

**COMPETENCE IN ENGLISH AND AFRIKAANS IN
BLACK POST PRIMARY SCHOOLS WITH SPECIAL
REFERENCE TO THE NORTHERN TRANSVAAL** 200

BY

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MANARE GEOFFREY LEGODI
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Department of Language Methodology

in the

210 **FACULTY OF EDUCATION**
University of the North ^{fc}
Private Bag X1106
SOVENGA 0727
^{La}

SUPERVISOR : PROF A L MAWASHA

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DECLARATION

I, **MANARE JEOFFREY LEGODI** hereby declare that this dissertation submitted to the University of the North for the degree of **MASTER OF EDUCATION** has not previously been submitted by me for a degree at this or any other university and that it is my own work in style and presentation and that all material contained therein has been duly acknowledged.

SIGNED:

M J Legodi

DEDICATION

This dissertation is dedicated to my parents, Anna Matshelane Mmapitsi and the late George Kwena Legodi who denied themselves the least of life's pleasures to give me the most of their life's investment - an education. By this Dedication and through this study I hope to immortalize my gratitude to their parental sacrifice to and love for me and my future.

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SUMMARY

The study intends to establish the success or failure of offering two second languages to Black learners. Of particular concern is the level of communicative competence achieved by learners under the prevailing conditions. In order to determine the influence some factors may have on second language learning and teaching, questionnaires were administered and interviews were held. A generous sample was used in order to achieve both perspective and depth of investigation.

The researcher conducted a detailed study of the literature on purpose to acquaint himself with parallel situations that may exist elsewhere and may be documented in the literature. This literature study provides a backdrop against which the present study was planned and developed.

The mainstay of the study, however, lies in its empirical base. The bulk of the study is built on data processed from questionnaires and structured interviews with different target research subjects. Although the research instruments used elicited factual data such as age, sex, domicile and so forth, they also made provision for responses that elicited attitude and opinion from the test subject, and used all these in the investigation of competence in English and Afrikaans in the area sampled for research.

Data comprise samples of factors bearing on competence in English and Afrikaans on the part of both teacher and learner. Factors such as environment, media, education support aids,

family and home support or otherwise, class management and factors concomitant to this, are investigated in the study. To highlight these factors, the study makes use of TABLES which are described, compared and contrasted.

Further, the study makes specific recommendations on ways of improving the teaching and learning of English and Afrikaans as second languages in Black schools. Recommendations include teacher upgrade programmes, in-service training facilities and improvements to the advisory services.

In conclusion, the study makes a case for the retention of both English and Afrikaans on the curriculum of Black education, but suggests ways in which competence in both could be improved.

OPSOMMING

Die studie beoog om die sukses al dan nie van die aanbieding van twee tweede tale aan Swart leerlinge vas te stel. Van groot besorgdheid is die kommunikatiewe bevoegdheid vlak wat deur leerlinge onder die heersende leeromstandighede bereik is. Om die invloed wat sommige faktore op die leer en onderrig van tweede taal het was vraelyste opgestel en onderhoude gehou. 'n Oop proefgroep was gebruik om die perspektief en diepsinnigheid van die ondersoek te bereik.

Die navorser het 'n breedvoerige literatuur studie gedoen, met die oogpunt om homself te bekwaam met soortgelyke situasies wat elders mag ontstaan en wat gedokumenteer is. Hierdie literatuur studie verskaf die agtergrond waarteen die huidige studie beplan en ontwikkel was.

Die steunpilaar van die studie lê egter in sy empiriese grondslag. Die omvang van die studie is rondom geprosedeerde gegewens uit vraelyste en gestruktureerde onderhoude met verskillende vakke as navorsing teiken gebou. Alhoewel die navorsing instrumente wat gebruik was feitlike gegewens soos ouderdom, geslag, verblyf ensovoorts te voorskyn gebring het, was voorsiening ook gemaak vir antwoorde wat gesindheid en opinie uitlok vir die proefvak; alles was dan gebruik in die ondersoek vir bevoegdheid in Engels en Afrikaans in die gebied uitgeken vir navorsing.

Gegewens bestaan uit 'n aantal faktore wat op die bevoegdheid van beide die onderwyser en die leerling se verhouding in Engels en Afrikaans het. Faktore soos omgewing, media, leerhulpmiddels, familie en huis ondersteuning al dan nie, klasbeheer en faktore samegaande met hierdie is in die studie ondersoek. Om hierdie faktore te vertoon maak die studie gebruik van TABELLE wat beskryf, vergelyk en gekontrasteer is.

Verder, maak die studie spesifieke aanbevelings op die wyse waarvolgens die onderrig en leer van Engels en Afrikaans as tweede tale in Swart skole verbeter kan word. Aanbevelings sluit in onderwyser opgraderingprogramme, indiens-opleiding fasiliteite en verhewing van die adviserende diens.

Om af te rond, maak die studie 'n beproewing vir die behou van Engels en Afrikaans in die leergang van Swart onderwys, maar stel voor wyse waarop vaardigheid in beide bereik kan word.

CHAPTER 1

1.1 INTRODUCTION

1.2 RATIONALE OF STUDY

English and Afrikaans are taught as second languages in black schools in South Africa. All being equal, a reasonable assumption will be that learner performance in these two languages should, by and large, be close, but personal experience, spanning thirteen years in the teaching of Afrikaans, first, at college level and then at secondary school level, contradicts this assumption. The preference is for English despite the fact that both languages are official languages of South Africa. A desire to establish an empirically based rationale for this difference underlies this study.

The study notes the following as possible contributory factors to this difference :

- 1.2.1 Differences in teaching strategies and contexts in which teaching occurs;
- 1.2.2 learner motivation vis-à-vis the learning of the two languages;
- 1.2.3 type and suitability of language materials used in the teaching and learning of these two languages;
- 1.2.4 level of teacher competence and concomitant degree of learner proficiency in the language taught; and
- 1.2.5 attitudes (towards these languages) which are shaped by factors beyond the profession -

such as negative attitude towards the teacher of English and Afrikaans extending to the languages themselves; or political, social and economic attitudes associated with these languages.

1.3 AIM OF STUDY

The aim of this study is to probe performance in English and Afrikaans in Black post-primary schools in the Northern Transvaal. It is further aimed at identifying factors that promote or hinder competence and performance in these languages as they are taught and learnt.

It is a sad truth that for many Black learners proficiency in English and Afrikaans is equally poor in spite of nine to ten years of learning these languages. In certain cases there is a disparity in proficiency between English and Afrikaans over a comparable period. This disparity is so wide that it is a cause for concern to those who are responsible for teaching these languages. The study aims to shed some light on such areas; hopefully to enlighten second language teachers as to possible causes and possible remedial measures.

The researcher is aware that the new South Africa might bring along with it a new language policy that might change the status of English and Afrikaans as national or official languages. But as a second language teacher, he is interested in the multilingual nature of South Africa which includes the teaching and learning of English and Afrikaans in Black Schools.

1.4 DELIMITATION OF FIELD OF STUDY

Although this study is on the investigation of problems bearing on overall competence in the teaching and learning of English and Afrikaans to black post primary school learners, the researcher has decided to limit the actual fieldwork to oral and written competence only. This was deemed necessary mainly because it appears no research exists in this specific area.

Work undertaken in this field by A.L. Mawasha in English as a second language among Northern Sotho-speaking children (1977) and lately by S.M. Manthata A Sample Study of Errors made by Northern Sotho Speaking Learners (1990) and by N.L. Nkatini in Afrikaans among Tsonga-speaking children (1978) are based more on Error Analysis and Contrastive Analysis. In these works greater emphasis is on interference or influence of the first language on the learning of the second language rather than competence which is the crux of the present study. This study concerns itself with the learner's mastery of communication skills in English and Afrikaans.

Some of the current works on language with reference to competence come from A.Z.M. Mobela (1987) who has probed the competence of Xhosa speakers in English; O.E.H.M. Nxumalo (1987) who has investigated African students' English proficiency; O.M. Matyeka (1984) who has researched the competence of Tsonga-speakers in Afrikaans; and N. Rousseau (1987) who has studied the competence of Xhosa-speaking children in English and Afrikaans based on grammar textbooks.

The study concentrates on the Northern Transvaal. The area covered in this research includes some schools under the Department of Education and Training, Gazankulu, Lebowa and Venda departments of education. For a clearer delimitation, the field of study has been subdivided into two subsections, namely, physical and academic delimitation.

1.4.1 Physical Delimitation

One of the provisions of the Bantu Education Act, No. 47 of 1953 was to put Black Education under one central Department of Education - the Department of Bantu Education. With time a structure was devised to have each ethnic group entrusted with its education matters. In terms of the Promotion of Bantu Self-Government Act of 1959, ten Black national states were recognised, namely, Kwa-Ndebele, Kwa-Zulu, Transkei, Ciskei, Kangwane, Venda, Gazankulu, Lebowa, Qwa-Qwa and Bophuthatswana. (Behr A.L. & MacMillan R.C. 1966; pp. 5-23. See also Horrell M. 1963, pp. 8-27).

This study focuses on the Northern Transvaal region which extends from the northern sections of Pretoria in the South to Messina in the North. Schools belonging to the following self-governing states are found in this region:

- 1.4.1.1 schools under Bophuthatswana;
- 1.4.1.2 schools under the Department of Education and Training - the South African Government;
- 1.4.1.3 schools under Gazankulu;

- 1.4.1.4 schools under KwaNdebele;
- 1.4.1.5 schools under Lebowa and
- 1.4.1.6 schools under Venda.

The research will cover four of these areas, namely, schools under the Department of Education and Training, Gazankulu, Lebowa and Venda.

1.4.2 Academic Delimitation

Syllabuses for English and Afrikaans (and indeed for other subjects too) in Black Education are drawn up from common core syllabuses prepared by the syllabuses committees of the Joint Matriculation Board of the South African Universities. The Department of Education and Training as well as the departments of Education in the self-governing states are, however, allowed a measure of flexibility within these syllabuses. Flexibility is given provided they do not depart from core syllabuses since the final external examinations are based on them.

For purposes of this study, learner competence, aimed at in the syllabuses, will be delimited to two levels only, namely, oral and written competence. Although data has been obtained from schools, colleges and universities, the study will focus its attention on schools.

1.5 METHODS OF RESEARCH

1.5.1 Detailed Study Of Literature

For convenience available literature is divided into four categories, namely:

- 1.5.1.1 Literature dealing with the struggle for the existence and recognition of Afrikaans as a language;¹
- 1.5.1.2 literature dealing with research in English as a language and as a medium of instruction here and abroad as well as teaching English as a second language to second language learners;
- 1.5.1.3 literature dealing with the "parallel existence" of English and Afrikaans, that is, after the recognition of Afrikaans as an official language in South Africa to date; and
- 1.5.1.4 literature dealing with the language situation, the need for two second languages for Black people in south Africa.

Further, for expediency the three remaining literature categories are dealt with under one heading as there are common purposes served by the three categories - there are many

¹. The category's literature is not brought under review.

common areas.

1.5.2 Language Situation In South Africa

One cannot help but marvel at the rate and extent at which Afrikaans has developed. General Botha thought that through his policy of conciliation the two white groups, (English and Afrikaans), would work together, but this was not to be. Hertzog argued that White South Africans consisted of two streams: the English-speaking and the Afrikaans-speaking. His was a "two-stream" policy whereby the two languages and cultures would co-exist independently but harmonised into one South African nation. His idea of bilingualism was opposed by his White compatriots (Grobler, Rautenbach & Engelbrecht 1987; p. 174).

It was after the rejection of his policy in 1914 (Ibid p. 177) by his people, that Hertzog turned to Blacks. His diversion was rewarded by the introduction and use of English and Afrikaans in Black schools - at times against their choice (Ibid).

Recognition and acceptance of English and Afrikaans as joint official languages in South Africa had far-reaching consequences for language education in black schools. It meant a language-heavy or language laden curriculum, namely, two second languages and the Vernacular which the teacher and the learner had to carry while their counterparts in White schools carry only two, one second language and one first language.

The need for the two official languages on the curriculum of Black Education, especially as media of education from primary school up to senior secondary school that obtained up to the mid-1970's, was recognised even by the Report of the HSRC Committee of Investigation into the Provision of Education in the Republic of south Africa (De Lange Commission of 1981) as burdensome. Options to alleviate this were suggested (Ibid item 4.11. Also Verslag van die Werkskomitee: Tale en Taalonderrig, Onderzoek na die Onderwys, RGN 1981; item 2.8.6).

The mid-nineteen seventies, however, saw a shift of emphasis mainly due to political circumstances. Black learners' attitude towards Afrikaans manifested a negative change. Understandably, Afrikaans was (and still is)¹ associated with the Government policy of Apartheid which in principle, historically, has become anathema to the majority of South Africans - especially Black South Africans. They have always been on the receiving end of the policy of Apartheid. Attitudes towards English on the other hand have, historically, tended to be more positive by comparison. This is mainly because black South Africans have always associated education, sterling education, with the language English (Mawasha 1979, pp. 42-51).

The two second languages occurring side by side as a curriculum requirement rather than an elective, is bound to bring along with it variables bearing on language preferences, prejudices, bias which in turn may affect levels of competence (positively or negatively) in one or other

¹ At the time of writing this research report, attitude towards Afrikaans still carried the 1976 (negative) stigma.

of these languages. English and Afrikaans are taught in most black schools in South Africa including self-governing and independent states alongside the African languages.

According to the Report of the Commission into the Teaching of the Official Languages and the Use of the Mother tongue as Medium of Instruction in Transkeian Primary schools (1962), a decline in the standard of English was evident:

"A number of years before the advent of Bantu Education and that the decline was merely accelerated after 1955. The Commissioner found many pupils in both Standard VI and Form I unable to express themselves coherently in the simplest English. The writing of English is on the whole very poor and the pronunciation is really shockingly bad" (Ibid, p. 3 item 10 (1) (c) and (d)).

As regards attitude towards Afrikaans in the Transkei in the mid-1950's, the Report indicates that up to 94% of those who responded to a questionnaire "indicated a general desire of the Bantu people of the Transkei that their children should learn Afrikaans" (Ibid, p. 7 item 5 (a)).

In the present South African situation, competence in English and Afrikaans is a means of survival. These languages are not only critical for educational success and therefore largely job placement and integration into the country's economic machinery, but also for practical day-to-day communication with greater South Africa. In this connection, the Commission on Native Education (1949-1953) observe;

"... witnesses, particularly the Bantu, laid great stress on the need to teach both official languages ..." (Ibid, paragraph 924).

The need was felt so strongly that many Black witnesses equated the knowledge of English and Afrikaans with education per se, that is,

"... the main object of the child's school" (Ibid, paragraph 923).

At the time of writing, the official position of English and Afrikaans in the Republic of South Africa is as it has been since the South African Act of 1909 (Article 137)¹ (Verslag van die Werkskomitee: Tale en Taalonderrig, Onderzoek na die Onderwys p. 17) and endorsed in 1925 by an amendment contained in Article No. 8 of 1925 (Ibid, p. 18) and finally by Act No. 32 of 1961, section 108 (Mawasha 1982, p. 25), that is, that these two languages (first English and Dutch and later English and Afrikaans) shall be the official languages of the country. English and Afrikaans also have the same status as media of instruction in White Education in terms of Section 2 (1) (c) of the National Education Policy Act, 1967 (Act 39 of 1967) (Government White Paper on the Provision of Education in the Republic of South Africa 1983, p. 37 item 7.11.2 (a) (1)).

Footnote: In the "Star" of Saturday 18, 1988 it was indicated that the number of people (learners) taking English are as many as those taking Afrikaans.

¹ Then Dutch.

This position has not always found favour with all and sundry among White South Africans. General Botha in 1912 (Grobler et al 1987, p. 174) was for language conciliation, Malherbe (1943) is for practical bilingualism:

"To keep them systematically apart as if they were representatives of two entirely different and strange nations, is to ignore the basic facts of South African life and to store up a great potential of trouble for future generations (Malherbe 1943, p. 103).

The researcher agrees basically with Malherbe and would prefer effective teaching and learning of English and Afrikaans in Black schools. It should not just be bilingualism in White Education or in the context of White South Africa. Clearly if language preference in favour of English exclusively at the expense of Afrikaans is allowed to grow unchecked, the latter language may, in time, weaken and perhaps even die-off; first in black schools curriculum and later in certain areas of South Africa. This will not be in the best interest of the Black learner in the context of a multilingual society and an economy requiring such multilingualism.

Besides, bias for English will deny the black learner of a choice of an alternative second language. A second language is learnt by a person's will and desire to transcend differences and prejudices for social, economic, educational, religious, political and similar practical reasons.

The researcher recognises the issue of a language-loaded curriculum in black Education, but argues for a retention of both English and Afrikaans as a response to the multilingual nature

of South Africa. The researcher is convinced that with positive political changes in South Africa, attitude towards Afrikaans as a language of the oppressor will gradually fade away, and only the instrumental value of Afrikaans will be recognised.

In the meantime educators, learners and community leaders must constantly grapple with the following questions: What did the government intend to achieve with two (official) languages? How did the government intend implementing the policy? What did the government envisage with the two language policy? Who was to be responsible for carrying out the idea? If it be the teacher, how and to what extent was he prepared and trained to fulfil this role? To add to these queries is the learner of the languages: Is he mentally prepared? Does he know the implications or see or made to see the value of bilingual education?, that is, the value of being competent in English and Afrikaans.

Although no study can be so comprehensive as to answer all side-streams emanating from its main thesis, yet this study will attempt to keep these questions in focus as it analyses the issue of competence in English and Afrikaans in Black post-primary schools.

1.5.3 Questionnaire

A set of questionnaires, one for educators and one for learners, was prepared and administered personally. The purpose was to sample information bearing on the teaching and learning of English and Afrikaans as two official second languages to Black learners in the area covered by the research.

1.5.4 Interview

Interviews with Education departments' officials, English and Afrikaans (languages) subject advisors and heads of departments in these languages at colleges of education and universities were undertaken. The purpose was to sample details from senior language teaching personnel at learning institutions within the area covered by the study project. Information thus gathered would form a representative sample of the state of the art in the teaching of English and Afrikaans. The hypothesis is that there will be some link or similarity between what is said to be done and what is actually being done in the language areas.

1.5.5 Sampling Of Data : Oral And Written

In the sampling of oral data, for later analysis, intelligibility was more important than pronunciation and intonation. Creativity and clear thinking in the language helped gauge and assess the respondent's level of mastery of the language.

Written texts were selected for testees to be read aloud followed by a simple discussion of the content of the text. Simple topics of a general nature were formulated for the testees to talk on further. The aim being to create a linguistic and communicative situation in which the testee could demonstrate his or her linguistic ability in English and Afrikaans. Prescribed books per standard were used to assess testees' ability to discuss a book intelligently and in the appropriate language.

In the sampling of written data, the testees' written tests in English and Afrikaans were taken (used). For written texts a passage was chosen from "Educamus" - no aid like tape recorder was used so as to make testees feel free to use the language as naturally as they usually do. Marks were given as a testee spoke or performed.

1.6 RESEARCH SAMPLE

From each of the four areas delimited for study were chosen:

- four secondary schools with standards 6-10 classes,
- two colleges of education with 1-3 year teacher education classes.

