	NTSKHU006	SY
2000	RMNTSH004	SY
2000	RMNTSH005	SY
2000	RMSMAL002	SY
2000	SBSMMA001	SY
2000	SHPHAN001	SY
2000	SKGSEK001	SY
2000	SKHABE001	SY
2000	THKLOU001	SY
2000	CHNHUN002	TA
2000	FXXWEI001	TA
2000	JCBNEV001	TA
2000	JVRELI001	TA
2000	KLCRAJ002	TA
2000	SKRRAJ001	TA
2000	YHXGRA001	TA

2000	BNYJAR001	TH
2000	TNGJAK002	TH
2000	FNGFUY001	TI
2000	FNGTZU002	TI
2000	HNGHUI003	TI
2000	LXXMIN005	TI
2000	WLDESS001	TI
2000	BYLBOG001	TK
2000	PSKMUS001	TK
2000	YMNMEC001	TK
2000	HMDMUH001	UR
2000	SDDTEH001	UR
2000	KRDSTO001	YG
2000	NNCMIR001	YG
2000	TRNMAR008	YG
2000	UNKGOR001	YG

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OPT CODE LANGUAGE

1	-	AB	ARABIC
2	-	AF	AFRIKAANS
3	-	AK	AKAN
4	-	AR	ARMENIAN
5	-	BU	BULGARIAN
6	-	CH	CHINESE
7	-	CL	CREOLE
8	-	CR	CROATIAN
9	-	CW	CHICHEWA
10	-	CZ	CZECH
11	-	DA	DANISH
12	-	DM	DAMARA
13	-	DU	DUTCH
14	-	EA	ENGLISH & AFRIKAANS
15	-	EN	ENGLISH

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

University of Cape Town

OPT	CODE	LANGUAGE
1 -	EW	EWE
2 -	FI	FINNISH
3 -	FL	FLEMISH
4 -	FR	FRENCH
5 -	GJ	GUJERATI
6 -	GK	GREEK
7 -	GR	GERMAN
8 -	HB	HEBREW
9 -	HG	HUNGARIAN
10 -	HI	HINDI
11 -	HR	HERERO
12 -	HY	HAYA
13 -	IR	IRANIAN
14 -	IT	ITALIAN
15 -	JA	JAPANESE

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

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OPT	CODE	LANGUAGE
1	- KA	KARANGA
2	- KR	KOREAN
3	- KW	KWANYAMA
4	- LA	LATVIAN
5	- LO	LOZI
6	- LU	LUGANDA
7	- MA	MANDARIN
8	- ME	MEMON
9	- ML	MALAYIAN
10	- NA	NAMA
11	- ND	NDEBELE
12	- NG	NDONGA
13	- NO	NORWEGIAN
14	- NS	NORTHERN SOTHO
15	- PE	PERSIAN

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

University of Cape Town

OPT	CODE	LANGUAGE
1 -	PL	POLISH
2 -	PR	PORTUGUESE
3 -	RS	RUSSIAN
4 -	RU	RUMANIAN
5 -	SA	SWAHILI
6 -	SD	SWEDISH
7 -	SE	SERBIAN
8 -	SG	SHANGAAN
9 -	SH	SHONA
10 -	SI	SWISS
11 -	SL	SLOVAKIAN
12 -	SN	SINHALESE
13 -	SP	SPANISH
14 -	SS	SOUTHERN SOTHO
15 -	ST	SESOTHO

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

University of Cape Town

OPT	CODE	LANGUAGE
1 -	SW	SISWATI
2 -	SX	SEPEDI
3 -	SY	SETSWANA
4 -	TA	TAMIL
5 -	TG	XITSONGA
6 -	TH	THIMBUKUSHU
7 -	TI	TAIWANESE
8 -	TK	TURKISH
9 -	TM	TUMBUKA
10 -	TW	TSWANA
11 -	UR	URDU
12 -	VE	TSHIVENDA
13 -	WA	WAMBO
14 -	XH	ISIXHOSA
15 -	XX	NOT KNOWN