The research data analysis will not reflect colleges of education and universities, but will focus on secondary schools only. The break-down of the research sample for schools and pupils is as follows:

a. LEBOWA SCHOOLS

KHAISO HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

MOKOMENE HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	7 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	31 testees

PHIRI-KOLOBE HIGH SCHOOL	
Standard 6	2 testees
Standard 7	2 testees
Standard 8	3 testees
Standard 9	4 testees
Standard 10	4 testees
SUBTOTAL	15 testees

MOKHULWANE HIGH SCHOOL	
Standard 6	2 testees
Standard 7	2 testees
Standard 8	3 testees
Standard 9	4 testees
Standard 10	4 testees
SUBTOTAL	15 testees

KGAPANE HIGH SCHOOL	
Standard 6	8 testees
Standard 7	5 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	31 testees

SERIPA HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

TOTAL	152 TESTEES
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B. VENDA SCHOOLS

MBILWI HIGH SCHOOL	
Standard 6	2 testees
Standard 7	2 testees
Standard 8	3 testees
Standard 9	4 testees
Standard 10	4 testees
SUBTOTAL	15 testees

PATRICK-RAMAANO HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

MPHAPHULI HIGH SCHOOL	
Standard 6	2 testees
Standard 7	2 testees
Standard 8	3 testees
Standard 9	4 testees
Standard 10	4 testees
SUBTOTAL	15 testees

PHIRIPHIRI HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	7 testees
Standard 10	6 testees
SUBTOTAL	31 testees

VHALUVHU HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

TOTAL	121 TESTEES
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c. GAZANKULU SCHOOLS

N'WANATI HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

NDENGEZA HIGH SCHOOL	
Standard 6	unavailable
Standard 7	3 testees
Standard 8	3 testees
Standard 9	5 testees
Standard 10	4 testees
SUBTOTAL	15 testees

NDHAMBI HIGH SCHOOL	
Standard 6	3 testees
Standard 7	3 testees
Standard 8	3 testees
Standard 9	3 testees
Standard 10	3 testees
SUBTOTAL	15 testees

CHARLES MATHONSI HIGH SCHOOL	
Standard 6	12 testees
Standard 7	12 testees
Standard 8	12 testees
Standard 9	12 testees
Standard 10	12 testees
SUBTOTAL	60 testees

TOTAL	120 TESTEES
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d. D.E.T. SCHOOLS

CENTRAL SENIOR SECONDARY SCHOOL	
Standard 6	6 testees
Standard 7	5 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	29 testees

MALEBO HIGH SCHOOL	
Standard 6	8 testees
Standard 7	8 testees
Standard 8	8 testees
Standard 9	8 testees
Standard 10	unavailable
SUBTOTAL	32 testees

MANTHATA HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

MAKHUTJISHA HIGH SCHOOL	
Standard 6	6 testees
Standard 7	6 testees
Standard 8	6 testees
Standard 9	6 testees
Standard 10	6 testees
SUBTOTAL	30 testees

TOTAL	121 TESTEES
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GRAND TOTAL	514 TESTEES
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The break down of the research sample for colleges and students is as follows:

a. LEBOWA COLLEGES OF EDUCATION

SEKHUKHUNI COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	2 testeess	2 testeess
Second year	2 testeess	1 testee
Third year	2 testeess	3 testeess
SUBTOTAL	6 testeess	6 testeess

MODJADJI COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	5 testeess	6 testeess
Second year	5 testeess	4 testee
Third year	5 testeess	6 testeess
SUBTOTAL	15 testeess	16 testeess

KWENA-MOLOTO COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	16 testeess	5 testeess
Second year	unavailable	10 testee
Third year	unavailable	unavailable
SUBTOTAL	16 testeess	15 testeess

TOTAL	36 testees	37 testees
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b. VENDA COLLEGES OF EDUCATION

TSHISIMANE COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	5 testees	5 testees
Second year	5 testees	5 testees
Third year	6 testees	unavailable
SUBTOTAL	16 testees	15 testees

MAKHADO COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	5 testees	5 testees
Second year	5 testees	5 testees
Third year	5 testees	5 testees
SUBTOTAL	15 testees	15 testees

TOTAL	31 testees	30 testees
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c. GAZANKULU COLLEGES OF EDUCATION

TIVUMBENI COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	5 testees	4 testees
Second year	5 testees	5 testees
Third year	5 testees	3 testees
SUBTOTAL	15 testees	12 testees

GIYANI COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	14 testees	7 testees
Second year	not available	not available
Third year	not available	not available
SUBTOTAL	14 testees	7 testees

TOTAL	29 testees	19 testees
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d. D.E.T. COLLEGES OF EDUCATION

TRANSVAAL COLLEGE OF EDUCATION		
	ENGLISH	AFRIKAANS
First year	5 testees	5 testees
Second year	5 testees	5 testees
Third year	5 testees	5 testees
SUBTOTAL	15 testees	15 testees

TOTAL	15 testees	15 testees
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GRAND TOTAL	111 testees	101 testees
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All told, therefore, the study was based on a sample of 514 high school testees in both English and Afrikaans, and 111 college students testees for English and 101 for Afrikaans. This sample was regarded as sufficiently representative of the pupil/student population to give valid

and reliable data on which reliable conclusions could be drawn for the area delimited for the study (and perhaps be generalised with a reasonable degree of reliability to greater Black South Africa).

The sample also included 78 teachers of English, 76 teachers of Afrikaans, all from the 19 high schools sampled for the study. The sample also included 22 lecturers of English and 22 lecturers of Afrikaans respectively from the 8 colleges of education sampled.

1.7 THE HYPOTHESIS

Stating the hypothesis is done as an attempt to help the research to find possible solutions to the problem at hand. Information gathered is put against the hypothesis to see if an explanation of the problem is correct. For the purpose of this study project the null hypothesis will be preferred. Statement of the objective in this study reads:

There will be no difference in competence between learners in English and Afrikaans if such learners are taught by good and competent teachers.

1.8 DEFINITION OF TERMS

Attitude

Allport (1954, p. 45) states that "an attitude is a mental and neural state of readiness,

organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

The fact that languages are not only objective, social neural instruments for conveying meaning, but are linked up with the identities of social or ethnic groups, has consequences for the (social) evaluation of, and the attitudes towards languages (Appel & Muysken 1988, p. 16). Language finds its expression in the attitudes of individuals towards these languages, English and Afrikaans, and their users.

Competence

According to Garland (1978, pp. 30-35) competence is the learner's quality and quantity of being able, capable or competent or his readiness to speak a language clearly and well, responding readily and correctly. From Garland's explanation two levels of competence can be distinguished:

- communicative competence and
- linguistic competence.

Communicative competence is understood to be the level reached by a learner in a second language. Reached to an extent that he can realise that statement in conversation in a question form is actually a request or instruction not necessarily demanding an answer but an action as well.

Linguistic competence, on the other hand, is the knowledge underlying an individual's ability to speak or understand a language - knowing how to say it (Stevick 1983, p. 12). See also Michael H. Long: Inside the "Black Box" : Methodological issues in classroom research on language learning: Language Learning (1980, pp. 177-194), Brumfit and Johnson (1985, pp 117-159 and pp 167-180), Kühn and Meiring (1984, pp 45-51).

Motivation

Motivation refers to an individual's display of a goal-directed activity and expends some effort. Motivation has a goal, effortful behaviour, a desire to attain the goal and favourable attitudes (Gardner 1985, p. 23). There are two basic types of motivation : instrumental and integrational.

Instrumental motivation refers to motivation to acquire a language as a means of attaining particular goals like getting promotion, furthering a career. Both Brown (1980, p. 114) and Gardner (1985, p. 51) argue that if a student learns a language because he has to, there is no motivation. Motivation for language learning must have reasons to reflect some goal associated with language learning.

Integrative motivation is employed when one integrates oneself within the culture of the second language group, identifies oneself with and becomes a part of that society. By this type of motivation, a second language is learned for communication, which is basic in language learning (Brown 1980, pp. 114-115).

Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. One's understanding of how the learner learns will determine one's philosophy of education, teaching styles, approach, methods and classroom techniques (Brown 1980, p. 8). In language it should be the teacher's concern that the learner is taught in such a way, and to such an extent, that the learner knows WHAT to say, and the teacher endeavours to perfect the learner's linguistic competence - knowing HOW to say it.

Performance

Performance refers to an individual's ability to display, pronounce, execute what he claims to know. Production of a learned theory in audible or visible form is the expression of personal capability. Language distinguishes two forms of performance, which according to Fromkin and Rodman (1988, pp. 391-392), are linguistic competence described as what one knows, and linguistic performance defined as how one uses the knowledge acquired in his performance-production. (See also Hymes, 1974, p. 92).

Classroom Management

Classroom management implies the individual teacher's ability to control a learning situation in a manner which will induce learning and education by participants concerned. A well managed classroom will enable learners to learn, and is also essential for teaching to take

place effectively. Good management of the self, learner, resources in the best possible way in a classroom will maximise acquisition of knowledge (Rust 1985, p. 2).

- D.E.T. : Department of Education and Training
- AL2/AT2 : Afrikaans Second Language/Afrikaans Tweede Taal
- EL2 : English Second Language
- L2 : Second Language
- H.P.T.C. : Higher Primary Teachers' Certificate
- P.T.D. : Primary Teachers' Diploma
- S.T.D. : Secondary Teachers' Diploma
- J.S.T.C. : Junior Secondary Teachers' Certificate
- S.E.C. : Secondary Education Certificate
- U.E.D. : University Education Diploma

CHAPTER 2

2.1 INTRODUCTION

Chapter 2 investigates the question of learning and teaching of English and Afrikaans in black schools in the Northern Transvaal. Quality of the teaching personnel and learners and facilities available for both the learner and the teacher form the crux of this chapter. Learners' disposition to learning English and Afrikaans will be investigated. Inside and outside school factors that may have a bearing on the acquisition of a reasonable level of competence in second language learning will be investigated.

2.2 TEACHERS OF ENGLISH AND AFRIKAANS

2.2.1 Introduction

Teacher competence in second language teaching, that is, English and Afrikaans, in Black schools is yet to be adequate. This inadequacy must be addressed if inadequacies in the teaching of English and Afrikaans as between Black and White schools must gradually be removed.

In this chapter a study will be made of English and Afrikaans teachers' qualifications, age, sex as well as teaching load, attitude and competence. Data will be collected by means of a questionnaire supplemented, where necessary, by oral evidence. Information thus gathered

will be processed on a contrast and comparison basis in the target research region as a whole rather than with reference to individual schools or respondents by name.

This is done mainly to avoid possible embarrassment to the respondents who may not measure up to their peers. First, data dealing with teachers of English will be described followed by those for Afrikaans. When this shall have been done, a comparison and, where necessary, interpretation or comment on the data shall be given. Questions under discussion from the questionnaire will be given to facilitate discussion.

The break-down of the research sample for teachers of English and Afrikaans is as follows:

a. LEBOWA

ENGLISH	TOTALS	AFRIKAANS	TOTALS
Standard 6	5	6	6
Standard 7	5	7	6
Standard 8	5	8	6
Standard 9	5	9	6
Standard 10	6	10	5
	26		29

b. VENDA

ENGLISH	TOTALS	AFRIKAANS	TOTALS
Standard 6	4	6	2
Standard 7	3	7	2
Standard 8	5	8	3
Standard 9	4	9	3
Standard 10	4	10	5
	20		15

c. GAZANKULU

ENGLISH	TOTALS	AFRIKAANS	TOTALS
Standard 6	2	6	3
Standard 7	3	7	3
Standard 8	3	8	2
Standard 9	4	9	3
Standard 10	3	10	4
	15		15

d. D.E.T.

ENGLISH	TOTALS	AFRIKAANS	TOTALS
Standard 6	3	6	3
Standard 7	4	7	4
Standard 8	4	8	3
Standard 9	3	9	4
Standard 10	3	10	3
	17		17

- e. Summary of all teachers, that is, teachers of English and Afrikaans, from the four areas.

ENGLISH		AFRIKAANS	
REGION	TOTAL	REGION	TOTAL
Lebowa	26	Lebowa	29
Venda	20	Venda	15
Gazankulu	15	Gazankulu	15
D.E.T.	17	D.E.T.	17
TOTAL	78	TOTAL	76

2.2.2 Academic Qualifications

TABLE 1: DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO ACADEMIC QUALIFICATIONS

- a. LEBOWA

STANDARD	PERCENTAGE
Matriculation	77,0
B.A. I	3,9
B.A. II	3,9
B.A. III	7,6
B.A. HONS	3,8
B.ED.	3,8
TOTAL	100

b. VENDA

STANDARD	PERCENTAGE
Matriculation	70,0
B.A. I	5,0
B.A. II	-
B.A. III	15,0
B.COM. III	5,0
B.A. HONS	5,0
B.ED.	-
TOTAL	100

c. GAZANKULU

STANDARD	PERCENTAGE
Matriculation	73,3
B.A. I	-
B.A. II	-
B.A. III	26,7
B.A. HONS	-
B.ED.	-
TOTAL	100

d. D.E.T.

STANDARD	PERCENTAGE
Matriculation	76,4
B.A. I	-
B.A. II	-
B.A. III	11,8
B.A. HONS	-
B.ED.	11,8
TOTAL	100

e. Summary : Teachers Of English Qualifications In The 4 Areas

STANDARD	PERCENTAGE
Matriculation	74,4
B.A. I	2,6
B.A. II	1,3
B.A. III	14,0
B.COM. III	1,3
B.A. HONS	2,6
B.ED.	3,8
TOTAL	100

f. Brief Description Of Teachers' Distribution In Table 1

Table 1 is representative of teachers of English's distribution according to academic qualifications in the four areas : Lebowa, Venda, Gazankulu and D.E.T. Table 1 e. is the summary of the distribution of teachers of English according to academic qualifications in the Northern Transvaal as constituted by the four areas.

g. Comparison Of Distribution Of Teachers In Table 1

Seventy seven percent (77%) of teachers of English in Lebowa, 70% in Venda, 73,3% in Gazankulu and 76,4% in D.E.T. have matriculation certificate. Up the qualification ladder 3,8% in Lebowa and 5% in Venda have B.A. Hons. with 3,8% in Lebowa and 11,8% in D.E.T. having B.Ed. as their highest academic qualifications. Of the four areas, Venda and Lebowa seem to have a comparatively better distribution of teachers of English in terms of

academic qualifications. This implies that they are better-off to teach learners to be competent in English.

TABLE 2 : DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO ACADEMIC QUALIFICATIONS

a. LEBOWA

STANDARD	PERCENTAGE
Matriculation	93,1
B.A. I	-
B.A. II	-
B.A. III	6,9
B.A. HONS	-
B.ED.	-
TOTAL	100

b. VENDA

STANDARD	PERCENTAGE
Matriculation	66,6
B.A. I	6,7
B.A. II	6,7
B.A. III	20,0
B.A. HONS	-
B.ED.	-
TOTAL	100

c. GAZANKULU

STANDARD	PERCENTAGE
Matriculation	93,3
B.A. I	-
B.A. II	-
B.A. III	6,7
B.A. HONS	-
B.ED.	-
TOTAL	100

d. D.E.T.

STANDARD	PERCENTAGE
Matriculation	88,2
B.A. I	-
B.A. II	5,9
B.A. III	5,9
B.A. HONS	-
B.ED.	-
TOTAL	100

e. Summary : Teachers Of Afrikaans Qualifications In The 4 Areas

STANDARD	PERCENTAGE
Matriculation	86,7
B.A. I	1,3
B.A. II	2,6
B.A. III	9,4
B.A. HONS	-
B.ED.	-
TOTAL	100

f. Comparison Of Table 2

Distribution of teachers of Afrikaans with matriculation certificate as their highest academic qualification is for Lebowa 93,1%, Venda 66,6%, Gazankulu 93,3% and D.E.T. 88,2%. Teachers with B.A. III is 6,9% for Lebowa, 20% for Venda, 6,7 for Gazankulu and 5,9% for D.E.T. The summary for teachers of Afrikaans, that is, Table 2 e., shows a high concentration of the distribution at matriculation level than in other academic qualification. Since matriculation cannot be regarded as an adequate academic qualification for a post-primary school teacher, this distribution manifests poorly qualified teachers and therefore a strong possibility for inadequate teaching and consequent lower learner-competence in Afrikaans.

g. Interpretation Of Tables 1 e And 2 e.

English and Afrikaans teachers' qualifications are fairly comparable, but English has a better distribution of better or more highly qualified teachers than Afrikaans. All being equal, this difference suggest possible better teaching of English than Afrikaans.

The researcher is aware of the importance of adequate qualifications in teacher-competence in second language teaching, but he is also aware of the importance of personal effort, dedication and motivation in the determination of second language teacher competence. By and large, however, for secondary school education, it is desirable that the teacher should have post-matriculation academic qualifications, that is, some university degree courses to his

credit. Such a teacher will be able to enrich pupils with wider knowledge generally. A qualified teacher is normally more confident and eager to work than an ill-qualified one. In second language teaching where teacher competence is measured, inter-alia, by linguistic competence in the specific language he teaches, this is even more prominent.

2.2.3 Professional Qualifications

TABLE 3 : DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO PROFESSIONAL QUALIFICATIONS

a. LEBOWA

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	3,8
H.P.T.C.	23,1
P.T.D.	7,7
J.S.T.C.	15,4
S.T.D.	30,8
S.E.C.	11,5
U.E.D.	7,7
EDUCATION IV	-
TOTAL	100

b. VENDA

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	5
H.P.T.C.	10
P.T.D.	-
J.S.T.C.	15
S.T.D.	50
S.E.C.	5
U.E.D.	10
EDUCATION IV	5
TOTAL	100

c. GAZANKULU

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	13,3
H.P.T.C.	6,7
P.T.D.	6,7
J.S.T.C.	6,7
S.T.D.	46,6
S.E.C.	-
U.E.D.	-
EDUCATION IV	20,0
TOTAL	100

d. D.E.T

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	-
H.P.T.C.	23,5
P.T.D.	-
J.S.T.C.	11,8
S.T.D.	47,0
S.E.C.	-
U.E.D.	5,9
EDUCATION IV	11,8
TOTAL	100

e. Summary : Teachers Of English Professional Qualifications

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	5,1
H.P.T.C.	16,7
P.T.D.	3,9
J.S.T.C.	12,8
S.T.D.	42,3
S.E.C.	5,1
U.E.D.	6,4
EDUCATION IV	7,7
TOTAL	100

f. Comparison Of Table 3

In Lebowa 3,8% of the teachers of English had no professional qualifications compared with 5% in Venda and 13,3% in Gazankulu. According to our sample 23,1% of Lebowa teachers of English have H.P.T.C., Venda has 10%, Gazankulu has 6,7% while D.E.T. has 23,5%. For S.E.C. as a professional qualification it is 11,5% in Lebowa, 5% in Venda and nil in both Gazankulu and D.E.T. For the U.E.D. qualification, Lebowa has 7,7%, Venda 10%, Gazankulu nil and D.E.T. 5,9%. Teachers with Education IV are: Lebowa nil, Venda 5%, Gazankulu 20% and D.E.T. 11,8%.

Lebowa and Venda have their teachers of English professional qualifications spread over a wider area of professional certificates with university oriented diplomas competitively represented. Gazankulu and D.E.T compare well. Table 3 e. gives an average spread of professionally qualified teachers with the majority having S.T.D. A high percentage of

teachers, that is, 16,7%, are actually trained to teach in the primary school with H.P.T.C. while the highest university professional training, that is, U.E.D and Education IV are low at 6,4% and 7,7% respectively. A comparatively high percentage of 5,1% of the teachers of English are professionally unqualified, which may contribute to poor learner competence in English.

TABLE 4: DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO PROFESSIONAL QUALIFICATIONS

a. LEBOWA

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	6,9
H.P.T.C.	6,9
P.T.D.	24,1
J.S.T.C.	17,3
S.T.D.	24,1
S.E.C.	13,8
U.E.D.	6,9
EDUCATION IV	-
TOTAL	100

b. VENDA

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	6,7
H.P.T.C.	20,0
P.T.D.	-
J.S.T.C.	26,6
S.T.D.	33,3
S.E.C.	-
U.E.D.	6,7
EDUCATION IV	6,7
TOTAL	100

c. GAZANKULU

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	40
H.P.T.C.	-
P.T.D.	6,7
J.S.T.C.	-
S.T.D.	46,7
S.E.C.	-
U.E.D.	6,6
EDUCATION IV	-
TOTAL	100

d. D.E.T.

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	-
H.P.T.C.	5,9
P.T.D.	35,3
J.S.T.C.	11,8
S.T.D.	5,8
S.E.C.	5,9
U.E.D.	35,3
EDUCATION IV	-
TOTAL	100

e. Summary : Teachers Of Afrikaans Professional Qualifications

PROFESSIONAL CERTIFICATE	PERCENTAGE
No profession	11,8
H.P.T.C.	7,9
P.T.D.	18,4
J.S.T.C.	14,5
S.T.D.	26,3
S.E.C.	6,6
U.E.D.	13,2
EDUCATION IV	1,3
TOTAL	100

f. Comparison Of Table 4

Distribution of teachers of Afrikaans according to professional qualifications is as follows: teachers with no professional certificate make 6,9% of the sample in Lebowa, 6,7% in Venda, 40% in Gazankulu and nil in D.E.T. Teachers with H.P.T.C. are 6,9% in Lebowa, 20% in Venda, nil in Gazankulu and 5,9% in D.E.T. In the case of teachers with P.T.D. there are 24,1% in Lebowa, nil in Venda, 6,7% in Gazankulu and 35,3% in D.E.T. Those with J.S.T.C. are 17,3% in Lebowa, 26,6% in Venda, nil in Gazankulu and 11,8% in D.E.T. With S.T.D. there are 24,1% in Lebowa 33,3% in Venda, 46,7% in Gazankulu and 5,8% in D.E.T. There are 13,8% teachers with S.E.C. in Lebowa, nil both in Venda and Gazankulu and 5,9% in D.E.T. For U.E.D. there are 6,9% in Lebowa, 6,7% in Venda, 6,6% in Gazankulu and 35,3% in D.E.T. For Education IV there is nil in Lebowa, 6,7% in Venda, nil in Gazankulu and D.E.T.

In terms of professionally qualified second language teachers in the sample, D.E.T. has better qualified teaching personnel than Lebowa, Venda and Gazankulu. D.E.T. has the highest number of second language teachers with U.E.D., that is, 35,3% and none of the other teachers are unqualified. Compare the latter with 40% in Gazankulu, 6,7% in Venda and 6,9% in Lebowa.

g. Interpretation Of Tables 3 e And 4 e

With better qualified teachers in the subject, one can reasonably expect positive learning

resulting from more effective teaching and consequently better results coupled with performance in the subject concerned. A better qualified teacher will teach English and Afrikaans with greater confidence and competence than an unqualified one. He will develop a more positive learning attitude in his learners towards greater competence in the second language they are learning. It is interesting to note that professional qualifications of teachers of English and of Afrikaans in the sample compare more favourably than their academic qualifications (see Tables 1 and 2 above).

2.2.4 Age Distribution

TABLE 5: DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO AGE

a. LEBOWA

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	57,7
30 - 39 years	30,8
40 - 49 years	7,7
50 + years	3,8
TOTAL	100

b. VENDA

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	60
30 - 39 years	35
40 - 49 years	5
50 + years	-
TOTAL	100

c. GAZANKULU

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	73,3
30 - 39 years	26,7
40 - 49 years	-
50 + years	-
TOTAL	100

d. D.E.T.

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	76,5
30 - 39 years	23,5
40 - 49 years	-
50 + years	-
TOTAL	100

e. Summary : Teachers Of Afrikaans According To Age

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	65,4
30 - 39 years	29,5
40 - 49 years	3,9
50 + years	1,2
TOTAL	100

f. Comparison Of Table 5

For the age range 20-29 years Lebowa has 57,7% of the teachers of English sampled, 60%

are for Venda, 73,3% for Gazankulu and D.E.T. has 76,5%. For between 30-39 years Lebowa has 30,8% of the sample, Venda has 35%, Gazankulu has 26,7% and D.E.T. has 23,5%. Teachers aged between 40-49 years are 7,7% in Lebowa, 5% in Venda and nil in both Gazankulu and D.E.T. Comparatively Lebowa has a wider distribution of teachers of English covering all age ranges which puts it at an advantage over Venda, Gazankulu and D.E.T. in terms of distribution of teaching experience and potential for sharing such experience. Further they will share whatever expertise such experience may generate towards better teaching and learning competence for the learner.

TABLE 6: DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO AGE

a. LEBOWA

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	34,5
30 - 39 years	51,7
40 - 49 years	6,9
50 + years	6,9
TOTAL	100

b. VENDA

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	46,7
30 - 39 years	46,7
40 - 49 years	6,6
50 + years	-
TOTAL	100

c. GAZANKULU

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	66,7
30 - 39 years	33,3
40 - 49 years	-
50 + years	-
TOTAL	100

d. D.E.T.

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	29,4
30 - 39 years	58,8
40 - 49 years	11,8
50 + years	-
TOTAL	100

e. Summary : Teachers Of Afrikaans According To Age

AGE (INTERVAL)	PERCENTAGE
20 - 29 years	42,1
30 - 39 years	48,7
40 - 49 years	6,6
50 + years	2,6
TOTAL	100

f. Comparison Of Table 6

Teachers of Afrikaans were found distributed as follows in the area sampled for study : in

Lebowa 34,5% fell in the age range 20-29 years, while for Venda they were 46,7% for Gazankulu 66,7 and for D.E.T. 29,4%. For the age range 30-39 years, it was found to be 51,7% for Lebowa, 46,7% for Venda 33,3% for Gazankulu and 58,8% for D.E.T. Teachers aged between 40-49 years were 6,9% for Lebowa, 6,6% for Venda, 11,8% for D.E.T. while Gazankulu was not represented in this age range. In the age range 50 years and over only Lebowa was represented with 6,9% of the sampled teachers falling in this category.

Comparatively, Lebowa has a wide age distribution of teachers of Afrikaans. Table 6 e reveals the following important distribution of teachers of Afrikaans as against those of English: 42,1% of teachers of Afrikaans are in the twenties while 65,4% of teachers of English are in the same age range; 48,7% of teachers of Afrikaans are in the thirties as against 29,5% of teachers of English. There are 6,6% of teachers of Afrikaans in the age range 40-49 years as against 3,9% of teachers of English. A further 2,6% teachers age range 50 years and above.

g. Interpretation Of Tables 5 e And 6 e

With 65,4% of teachers of English as against 42,1% of teachers of Afrikaans between the ages of 20-29 years, it is logical to deduce that English will enjoy a longer constant teacher service than Afrikaans. Although this does not necessarily mean an equally advantageous teacher competence in favour of English, yet one cannot overlook this as a strong, possible advantage for English. Youth also has a greater potential advantage for improvement of qualifications by part-time studies thereby bringing a double advantage of experience over a

longer period in-service and expertise by private studies. All being equal these two are potential plus-factors towards competence in teaching. Better health is also associated with youth. If ages 20-29 years are taken as a youthful age in teaching, then English has an advantage over Afrikaans in terms of youth and health, and, therefore, (potentially) greater chances of higher teacher competence, consequently better learner performance to achieve better learner competence.

If the argument on the potential advantage of age is followed through into the age range 30-39 years, English still has an advantage over Afrikaans. Comparatively fewer teachers of English are in this older age range, that is, 29,5% as against a much higher percentage of 48,7% for teachers of Afrikaans. Although one may argue that ages 30-39 years are experience years in teaching (which will then give Afrikaans an advantage over English) one can also argue that these are the "slowing-down years" (which will then give English an advantage). If this line of argument is followed through up to its logical conclusion, it would appear that age favours English in the sample under study.

2.2.5 Sex Distribution

TABLE 7: DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO SEX

a. LEBOWA

SEX	PERCENTAGE
Male	65,6
Female	34,4
TOTAL	100

b. VENDA

SEX	PERCENTAGE
Male	65
Female	35
TOTAL	100

c. GAZANKULU

SEX	PERCENTAGE
Male	66,7
Female	33,3
TOTAL	100

d. D.E.T.

SEX	PERCENTAGE
Male	52,9
Female	47,1
TOTAL	100

e. Summary : Teachers Of English According To Sex

SEX	PERCENTAGE
Male	52,9
Female	47,1
TOTAL	100

f. Comparison Of Table 7

Teachers of English were distributed as follows according to sex in the sample : 65,6% of the teachers in Lebowa were male, compared to 65% of Venda, 66,7% of Gazankulu and 52,9% of D.E.T. Distribution of female teachers of English on the other hand were as follows: 34,4% for Lebowa, 35% for Venda, 33,3% for Gazankulu and 47,1% for D.E.T. Taking the summary in overview there were 62,8% male teachers of English in the research area and 37,2% female teachers of English. The area that seems to enjoy a balanced distribution of teachers according to sex was D.E.T. with 52,9% male and 47,1% female.

TABLE 8 : DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO SEX

a. LEBOWA

SEX	PERCENTAGE
Male	58,6
Female	41,4
TOTAL	100

b. VENDA

SEX	PERCENTAGE
Male	73,3
Female	26,7
TOTAL	100

c. GAZANKULU

SEX	PERCENTAGE
Male	53,3
Female	46,7
TOTAL	100

d. D.E.T.

SEX	PERCENTAGE
Male	52,9
Female	47,1
TOTAL	100

e. Summary : Teachers Of Afrikaans According To Sex

SEX	PERCENTAGE
Male	59,2
Female	40,8
TOTAL	100

f. Comparison Of Table 8

Lebowa has 58,6% male teachers of Afrikaans compared to 73,3% of Venda, 53,3% of Gazankulu and 52,9% of D.E.T. For female teachers there were 41,4% in Lebowa, 26,7% in Venda, 46,7% in Gazankulu and 47,1% in D.E.T. D.E.T. followed by Gazankulu, had a balanced distribution of male and female teachers. It would imply that if a particular sex has the ability to teach a second language more competently than the other, these two areas would not be much affected. The overall picture as contained in Table 8 e. gives a relatively balanced distribution of teachers of Afrikaans with 59,2% male teachers as compared with 40,8% of female teachers.

g. Interpretation Of Tables 7 e And 8 e

A comparison of tables 7 e and 8 e shows that there are less female teachers for both English and Afrikaans in the entire area sampled. This difference is significant if viewed against the contention by Bolinger and Sears (1981), namely, that educationally it is a females' speciality to teach a language:

"Males and females have a different birthright. Females are almost never dyslexic, which suggests that their genetic equipment for language is more stable; reading problems and speech problems affect the male half of the population. Females learn to talk earlier, learn foreign languages faster and better, and do more talking in their lives than males do ..." (Ibid, p. 195).

If the Bolinger and Sears (Ibid) contentions are taken as basis for argument, the following

conclusions may be drawn from tables 7 e and 8 e. Firstly, that English and Afrikaans in Black schools are missing-out on natural female language teaching competence. This is so because only a few female teachers are engaged in the teaching of these languages. Secondly, as a logical consequence of this "limitation", we may ascribe (in part at least) poor examination results in English and Afrikaans at Standard 10 end-of-the-year examination to the same "limitation".

To appreciate this perhaps even more clearly we may want to trace the problem of competence in English and Afrikaans at Standard 10 level back to the primary school whence the foundations of language learning are laid and internalised. Inadequate performance in English and Afrikaans in the Standard 10 examinations could at best be described as the tip of the iceberg.

2.2.6 Teaching Load

In Black education, subject specialization is an exception rather than the rule. Teachers of English and Afrikaans more often than not carry up to two additional subjects over and above their language teaching load. In this study, a sample was identified of such teachers in order to get empirical evidence of the size of the problem albeit on a sample basis. Two extra subjects were taken as extra teaching load. The following tables and comparisons summarise the situation.

**TABLE 9 : DISTRIBUTION OF TEACHERS OF ENGLISH WITH TWO
ADDITIONAL SUBJECTS TO TEACH**

a. LEBOWA

SEX	NUMBER	PERCENTAGE
Male	5	71,4
Female	2	28,6
TOTAL	7	100

b. VENDA

SEX	NUMBER	PERCENTAGE
Male	6	85,7
Female	1	14,3
TOTAL	7	100

c. GAZANKULU

SEX	NUMBER	PERCENTAGE
Male	4	66,7
Female	2	33,3
TOTAL	6	100

d. D.E.T.

SEX	NUMBER	PERCENTAGE
Male	2	25
Female	6	75
TOTAL	8	100

e. Summary : Teachers Of English According To Teaching Load

SEX	NUMBER	PERCENTAGE
Male	17	60,7
Female	11	39,3
TOTAL	28	100

f. Comparison Of Table 9

Table 9 provides the following data : Lebowa has 71,4% male teachers of English with two additional subjects, Venda has 85,7%, Gazankulu has 66,7% and D.E.T. has 25%. Distribution of female teachers of English with two additional subjects is as follows : Lebowa 28,6%, Venda 14,3%, Gazankulu 33,3% and D.E.T. 75%. It becomes evident that male teachers carry the bulk of extra teaching load.

The Tables show that more female teachers of English under D.E.T. teach English plus two other subjects, that is, 75%. In Lebowa, Venda and Gazankulu the situation is reversed with

71,4%, 85,7% and 66,7% male teachers of English carrying an extra teaching-load of two other subjects. In overview, however, the sample shows that more male teachers of English than female ones carry an extra teaching load of two other subjects. It is unfortunate that budget and personpower (manpower) constraints necessitate situations in which teachers of English and Afrikaans have to carry an extra load of two additional subjects over and above their language arts specialisations. It is unfortunate on the grounds that second language is not only a highly specialised work-area in its own right but an extremely exacting one to boot. Coupling it with two extra subjects can only be deleterious to the whole exercise of teaching English and Afrikaans as second languages in Black schools.

TABLE 10 : DISTRIBUTION OF TEACHERS OF AFRIKAANS WITH TWO ADDITIONAL SUBJECTS TO TEACH

a. LEBOWA

SEX	NUMBER	PERCENTAGE
Male	7	87,4
Female	1	12,5
TOTAL	8	100

b. VENDA

SEX	NUMBER	PERCENTAGE
Male	4	80
Female	1	20
TOTAL	5	100

c. GAZANKULU

SEX	NUMBER	PERCENTAGE
Male	4	80
Female	1	20
TOTAL	5	100

d. D.E.T.

SEX	NUMBER	PERCENTAGE
Male	5	83,3
Female	1	16,7
TOTAL	6	100

e. Summary : Teachers Of Afrikaans According To Teaching Load

SEX	NUMBER	PERCENTAGE
Male	18	78,3
Female	5	21,7
TOTAL	23	100

f. Comparison Of Table 10

Teachers of Afrikaans are unevenly distributed as far as sex is concerned in the four areas of research. Lebowa has 87,5% male teachers sampled, Venda and Gazankulu have 80% each and D.E.T. 83,3%. Female teachers are as follows : Lebowa 12,5%, Venda and Gazankulu 20% each and D.E.T. 16,7%. This type of distribution may affect learners in their mastery of language towards competence (See Bolinger and Sears, Ibid).

g. Interpretation Of Tables 9 e And 10 e

Tables 9 e and 10 e show that there are more female teachers of English carrying an extra load of two other subjects, that is, 39,3% than is the case with teachers of Afrikaans, that is, 21,7%. This means that female teachers of English are more burdened than their Afrikaans counterparts. In turn it could affect competence in favour of Afrikaans in as far as this variable is concerned. In the case of teachers of English, the situation is reversed. Teachers of Afrikaans (male) are more burdened with two extra subjects, that is, 78,3%, than their English counterparts, that is, 60,7%. This may mean that as far as this variable is concerned, English has an advantage over Afrikaans in terms of potentially being better taught (perhaps being better learnt too).

2.2.7 Other Responsibilities

In education the teacher is concerned with the development of the whole being. It will thus

not suffice for a teacher to concentrate on subject teaching only, but will have to develop all modes of the learner's life. With no extra or qualified teachers to care for extra mural activities, subject teachers are further responsible for learner's other faculties. This places some teachers in a difficult position because of the load they already have. Experience has shown that the most capable teacher is the most responsible and overloaded one. In many instances it is this teacher who is given the most responsibilities at school - even looking at the welfare of pupils. In such situations learner competence will invariably suffer.

2.2.8 Attitude Of Teachers Towards English And Afrikaans

This sub-section examines the attitude of teachers towards the teaching of English and Afrikaans as second languages and how attitude affect learner competence in the two languages. We start our analysis of this attitude and competence in English and Afrikaans with the following observation from Greenberg (1969, pp. 20-21):

"Within the teacher's emotional life are the forces that most powerfully affect the entire teaching process ... the humanity of the teacher is the vital ingredient if children are to learn".

A questionnaire (item 12 on the research questionnaire): "Are you satisfied with your teaching of English?" Yes, No, Uncertain in English and "Is u tevrede met u aanbieding van Afrikaans?" Ja, Nee, Onseker in Afrikaans was designed to establish empirically the teachers' attitude towards the teaching of English and Afrikaans.

**TABLE 11 : DISTRIBUTION OF TEACHERS ACCORDING TO THEIR ATTITUDE
TOWARDS THE TEACHING OF ENGLISH**

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Yes	50	23,1	73,1
No	15,4	7,6	23
Uncertain	-	3,9	3,9
TOTAL	65,4	34,6	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Yes	45	35	80
No	10	-	10
Uncertain	10	-	10
TOTAL	65	35	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Yes	46,7	33,3	80
No	20	-	20
Uncertain	-	-	-
TOTAL	66,7	33,3	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Yes	41,2	29,3	70,5
No	11,8	5,9	17,7
Uncertain	-	11,8	11,8
TOTAL	53	47	100

e. Summary : Teachers Of English According To Attitude

	MALE %	FEMALE %	TOTAL %
Yes	46,2	29,5	75,7
No	14,1	3,8	17,9
Uncertain	2,6	3,8	6,4
TOTAL	62,9	37,1	100

f. Comparison Of Table 11

Table 11 shows that high percentage of the teachers of English have a positive attitude towards teaching English. Venda and Gazankulu teachers of English top the list with 80% positive attitude, followed by Lebowa and D.E.T. with 73,1% and 70,5% respectively. In overview 75,7% of the teachers of English sampled indicated a positive attitude towards their task of teaching English.

The Table also shows that Lebowa has the highest percentage of teachers of English who are not happy with their task of teaching English, that is, 23,0% have indicated so. Gazankulu follows with 20%, D.E.T. with 17,7% and Venda with the lowest percentage of 10%. In overview 17,9% of the teachers of English sampled indicated that they are not happy with their task of teaching English. The Table also indicates that D.E.T. teachers of English were the most unsure of their own attitudes towards their task. No less than 11,8% said as much. Venda followed with 10% and Lebowa with a low 3,9%. Of the teachers of English sampled in Gazankulu, none were unsure of their attitude towards their task of teaching English. In overview, 6,4% of the teachers sampled were unsure of their attitude towards their task. On the whole more females (11,8% D.E.T. and 3,9% in Lebowa) than males (10% in Venda) (with an overview of 3,8% and 2,6% respectively), teachers of English sampled indicated that they were uncertain of their attitude towards their teaching of English.

TABLE 12: DISTRIBUTION OF TEACHERS ACCORDING TO THEIR ATTITUDE TOWARDS THE TEACHING OF AFRIKAANS

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Ja	44,8	37,9	82,7
Nee	6,9	-	6,9
Onseker	6,9	3,5	10,4
TOTAL	58,6	41,4	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Ja	26,6	20	46,6
Nee	20	6,7	26,7
Onseker	20	6,7	26,7
TOTAL	66,6	33,4	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Ja	40	33,3	73,3
Nee	6,7	13,3	20
Onseker	-	6,7	6,7
TOTAL	46,7	53,3	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Ja	41,2	29,3	70,5
Nee	11,8	5,9	17,7
Onseker	-	11,8	11,8
TOTAL	53	47	100

e. Summary : Teachers Of Afrikaans According To Attitude

	MALE %	FEMALE %	TOTAL %
Ja	39,5	31,5	71
Nee	10,5	5,3,	15,8
Onseker	6,6	6,6	13,2
TOTAL	56,6	43,4	100

f. Comparison Of Table 12

According to Table 12 a high percentage (71%) of the teachers of Afrikaans have a positive attitude towards their tasks. Lebowa tops the list with 83,7% positive attitude, followed by Gazankulu with 73,3%, D.E.T. with 70,5% and Venda with a comparatively lower 46,7%. The Table also shows that Venda has the most teachers who are unhappy with their teaching of Afrikaans: 26,7% of the sampled teachers indicated as much, then Gazankulu with 20%, D.E.T. with 17,7% and Lebowa with a comparatively low 6,9%. Venda also tops the list with teachers of Afrikaans who are unsure about their attitude towards their task: 26,7% of the sampled teachers indicated as much, followed by D.E.T with 11,8%, Lebowa with 10,4% and Gazankulu with a comparatively low 6,7%.

In overview, 15,8% of the teachers of Afrikaans sampled were unhappy with their task while 13,2% were unsure of their attitude towards their tasks.

g. Interpretation Of Tables 11 e and 12 e

Comparing Tables 11 e and 12 e it was found that 75,7% of teachers of English and 71% of teachers of Afrikaans were satisfied with their teaching of their respective languages. Attitude of the teacher towards the teaching of a particular second language has an important bearing on the attitude of the learners towards learning that language successfully or otherwise.

Ideally teachers must be happy with their work if they are to be concerned with their (learners') performance. That there are 17,9% of teachers who are not satisfied with their performance in English and 15,8% in Afrikaans, should be disturbing to pupils, parents and education authorities. The 75,7% of teachers of English and 71% of Afrikaans who are satisfied with their work and performance though sufficiently high to promote learner competence, should not lure us into accepting that all is 100% well.

Our concern should be what makes the 17,9% and 15,8% of teachers of English and Afrikaans respectively not to be satisfied or have positive attitude towards their tasks. Among some of the reasons given to the researcher, as part of oral and written evidence, are the shortage or lack of textbooks, overcrowding, and the role that parents ought to play in the education of their children. What remains unclear is the how; how exactly can parents be involved in their children's education, taking into account some of the parents' education background?

The 6,4% and 13,2% of uncertain/onseker teachers of English and Afrikaans respectively could be that they are not qualified to teach the two languages or they have taken teaching merely as a source of income rather than as a task of transmitting knowledge to learners. To this group of teachers Heck and Williams (1984, p. 6) have this to say:

"Teachers who see their primary role as the transmission of knowledge will react quite differently from teachers who feel their primary responsibility is to establish a close relationship with students and to help them experience success in the pursuit of knowledge. Teaching is not only development of the cognitive."

It is doubtful whether a teacher who is uncertain/onseker about his own attitude towards his duty as a teacher can ever discharge such a duty with competence and confidence; motivation and conviction. It is even more doubtful whether he can generate anyone of these positive qualities in his learners towards learning the second language he purports to teach. Indeed an uncertain/onseker language teacher is unlikely to be a boon to second language teaching.

2.2.9 Teacher Competence In English And Afrikaans

According to Finocchiaro (1964, p. 21) a competent teacher is the one who can develop new attitudes. He must superimpose new modes of thinking and speaking upon those established earlier. The competent teacher can foster the desire to learn a new mode of communication in children with no apparent interest in language study. This view is also expressed by Garland (1978, p. 60), Fishbein and Emans (1972, p. 71) , Brown (1980, p. 7) and Goodacre (1968, p. 27).

Lenneberg (1966, p. 73) suggests that the capacity for language acquisition is innate, thus implies that all human beings can be competent in at least one language. In this sub-section we are going to find out if the teacher's competence or incompetence helps or hinders the learner's competence. Teacher competence is therefore an important factor towards successful teaching. Academic and professional qualifications become meaningful only when they are manifested in actual competence in the classrooms. Respondents in this study were requested to assess their competence in English and Afrikaans. The following tables and comparisons represent their self-assessment on item 13 of the questionnaire administered for the purpose. The questionnaire item 13 reads: "How would you rate your competence in English?" Very good, Good, Satisfactory, Fair, Uncertain in English and "Hoe sou u u vaardigheid in Afrikaans skat?" Baie goed, Goed, Bevredigend, Redelik, Onseker in Afrikaans.