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

University of Cape Town

OPT	CODE	LANGUAGE
-----	------	----------

1 -	YG	YUGOSLAV
2 -	ZU	ISIZULU

- SELECT OPTION

PF1 = RETURN

PF2 = HELP

University of Cape Town

# ***APPENDIX B***

University of Cape Town

# UNIVERSITY OF CAPE TOWN

## HEADS AND ACTING HEADS OF ACADEMIC DEPARTMENTS

### 2000

	Department	Name	Title	Period	Source
1.	Accounting	Prof EO Uliana	Head of Department	01.01.2000 to 31.12.2004	C11/99
2.	ADP	A/Prof N Yeld	Acting Director	1.9.2000 to 31.8.2001	PC8/2000
3.	African Gender Institute	Prof A Mama	Director	Permanent	C7/98
4.	African Studies, Centre of	Prof BL Cooper	Head of Department	01.01.2000 to 31.12.2002	C11/99
5.	Anaesthesia	Prof MFM James	Head of Department	Permanent	C7/98
6.	Anatomical Pathology	Prof JP Cruise	Head of Department	Permanent	C7/98
7.	Anatomy & Cell Biology	Prof CL Vaughan	Head of Department	To 31.12.2000 (or until merger of depts)	C8/2000
8.	Archaeology	Prof NJ van der Merwe	Head of Department	1.7.2000	C8/99
9.	Architecture and Planning	Prof J Noero	Director	01.01.2000 to 31.12.2004	C8/99
10.	Astronomy	Prof B Warner	Head of Department	01.01.1996 to 31.12.2000	C9/95
11.	Biochemistry	A/Prof N Illing	Head of Department	01.01.1998 to 31.12.2002	HRM
12.	Biomedical Engineering	Prof CL Vaughan	Head of Department	Permanent	C7/98
13.	Botany	A/Prof WD Stock	Head of Department	01.01.1997 to 31.12.2001	C6/96
14.	Cardio-thoracic Surgery	Prof U von Oppell	Head of Department	Permanent	C7/98
15.	Centre for Information Literacy	Prof PG Underwood	Head of Department	Permanent	PC11/99
16.	Chemical Engineering	A/Prof STL Harrison	Head of Department	01.10.1998 to 30.09.2001	C9/98
17.	Chemistry	Prof J Moss	Head of Department	01.04.1997 to 31.03.2002	C12/99
18.	Civil Engineering	Prof GA Ekama	Acting Head of Department	1.7.2000 to 31.12.2000	C6/2000
		Prof MG Alexander	Head of Department	01.01.1998 to 31.12.2000	HRM
19.	Commercial Law	Prof MS Blackman	Head of Department	01.01.1997 to 31.12.2000	
20.	Computer Science	Prof KJ MacGregor	Head of Department	01.10.1998 to 30.09.2001	C11/98
21.	Construction Economics & Management	Prof P Bowen	Head of Department	01.01.2000 to 30.6.2002	C4/2000
22.	Criminal and Procedural Law	Prof I Leeman	Head of Department	01.01.1997 to 31.12.2000	
23.	Criminology, Institute of	Ms E Van der Spuy	Head of Department	01.01.2000 to 31.12.2000	C12/99
24.	Dance	A/Prof EE Triegaardt	Head of Department	Permanent	
25.	Drama	A/Prof JG Morris	Head of Department	01.01.1998 to 31.12.2000	C8/97
26.	Economics	A/Prof M Leibbrandt	Head of Department	1.1.2000 to 31.12.2005	C5/2000
27.	Education	Prof JP Muller	Head of Department	01.01.1999 to 31.12.2001	C11/98
28.	Electrical Engineering	Prof M Braae	Head of Department	01.01.2000 to 31.12.2002	C4/99
29.	English Language and Literature	A/Prof DJ Schalkwyk	Head of Department	1.7.2000 to 30.06.2003	C6/2000
30.	Environmental and Geographical Science	Prof RF Fuggle	Head of Department	01.01.1996 to 31.12.2000	C10/95
31.	Fine Art, Michaelis School of	Prof P Skotnes	Director	01.01.2000 to 31.12.2004	C9/99
32.	Forensic Medicine	Prof GJ Knobel	Head of Department	Permanent	C7/98
33.	Geological Sciences	Prof AP le Roex	Head of Department	01.01.1998 to 31.12.2002	HRM
34.	Geomatics	Prof H Ruther	Head of Department	01.01.1997 to 31.12.2001	C1/97
35.	Graduate School of Business	Prof N Segal	Head of Department	01.01.1999 to 31.12.2001	C8/98
36.	Haematology	Prof N Novitzky	Head of Department	Permanent	C7/98
37.	Historical Studies	Prof WR Nasson	Head of Department	01.01.2000 to	PC11/99
38.	Human Genetics	Prof R Ramesar	Head of Department	1.1.2000 to 31.12.2000	C5/2000
39.	Immunology	A/Prof F Brombacher	Acting Head of Department	1.8.2000 to 28.2.2001	C8/2000
		Prof B Ryffel	Head of Department	Permanent	7/98
40.	Information Systems	A/Prof M Hart	Acting HOD	1.7.2000 to 30.6.2001	HRM
	Information Systems	Prof DC Smith	Head of Department	01.01.1999 to 31.12.2001	C5/98

# UNIVERSITY OF CAPE TOWN

## HEADS AND ACTING HEADS OF ACADEMIC DEPARTMENTS

### 2000

	Department	Name	Title	Period	Source
41.	Linguistics and Southern African Languages	Prof HJ Snyman	Head of Department	01.01.1999 to 31.12.2001	C10/98
42.	Logopaedics	A/Prof SK Tuomi	Head of Department	Permanent	C6/91
43.	Management Studies	Prof JD Simpson	Head of Department	01.01.1999 to 31.12.2001	C4/99
44.	Mathematics and Applied Mathematics	A/Prof BD Hahn	Head of Department	1.4.1999 to 31.3.2004	C5/2000
45.	Mechanical Engineering	Prof KF Bennett	Head of Department	1.7.2000 to 30.6.2005	C6/2000
46.	Medical Biochemistry	Prof MI Parker	Acting Head of Department	01.07.1998 until further notice	C4/98
47.	Medical Microbiology	Prof LM Steyn	Head of Department	Permanent	C7/98
48.	Medical Physics	Dr E Hering	Head of Department	01.08.1998 to 31.07.2003	C2/99
49.	Medicine	Prof RE Kirsch	Head of Department	01.09.1999 to 31.12.2003	C8/2000
50.	Microbiology	Prof JA Thomson	Head of Department	01.04.1997 to 30.06.2002	C4/97
51.	Modern and Classical Languages and Literatures	A/Prof JE Atkinson	Head of Department	01.01.1999 to 30.06.2001	C12/99
52.	Music, College of	Prof JW May	Director	01.01.2000 to 31.12.2002	C11/99
53.	Neurosurgery	Prof J Peter	Head of Department	Permanent	C7/98
54.	Nuclear Medicine	Prof SJ Beningfield	Head of Department		
55.	Nursing	A/Prof S Clow	Acting Head of Department	1.10.1999 to 31.12.2000 (or Chair Nursing filled)	C4/2000
56.	Obstetrics and Gynaecology	Prof Z van der Spuy	Head of Department	Permanent	C12/96
57.	Occupational Therapy	A/Prof RM Watson	Head of Department	Permanent	C7/98
58.	Oceanography	Prof G Brundrit	Head of Department		
59.	Ophthalmology	Prof ADN Murray	Head of Department	Permanent	C7/98
60.	Orthopaedic Surgery	Prof J Walters	Head of Department	Permanent	C12/94
61.	Otorhinolaryngology	Prof SL Sellars	Head of Department	Permanent	C7/98
62.	Paediatric Surgery	Prof H Rode	Head of Department	Permanent	C10/96
63.	Paediatrics and Child Health	Prof DJ Power	Head of Department	01.09.1998 to 31.08.2003 (or until Prof Beatty ret)	C9/98
64.	Pharmacology	Prof PI Folb	Head of Department	Permanent	C7/98
		A/Prof P Smith	Acting Head of Department	01.01.2000 to 31.12.2000	C3/2000
65.	Philosophy	Dr D Benatar	Acting Head of Department	1.7.2000 to 31.12.2000	C7/2000
66.	Physics	Prof DG Aschman	Head of Department	01.07.1997 to 30.06.2002	HRM
67.	Physiotherapy	Ms MJ Futter	Head of Department	01.01.1999 to 31.12.2002	
68.	Plastic, Maxillofacial and Reconstructive Surgery	A/Prof DA Hudson	Head of Department	01.01.1999 until further notice	
69.	Political Studies	Prof RA Schrire	Head of Department	01.01.1998 to 31.12.2000	HRM
70.	Primary Health Care	Prof D Baqwa	Head of Department	Permanent	C10/95
71.	Private Law	Prof DB Hutchison	Head of Department	01.01.1999 to 31.12.2001	C2/99
72.	Psychiatry	Prof BA Robertson	Head of Department	Permanent	C7/98
73.	Psychology	Prof DH Foster	Head of Department	01.01.1999 to 31.12.2001	C10/98
74.	Public Health	Prof JE Myers	Head of Department	Permanent	C7/98
75.	Public Law	Prof TW Bennett	Head of Department	01.01.1997 to 31.12.2000	
76.	Radiation Oncology	Prof ID Werner	Head of Department	Permanent	C7/98
77.	Radiology	Prof SJ Beningfield	Head of Department	Permanent	C9/92
78.	Religious Studies	Prof DS Chidester	Head of Department	01.01.1999 to 31.12.2001	C7/98
79.	Social Anthropology	A/Prof AD Spiegel	Head of Department	01.01.1999 to 31.12.2001	c10/98