TABLE 13: DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO COMPETENCE

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Very good	3,8	-	3,8
Good	7,7	3,9	11,6
Satisfactory	42,3	30,8	73,1
Fair	11,5	-	11,5
Uncertain	-	-	-
TOTAL	65,3	34,7	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Very good	5	5	10
Good	35	25	60
Satisfactory	15	-	15
Fair	-	-	-
Uncertain	10	5	15
TOTAL	65	35	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Very good	-	6,8	6,8
Good	13,3	13,3	26,6
Satisfactory	33,3	13,3	46,6
Fair	13,3	-	13,3
Uncertain	6,7	-	6,7
TOTAL	66,6	33,4	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Very good	5,9	-	5,9
Good	17,6	5,9	23,5
Satisfactory	35,3	17,6	52,9
Fair	5,9	-	5,9
Uncertain	-	11,8	11,8
TOTAL	64,7	35,3	100

e. Summary : Teachers Of English According To Attitude

	MALE %	FEMALE %	TOTAL %
Very good	3,9	2,6	6,5
Good	17,8	11,6	29,4
Satisfactory	32,0	16,6	48,6
Fair	7,7	-	7,7
Uncertain	3,9	3,9	7,8
TOTAL	65,3	34,7	100

f. Comparison Of Table 13

Table 13 shows that in terms of competence, teachers of English in Venda top the list in rating themselves "Very good": 10% indicated as much, followed by Gazankulu with 6,8% and D.E.T. with a close 5,9%. Only 3,8% of the teachers of English sampled in Lebowa rated themselves as "Very good". Venda again topped the list with those teachers of English who rated themselves as "Good": 60% indicated as much. Gazankulu followed with 26,6%, followed closely by D.E.T with 23,5%. By comparison, only 11,6% of the teachers of English in Lebowa sampled rated themselves as "Good". Most of the teachers of English in Lebowa rated their competence as "Satisfactory": 73,1% of them indicated so. D.E.T. followed with 52,9% and Gazankulu with 46,6%. By comparison, only 15% of the teachers of English in Venda rated their competence as "Satisfactory". 11,5% of the sampled teachers of English in Lebowa rated their competence in English as "Fair", while in Gazankulu 13,3%

indicated as much as against only 5,9% of D.E.T.

According to Table 13 no teacher of English in Venda who was sampled rated himself as "Fair" in competence in English. But a high percentage of 15% of teachers in Venda were "Uncertain" of their competence in English compared to 11,8% in D.E.T. and 6,7 in Gazankulu. No sampled teacher of English in Lebowa was "Uncertain" of his competence in English. This being the situation, competence among learners will be difficult to achieve in Black secondary schools in English and Afrikaans. Teachers ought to establish themselves before second languages could be taught and learnt to reach competence in all its spheres.

TABLE 14: DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO COMPETENCE

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Baie goed	3,5	-	3,5
Goed	44,8	17,2	62,0
Bevredigend	6,9	10,3	17,2
Redelik	3,5	13,8	17,3
Onseker	-	-	-
TOTAL	58,7	41,3	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Baie goed	13,3	-	13,3
Goed	13,3	6,7	20
Bevredigend	6,7	13,3	20
Redelik	33,3	6,7	40
Onseker	6,7	-	6,7
TOTAL	73,3	26,7	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Baie goed	13,3	6,7	20
Goed	6,7	13,3	20
Bevredigend	13,3	13,3	26,6
Redelik	20	6,7	26,7
Onseker	6,7		6,7
TOTAL	60	40	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Baie goed	5,9	5,9	11,8
Goed	17,7	17,6	35,3
Bevredigend	5,9	5,9	11,8
Redelik	23,5	17,6	41,1
Onseker	-	-	-
TOTAL	53	47	100

e. Summary : Teachers Of Afrikaans According To Competence

	MALE %	FEMALE %	TOTAL %
Baie goed	7,9	2,7	10,6
Goed	25	14,5	39,5
Bevredigend	7,9	10,5	18,4
Redelik	17,1	11,8	28,9
Onseker	2,6	-	2,6
TOTAL	60,5	39,5	100

f. Comparison Of Table 14

Table 14 shows that the majority of the sampled teachers of Afrikaans who rated their proficiency as "Baie goed" are found in Gazankulu: 20% of the teachers rated their proficiency as much, followed by Venda with 13,3%, D.E.T. with 11,8%, Lebowa was low-down at 3,5%. Lebowa, however, topped the list with those teachers of Afrikaans who rated their competence as "Goed"; 62% indicated as much. D.E.T. followed with 35,3% while Venda and Gazankulu were even at 20%. Gazankulu tops the list with those teachers of Afrikaans who rated their proficiency as "Bevredigend" with 26,6%, followed by Venda, Lebowa and D.E.T. with 20%, 17,2% and 11,8% respectively.

Teachers of Afrikaans in both D.E.T and Venda rated themselves about as equally competent in Afrikaans at the level "Redelik" with 41,1% and 40% respectively. In Gazankulu 26,7% of the teachers of Afrikaans rated themselves as "Redelik" as against 17,3% for Lebowa. In

Lebowa and D.E.T. no teacher of Afrikaans rated himself as "Onseker" as against 6,7% for both Venda and Gazankulu. The latter percentage comprised male teachers only.

In summary, teachers of Afrikaans who rated themselves as "Baie goed" were found in Gazankulu (20%) while those who rated themselves as "Goed" were found in Lebowa (62%). D.E.T. leads with those who rated themselves as "Redelik" (41,1%). No female teachers of Afrikaans rated themselves as "Onseker" of their competence in Afrikaans which may be a good indication of teacher ability to pupil competence in the language.

g. Comparative Interpretation Of Tables 13 e And 14 e

In comparing Tables 13 e for teachers of English and 14 e for teachers of Afrikaans, more teachers of Afrikaans than of English rated themselves as "Baie goed". 10,6% of teachers of Afrikaans said so as against 6,5% of English who rated themselves as "Very good". Even for "Goed", it was the teachers of Afrikaans who rated themselves higher, that is, 39,5% as against 29,4% of the English ones who rated themselves as "Good". The majority of the teachers of English sampled who rated their proficiency as "Satisfactory", that is, 48,6% said so as against 28,9% teachers of Afrikaans who rated themselves as "Redelik". A comparatively higher percentage of teachers of English were unsure of their proficiency in English: 7,8% said they were "Uncertain" as against only 2,6% of their Afrikaans counterparts who entered "Onseker" for this item.

A higher percentage of males than females rated themselves as "Baie goed" (7,9%) and "Very good" (3,9%) than males who entered 5,9% and 2,6% for "Baie goed" and "Very good" respectively.

For any person to do his work properly he has to have a considerable measure of control and confidence in the task. In this study it is expected that he should have acquired competence in English and Afrikaans. It should be frustrating to have to be taught by a teacher who does not have confidence in himself because of his limited competence in the language. If teachers rating themselves "Very good" make only 6,5% for English and 10,6% (Baie goed) for Afrikaans, it only shows how disadvantaged our pupils are because of lack of competent teachers in these two languages. The 39,5% (goed) in respect of Afrikaans as against 29,4% of English is disquieting, especially when it is borne in mind that the latter language is the preferred medium of instruction. Limited confidence in respect of English therefore goes beyond the language per se, it affects the education of the Black child as a whole.

To know that 48,6% of the teachers of English have indicated that they are only "Satisfactory" in terms of competence, is highly disturbing since this figure represents about 50% of the sampled teachers of English. Afrikaans is even worse-off with only 18,4% falling in the category "Bevredigend" and 28,9% in "Redelik". 7,8% of teachers of English "Uncertain" and 2,6 of Afrikaans "Onseker" responses need intensive investigation. Uncertainty can hardly be the basis for the confidence the second language teacher needs. Any new approach to second language teaching that may be suggested in the future is unlikely to succeed unless the teachers have confidence in themselves as language teachers.

TABLE 15: DISTRIBUTION OF TEACHERS OF ENGLISH ACCORDING TO THEIR ATTITUDE

According to Greenberg (1969; pp. 20-21) the success of teaching and attainment of a goal therefrom depends largely on the teacher's emotional life. It is with the teacher's personality that the learner gains confidence in his learning and has competence in what he is being taught. To determine the teacher's attitude, questionnaire item 14 was set: "What is your personal attitude towards English?" Strongly positive, Positive, Indifferent, Negative, Strongly negative. The Afrikaans version reads: "Wat is u houding tenoor Afrikaans?" Skerp positief, Positief, Onbeduidend, Negatief, Skerp negatief.

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Strongly positive	19,2	11,5	30,7
Positive	42,3	23,1	65,4
Indifferent	-	-	-
Negative	3,9	-	3,9
Strongly Negative	-	-	-
TOTAL	65,4	34,6	100

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b. VENDA

	MALE %	FEMALE %	TOTAL %
Strongly positive	25	10	35
Positive	30	20	50
Indifferent	10	5	15
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	65	35	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Strongly positive	40	26,7	66,7
Positive	26,7	6,6	33,3
Indifferent	-	-	-
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	66,7	33,3	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Strongly positive	29,4	29,4	58,8
Positive	23,5	11,8	35,3
Indifferent	-	5,9	5,9
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	52,9	47,1	100

e. Summary : Teachers Of English According To Attitude

	MALE %	FEMALE %	TOTAL %
Strongly positive	26,9	18	44,9
Positive	32	16,7	48,7
Indifferent	2,5	2,6	5,1
Negative	1,3	-	1,3
Strongly negative	-	-	-
TOTAL	62,7	37,3	100

f. Comparison Of Table 15

According to Table 15, teachers of English sampled in Gazankulu were the most positive (that is, Strongly positive) towards their subject: 66,7% said so, followed by D.E.T. with 58,8%, Venda with 35% with Lebowa way down at 30,7%. Lebowa teachers of English are highest on the list of those who were "Positive" that is 65,4%, followed by Venda with 50%, D.E.T. with 35,3%. None of the teachers of English sampled in Lebowa and Gazankulu were "Indifferent" to their subject, but 15% and 5,9% of the teachers in Venda and D.E.T. respectively indicated that they are in fact "Indifferent" to their subject English.

Whereas only female teachers of English under D.E.T. are "Indifferent", in Venda both sexes are represented in their self assessment. None of the teachers of English under D.E.T., Gazankulu and Venda indicated that they are "Negative" towards their subject but 3,9% of

the teachers sampled in Lebowa indicated that they are in fact "Negative" towards their subject. Only male teachers indicated that they have this "Negative" attitude towards their subject. None of the teachers sampled for the study indicated that they are "Strongly negative" towards English.

TABLE 16: DISTRIBUTION OF TEACHERS OF AFRIKAANS ACCORDING TO THEIR ATTITUDE

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Skerp positief	20,7	6,9	27,6
Positief	37,9	34,5	72,4
Onbeduidend	-	-	-
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	58,6	41,4	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Skerp positief	13,3	-	13,3
Positief	33,3	20	53,3
Onbeduidend	66,7	6,7	33,4
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	73,3	26,7	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Skerp positief	13,3	6,7	20
Positief	40	33,3	73,3
Onbeduidend	-	6,7	6,7
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	53,3	46,7	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Skerp positief	11,8	5,9	17,7
Positief	41,2	35,2	76,4
Onbeduidend	-	5,9	5,9
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	53	47	100

e. Summary : Teachers Of Afrikaans According To Attitude

	MALE %	FEMALE %	TOTAL %
Skerp positief	15,7	5,3	21
Positief	38,2	31,6	69,8
Onbeduidend	5,3	3,9	9,2
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	59,2	40,8	100

f. Comparison Of Table 16

According to this Table, teachers of Afrikaans sampled in Lebowa were most positive, that is, "Skerp positief" towards their subject: 27,6% said as much, followed by Gazankulu with 20%, D.E.T. with 17,7% and Venda with 13,3%. In terms of being positive, that is, "Positief" all the areas except Venda with 53,3% are about even with between +72-76% positive (positief) attitude towards Afrikaans. A high figure of 33,4% of the teachers in Venda were indifferent, that is, "Onbeduidend" towards Afrikaans compared to a low 6,7% and 5,9% in Gazankulu and D.E.T. respectively. No teacher in Lebowa was indifferent (onbeduidend) to his subject. Of the teachers of Afrikaans sampled, none were either negative (negatief) or strongly negative (skerp negatief).

g. Comparison Of Tables 15 e And 16 e

Attitude plays an important role in teaching, it may determine the success or failure of the teacher to teach and pupils to learn in a teaching-learning situation. It determines the effectiveness of teaching and learning. Not much can be expected from teachers with wavering, uncertain attitude to teaching. They cannot motivate learners to love and learn the subject enthusiastically if they themselves do not display a positive attitude to the subject.

If only 44,9%, that is, less than half of the teachers entrusted with the teaching of English rate themselves as "Strongly positive", this is certainly cause for concern. By comparison, only 21% of the teachers of Afrikaans rated themselves as "Skerp positief". This is even more

disconcerting and can hardly augur well for a balanced teaching (in terms of attitude) of English and Afrikaans in Black schools.

48,7% of the teachers of English sampled rated themselves "Positive" in terms of attitude towards their subject. This is somewhat disturbing because one would expect virtually all the teachers of a subject (especially a difficult subject like a second language) at least to rate themselves "Positive" towards their task if they are to motivate learners adequately. The 69,8% "Positief" self-rating by teachers of Afrikaans by comparison is more encouraging from a professional (competence) point of view - although the actual communicative competence in the language itself might be something else. It is highly encouraging that none of the teachers of Afrikaans sampled rated themselves as outright negative towards their subject. But, it is disturbing that 5,1% of the teachers of English and 9,2% of Afrikaans were simply uncertain (indifferent or Onbeduidend) about their attitude towards their subject. A teacher who is uncertain about his attitude is unlikely to provide a positive role-model for his learners to emulate. Such a teacher is anything but a boon to second language teaching in Black schools, and the new South Africa will not lose by marginalising such teachers in favour of more positive ones. The 1,3% teachers of English who rated themselves as "Negative" towards their subject simply do not belong to the English second language and perhaps even Afrikaans second language fraternity. It is as simple as that.

TABLE 17: DISTRIBUTION OF TEACHERS' PERCEPTION ON PUPILS' ATTITUDE TOWARDS ENGLISH

Whereas Tables 15 and 16 sought to establish the attitude of teachers towards English and Afrikaans in Black schools, Tables 17 and 18 seek to establish and describe comparatively the attitude of the learners, as seen by teachers, towards these languages. Pupils' attitude was sought through the teachers as the ones best suited to provide data on their learners. Item 15 of the questionnaire for teachers reads: "What is your pupils' attitude toward English?" Strongly positive, Positive, Negative, Strongly negative. In Afrikaans it reads: "Wat is u leerlinge se houding teenoor Afrikaans?" Skerp positief, Positief, Onbeduidend, Negatief, Skerp negatief.

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Strongly positive	-	3,9	3,9
Positive	53,8	26,9	80,7
Indifferent	11,5	3,9	15,4
Negative	-	-	-
Strongly Negative	-	-	-
TOTAL	65,3	34,7	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Strongly positive	10	-	10
Positive	40	30	70
Indifferent	15	5	20
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	65	35	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Strongly positive	6,7	13,3	20
Positive	53,3	20	73,3
Indifferent	6,7	-	6,7
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	66,7	33,3	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Strongly positive	11,7	17,7	29,4
Positive	35,3	17,7	53
Indifferent	5,9	11,7	17,6
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	52,9	47,1	100

e. Summary : Teachers' Perception Of Pupils' Attitude Towards English

	MALE %	FEMALE %	TOTAL %
Strongly positive	6,4	7,7	14,1
Positive	46,2	24,3	70,5
Indifferent	10,3	5,1	15,4
Negative	-	-	-
Strongly negative	-	-	-
TOTAL	62,9	37,1	100

f. Comparison Of Table 17

According to Table 17, 29,4% of D.E.T. teachers of English sampled, believe that their pupils are "strongly positive" towards English, followed by 20% for Gazankulu and 10% for Venda. Only 3,9% of the teachers of English sampled in Lebowa believed their pupils to be "Strongly positive" towards English. Teachers in Lebowa, Gazankulu and Venda were almost all in agreement that pupils were positive towards the learning of English: 80,7%, 73,3% and 70% respectively indicated as much. Only D.E.T. teachers of English were slightly low-down in this category with 53%.

If this high percentage is generalised, the attitude of learners in Black schools as perceived by their teachers is decidedly positive. This conclusion is accentuated by the fact that none of the teachers sampled perceived their learners as "Negative" or "Strongly negative" towards the learning of English. A disconcerting feature of table 17, however, is the fact that a high

percentage of learners is perceived as being "indifferent" towards the learning of English by their teachers: 20% of the teachers in Venda said that their learners were "Indifferent", 15,4% for Lebowa, 17,6% for D.E.T. and 6,7% for Gazankulu. This disconcerting feature is accentuated by the fact that all four research areas sampled have representative in this category.

In this sample, more male teachers of English than female ones perceive their pupils as having a positive attitude towards learning English. The reason for this tendency was not immediately clear to the researcher.

TABLE 18: DISTRIBUTION OF TEACHERS' PERCEPTION ON PUPILS' ATTITUDE TOWARDS AFRIKAANS

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Skerp positief	-	-	-
Positief	20,7	20,7	41,4
Onbeduidend	24,1	17,2	41,3
Negatief	6,9	3,5	10,4
Skerp negatief	6,9	-	6,9
TOTAL	58,6	41,4	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Skerp positief	-	-	-
Positief	13,3		13,3
Onbeduidend	33,3	13,3	46,6
Negatief	26,8	13,3	40,1
Skerp negatief	-	-	-
TOTAL	73,4	26,6	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Skerp positief	-	-	-
Positief	40	46,7	86,7
Onbeduidend	13,3	-	13,3
Negatief	-	-	-
Skerp negatief	-	-	-
TOTAL	53,3	46,7	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Skerp positief	-	-	-
Positief	17,7	29,4	47,1
Onbeduidend	23,5	17,6	41,1
Negatief	11,8	-	11,8
Skerp negatief	-	-	-
TOTAL	53	47	100

e. Summary : Teachers' Perception On Pupils' Attitude Towards Afrikaans

	MALE %	FEMALE %	TOTAL %
Skerp positief	-	-	-
Positief	22,4	23,7	46,1
Onbeduidend	23,7	13,2	36,9
Negatief	10,5	3,9	14,4
Skerp negatief	2,6	-	2,6
TOTAL	59,2	40,8	100

f. Description Of Table 18

According to Table 18 none of the teachers of Afrikaans sampled felt that their pupils were "Skerp positief" towards Afrikaans, but 86,7% of the teachers in Gazankulu, 47,1% of those in D.E.T. and 41,4% of those in Lebowa rated their pupils as "Positief" in terms of attitude towards Afrikaans. In Venda the figure was only 13,3%. A disturbingly high percentage of teachers of Afrikaans sampled rated their pupils' attitude towards Afrikaans as "Onbeduidend": 46,6% of the teachers sampled in Venda said so, followed by Lebowa with 41,3%, and D.E.T. with 41,1%. Teachers in Gazankulu were decidedly different since only 13,3% of them rated their pupils' attitude towards Afrikaans as "Onbeduidend". Significantly it was the highest percentage of teachers of Afrikaans sampled in Gazankulu (86,7%) who rated their pupils' attitude towards Afrikaans as "Positief". Perhaps that is why a correspondingly low percentage (13,3%) rated their pupils' attitude towards Afrikaans as "Onbeduidend".

Again, none of the Gazankulu teachers of Afrikaans sampled rated their pupils' attitude towards Afrikaans as "Negatief" or "Skerp negatief" as against Venda with a high 40,1% "Negatief", D.E.T. with a low 11,8% "Negatief" and Lebowa with a 10,4% "Negatief" and 6,9% "Skerp negatief". In overview, it was the male teachers of Afrikaans, rather than their female counterparts who rated their pupils as "Skerp negatief" towards Afrikaans, and it was mostly the female teachers who rated the pupils as "Positief" towards Afrikaans. Again the reason(s) for this distribution pattern was not immediately obvious to the researcher.

g. Comparison Of Tables 17 e And 18 e

By comparison teachers of English seem to feel that their learners are more positively inclined towards their subject than their Afrikaans counterparts. Whereas 14,1% of teachers of English rated their learners' attitude towards English as "Strongly positive" there was 0% (NIL) for "Skerp positief" towards Afrikaans. 70,5% of the teachers of English rated their pupils' attitude towards English as "Positive" as against 46,1% "Positief" towards Afrikaans.

While 36,9% teachers of Afrikaans sampled rated their pupils' attitude towards Afrikaans as "Onbeduidend", only 15,4% teachers of English rated their pupils' attitude towards English as "Indifferent". Nil (0%) teachers of English rated their pupils' attitude towards English as "Negative" and "Strongly negative". On the contrary, 14,4% and 2,6% of the teachers of Afrikaans rated their pupils' attitude as "Negatief" and "Skerp negatief" respectively towards Afrikaans.

Gazankulu has 46,7% of the female teachers and 40% male teachers who felt that their pupils' attitude was "Positief" towards Afrikaans. If this had prevailed in all areas it would be much easier to teach Afrikaans on a comparatively reasonable level with English as two second languages. Competence would be a lot easier an aim to achieve, given that all other things are equal.

h. Interpretation Of Tables 17 e And 18 e

To know one's learners as a teacher means knowing if they all appreciate one's person and want to learn the subject one offers. Working on the assumption that the teacher is wanted, one has to know the pupils' attitude towards the subject. In order to avoid naive optimism in English and Afrikaans, teachers have to discover the importance of determining the unique needs and learning styles of each child. If this is achieved programmes to meet these needs can be designed.

It is significant to note that 14,1% of teachers of English say that their pupils are "Strongly positive" to learn the language as against none by teachers of Afrikaans concerning their pupils. This type of situation serves as a definite encouragement to teachers of English. For one thing their task of motivating their learners will be just that much easier compared to that of the teachers of Afrikaans. (One speaks here of intrinsically motivated pupils). For another, they themselves as teachers will approach their task with a more positive frame of mind, a feeling of being wanted and a perception of greater relevance than their Afrikaans counterparts. Teachers of Afrikaans do not only have to contend with their mastery of the

language, but also a great deal to do this successfully may mean twice as much effort as their English counterparts. In this way they may be competitive professionally and in the classroom, and, later in society and in the work-place. Acceptance of Afrikaans as a language by the pupils and its value in life are to be seen to be the crux of second language learning.