**UNIVERSITY OF CAPE TOWN  
HEADS AND ACTING HEADS OF ACADEMIC DEPARTMENTS  
2000**

	<b>Department</b>	<b>Name</b>	<b>Title</b>	<b>Period</b>	<b>Source</b>
80.	Social Development	A/Prof A de V Smit	Head of Department	01.01.1999 to 31.12.2001	C5/98
81.	Sociology	Dr J Graaff	Head of Department	01.07.1998 to 30.06.2001	C5/98
82.	Statistical Sciences	A/Prof RC Van den Honert	Head of Department	01.01.2000 to 31.12.2001	C12/99
83.	Surgery	Prof J Terblanche	Head of Department	Permanent	C7/98
84.	Urology	A/Prof JH Naude	Head of Department	Permanent	C3/93
85.	Zoology	A/Prof PA Cook	Head of Department	01.01.200 to 31.12.2004	C9/99

University of Cape Town



# UNIVERSITY OF CAPE TOWN



## CALSSA

**Centre for Applied Language Studies and Services in Africa**  
**Iziko Lezifundo Ngokusetyenziswa Kolwimi Nezinye linkonzo eAfrika**  
**Sentrum vir Toegepaste Taalstudies en Dienste in Afrika**

TO: The Head of the Department of  
UCT

1 September 2000

Dear

### **SURVEY OF ENGLISH AS FOREIGN LANGUAGE STUDENTS AT UCT**

The attached file contains an explanatory letter and questionnaire which form part of the CALSSA-sponsored research project of my MA student, Ms Naailah Duymun. She is doing this research to assist UCT in identifying the nature and extent of the problems of *foreign* undergraduate and postgraduate students at UCT who do not have English as their home language. These students are defined as English as Foreign Language (EFL) students, not to be confused with English as Second Language (ESL) students. ESL students are typically, in this context, Southern African students for whom English has been their school language of instruction and for whom English is often their language for wider communication or *lingua franca*.

The aims of the research are to establish an accurate profile of these students and to propose effective ways for UCT to assist such students to become proficient in English for academic purposes where they are not already proficient. This assistance would need to be independent of that currently provided to South African ESL students at UCT, since the nature and extent of the EFL problem are different and require special expertise for any interventions to be made. It is estimated that there are about 2000 EFL students at UCT, many of whom urgently need assistance with their English for academic purposes.

I would greatly appreciate your agreement to participate in this project and ask for your assistance in completing the attached questionnaire, which should be emailed to Ms Duymun on [naailah@beattie.uct.ac.za](mailto:naailah@beattie.uct.ac.za) not later than 15 September 2000.

Thank you

Prof D N Young  
Director

To: Heads of Department  
UCT

Dear Sir/Madam,

**RESEARCH: The PROFILE and NEEDS of ENGLISH AS FOREIGN LANGUAGE (EFL) STUDENTS at UCT.**

I am a Masters student (MA in Applied Language Studies) completing a dissertation on the problems that foreign students registered at UCT have with English as the language of instruction. I would appreciate it if you would assist me in identifying the undergraduate and postgraduate students in your department who fall into this category so that I can approach them and perhaps interview them. I would also like to obtain relevant details about the lecturers teaching those students, so that I may approach these lecturers for further relevant information.

I ask that you kindly forward me a list of all the students identifiable as English Foreign Language Students\* and their details on the attached questionnaire, by email not later than the 15<sup>th</sup> of September 2000.

I thank you for your co-operation,  
Yours sincerely,

Naailah Duymun  
Student Number: DYMNA002

Endorsed by supervisor, Prof DN Young, Director, CALSSA

\*English Foreign Language Students are those whose home/first language is not English nor an official South African Language; for e.g : Mandarin Chinese, or German, or Japanese are some of the home languages of students in this category.

# ***APPENDIX C***

University of Cape Town

## QUESTIONNAIRE

- This questionnaire is part of my research for a Masters dissertation in Applied Language Studies.
- The aim of this questionnaire is to find out if foreign EFL (English as a Foreign Language) postgraduate students have concerns or problems regarding English as the medium of instruction at the University of Cape Town.
- There is no right or wrong answer .It is not a test or an examination.

Please fill in the information asked for below:

### PERSONAL DETAILS

- 1) What is your name? -----
- 2) How old are you? -----
- 3) Which country are you from? -----
- 4) What languages are used in your country? -----  
-----  
4.1) What is the first language? -----  
4.2) What is the second language? -----  
4.3) What are the other languages in your country? -----

- 5) What languages do you use and how fluent are you in each of them?

F = Fluent      NF = Not fluent

\* "Fluent" means to be able to understand, read, write and speak the language well.

#### LOOK AT THE EXAMPLE BELOW

Student X is from Portugal, his first language is Portuguese , his second language is French, his third language is English. X is fluent in listening, speaking, reading and writing Portuguese (as indicated by the tick in each of those sections , he is not fluent in listening and speaking French but he is fluent in reading and writing

it, as far as English is concerned he is not fluent in any component (listening, speaking, reading and writing)

	LANGUAGE	LISTENING		SPEAKING		READING		WRITING	
FIRST LANGUAGE	Portuguese	F √	NF	F √	NF	F √	NF	F √	NF
SECOND LANGUAGE	French	F	NF √	F	NF √	F √	NF	F √	NF
THIRD LANGUAGE	English	F	NF √	F	NF √	F	NF √	F	NF √

Fill in the table below following the example above. Use a tick to indicate the fluency in each of the component (listening, speaking, reading, writing).

	LANGUAGES	LISTENING		SPEAKING		READING		WRITING	
FIRST LANGUAGE		F	NF	F	NF	F	NF	F	NF
SECOND LANGUAGE		F	NF	F	NF	F	NF	F	NF
THIRD LANGUAGE		F	NF	F	NF	F	NF	F	NF
OTHER		F	NF	F	NF	F	NF	F	NF

6) What degree are you registered for at UCT? -----

7) For how many years have you been at UCT? -----

**EXPERIENCE OF ENGLISH BEFORE COMING TO SOUTH AFRICA**

8) How old were you when you first started learning English? -----

-----

8.1) How many hours in a week did you spend learning it (English)? -----

8.2) How often did you listen to it? -----

8.3) How often did you speak it? -----

8.4) How often did you read it? -----

8.5) How often did you write it? -----

### FIRST CONTACT WITH ENGLISH-MEDIUM INSTRUCTION

9) Did you know that English is the language that lecturers use to lecture in at UCT? -  
-----

9.1) Did you know that when you came to study at UCT you would have to listen ,  
speak , write and read English? -----

10) Have you been to any school or other university where English was the language  
that was used in class by teachers/ lecturers? -----

10.1) For how long were you at that school/ university? -----

10.2) Did you find it easy to understand and follow the classes? -----  
-----

### ENGLISH-MEDIUM AT UCT

11) How often do you speak English at UCT? Please tick in the tables below.