The 14,4% "Negatief" and 2,6% "Skerp negatief" added to 36,9% "Onbeduidend" do not make the work of the teacher of Afrikaans any easier. First the teachers of Afrikaans had to correct the negative attitude towards the language to be at par professionally with their English counterparts. This has to be done so that he can then proceed to teach for competence in Afrikaans. His task is thus twice as difficult.

For the teachers of Afrikaans to be motivated and see their task as worthwhile, a deeper knowledge of pupils' social, linguistic, economic and even political life is essential. The teacher of Afrikaans must therefore go to class perhaps just that little more prepared for the lesson than the teacher of English if he is to make the desired impact on the pupils. What should concern language educationist most is what these teachers do after these observations. Heck and Williams (1984) have this to say to motivate, console and perhaps even warn teachers, such as teachers of Afrikaans in their apparent disillusion and perhaps frustration:

"As a teacher my greatest frustration is knowing that part of teaching carries over into my personal life" (p. 214).

2.3 THE LEARNER IN ENGLISH AND AFRIKAANS

2.3.1 Introduction

This sub-section treats of learners of both English and Afrikaans. An item in the questionnaire is used to elicit data from the pupils which data is then used on a comparative basis in terms of areas within the research area. No comparison of individual schools within an area is entertained. Description of available data about learners of English and Afrikaans is done with comparison and interpretation (comment) on the data. Questionnaire items are listed to facilitate verification when doing analysis, interpretation or comment.

2.3.2 Domicile Of Pupil-Respondents

TABLE 19: DISTRIBUTION OF PUPIL – RESPONDENTS ACCORDING TO DOMICILE

	URBAN %	RURAL %	TOTAL %
LEBOWA	53 = 34,9	99 = 65,1	152 = 29,6
VENDA	36 = 29,8	85 = 70,2	121 = 23,5
GAZANKULU	21 = 17,5	99 = 82,5	120 = 23,4
D.E.T.	73 = 60,3	48 = 39,7	121 = 23,5
TOTAL	183 = 35,6	331 = 64,4	514 = 100

a. Description Of Table 19

Table 19 outlines the distribution of pupils taking English and Afrikaans into two residential categories: urban and rural areas in Lebowa, Venda, Gazankulu and D.E.T. Northern Transvaal is mostly inhabited by farmers and scattered homelands making it mostly rural and less urban in as far as industrial development is concerned. Few but scattered areas where industries are established do not attract many people. The study will not give attention to the role or effect domicile might have towards competence. Significant as the variable might have been in communicative competence, it is, however, not going to enjoy the attention it might deserve in this research study since to do it justice might render the present study unwieldy. A separate study will be required to address this area in any meaningful way.

b. Comparison Of Table 19

Of the four areas, D.E.T. (Northern Transvaal region) has most of its pupils domiciled in urban areas; that is, 60,3%, followed by Lebowa with 34,0%, Venda with 29,8% and 17,5% for Gazankulu. The area with most of its pupils in rural areas is Gazankulu with 82,5% followed by Venda with 70,2%, Lebowa with 65,1% then D.E.T. with 39,7%. For the whole areas there is 64,4% of these pupils in rural areas and 35,6% in urban areas.

Domicile is an important variable in a study involving the teaching of English and Afrikaans to Black children. All being equal, the environment exerts a great influence on both the teaching and learning of a second language. A learner who is domiciled in or in close

proximity to an urban or metropolitan/industrial area usually has access to better school physical facilities. Added here is that many better qualified teachers tend to prefer to work in an urban environment. In such instances, there are more opportunities for using the second language. There is regular and frequent contact with speakers of English and Afrikaans, even communication with speakers of different African languages often necessitates the use of either English or Afrikaans since many African languages in South Africa are not mutually intelligible. Social gatherings, political meetings, music festivals, et cetera, all tend to provide instances for the use of English and Afrikaans. Use of either English or Afrikaans is essential in order to communicate with heterogenous audiences that characterise urban areas. Radio, Television, Newspapers are also more plentiful in urban areas than in rural areas. All these have a bearing on second language teaching and learning. In rural areas, the opposite is usually the case. This type of situation puts rural learners at some disadvantage.

2.3.3 Age Distribution Of Pupil-Respondents

TABLE 20: DISTRIBUTION OF PUPIL-RESPONDENTS ACCORDING TO AGE (IN YEARS)

	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25+	Total
Lebowa	3	14	60	34	29	10	2	-	152
Venda	4	13	43	21	18	10	9	3	121
Gazankulu	4	20	36	30	26	2	2	-	120
D.E.T.	7	24	36	25	17	4	5	3	121
TOTAL	18	71	175	110	90	26	18	6	514
PERCENTAGE	3,5	13,8	34,0	21,4	17,5	5,1	3,5	1,2	100

a. Description Of Table 20

The Table represents distribution of pupils of English and Afrikaans in the area of research covering Lebowa, Venda, Gazankulu and D.E.T.

b. Comparison Of table 20

From age groups 11-12 to 15-16 years Lebowa with 14,9% has the highest number of younger pupils followed by D.E.T. with 13%, Gazankulu with 11,7% and close on is Venda with 11,6%. For the age group 17-18 years again Lebowa has the highest number of mid-teen pupils with 6,6% followed by Gazankulu with 5,8%, D.E.T. has 4,9% and Venda 4,1%. For the last age groups from 19-20 up to 25 years and above Venda and Lebowa with 7,8% and 7,9% respectively have the highest number of pupils in the older section of the Table. D.E.T. and Gazankulu with 5,6% and 5,8% respectively have the lowest number of pupils in the age groups. The sample may be a reasonable representation of pupils in school in the whole of South Africa particularly Northern Transvaal.

Although the effect of age as a variable in second language per se did not form part of this study, data on age is included here because, for many people it is axiomatic that children can learn a second language better than adults. There is a 'critical period' during which the brain is flexible and language learning can occur naturally and easily (spontaneously) around puberty. (Lenneberg: 1966, p. 219). This theory has been criticised and challenged as adults and adolescents do acquire a high level of competence in a second language. (Littlewood

1984. See also Vrey 1979, Mussen et al 1984, Mawasha 1977).

Although age does not come up as the crucial factor, adults are not devoid of the potential to be bilingual. The only and perhaps the main difference is the period within which an adult and a child may learn a second language. Active learning strategies like repeating silently what one has said, comparing the given answer with what is known help improve learning. According to Littlewood (1984, p. 22) language learning can be regarded as "acculturation", the elaboration of a "simple code". The learner must develop internal representation of the second language (Ibid, p. 53).

2.3.4 Sex Distribution Of Pupil-Respondents

The significance of this variable is to establish the pace and intensity at which language is learnt by the two sexes, that is, male and female. Although the study concerns itself with competence in English and Afrikaans without taking cognisance of sex competence, it, however, occurred that some arguments exist on this variable. Downes (1988, p. 178), for example, avers that women are more sensitive to the social significance of speech than men. If taken further it is realised that the creation of some subcultures could be ascribed to female assertion for recognition in the society. It should be borne in mind that, like age, sex interacts with other social variables in complex ways. Male adolescents' speech tends to be closer to the Vernacular and away from overt prestige norms but closer to the "peer groups" (Downes 1988, p. 190). On the other hand female adolescents and females in general aspire to linguistic perfection both on the linguistic and communicative competence. Important as

this variable seems to be, it is being used in the analysis of our data when drawing up tables for comparison of learner position in terms of certain qualities like attitude, language test, methodology.

TABLE 21: DISTRIBUTION OF PUPIL-RESPONDENTS ACCORDING TO SEX

	MALE %	FEMALE %	TOTAL %
LEBOWA	76 = 14,8	76 = 14,8	152 = 29,6
VENDA	69 = 13,4	52 = 10,1	121 = 23,5
GAZANKULU	59 = 11,5	61 = 11,9	120 = 23,4
D.E.T.	52 = 10,1	69 = 13,4	121 = 23,5
TOTAL	2563 = 49,8	258 = 50,2	514 = 100

a. Comparison Of Table 21

The overall distribution of boys and girls in the area of research is almost even: 49,8% boys and 50,2% girls sampled. Of these there are 14,8% boys and 14,8% girls in Lebowa; 13,4% boys and 10,1% girls for Venda; 11,5% boys and 11,9% girls for Gazankulu and 10,1% boys and 13,4% girls for D.E.T. If sex has anything to do with (communicative) competence, it is D.E.T. with 13,4% of the sampled learners (girls) which may experience some standard to be maintained in the learning of English and Afrikaans.

2.3.5 Learner-Opinion On The Standard Of English And Afrikaans

The purpose of this sub-section was to establish by means of a questionnaire learner opinion

on the issue of standard in English and Afrikaans in Black schools. Would they, in their opinion, describe the standard of English and Afrikaans as declining? It is in no way intended to pre-empt learners' responses. This could be a critical question since no motivation could be generated in a teaching-learning situation where participants perceived their activity as deteriorating or declining rather than improving. Item 6 of the questionnaire reads: "Are English standards declining?" Yes, No, Uncertain. In Afrikaans it reads: "Gaan die standaard van Afrikaans af?" Ja, Nee, Onseker.

TABLE 22: DISTRIBUTION OF LEARNER-OPINION ON THE STANDARD OF ENGLISH

a. LEBOWA

RESPONSE	PERCENTAGE
Yes	68,4
No	20,4
Uncertain	11,2
TOTAL	100

b. VENDA

RESPONSE	PERCENTAGE
Yes	58,7
No	25,6
Uncertain	15,7
TOTAL	100

c. GAZANKULU

RESPONSE	PERCENTAGE
Yes	58,3
No	24,2
Uncertain	17,5
TOTAL	100

d. D.E.T.

RESPONSE	PERCENTAGE
Yes	51,2
No	33,1
Uncertain	15,7
TOTAL	100

e. Summary: Learner-Opinion On The Standard Of English

RESPONSE	PERCENTAGE
Yes	59,7
No	25,5
Uncertain	14,8
TOTAL	100

f. Comparison Of Table 22

Of the four areas Lebowa has the highest percentage (68,4%) of its learners of English who

are of the opinion that the standard is deteriorating, followed by Venda with 58,7%, Gazankulu with 58,3% and D.E.T. with 51,2%. More positive (No) that the standard is not declining are 33,1% of D.E.T., 25,6% of Venda; 24,2% of Gazankulu and 20,4% of Lebowa. The highest neutral (uncertain) English learner opinion is of Gazankulu (17,5%), Venda and D.E.T. both with 15,7% and Lebowa with 11,2%.

These learner-opinions should be interpreted largely as perceptions since the learners did not formulate their opinions on the basis of any evaluation instrument. The importance of the data is that if a learner believes that what he is learning is second best, his level of motivation and degree of commitment to learning it will be affected negatively. In this case if learners are of the opinion that the standard of English as second language in their education is deteriorating, this may be reflected in the attitude towards the subject, the teacher and the institution/school offering the subject.

If generalised, a perception of this nature could be regarded as one of the possible causes of school unrests and high failure in Black schools/education. Competence will remain an ideal.

**TABLE 23: DISTRIBUTION OF LEARNER-OPINION ON THE STANDARD OF
AFRIKAANS**

a. LEBOWA

RESPONSE	PERCENTAGE
Ja	59,9
Nee	25,7
Onseker	14,4
TOTAL	100

b. VENDA

RESPONSE	PERCENTAGE
Ja	47,9
Nee	44,7
Onseker	7,4
TOTAL	100

c. GAZANKULU

RESPONSE	PERCENTAGE
Ja	65,8
Nee	27,5
Onseker	6,7
TOTAL	100

d. D.E.T.

RESPONSE	PERCENTAGE
Ja	45,5
Nee	34,7
Onseker	19,8
TOTAL	100

e. Summary: Learner-Opinion On The Standard Of Afrikaans

RESPONSE	PERCENTAGE
Ja	55,1
Nee	32,7
Onseker	12,2
TOTAL	100

f. Comparison Of Table 23

According to Table 23 the area which has the highest negative learner-opinion in Afrikaans is Gazankulu with 65,8% followed by Lebowa with 59,9%, Venda with 47,9% then D.E.T. with 45,5%. Where learner-opinion is comparatively positive in Afrikaans is Venda with 44,7%, D.E.T. with 34,7%, Gazankulu with 27,5% and Lebowa with 25,7%. Neutral (onseker) learner-opinion in Afrikaans is highest in D.E.T. with 19,8%, Lebowa with 14,4%, Venda with 7,4% and Gazankulu with 6,7%.

g. Interpretation Of Tables 22 e and 23 e

Gauging by the pupils' responses to the standards of English and Afrikaans one is inclined to believe that the teaching of both languages needs some review. A detailed investigation ought to be done to guide in the teaching and learning of these languages. Over 50% of the respondents for both languages perceive the standards of teaching English and Afrikaans as below expectation and falling. This perception could be interpreted as implying dissatisfaction

with the methodology of instruction, content of instruction or the type, quality and amount (quantity) of materials in the instruction of the languages. If this interpretation is correct, then it may be assumed that Black learners accept English and Afrikaans as offered in school more as a given, a syllabus requirement than as voluntary subject choices. Again, if this is the case, learner-perception of these two languages could be one of the important variables affecting performance. It is the researcher's feeling that this be researched specifically and more thoroughly as a complete research area.

A person learns a subject because he sees value in it, so it is with language learning. If learners see no value in these languages, success or failure in them means nothing and, therefore, the continued offering of these languages at school need serious re-evaluation.

2.4 LEARNER ATTITUDE TOWARDS ENGLISH AND AFRIKAANS

2.4.1 Introduction

The purpose of this sub-heading is to establish empirically learner attitude towards English and Afrikaans. Downes (1988, p. 36) is of the opinion that the attitudes of the individuals to the group is encoded in their attitude to the language. Attitudes to subordinate dialects and minority languages within a national society reflect the level of diversity in particular historical periods. Gardner (1985, p. 84) believes that training can influence the learner's attitude and motivation towards a second language. He maintains that favourable attitudes towards the other cultures; interest in further language study determines outcomes of the non-

linguistic. Henrich and Kennedy (1968, pp. 200-204) argue that a learner should not be forced to learn a second language as this can create failure which could degenerate into unfavourable attitudes towards learning the language. The second language learners should see value in the language if they are to learn it without much pressure from any quarter. (See also Jordan 1941, pp. 28-44; Pritchard 1935, pp. 157-79 and 229-241; Gardner et al 1977, pp. 243-261; Young (editor) 1987, p. 129; Jones 1966, p. 146; Madsen and Bowen 1978, p. 201 and following and Littlewood 1984, p. 55 and following).

2.4.2 Learner Attitude Towards English And Afrikaans

Item 8 of the questionnaire is set to get learner attitude: "What is your feeling towards the learning of English?" Very rewarding, Rewarding, Uncertain, Unrewarding, Very unrewarding.

TABLE 24: DISTRIBUTION OF LEARNER ATTITUDE TOWARDS ENGLISH ACCORDING TO SEX

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Very rewarding	19,7	24,3	44
Rewarding	21,1	14,5	35,6
Uncertain	5,3	7,2	12,5
Unrewarding	0,7	1,3	2,0
Very unrewarding	3,3	2,6	5,9
TOTAL	50,1	49,9	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Very rewarding	33,9	25,6	59,5
Rewarding	12,4	9,9	22,3
Uncertain	8,3	3,3	11,6
Unrewarding	-	2,5	2,5
Very unrewarding	2,5	1,6	4,1
TOTAL	57,1	42,9	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Very rewarding	30	26,7	56,7
Rewarding	9,2	13,3	22,5
Uncertain	4,2	5,8	10,0
Unrewarding	2,5	0,8	3,3
Very unrewarding	3,3	4,2	7,5
TOTAL	49,2	50,8	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Very rewarding	27,3	36,4	63,7
Rewarding	9,2	14,8	23,9
Uncertain	5,8	3,3	9,1
Unrewarding	-	-	-
Very unrewarding	0,8	2,5	3,3
TOTAL	43	57	100

e. Summary : Learner Attitude Towards English According To Sex

	MALE %	FEMALE %	TOTAL %
Very rewarding	27,2	28,1	55,3
Rewarding	13,4	13,2	26,6
Uncertain	5,8	5,1	10,9
Unrewarding	0,8	1,2	2,0
Very unrewarding	2,5	2,7	5,2
TOTAL	49,7	50,3	100

f. Comparison Of Table 24

The table is a regional representation of male and female learner attitude towards English. In overview, Table 24 e shows an interesting distribution of learner attitude towards English according to sex in that there is virtually a balance between male and female test subjectivism in terms of those who find learning English Very rewarding, Rewarding, Uncertain, Unrewarding and Very unrewarding. (Refer to Table 24 e above).

A high percentage of 55,3 found learning English Very rewarding and another 26,6 found it Rewarding (a total of 81,9% positive response towards the learning of English). Only a low 2% found the learning of English Unrewarding and a further comparatively low 5,2% found the learning of English Very unrewarding.

TABLE 25: DISTRIBUTION OF LEARNER ATTITUDE TOWARDS ENGLISH
ACCORDING TO STANDARD

a. LEBOWA

STD	VERY REWARDING	REWARDING	UNCERTAIN	UNREWARDING	VERY UNREWARDING	PERCENTAGE
6	7,3	5,3	2,5	1,3	3,3	19,7
7	7,3	5,9	3,3	-	1,3	17,8
8	7,9	10,5	1,9	-	-	20,3
9	8,6	8,6	2,6	-	1,3	21,1
10	13,2	1,9	1,9	0,7	-	21,1
	44,3	35,6	12,2	2	5,9	100

b. VENDA

STD	VERY REWARDING	REWARDING	UNCERTAIN	UNREWARDING	VERY UNREWARDING	PERCENTAGE
6	8,3	5,7	2,5	-	1,7	18,2
7	8,3	1,7	4,0	1,7	2,5	18,2
8	14,8	2,5	1,7	0,8	-	19,8
9	11,6	9,9	0,8	-	-	22,3
10	16,5	2,5	2,5	-	-	21,5
	59,5	22,3	11,5	2,5	4,2	100

c. GAZANKULU

STD	VERY REWARDING	REWARDING	UNCERTAIN	UNREWARDING	VERY UNREWARDING	PERCENTAGE
6	6,7	3,3	4,2	0,8	2,5	17,5
7	11,7	5	0,8	-	2,5	20
8	14,2	3,3	1,7	0,8	-	20
9	10,8	4,3	3,3	0,8	2,5	21,7
10	13,3	6,7	-	0,8	-	20,8
	56,7	22,6	10	3,2	7,5	100

d. D.E.T.

STD	VERY REWARDING	REWARDING	UNCERTAIN	UNREWARDING	VERY UNREWARDING	PERCENTAGE
6	9,1	6,6	4,0	-	1,7	21,4
7	17,4	2,5	0,8	-	-	20,7
8	13,2	3,3	3,3	-	1,7	21,5
9	12,4	8,3	0,8	-	-	21,5
10	11,6	3,3	-	-	-	14,9
	63,7	24	8,9	-	3,4	100

e. Summary : Learner Attitude Towards English According To Standard

STD	VERY REWARDING	REWARDING	UNCERTAIN	UNREWARDING	VERY UNREWARDING	PERCENTAGE
6	7,8	5,3	3,3	0,6	2,3	19,3
7	10,9	3,9	2,3	0,4	1,6	19,1
8	12,2	5,3	2,1	0,4	0,4	20,4
9	10,7	7,8	1,9	0,2	0,9	21,5
10	13,6	4,5	1,2	0,4	-	19,7
	55,3	26,8	10,8	2,0	5,2	100

c. Comparison Of Table 25

Table 25 is a reflection of the learners' attitude towards English from standard 6 to 10 in the area of research. In overview, the most senior pupils (standard 10) found the learning of English Very rewarding (13,6%). It is unclear to the researcher why this group is followed by the standard 8 group (12,2%) rather than the standard 9 group (10,7%) as one would have expected. It is, however, encouraging to note that if the entire group is taken together, (that is, standard 6-10) 55,2% found learning English Very rewarding.

TABLE 26: DISTRIBUTION OF LEARNER ATTITUDE TOWARDS AFRIKAANS ACCORDING TO SEX

Questionnaire item 8 is set to obtain information from learners on their attitude towards Afrikaans: "Wat is u gevoelens oor die leer van Afrikaans?" Baie belonend, Belonend, Onseker, Onbelonend, Baie onbelonend.

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Baie belonend	13,8	15,1	28,9
Belonend	13,8	17,8	31,6
Onseker	15,8	9,9	25,7
Onbelonend	2,0	3,3	5,3
Baie onbelonend	4,6	3,9	8,5
TOTAL	50	50	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Baie belonend	22,3	14,1	36,4
Belonend	18,1	12,4	30,5
Onseker	11,6	2,5	14,1
Onbelonend	2,5	7,4	9,9
Baie onbelonend	2,5	6,6	9,1
TOTAL	57	43	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Baie belonend	20,8	20,8	41,6
Belonend	7,5	16,7	24,2
Onseker	15	4,2	19,2
Onbelonend	2,5	4,2	6,7
Baie onbelonend	3,3	5,0	8,3
TOTAL	49,1	50,9	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Baie belonend	14,9	24,7	39,6
Belonend	19,8	18,2	38,0
Onseker	5,8	9,9	15,7
Onbelonend	2,5	1,7	4,2
Baie onbelonend	-	2,5	2,5
TOTAL	43	57	100

e. Summary : Learner Attitude Towards Afrikaans According To Sex

	MALE %	FEMALE %	TOTAL %
Baie belonend	17,7	18,5	36,2
Belonend	14,8	16,3	31,1
Onseker	12,3	6,8	19,1
Onbelonend	2,3	4,1	6,4
Baie onbelonend	2,7	4,5	7,2
TOTAL	49,8	50,2	100

f. Comparison Of Table 26

In comparing Table 26 one concerns oneself with the distribution of learner attitude according to sex based on the ratings used for evaluation of attitude. The Table depicts the spread of learner attitude towards Afrikaans in the area of research. According to Table 26 e there is very little difference in attitude towards Afrikaans in terms of sex differences in the categories Baie belonend, Belonend. Overall male learners seem to be more uncertain (onseker: 12,3%)

than female learners (6,8% : Onseker) about their attitude though. The researcher could not identify any particular variable that could positively be associated with the latter tendency.

TABLE 27: DISTRIBUTION OF LEARNER ATTITUDE TOWARDS AFRIKAANS
ACCORDING TO STANDARD

a. LEBOWA

ST.	BAIE BELO- NEND	BELO- NEND	ONSE- KER	ONBELO- NEND	BAIE ONBELO- NEND	PERSEN- TASIE
6	7,9	3,9	4,6	1,3	1,9	19,6
7	6,6	3,9	5,9	0,7	1,9	19
8	4,6	7,3	5,3	0,7	1,3	19,2
9	5,3	6,6	4,6	1,3	3,3	21,1
10	4,6	9,9	5,3	1,3	-	21,1
	29	31,6	25,7	5,3	8,4	100

b. VENDA

ST.	BAIE BELO- NEND	BELO- NEND	ONSE- KER	ONBELO- NEND	BAIE ONBELO- NEND	PERSEN- TASIE
6	6,6	6,6	2,5	-	2,5	18,2
7	5,8	3,3	3,3	4,1	1,7	18,2
8	10,7	4,1	2,5	0,8	1,7	19,8
9	9,1	7,4	3,3	0,8	1,7	22,3
10	4,1	9,1	2,5	4,1	1,7	21,5
	36,3	30,5	14,1	9,8	9,3	100

c. GAZANKULU

ST.	BAIE BELO- NEND	BELO- NEND	ONSE- KER	ONBELO- NEND	BAIE ONBELO- NEND	PERSEN- TASIE
6	8,3	1,7	6,7	-	0,8	17,5
7	7,5	4,2	2,6	0,8	5,0	20,1
8	12,6	3,3	3,3	0,8	-	20
9	10,0	4,2	3,3	2,5	1,7	21,7
10	3,3	10,8	3,3	2,5	0,8	20,7
	41,7	24,2	19,2	6,6	8,3	100

d. D.E.T.

ST.	BAIE BELO- NEND	BELO- NEND	ONSE- KER	ONBELO- NEND	BAIE ONBELO- NEND	PERSEN- TASIE
6	9,1	9,1	1,7	0,8	0,8	21,5
7	11,6	5,0	1,7	1,7	0,8	20,8
8	8,3	4,9	6,6	0,8	0,8	21,4
9	5,8	12,4	3,3	-	-	21,5
10	4,9	6,6	2,5	0,8	-	14,8
	39,7	38	15,8	4,1	2,4	100

e. Summary : Learner Attitude Towards English According To Standard

ST.	BAIE BELO- NEND	BELO- NEND	ONSE- KER	ONBELO- NEND	BAIE ONBELO- NEND	PERSEN- TASIE
6	7,9	5,3	3,9	0,6	1,6	19,3
7	7,7	4,1	3,5	1,8	2,3	19,4
8	8,7	5,1	4,5	0,8	0,9	20
9	7,4	7,6	3,7	1,2	1,8	21,7
10	4,3	9,1	3,5	2,1	0,6	19,6
	36	31,2	19,1	6,5	7,2	100

c. Comparison Of Table 27

Table 27 represents four areas of research in relation to item 8 of the questionnaire to standards 6 to 10. Table 27 e reveals an interesting learner attitude towards Afrikaans in terms of standard. The highest percentage (8,7%) of those who find Afrikaans Baie belonend was found at the mid-point of the secondary school, that is, standard 8 while the lowest percentage (4,3%) of this category is found at the exit point of the secondary school, that is, standard 10. But in the Belonend category, it is the standard 10 who take the lead with a 9,1%. If the total Baie belonend (36%) is added to the total Belonend (31,2%) the grand total of 67,2% is obtained. Compared with the 6,5% Onbelonend and 7,2% Baie onbelonend (grand total is 13,7%) learner attitude towards Afrikaans viewed on standards 6-10 basis is not as negative as is generally assumed. This sample suggests as much.

g. Comparison Of Tables 24, 25, 26 and 27

First attention shall be given to sex according to Tables 24 e and 26 e. Male respondents show a high response of 27,2% for English Very rewarding as against 17,7% for Afrikaans Baie belonend. For females on the other hand, it is 28,1% English as against 18,5% in Afrikaans for the same categories. There are 13,4% male respondents for English Rewarding and 14,8% for Afrikaans Belonend, while for female respondents it is 13,2% for English and 16,3% for Afrikaans for the same categories. There are 5,8% male respondents for English Uncertain (as) against 12,3% for Afrikaans Onseker. The difference between female respondents for English 5,1% and Afrikaans 6,8% for the same categories is not that significant compared to the male ones. The male respondents for English Unrewarding is 0,8% compared to Afrikaans Onbelonend of 2,3% as against female respondents of 1,2% in English compared to 4,1% of Afrikaans. Male respondents show a close difference for English Very unrewarding and Afrikaans Baie onbelonend of 2,5% and 2,7% respectively as against 2,7% and 4,5% of English and Afrikaans female respondents.

Secondly, respondents' attitude towards English and Afrikaans shall be looked at according to standards 6 to 10. Comparison will be based on Table 25 e and 27 e. For the category Very rewarding, English, the highest learner response is by standard 10 with 13,6% as against the lowest 4,3% in Afrikaans Baie belonend. Considering that these pupils learn these two languages as official languages, it then seems evident that competence would be difficult to come by in Afrikaans if the learning situation remains the same, that is, as it is at the time of writing this research. In the category Rewarding, there are 4,5% as against 9,1%

Belonend for the standard 10. The next high percentage for Afrikaans (belonend) are standard 9 with 7,6% which compares reasonably well with English (rewarding) 7,8% for the same standard. A great similarity exists when sex and standard are matched area by area.

h. Comment And Interpretation Of Tables 24, 25, 26 and 27

In order to get favourable assessment of pupils' attitude as a determining factor in second language learning and teaching, teachers' attitude could also be brought to bear. Reference could be made to Tables 15, 16, as well as 17 and 18.

By comparison, the scale is tipped in favour of English than Afrikaans since 55,3% of the pupils see the learning of English Very rewarding as against 36,2% for Afrikaans Baie belonend. Learner attitude in this respect is more positive for English than it is for Afrikaans. With 26,6% saying the learning of English is Rewarding and 31,1% of Afrikaans feeling the same, that is, Belonend, there is a fair chance of both languages being taught, learnt and approached with a positive frame of mind. 10,9% of the respondents for English Uncertain and 19,1% of the respondents for Afrikaans Onseker indicated they are unsure as to the value or relevance of learning English and Afrikaans respectively.

By comparison, the teacher of Afrikaans, facing the same pupils, has a bigger problem, that is, represented by a higher percentage of Onseker pupils and thus may have to re-double his teaching effort in order to create an atmosphere conducive to learning Afrikaans. For Unrewarding and Very unrewarding and Onbelonend and Baie onbelonend the same

respondents felt differently about English and Afrikaans. Only 7,2% felt the learning of English to be Unrewarding, that is, 2% to Unrewarding and 5,2% to Very unrewarding while 13,6% felt the same about Afrikaans (that is, 6,4% Onbelonend and 7,2% Baie onbelonend). These percentage differences imply, inter alia, that by and large learners sampled found English lessons a more rewarding experience than the Afrikaans ones. This attitude poses a problem for the teacher of Afrikaans since he is not only faced with teacher competence in terms of knowledge of content of subject and effective methodology to achieve proficiency, but also a mere difficult problem of negative attitude towards the subject.

There are some learning situations where many learners have not had sufficient experience of the second language community to have attitudes for or against it. It now remains for the teacher to urge the learner to read, have a positive attitude and see the significance of the language to be learnt. The learner must be emotionally stable to overcome initial attitudes that may have had a very minor effect on his eventual competence.

Favourable disposition toward the speakers of the language one is learning, can only promote better contact with the second language community and the process of learning it. Seen from the other angle, the nature in which one perceives his identity and his world can be a source of resentment and insecurity and thus dislike of the language. A negative attitude towards second language learning and community may be a strong internal barrier (Littlewood 1984, p. 55); but should this be a matter of external compulsion, competence may only be to the minimum level required by external demands.

2.5 LEARNER MOTIVATION TO LEARN ENGLISH AND AFRIKAANS

2.5.1 Introduction

The purpose of this subsection is to establish degree of learner motivation towards the learning of English and Afrikaans. We have grown so much accustomed to the idea of English being an international language that we find it hard to swallow that we must now set about learning other languages. Motivation is the strongest factor in learning a language, even Afrikaans, though the language speakers do not provide any motivation because of their attitude towards Black people in general and pupils in particular (Dutton 1965, pp. 33-34).

Littlewood (1984, pp. 57-58) believes that the quality of the learning opportunities play a role in second language learning. He avers that communicative activity necessitates second language learning-creation of opportunities to learn second language. Learners should feel secure and emotionally stable to ascend psychological barriers to communication (See also Brown 1980, p. 114). Gagne and Briggs (1979, pp. 8-9) maintain that internal events important for learning are motivation and an attitude of confidence in the learner. Further, Richard and Bastion (1983, p. 173) on second language learning and acquisition hold that motivation to learn is determined by one's attitude towards the other group. It is again determined by one's attitude towards foreign language speakers and the learner's orientation toward the learning task itself. A second language is for many people, a normal and a necessary extension of people's communicative repertoire for coping with life's demands.

2.5.2 Learner Motivation Towards English And Afrikaans

To elicit learner motivation, questionnaire items 16 and 17 were to be responded to by learners: "Are your pupils motivated to learn English?" Yes, No. Item 17 requires reasons in cases where the answer or response is No.

TABLE 28: DISTRIBUTION OF LEARNERS ACCORDING TO MOTIVATION TO LEARN ENGLISH AS PERCEIVED BY TEACHERS

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Yes	50	30,8	80,8
No	15,4	3,8	19,2
TOTAL	65,4	34,6	3,9

b. VENDA

	MALE %	FEMALE %	TOTAL %
Yes	55	25	80
No	10	10	20
TOTAL	65	35	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Yes	53,3	26,7	80
No	13,3	6,7	20
TOTAL	66,6	33,4	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Yes	52,9	41,2	94,1
No	-	5,9	5,9
TOTAL	52,9	47,1	100

e. Summary : Learners' Motivation To Learn English

	MALE %	FEMALE %	TOTAL %
Yes	52,6	30,8	83,4
No	10,2	6,4	16,6
TOTAL	62,8	37,2	100

f. Comparison Of Table 28

Of the four areas D.E.T. (Table 28 d) has the highest number of learners that is 94,1% who

are motivated to learn English, followed by Lebowa with 80,8% while Venda and Gazankulu are level at 80%. Areas with the most unmotivated learners are Venda and Gazankulu with 20% (No) each. Lebowa is close-on with 19,2% and low-down is D.E.T. with 5,9% of motivated learners. Lowest unmotivated female learners are 3,8% of Lebowa, 5,9% of D.E.T., 6,7% of Gazankulu and 10% of Venda. D.E.T. has all its male learners motivated to learn English, that is, 52,9%; but Venda has the highest male learners motivated to learn English with 55% followed by Gazankulu's 53,3% then Lebowa's 50%. Male learners not motivated to learn English are 15,4% in Lebowa, 13,3% in Gazankulu, 10% in Venda with Nil percent (0%) in D.E.T. By comparison both male and female learners seem to be reasonably motivated to learn English. All being equal learners will be reasonably competent in English.

TABLE 29: DISTRIBUTION OF LEARNERS ACCORDING TO MOTIVATION TO LEARN AFRIKAANS AS PERCEIVED BY TEACHERS

Questionnaire items 16 and 17: "Is u leerlinge gemotiveer om Afrikaans te leer? Ja, Nee. Item 17 is for a Nee answer to number 16.

a. LEBOWA

	MALE %	FEMALE %	TOTAL %
Ja	48,3	41,4	89,7
Nee	10,3	-	10,3
TOTAL	58,6	41,4	100

b. VENDA

	MALE %	FEMALE %	TOTAL %
Ja	60	6,7	66,7
Nee	13,3	20,0	33,3
TOTAL	73,3	26,7	100

c. GAZANKULU

	MALE %	FEMALE %	TOTAL %
Ja	40	26,7	66,7
Nee	13,3	20	33,3
TOTAL	53,3	46,7	100

d. D.E.T.

	MALE %	FEMALE %	TOTAL %
Ja	47,1	47,1	94,2
Nee	5,8	-	5,8
TOTAL	52,9	47,1	100

e. Summary : Learners' Motivation To Learn Afrikaans

	MALE %	FEMALE %	TOTAL %
Ja	48,7	32,9	81,6
Nee	10,5	7,9	18,4
TOTAL	59,2	40,8	100

f. Comparison Of Table 29

According to Table 29 the area which enjoys the highest percentage of learners who are motivated to learn Afrikaans is D.E.T. with 94,2% followed by 89,7% of Lebowa, and 66,7% each for Venda and Gazankulu. The latter two areas have a high percentage of learners who are not motivated to learn Afrikaans: 33,3% for both. Venda has the highest percentage of male learners who are motivated to learn Afrikaans: 60% followed by Lebowa with 48,3%, D.E.T. with 47,1% and Gazankulu low-down at 40%. Highest percentage of female learners motivated to learn Afrikaans are D.E.T.: 47,1%, Lebowa with 41,4%, Gazankulu with 26,7% and Venda is lowest with 6,7%. According to Table 29 both male and female learners seem to have a reasonably fair chance of being motivated to learn Afrikaans as perceived by their teachers.

g. Comparison Of Tables 28 e and 29 e

By way of comparison, 52,6% of the male teachers of English sampled indicated that their

learners are motivated to learn English against 48,7% of their Afrikaans counterpart in respect of their learners. In the case of female teachers 30,8% English as against 32,9% Afrikaans indicated that their learners are motivated to learn these languages. The researcher is not immediately able to account for this difference in levels of motivation according to the sex of the teacher. It may probably be ascribed to better teacher competence of the female teachers of Afrikaans. Better still, perhaps even a concerted effort at creating a more positive image towards the teacher and, in consequence, more positive attitude towards Afrikaans. English 10% and Afrikaans 10,5% of male teachers sampled indicated that their pupils show no particular motivation to learn these languages. Compared to a higher 7,9% for Afrikaans and a lower 6,4% for English female teachers sampled who expressed this opinion.

All in all, however, it seems learner motivation towards English and Afrikaans is not as wide as is sometimes believed. 83,4% teachers of English sampled said their learners are motivated to learn English second language as against 81,6% of their Afrikaans counterparts who indicated the same opinion about their pupils.

The researcher has been able to get further information regarding learner motivation towards English and Afrikaans. Teachers of Afrikaans observed that this language occurred in a restricted manner in the curriculum compared to English which is both subject and medium of education. Others pointed out that unlike in English, competitions in Afrikaans are rare to non-existent. That speakers of Afrikaans, especially the Afrikaners themselves, do not motivate Black learners to speak this language freely as a language, was also mentioned.

What seems common to both teachers of English and Afrikaans is the lack of adequate facilities for second language teaching and learning. The real stumbling blocks to the effective teaching and learning of these languages are: lack of social opportunities to use and practise them in real life situations; and the inadequacy of time available on the time-table to teach these languages in order to compensate for the lack of practice outside the classroom.

2.6 OTHER FACTORS BEARING ON SECOND LANGUAGE TEACHING AND LEARNING

2.6.1 The Classroom

A logical starting point is arranging physical setting for teaching (Emmer et al 1984, p. 17). Even before the teacher comes in, the physical features in the classroom should be appealing to the learner. Over and above human interrelations there should be certain features in the classroom that create the right atmosphere for a particular subject. The environment in the classroom should be such that the learner can play his part alternatively in the speaker-listener/learner relationship where mastery of skills is aimed at. The classroom per se, the language teaching activities, and the teacher should be sources of inspiration to the learner (Simons R. 1986, p. 157).

In a classroom where there is emotional security, acceptance of the learner by the teacher and mates contribute greatly to a positive learning atmosphere. According to Willis (1983, p. 19) teachers must be encouraged to use polite requests rather than imperative forms in the

classroom. In general the teacher should use in the classroom the kind of English and Afrikaans that is acceptable to the outside world. In addition, a class-library scheme (model) could be introduced to bring the language nearer to the learner in a relaxed atmosphere. This type of a classroom model should contain a treasure of attractive and informative books in English and Afrikaans classrooms. This will go a long way toward improving attitudes towards these languages, and also lay strong foundations for their informal learning and use.

Building of classrooms should take into consideration weather conditions, and the adjustments that need to be made in summer and winter. Thought should be given to daily routines in the classroom concerned with health. Willis (1983, pp. 19-20) strongly advises that the teacher should make his learner as comfortable as possible.

2.6.2 Physical Environment : Outside The Classroom

Physical environment outside the classroom should be such that the learner also takes part in the learning activity where mastery of skills is aimed at (Brooks 1964, p. 73). As one would expect the school to represent the good that is needed, the general physical environment in which a learner lives should bode well for the learner and learning.

Location of the learner and second language or any language to be learnt determine the success of the learning process. Least could be expected in language learning where there are constraints which hamper access to the language community concerned. Media plays an important role in and out of class learning situation for a learner who intends using a second

language which is not commonly used in the community (Goodacre 1968, p. 27).

2.6.3 Social Environment

Evidence that social class may be a significant variable emerges from research related to bilingual education in the United States of America and Canada (Young (ed) 1987, p. 128). Second language learners (pupils) who performed as good as pupils who are native speakers of the medium, were invariably found to come from upper or middle class homes. This is probably so as these pupils could associate with the peer group of the language they learn. Availability of reading material, parental interest and conversation, home's encouragement and co-operation with the school, the richness of home experience, the emotional security at home and school premises, discipline and routine in the home provide a sound base for second language learning (Malherbe 1943, p. 9 and 106. See also Gagne and Briggs 1979, p. 217 and Littlewood 1984, from p. 59).

2.6.4 Linguistic Environment

In an environment where one finds oneself compelled to learn and adjust, especially in a multilingual situation, one may feel dwarfed. Rich and encouraging as the linguistic situation may seem to be, the appeal may not reach learners in the same way and to the same extent. Where learners feel anxious or insecure there are likely to be psychological barriers to communicate ideas (Malherbe 1943, pp. 98-102).

Exposing some learners to certain situations, may be detrimental. Similarly second language environment may make learners anxious and feel insecure. With their limited communicative competence, they may feel that they project a boring image and become withdrawn - feeling like a "reduced personality". (Malherbe 1943, pp. 10-11. See also Simons 1986, p. 9 and Willis 1984, pp. 7-11).

Littelwood (1984, p. 53) believes that given the right kinds of natural exposure, formal instruction is not necessary for second language learning. One is tempted to agree in that second languages are taught mostly outside their language community - South Africa is the example. The linguistic environment in which a learner may find himself can be a hub of treasure or a source of the most hindrances to second language learning. The multilingual South African Society is such a hub. Multilingual communicative competence has no better place to flourish than in South Africa. Competence should be much easier to achieve than what is at present the case in Black school - owing largely to the correct blend of variables and resources.

Goodacre (1968, p. 27) argues that some parents are not eager that their children should learn a second language while others help them at home. Parents' attitude, if it be a contributory factor to the linguistic environment of the child, like peer group and clique can make second language learning a hazardous adventure. Different languages or dialects spoken in an environment where a learner finds himself, play a significant role in the learner's acquisition or learning of a language. A variety of unrelated languages might even hinder a learner's mastery of the language he wants to learn.

2.7 CONCLUSION

Taking nothing away from the teachers' teaching tasks and learners' learning mastery of second languages, there are many gaps that have to be filled if competence has to be attained. No single method or theory can claim sole responsibility as the one accountable to habit-formation in second language learning, because other processes might have been at work.

Motivation to learn another language is, inter alia, determined by one's attitude toward speakers of the target language in particular, and towards foreign people in general. The learner's orientation toward the learning task itself is very important (Gardner 1985, pp. 10-12). Language proficiency in English in particular for South African Black learners is certainly necessary for academic achievement. If a learner lacks in the medium of education or he is not competent in the medium language, he is virtually without the tool to learn. Malherbe (1943, pp. 8-13) says that those people who can only understand and speak a language, especially their mother tongue only, should be termed "illiterate". Those competent in more than two languages, especially English and Afrikaans and their mother tongue at least, and had mastered language skills should be able to carry on with their studies more successfully. Professor Links in a TV Interview programme on 5 March, 1990, expressed Adler's (1977, pp. 115-120) ideas in these words:

Man is much so a man by the number of languages he speaks.

CHAPTER 3

3.1 INTRODUCTION

Chapter 3 focuses on classroom management by the teacher in terms of his ability to relate the subject matter to the learner and the learning situation. As a manager (leader) in the teaching-learning situation the teacher should plan, organise, control, direct, supervise and evaluate the course of the learning activity. Different approaches and strategies are discussed along with language materials (texts) for use in English and Afrikaans. The learner and his education perspective will be brought under the spotlight and so will the educator's utilization of all available means to teach. Questionnaire items are used with a view to determining their effect in the teaching-learning process.