In lectures:

Very Often	Often	Sometimes	Never

In the canteen:

Very Often	Often	Sometimes	Never

11.1) How often do you listen to English at UCT?

In lectures:

Very Often	Often	Sometimes	Never

In the canteen:

Very Often	Often	Sometimes	Never

11.2) How often do you write English at UCT?

Very Often	Often	Sometimes	Never

11.3) How often do you read English at UCT?

Very Often	Often	Sometimes	Never

11.4) How often do you read English off-campus, e.g: in newspapers, books, UCT textbooks, magazines?

Very Often	Often	Sometimes	Never

12) Do you have lectures at UCT? YES or NO? -----

12.1) How well do you follow the lecture content? Please tick.

Very well	Well	Not well	Not at all

12.2) Do you find it easy to follow the lecturer's presentation of it? -----

### FILLING-IN OF UCT APPLICATION FORMS

13) Did you apply to come to UCT in your own country? -----

14) Did you fill in the application form yourself? Y / N? -----

15) If you did not fill in the application form yourself, then who did fill it in? -----  
-----

16) Did you understand everything that was printed on the application forms? -----  
-----

**PEER GROUP**

17) What language do you use when communicating with your friends?-----  
-----

**TOEFL**

18) Did you write a TOEFL ( Test of English as a Foreign Language) before you  
were accepted at UCT?-----

18.1) If yes what were your results for this test?-----

18.2) Did you write any other test?If yes please indicate which ones -----  
-----

**MY WISH TO IMPROVE MY USE OF ENGLISH**

19) Do you find problems in understanding the English used by UCT lecturers? YES/  
NO/ SOMETIMES? -----

Explain your answer if you didn't answer YES.  
-----

19.1) If so, what are those problems? Please tick the problems you have in the  
following table and feel free to add more problems that you have but  
which are not mentioned here.

Lecturers' accents (the way they speak) English	
Lecturers speak too fast	
Lecturers speak too softly	
Lecturers use big words that I can't understand	

Any other problems? -----  
-----  
-----

- 20) How do you see your future at UCT if nothing is done about those problems?
- 21) As a foreign student, what help do you need to help you understand the lectures you attend?-----  
-----
- 22) What do you think should the lecturers do?-----  
-----
- 23) Will you be prepared to pay for some special courses if they will help you in your English? -----
- 24) How much can you afford to pay? Please indicate -----
- 25) For how long do you think the special courses should run? -----

**PERSONAL ASSESSMENT**

- 26) How do you think you should be tested after those special courses to know if you have improved? -----  
-----

University of Cape Town

# ***APPENDIX D***

University of Cape Town

## ***INTERVIEW WITH SUPERVISORS - LIST OF QUESTIONS:***

1. For how long have you known and supervised the student? (some specific respondent)
2. How often do you interact with him/her?
3. Do you identify problems as far as English is concerned with this student?
4. How would you assess the student in terms of his/her ability to understand English orally( listening ), to speak, to read and to write it?
5. If you do identify problems then what kind of problems are they? Will you specify the nature of these problems? (concept level, discourse level, oral interaction, etc.)
6. Is there any support from your department for the student?
7. What would you like UCT to do to assist the student?

# ***APPENDIX E***

University of Cape Town

words are missed or misunderstood then they are lost and cannot take decent notes and participate.

### **MOTIVATION TO IMPROVE**

Improvement is here yet the struggle is still on. There is a genuine willingness to learn by oneself. The motivation is strong also to follow additional courses should the fees be reasonable. The length of the prospective course is not a problem as such, the result is what matters. Both interviewees acknowledge the difference between the use of English for communication and English for academic purposes.

### **PERSONAL ASSESSMENT**

Personal assessment should be based on the degree of personal satisfaction and also on performance. The needs of those students are clearly exposed. Frustration and fear of being unsuccessful are among the sentiments revealed however the motivation is high and the main belief is that “practice makes perfect”.

### **A WORD FROM THE INTERVIEWER**

I have to admit that as interviewer I had to have recourse to promptings to explain certain terms to the interviewees. I had to clarify some of my questions at times to assist those students who struggled to even converse with me in English.