3.2 TEACHING STRATEGIES PREFERRED

3.2.1 Introduction

In this research study teaching strategies will be a combination of those acquired through years of teaching experience, those obtained from books and those given by teachers in responding to questionnaire items. Strategies decided on for use in this research are: discussion, group work, self-study assignment, debate, individualization, listening-speaking approach, dramatization of scenarios, conversation, dialogue. These strategies were decided upon because they are mostly used in Black schools - as they seem to be the most effective under prevailing conditions for both English and Afrikaans. It is not arbitrary that the

researcher has decided on these strategies. They were seen and found to be more in use and manageable in sampled schools.

3.2.2 Assessment Of Teaching Strategies : Pupils

Learner assessment of teaching strategies in English and Afrikaans is for purposes of this study, built around a set of questions. These questions are a product of thirteen years working in second language teaching in African (Black) schools and colleges, and are used as "scaffolding" rather than a strait-jacket for learner responses. Questionnaire item 19 is set on testing learners' preferred strategies: "What do you think could be the best method for you to learn English?" Tests, Assignments, Debates, Listening to the Teacher, Living with the speakers of the language.

TABLE 30: PUPIL PREFERENCE OF TEACHING-LEARNING STRATEGIES IN ENGLISH

a. LEBOWA

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Tests	4,6	5,9	10,5
Assignments	4,6	4,6	9,2
Debates	21,0	25,0	46,0
Listening to the teacher	7,3	9,2	16,5
Living with the Speakers of the Language	12,5	5,3	17,8
TOTAL	50	50	100

b. VENDA

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Tests	4,9	2,5	7,4
Assignments	1,7	2,5	4,2
Debates	21,5	23,1	44,6
Listening to the teacher	6,6	9,1	15,7
Living with the Speakers of the Language	22,3	5,8	28,1
TOTAL	57	43	100

c. GAZANKULU

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Tests	6,7	9,2	15,9
Assignments	1,7	1,7	3,4
Debates	21,6	15,7	37,3
Listening to the teacher	10	17,5	27,5
Living with the Speakers of the Language	9,2	6,7	15,9
TOTAL	49,2	50,8	100

d. D.E.T.

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Tests	4,1	4,1	8,2
Assignments	1,7	3,3	5,0
Debates	22,3	22,3	44,6
Listening to the teacher	3,3	9,1	12,4
Living with the Speakers of the Language	11,6	18,2	29,8
TOTAL	43	57	100

e. Summary : Teaching-Learning Strategies Preferred By Pupils In English

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Tests	5,1	5,4	10,5
Assignments	2,5	3,1	5,6
Debates	21,6	21,8	43,4
Listening to the teacher	6,8	11,1	17,9
Living with the Speakers of the Language	13,8	8,8	22,6
TOTAL	49,8	50,2	100

f. Comparison Of Table 30

Table 30 summarises, from the point of view of the learner, information that could be relevant in choosing the appropriate method towards teaching English. According to this Table, learners seem to prefer debates as a means of learning English. Learners in Lebowa registered the highest percentage in this preference with 46%, followed by Venda and D.E.T. with 44,6% each and Gazankulu with 37%. According to their responses, learners do not seem to think that Assignments are particularly helpful to them in second language learning. Only 3,4% in Gazankulu indicated preference for this mode of learning a second language. The highest percentage is recorded for Lebowa (9%) with Venda and D.E.T. recording a low 4,2% and 5% respectively. By comparison, Listening to the teacher recorded a relatively high 16,5% in Lebowa, 15,7% in Venda, 12,4% in D.E.T. and a very high 27,5% in Gazankulu.

If findings from the research sample could be generalised, it could be concluded preliminarily

that Black learners are not particularly happy with strategies that require individual or independent work away from the teacher (for example, assignments) as means of learning English second language. They are happy with aural-oral activities (debates and listening to the teacher) which occur in the classroom in the presence of the teacher. For learners to be competent in English, it would require that teachers know and use these modes which are better preferred and build these into the communicative approach to second language teaching.

The teacher-dependency noted above seems to be historical in that the tendency in Black education since the very early days of the missionary teacher, has always been to "tell", to "instruct", to "lecture". Little was done to encourage communicative learning where knowledge is generated and shared by both teacher and learners. Present-day second language strategies, however, are more communicative and seek to achieve greater competence in second language control.

Table 30 also shows that a very high percentage of learners sampled, believe that English second language can be learned to greater advantage and contribute towards achieving competence by living with the speakers of the language. 29,8% of learners sampled under D.E.T. thought so, followed by those in Venda (28,1%), then those in Lebowa (17,8%) and those in Gazankulu are 15,9%. The Table shows that tests are not rated very highly by learners in English second language learning. The use of tests, therefore, may not spur learners towards reaching competence in English, since they generate a negative attitude and frame of mind both of which are not supportive to second language learning and second language competence.

The Table further shows that male and female learners prefer debates than listening to the teacher as the best and most effective strategies in English second language. A combination of some strategies like debates and assignments could help learners attain competence where individual and independent work is encouraged.

TABLE 31: PUPIL PREFERENCE OF TEACHING-LEARNING STRATEGIES IN AFRIKAANS

Item 21 of the questionnaire: "Wat dink u sal die beste metode wees vir u om Afrikaans te leer?" Toetse, Opdragte, Debate, Luister na die onderwyser, Lewe met die Taalsprekendes.

a. LEBOWA

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Toetse	7,2	6,6	13,8
Opdragte	7,2	5,3	12,5
Debate	18,4	17,8	36,2
Luister na die onderwyser	10,5	17,1	27,6
Lewe met die taalsprekendes	6,6	3,3	9,9
TOTAL	49,9	50,1	100

b. VENDA

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Toetse	6,6	4,1	10,7
Opdragte	1,7	2,5	4,2
Debate	26,5	23,1	49,6
Luister na die onderwyser	9,1	9,9	19,0
Lewe met die taalsprekendes	13,2	3,3	16,5
TOTAL	57,1	42,9	100

c. GAZANKULU

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Toetse	10,8	13,3	24,1
Opdragte	1,7	0,9	2,6
Debate	18,3	13,3	31,6
Luister na die Onderwyser	11,7	20,8	32,5
Lewe met die taalsprekendes	6,7	2,5	9,2
TOTAL	49,2	50,8	100

d. D.E.T.

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Toetse	6,6	11,6	18,2
Opdragte	1,7	1,7	3,4
Debate	18,2	21,5	39,7
Luister na die Onderwyser	7,4	14	21,4
Lewe met die taalsprekendes	9,1	8,2	17,3
TOTAL	43	57	100

e. Summary : Teaching-Learning Strategies Preferred By Pupils In Afrikaans

TEACHING-LEARNING STRATEGY	MALE %	FEMALE %	TOTAL
Toetse	7,8	8,8	16,6
Opdragte	3,3	2,7	6,0
Debate	20,2	18,9	39,1
Luister na die Onderwyser	9,7	15,6	25,3
Lewe met die taalsprekendes	8,8	4,2	13,0
TOTAL	49,8	50,2	100

f. Comparison Of Table 31

Table 31 summarises preferences of learners of Afrikaans of teaching strategies as provided. According to this Table debates are the most preferred way of learning Afrikaans as second language. 49,6% of the learners sampled in Venda indicated as much, followed by 39,7% of D.E.T., then 36,2% of Lebowa and 32,5% of Gazankulu. Opdragte are not particularly favoured. As low as 2,6% of the learners sampled in Gazankulu indicated that opdragte are useful in learning Afrikaans as second language. Only 4,2% in Venda indicated as much about opdragte and 3,4% in D.E.T. said so. It is only in Lebowa that 12,5% of the learners felt that opdragte are a preferred way of learning Afrikaans as second language. Aural-oral strategies such as debate and luister na die onderwyser are the best preferred.

From a methodological point of view, the possible reasons for this preference could be the same as for English (See Table 30 f. write-up above).

According to Table 31, learners of Afrikaans feel that Lewe met die taalsprekendes is a

viable manner of learning Afrikaans second language. A relatively high 17,3% of the learners in D.E.T. think so, while 16,5%, 9,9% and 9,2% in Venda, Lebowa and Gazankulu also indicated so. Clearly learners of Afrikaans feel that toetse are a viable way of learning Afrikaans as second language. As high as 24,1% in Gazankulu, 18,2% in D.E.T., 13,8% in Lebowa and 10,7% in Venda said as much.

g. Comparison of Tables 30 e and 31 e

A comparison of Table 30 e and 31 e reveals that learners of both English and Afrikaans prefer aural-oral strategies in second language learning. This is evidenced by the fact that they indicated a high preference for debates/debate and for listening to the teacher/luister na die onderwyser. They do not seem to prefer strategies that require independent work away from the classroom and the teacher. Learners agree that language can be learned to advantage by Living with the speakers of the language/ Lewe met die taalsprekendes concerned.

The Tables, however, show that whereas learners feel that tests/toetse are not a particularly viable strategy in English second language learning, learners of Afrikaans think rather differently. Table 31 e shows that learners of Afrikaans second language do in fact believe that testing is an important way of learning a second language. For reasons that are not immediately apparent to the researcher, female respondents are 11,6% as against 6,6% of the male respondents in terms of preference for tests/toets as a way of teaching and learning Afrikaans as a second language.

**TABLE 32 : PUPIL UTILIZATION OF MEDIA IN LEARNING ENGLISH AS A
SECOND LANGUAGE**

Questionnaire item 8: "Which media do you use to improve your language performance?"

Radio, TV, Newspaper, Magazine, Nothing.

a. LEBOWA

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	12,5	7,9	20,4
TV	11,3	8,6	19,9
Newspaper	25,0	30,9	55,9
Magazine	1,2	2,6	3,8
Nothing	-	-	-
TOTAL	50	50	100

b. VENDA

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	9,9	6,6	16,5
TV	3,3	4,1	7,4
Newspaper	40,5	28,1	68,6
Magazine	2,5	3,4	5,9
Nothing	0,8	0,8	1,6
TOTAL	57	43	100

c. GAZANKULU

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	11,7	10,1	21,8
TV	3,3	5,0	8,3
Newspaper	30,8	33,3	64,1
Magazine	3,3	2,5	5,8
Nothing	-	-	-
TOTAL	49,1	50,9	100

d. D.E.T.

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	7,4	9,9	17,3
TV	9,1	16,5	25,6
Newspaper	24,8	28,1	52,9
Magazine	1,7	2,5	4,2
Nothing	-	-	-
TOTAL	43	57	100

e. Summary : Teaching-Learning Strategies Preferred By Pupils In English

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	10,5	8,5	19,0
TV	7,0	8,6	15,6
Newspaper	30,0	30,2	60,2
Magazine	2,1	2,7	4,8
Nothing	0,2	0,2	0,4
TOTAL	49,2	50,8	100

f. Comparison Of Table 32

Table 32 attempts to establish pupils use of media to improve their performance in English. According to Table 32 Lebowa male respondents indicated the highest preference for Radio and TV as learning aids in English. There are 12,5% and 11,3% respectively in Lebowa against the lower 9,9% and 3,3% for Radio and TV respectively in Venda. On the female side D.E.T. with 9,9% for Radio and 16,5% for TV records the highest percentage in the utilization of these media compared to Venda's 6,6% and 4,1% for utilization of the same media respectively. Of the four areas Venda seems to be worse-off in the use of these two media for both male and female learners in English.

Venda has the highest percentage of 40,5% of male utilization of Newspaper as a media for improvement of language performance than the low 24,8% of male learners in D.E.T. With this medium male learners in Venda are better-off than those in D.E.T. Gazankulu records the highest percentage of 33,3% of female learners who use Newspapers against the low 28,1% each of Venda and D.E.T. Utilization or availing of newspapers to Venda male learners sampled and Gazankulu female learners would suit them to improve their language use.

In overview, the medium that learners of English feel they use most frequently is the Newspaper. No less than 60,2% of these sampled indicated as much. Radio is second highest with 19,0% followed hard-upon by TV 15,6%. Clearly teachers of English are well advised to cash-in on these three preferences to mount back-ups to their teaching of English second language. Newspaper reading - based strategies such as the use of newspaper

cuttings, newspaper articles for style versus content, picture-based oral and written activities could be used to great advantage. Radios can be found even in remote country areas. They too can be used by the English second language teacher to great advantage for such skills as intonation, pronunciation, stress, voice modulation and other phonologically-based skills in English second language teaching and learning. Should these be recognised in second language learning, competence would be facilitated.

TABLE 33 : PUPIL UTILIZATION OF MEDIA IN LEARNING AFRIKAANS AS A SECOND LANGUAGE

Item 8 of the questionnaire : "Watter kommunikasiemiddele gebruik u om u taalgebruik te verbeter?" Radio, TV, Nuusblad, Tydskrif, Niks.

a. LEBOWA

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	13,2	9,9	23,1
TV	12,5	8,6	21,1
Nuusblad	19,1	28,9	48,0
Tydskrif	-	1,3	1,3
Niks	5,2	1,3	6,5
TOTAL	50	50	100

b. VENDA

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	12,4	7,4	19,8
TV	9,1	4,1	13,2
Nuusblad	29,8	25,6	55,4
Tydskrif	1,7	0,8	2,5
Niks	4,1	5,0	9,1
TOTAL	57,1	42,9	100

c. GAZANKULU

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	10,8	12,5	23,3
TV	7,5	8,3	15,8
Nuusblad	27,6	25,8	53,4
Tydskrif	0,8	1,7	2,5
Niks	2,5	2,5	5,0
TOTAL	49,2	50,8	100

d. D.E.T.

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	5,8	13,3	19,1
TV	12,4	16,5	28,9
Nuusblad	18,2	22,3	40,5
Tydskrif	2,5	0,8	3,3
Niks	4,1	4,1	8,2
TOTAL	43	57	100

e. Summary : Teaching-Learning Strategies Preferred By Pupils in Afrikaans

TYPE OF MEDIA	MALE %	FEMALE %	TOTAL
Radio	10,7	10,7	21,4
TV	10,5	9,3	19,8
Nuusblad	23,3	25,9	49,2
Tydskrif	1,2	1,2	2,4
Niks	4,1	3,1	7,2
TOTAL	49,8	50,2	100

f. Comparison Of Table 33

This Table serves to indicate the use of media for improvement of pupil performance in Afrikaans. According to the Table, Lebowa has the highest percentage of male pupils (5,2%) who use Niks for their improvement of the use of Afrikaans compared with 2,5% of male pupils in Gazankulu. By implication this would mean that these pupils have no back-up to their level of competence in Afrikaans, save by the usual sources or by conscious effort exerted in learning a second language.

The same may be said of 5% of female pupils in Gazankulu and 1,3% in Lebowa. The use of Nuusblad is clearly set out with the high 29,8% of Venda male pupils and 28,9% of Lebowa female pupils. Making Nuusblad available for pupils to read and so improve their ability to speak and understand Afrikaans is the least that pupils can ask for from language teachers, schools and the Department of Education.

g. Comparison Of Tables 32 e And 33 e

Although more learners of English (60,2%) than of Afrikaans (49,2%) utilise the Newspaper/Nuusblad as a means of improving their language competence, it is significant that almost 50% learners of Afrikaans read Afrikaans newspapers/nuusblaaie. This could be much more than mere desire to improve language competence in Afrikaans as second language. It could mean a change of attitude towards Afrikaans as language, that is, seeing it (Afrikaans) as a means or medium of reporting news rather than as something to be shunned at all cost. It could also mean that Afrikaans learners wish to "hear" the Afrikaner speak (in his own language, in his own newspaper) for himself before they decide one way or the other about him. This would mean that they get the story from the horse's mouth as it were. Given the changes taking place in South Africa at the moment, this seems a reasonable deduction.

According to these two Tables, there are more learners of Afrikaans (21,4%) than English (19,0%) who utilise the Radio as a means of learning Afrikaans as a second language. This is also important from an attitudinal point of view in that learners of Afrikaans choose an Afrikaans radio station on their own free will and listen in on their own in order, inter alia, to improve their competence in Afrikaans as a second language. The same case applies for the use of TV. There are more learners of Afrikaans (19,5%) than of English (15,6%) using TV as a means of second language learning. If this preference could be exploited maximally by teachers, learner competence in second language learning could be greatly facilitated.

**TABLE 34 : PUPIL RATING OF THE FOUR TRADITIONAL LANGUAGE
LEARNING SKILLS IN ENGLISH SECOND LANGUAGE**

Item 9 of the questionnaire: "How did you reach the level of command you have in English?"

From Teaching, Speaking the Language, Reading Books, Writing, Environmental Influence.

a. LEBOWA

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
From Teaching (Listening)	9,2	7,2	16,4
Speaking the Language	11,8	17,8	29,6
Reading Books	27,0	21,7	48,7
Writing (Practice)	2,0	2,6	4,6
Environmental Influence	-	0,7	0,7
TOTAL	50	50	100

b. VENDA

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
From Teaching (Listening)	10,7	5,8	16,5
Speaking the Language	11,6	9,9	21,5
Reading Books	34,7	25,6	60,3
Writing (Practice)	-	-	-
Environmental Influence	-	1,7	1,7
TOTAL	57	43	100

c. GAZANKULU

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
From Teaching (Listening)	5,8	6,7	12,5
Speaking the Language	22,5	10,0	32,5
Reading Books	20,0	32,5	52,5
Writing (Practice)	-	1,7	1,7
Environmental Influence	0,8	-	0,8
TOTAL	49,1	50,9	100

d. D.E.T.

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
From Teaching (Listening)	9,1	4,1	13,2
Speaking the Language	14,1	27,3	41,4
Reading Books	19,8	24,0	43,8
Writing (Practice)	-	0,8	0,8
Environmental Influence	-	0,8	0,8
TOTAL	43	57	100

e. Summary : Pupils Rating Of Four Language Learning Skills In English

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
From Teaching (Listening)	8,8	6,0	14,8
Speaking the Language	14,8	16,3	31,1
Reading Books	25,5	25,7	51,2
Writing (Practice)	0,5	1,4	1,9
Environmental Influence	0,2	0,8	1,0
TOTAL	49,8	50,2	100

f. Comparison Of Table 34

The Table represents distribution of pupils of English in terms of preference of certain language skills in the research areas. Division of pupils into male and female learners is for the sake of comparison. In Lebowa the self-rating for From teaching (listening) by male pupils is 9,2%. This is lower than Venda male pupils preference of 10,7% which in turn is higher than that of Gazankulu's male pupils' preference of 5,8% and D.E.T.'s 9,1%.

According to this Table, therefore, Venda male pupils seem to prefer the listening skill in order to improve their command of the language. For female pupils the preference is comparatively highest, that is, 7,2% for Lebowa, followed by 6,7% for Gazankulu, then 5,8% for Venda and 4,1% for D.E.T. According to this Table therefore, it is Lebowa female pupils who prefer listening to the teacher for better language proficiency.

Top of the list for Speaking the language is Gazankulu with 22,5% of the sampled male learners indicating as much. Second is D.E.T. with 14,1%, then Lebowa with 11,8% and close behind is Venda with 11,6% showing preference for the skill. Gazankulu male pupils seem to need more time for speaking exercises while the other three are less inclined to such language learning activity. Since a second language is best learned by actually speaking the language, the lower percentages do not reflect well on the learners' chances of competence in the second language.

In the case of females D.E.T. has 27,3% pupils who prefer Speaking the language followed by Lebowa with 17,8% then Gazankulu with 10% and Venda close-on with 9,9%. Although

the percentages for female respondents are comparatively higher, the gradient from 27,3% D.E.T. to 9,9% for Venda is rather steep. The conclusion is drawn, given the fact that Speaking the language is such an important skill in second language competence that there seems to be marked preference by both male and female pupils in all the research areas for Reading books as a contributory skill to competence in English second language. Percentages in terms of preference are as follows: 27% for Lebowa male pupils, 21,7% females; Venda male pupils 34,7%, females 25,6%; Gazankulu male pupils 20%, females 32,5% and D.E.T. male pupils 19,8%, females 24%. According to the research sample, Venda male pupils at 34,7% seem to enjoy reading most while Gazankulu male pupils at 20% seem to enjoy reading the least. But 32,5% of Gazankulu female pupils seem to enjoy Reading books as a language learning skill while 21,7% Lebowa female pupils seem to enjoy reading the least.

TABLE 35: PUPIL RATING OF THE FOUR TRADITIONAL LANGUAGE LEARNING SKILLS IN AFRIKAANS SECOND LANGUAGE

a. LEBOWA

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
Van Onderrig (Luister)	4,6	0,6	5,2
Deur die taal te Praat	11,2	14,5	25,7
Boeke te Lees	29,6	26,3	55,9
Deur te Skryf (Oefening)	3,3	8,6	11,9
Omgewingsinvloed	1,3	-	1,3
TOTAL	50	50	100

b. VENDA

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
Van Onderrig (Luister)	4,1	5,0	9,1
Deur die Taal te Praat	16,5	6,6	23,1
Boeke te Lees	33,9	25,6	59,5
Deur te Skryf (Oefening)	1,7	4,1	5,8
Omgewingsinvloed	0,8	1,7	2,5
TOTAL	57	43	100

c. GAZANKULU

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
Van Onderrig (Luister)	6,7	3,3	10,0
Deur die Taal te Praat	20,0	10,8	30,8
Boeke te Lees	18,3	30,0	38,3
Deur te Skryf (Oefening)	2,5	6,7	9,2
Omgewingsinvloed	1,7	-	1,7
TOTAL	49,2	50,8	100

d. D.E.T.

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
Van Onderrig (Luister)	5,0	1,7	6,7
Deur die Taal te Praat	16,5	19,8	36,3
Boeke te Lees	17,4	32,2	49,6
Deur te Skryf (Oefening)	2,4	3,3	5,7
Omgewingsinvloed	1,7	-	1,7
TOTAL	43	57	100

e. Summary : Pupils Rating Of Four Language Learning Skills In Afrikaans

LANGUAGE LEARNING SKILLS	MALE %	FEMALE %	TOTAL
Van Onderrig (Luister)	5,1	2,5	7,6
Deur die Taal te Praat	15,8	13,0	28,8
Boeke te Lees	25,1	28,4	53,5
Deur te Skryf (Oefening)	2,5	5,8	8,3
Omgewingsinvloed	1,4	0,4	1,8
TOTAL	49,9	50,1	100

f. Comparison Of Table 35

Table 35 represents the pupil rating and preference of certain language skills in the learning of Afrikaans as a second language in the research areas. Preference for Van Onderrig is highest in Gazankulu male pupils; namely, 6,7%, followed by D.E.T. with 5%, Lebowa with 4,6% and Venda close-on with 4%. According to the sample, Gazankulu male pupils are more inclined to traditional second language teaching and learning of listening to the teacher and through his input, achieve competence in second language. Only a small percentage of 0,6% of the females in Lebowa agree with this preference though. The entire sample seems to have a preference for Deur die taal te Praat. D.E.T. tops the list with 36,3%, and the lowest is Venda with 23,1%.

According to this sample, many second language learners feel that in the learning of Afrikaans as a second language, learning Deur die Taal te Praat has a high value. If this finding is generalised, it could be taken as a plus for the teaching of Afrikaans as second language. The speaking skill is important in achieving competence in second language

learning. In overview, males (15,8%) seem to prefer learning Afrikaans as a second language by Deur die Taal te Praat as against females (13,0%). According to this sample, learners on the whole rate reading highest in gaining competence in Afrikaans as second language. Venda rates Deur te Lees highest with 59,5%, followed by Lebowa with 55,9%, D.E.T. with 49,6% and Gazankulu with a comparative low of 38,3%.

In D.E.T. and Gazankulu, however, females prefer reading more than males with 32,2% against 17,4% and 30% against 18,3% respectively. In Venda and Lebowa it is the males who prefer Boeke te Lees than the females with 33,9%, 25,6% and 29,6%, 26,3% respectively. According to this sample Omgewingsinvloed has very little influence on the learning of Afrikaans as second language. Indeed Lebowa, Gazankulu and D.E.T. recorded 0% for female response on the effect of the environment (omgewing) on the learning of Afrikaans as second language.

g. Comparison Of Tables 34 e And 35 e

If Tables 34 e and 35 e are compared, the following emerges: firstly, more learners of English second language (14,8%) than of Afrikaans second language (7,6%) prefer to learn second language by greater input from the teacher, that is, by listening. More females (6,7%) than males (5,8%) prefer this mode of teaching English second language while more males (5,1%) than females (2,5%) prefer this mode of teaching Afrikaans as second language. A possible reason for this distribution of preference is that by and large in Black education, teachers are more proficient in English than in Afrikaans. Consequently, learners would rather listen to a confident and competent teacher of English than to a less confident

and less competent teacher of Afrikaans.

Secondly, on a broad average, there are as many learners in Afrikaans as there are in English who feel that speaking a second language is an important skill in learning the target language. Thirdly, most learners (both English and Afrikaans, 51,2% and 53,5% respectively) rate reading very highly in second language learning. In fact reading is rated almost twice as high as speaking the language. Possible explanation for this is historical. South African universities and colleges rate reading highly in the language programmes. In fact what are called language programmes for English and Afrikaans are in fact largely literature programmes or even literary criticism programmes. Products of these programmes are the language teachers in Black schools, who quite understandably, do what they know best, teach literature or the genre of literature they know best.

Fourthly, learners feel that by and large Afrikaans second language can to some extent, be learnt through writing (8,3%) just as effectively as through listening (7,6%). These skills are however, rated well below those of speaking (28,8%) and reading (53,5%). In the case of English, the writing skill is rated well below (1,9%) compared to listening (14,8%). If this is generalised, English second language learners feel that they benefit least from writing exercises. This can mean one or both of two things, namely, either that English second language writing exercises are so irrelevant to the skill of communicative competence that learners rate them as virtually valueless, or the teachers marking/correcting technique of written exercises are so ineffectual that they are virtually valueless in the mind of the learner. (The researcher is aware of English second language teachers who may keep exercise books for the greater part of the month or semester trying to mark them through ineffective

strategies that simply cannot apply to large classes that characterise Black education. The result is that learners submit work for marking only to get it back when they have long forgotten what the purpose of the exercise was all about). Fifthly, the environment (omgewing) is not rated very highly in the learning of English or Afrikaans.

TABLE 36: PUPIL MOTIVATION TO LEARN ENGLISH

Item 10 of the questionnaire: "Who motivated you to learn English?" Parents, Family Members, Teachers, Mates was set to establish the learners' source of motivation to learn English as a second language.

a. LEBOWA

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Parents	5,9	8,6	14,5
Family Members	3,9	0,5	4,4
Friends	5,3	2,0	7,3
Teachers	32,9	38,2	71,1
Mates (school)	2,0	0,7	2,7
TOTAL	50	50	100

b. VENDA

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Parents	8,3	9,1	17,4
Family Members	2,5	1,7	4,2
Friends	5,0	1,7	6,7
Teachers	41,2	30,5	71,5
Mates (school)	-	-	-
TOTAL	57	43	100

c. GAZANKULU

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Parents	4,2	8,3	12,5
Family Members	3,3	2,5	5,8
Friends	2,5	2,5	5,0
Teachers	36,7	35,0	71,7
Mates (school)	2,5	2,5	5,0
TOTAL	49,2	50,8	100

d. D.E.T.

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Parents	6,6	9,9	16,5
Family Members	2,5	3,3	5,8
Friends	4,1	2,5	6,6
Teachers	28,9	38,9	67,8
Mates (school)	0,8	2,5	3,3
TOTAL	42,9	57,1	100

e. Summary : Source of Motivation For Pupils To Learn English

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Parents	6,2	8,9	15,1
Family Members	3,1	2,0	5,1
Friends	4,3	2,1	6,4
Teachers	34,8	35,8	70,6
Mates (school)	1,4	1,4	2,8
TOTAL	49,8	50,2	100

f. Comparison Of Table 36

Table 36 is a representation of English pupils' opinion on their motivation to learn English from a list of sources or agents provided. According to Table 36, Parents in Venda provided the highest motivation for both male and female respondents to learn English: 8,3% and 9,1% respectively. In Lebowa, Gazankulu and D.E.T. schools, parents seem to have exerted greater influence on female than on male respondents to learn English, that is, after Teachers: 8,6% as against 5,9% for Lebowa, 8,3% as against 4,2% for Gazankulu and 9,9% as against 6,6% for D.E.T. schools. It is clear from the Table that as far as motivation to learn English is concerned, parents exert greater influence on females than on males, while Family members and Friends exert more influence on males than on females. Influence by Family members and Friends for males and females is: 3,9% as against 0,5% and 5,3% against 2% for Lebowa; 2,5% as against 1,7% and 5% as against 1,7% for Venda; 3,3% as against 2,5% and 2,5% as against 2,5% for Gazankulu and 2,5% as against 3,3% and 4,1% as against 2,5 for D.E.T. schools.

TABLE 37: PUPIL MOTIVATION TO LEARN AFRIKAANSa. LEBOWA

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Ouers	5,3	5,9	11,2
Familieledede	3,3	0,7	4,0
Vriende	8,6	2,6	11,2
Onderwysers	30,2	40,1	70,3
Maats (skool)	2,6	0,7	3,3
TOTAL	50	50	100

b. VENDA

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Ouers	5,0	8,2	13,2
Familieledede	23,3	-	3,3
Vriende	1,7	1,7	3,4
onderwysers	46,3	29,7	76,0
Maats (skool)	0,8	3,3	4,1
TOTAL	57,1	42,9	100

c. GAZANKULU

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Ouers	2,5	6,6	9,1
Familieledede	4,2	2,5	6,7
Vriende	1,7	3,3	5,0
Onderwysers	38,3	36,7	75,0
Maats (skool)	2,5	1,7	4,2
TOTAL	49,2	50,8	100

d. D.E.T.

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Ouers	5,8	10,7	16,5
Familielede	3,3	1,7	5,0
Vriende	1,7	3,3	5,0
Onderwysers	28,9	37,2	66,1
Maats (skool)	3,3	4,1	7,4
TOTAL	43	57	100

e. Summary : Source Of Motivation For Pupils To Learn Afrikaans

SOURCE OF MOTIVATION	MALE %	FEMALE %	TOTAL
Ouers	4,7	7,8	12,5
Familielede	3,5	1,2	4,7
Vriende	3,7	2,7	6,4
Onderwysers	35,6	36,2	71,8
Maats (skool)	2,3	2,3	4,6
TOTAL	49,8	50,2	100

f. Comparison Of Table 37

Table 37 represents Afrikaans learners' opinion on their motivation for learning Afrikaans in the different areas of research. According to Table 37 Ouers in D.E.T. provided the highest motivation for both male and female respondents to learn Afrikaans: 5,8% and 10,7% respectively. Like in D.E.T. in Lebowa, Venda and Gazankulu schools Ouers seem to have exerted great influence on female than on male respondents to learn Afrikaans: 5,9% as against 5,3% for Lebowa; 8,2% as against 5% for Venda and 6,9% as against 2,5% for

Gazankulu schools. As far as motivation to learn Afrikaans is concerned, parents exert more influence on females than on males. Other sources (agents) like Familielede and Vriende seem to exert more influence on males than on females: 3,3% against 0,7% and 8,6% against 2,6% for Lebowa, 3,3% against 0% and 1,7% against 1,7% for Venda, 4,2% against 2,5% and 1,7% against 3,3% for Gazankulu and 3,3% against 1,7% and 1,7% against 3,3% for D.E.T.

g. Comparison Of Tables 36 e and 37 e

A comparison of Table 36 e and 37 e reveals that comparatively speaking, second language Teachers have the greatest influence on learners in terms of motivation to learn a target language. According to this sample 66,1% of the learners of Afrikaans indicated that they are influenced by their teachers to learn Afrikaans compared to 70,6% in English. Parents are next in influence but not near the language teacher: 15,1% English and 16,5% Afrikaans learners said they are influenced by their parents to learn the target language. Other sources of influence such as Friends and Members of the Family pale into insignificance when compared with the language Teacher and the Parent. These percentages speak for themselves when the role of the language teacher is put in the context of the school.

3.3. LANGUAGE MATERIALS (TEXTBOOKS)

3.3.1 Introduction

The purpose of this sub-section is to establish if the type of language materials used in both

English and Afrikaans are in fact the most preferred by secondary school teachers in the target research area.

3.3.2 Language Materials Used

In order to delimit the study and make it feasible, the researcher identified language materials in English and Afrikaans commonly used in Black secondary schools in South Africa. Information thus gathered was used as "scaffolding" for the research. Preliminary sampling of language material in the target areas have shown that materials used here are similar to those used elsewhere in South Africa in Black secondary schools. However, the task is to establish degree of preference among the target research group without attempting to analyse or account for reasons of preference in each or all the cases. Data for this purpose was sampled by means of a questionnaire.

Questionnaire items 23 which required listing of language materials used, is treated with item 24 where preference comes to bear. Questionnaire item 24 reads: "Which textbooks do you prefer for English?"

TABLE 38: ENGLISH LANGUAGE MATERIALS USED IN ORDER OF PREFERENCE

a. LEBOWA

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Advance with English	19,3	15,5	34,8
English Made Easy	26,9	7,7	34,6
Informal English	3,8	7,7	11,5
A Practical English Grammar	7,7	-	7,7
Let's Use English	3,8	3,8	7,6
New Spoken English	3,8	-	3,8
TOTAL	65,3	34,7	100

b. VENDA

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Advance With English	30	15	45
Informal English	15	-	15
New English The Easy Way	10	-	10
New Horizons	-	10	10
Modern Graded English	5	5	10
English The Active Way	-	5	5
Teach English Well	5	-	5
TOTAL	65	35	100

c. GAZANKULU

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
New Horizons	26,7	20	46,7
English The Active Way	6,7	-	6,7
Advance With English	6,7	-	6,7
New English The Easy Way	6,7	-	6,7
Practical English	6,7	-	6,7
A Handbook of English Grammar	6,7	-	6,7
English For The Secondary Schools	-	6,6	6,6
Teach English Well	6,6	-	6,6
English Made Easy	-	6,6	6,6
TOTAL	66,8	33,2	100

d. D.E.T.

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Successful English	17,5	23,5	41,0
Let's Use English	-	11,8	11,8
English For The Secondary Schools	11,8	-	11,8
Informal English	-	5,9	5,9
Advance With English	-	5,9	5,9
English The Easy Way	5,9	-	5,9
English Made Easy	5,9	-	5,9
New Horizons	5,9	-	5,9
Modern Graded English	5,9	-	5,9
TOTAL	52,9	47,1	100

e. Summary : Source Of Motivation For Pupils To Learn Afrikaans

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Advance With English	15,4	10,3	25,7
English Made Easy : The Informal Way	10,3	3,8	14,1
New Horizons	6,4	6,4	12,8
Successful English	3,8	5,1	8,9
Informal English	5,1	3,8	8,9
Let's Use English	1,3	3,8	5,1
New English The Easy Way	5,1	-	5,1
Modern Graded English	2,6	1,3	3,9
English For The Secondary Schools	2,6	1,3	3,9
A Practical English Grammar	3,8	-	3,8
English The Active Way	1,3	1,3	2,6
Teach English Well	2,6	-	2,6
New Spoken English	1,3	-	1,3
A Handbook of English Grammar	1,3	-	1,3
TOTAL	62,9	37,1	100

f. Comparison Of Table 38

Table 38 gives a picture of language materials preferred for English. On the whole teachers, both male and female, seem to prefer the same language materials only that others use additional manuals to supplement the existing ones. According to this Table, most teachers of English (both male and female) in the research area prefer the following language materials: Advance with English, English Made Easy, New Horizons and Successful English. In Lebowa Advance With English and English Made Easy are the most preferred materials with 34,8% and 34,6% preference respectively. The least preferred is New Spoken English, that is, 3,8% of the teachers expressing preference for it.

In Venda Advance With English is the most preferred material with 45% of the teachers expressing themselves in favour of it. The least preferred are English the Easy Way and Teach English Well with 5% preference each. In Gazankulu New Horizons is the most preferred with 46,7%. In D.E.T. schools sampled Successful English is the most preferred with 41%. The quality and relevance of the material is not an issue here, but teachers's choice, his taste and preference.

TABLE 39: AFRIKAANS LANGUAGE MATERIALS USED IN ORDER OF PREFERENCE

a. LEBOWA

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Afrikaans Sonder Grense	17,3	10,3	27,6
Afrikaans Grammatika	10,3	10,3	20,6
Praktiese Taal-en Steloefeninge	6,9	6,9	13,8
Afrikaans Vir die Sekondêre Skool	3,5	6,9	10,4
Informele Afrikaans	10,3	-	10,3
Akasia	-	6,9	6,9
Die Lewende Taal	6,9	-	6,9
Praat Afrikaans	3,5	-	3,5
TOTAL	58,7	41,3	100

b. VENDA

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Afrikaans vir die Sekondêre Skool	33,3	6,7	40
Afrikaans Sonder Grense	20	-	20
Die Lewende Taal	20	-	20
Akasia	-	13,3	13,3
Praat Afrikaans	-	6,7	6,7
TOTAL	73,3	26,7	100

c. GAZANKULU

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Afrikaans Sonder Grense	20	20	40
Nuwe Mordene Afrikaans	6,7	20	26,7
Akasia	13,3	6,7	20
Die Lewende Taal	13,3	-	13,3
TOTAL	53,3	46,7	100

d. D.E.T.

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Afrikaans Sonder Grense	35,3	11,8	47,1
Akasia	5,9	23,4	29,3
Nuwe Moderne Afrikaans	11,8	-	11,8
Afrikaans vir die Sekondêre Skool	-	5,9	5,9
Afrikaans vir Almal	-	5,9	5,9
TOTAL	53	47	100

e. Summary : Source Of Motivation For Pupils To Learn Afrikaans

ORDER OF PREFERENCE			
LANGUAGE MATERIAL	MALE %	FEMALE %	TOTAL
Afrikaans Sonder Gense	22,4	10,5	32,9
Akasia	3,9	11,8	15,7
Afrikaans vir die Sekondêre Skool	7,9	5,3	13,2
Die Lewende Taal	9,2	-	9,2
Afrikaans Grammatika	4,0	4,0	8,0
Praktiese Taal en Steloefeninge	2,6	2,6	5,2
Informele Afrikaans	3,9	-	3,9
Praat Afrikaans	1,3	1,3	2,6
Afrikaans vir Almal	-	1,3	1,3
TOTAL	59,2	40,8	100

f. Comparison Of Table 39

The Table reflects teachers of Afrikaans preference for language materials in the research area. Table 39 shows that the most preferred language materials in Afrikaans are Afrikaans Sonder Gense, Akasia, Afrikaans vir die Sekondêre Skool, Nuwe Moderne Afrikaans, Afrikaans Grammatika. Lebowa teachers of Afrikaans prefer to use Afrikaans Sonder Gense (27,6%) and Afrikaans Grammatika (20,6%) while those in Venda prefer Afrikaans vir die Sekondêre Skool (40%) in addition to Afrikaans Sonder Gense (20%). Gazankulu teachers prefer to use Afrikaans Sonder Gense (40%) with Nuwe Moderne Afrikaans (26,7%). D.E.T. teachers prefer Afrikaans Sonder Gense (47,1%) alongside Akasia (29,3%).

g. Comparison Of Tables 38 e And 39 e

According to Tables 38 e and 39 e it is evident that there are more texts in English than in Afrikaans for teachers to choose from. This means that there are more language materials to compare and use in English than in Afrikaans. Since it was outside the scope of this study to analyse all available texts cited by respondents, the researcher is unable to analyse reasons why respondents preferred certain language materials over others. Such analyses will be a study by itself involving specialised questionnaires and criteria for text analyses and evaluation.

3.4 LESSON TYPES PREFERRED BY LEARNERS (PUPILS)

3.4.1 Introduction

In addition to language materials preferred by teachers, the researcher sought to establish pupils' preference for those lesson types in these texts which they feel would best contribute to their competence in second language learning. Further, an overview of the learners' exposure to English and Afrikaans and their preference for these languages, number of other languages known, the extent to which these languages may have influenced competence in English and Afrikaans and the facilities used in the teaching of these languages, are sought. To get this overview, a set of questions was designed and administered to the target research group. Questionnaire item 21 for determining pupils' preference of lesson types reads: "What type of lesson-type should be used in English?" Comprehension Test, Grammar Exercises, Notes Explaining Grammar, Lists of Words, for example, gender, plural, All

combined in one.

TABLE 40: PUPIL OPINION ON LESSON TYPES IN ENGLISH

a. LEBOWA

TYPES OF LESSON	MALE %	FEMALE %	TOTAL
Comprehension Test	17,1	15,1	32,2
Grammar Exercises	11,2	10,5	21,7
Notes explaining grammar	8,6	6,6	15,2
Lists of words, for example, plural, gender	12,6	4,6	17,2
All combined in one	10,5	13,2	23,7
TOTAL	50	50	100

b. VENDA

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Comprehension Test	15,7	16,5	32,2
Grammar Exercise	11,6	6,7	18,3
Notes explaining grammar	10,7	3,3	14,0
Lists of words, for example, gender, plural	3,3	0,8	4,1
All combined in one	15,7	15,7	31,4
TOTAL	57	43	100

c. GAZANKULU

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Comprehension Test	18,3	15,8	34,1
Grammar Exercise	10,8	16,7	27,5
Notes Explaining Grammar	4,2	4,2	8,4
Lists of words, for example, gender, plural	2,5	1,7	4,2
All combined in one	13,3	12,5	25,8
TOTAL	49,1	50,9	100

d. D.E.T.

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Comprehension Test	12,4	14,9	27,3
Grammar Exercise	9,9	13,2	23,1
Notes Explaining Grammar	3,3	8,3	11,6
Lists of words, for example, gender, plural	3,3	2,5	5,8
All combined in one	14,0	18,2	32,2
TOTAL	42,9	57,1	100

e. Summary : Lesson Types Preferred By Pupils In English

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Comprehension Test	16	15,6	31,6
Grammar Exercise	10,9	11,7	22,6
Notes Explaining Grammar	6,8	5,6	12,4
Lists of words, for example, gender, plural	2,9	2,5	5,4
All combined in one	13,2	14,8	28,0
TOTAL	49,8	50,2	100

f. Comparison Of Table 40

The Table reflects pupils' opinion on the type of lesson that would help them learn a second language. According to the Table Venda has the highest male and female percentage of pupils preference for Comprehension Test: 15,7% and 16,5%; 15,7% and 15,7% for All Combined in one respectively. The lowest male and female preference for these lessons are in Lebowa: 17,1% and 15% for Comprehension Test; 10,5% and 13,2% for All Combined in one. Gazankulu has the highest female preference for Grammar Exercises (16,7%) which suggests that more exercises should be given to female pupils in Gazankulu. On the other side Venda male pupils (10,7%) would still want to be theorised to on language learning with some comprehension as compared to Lebowa male and female pupils (15,2%) who would want more of theoretical teaching in language learning. Four traditional language learning skills seem not to be exploited, so that pupils could realise their importance, thus these lesson types are least capable of enhancing learner competence in English.

TABLE 41: PUPIL OPINION ON LESSON TYPES IN AFRIKAANS

Item 21 of the questionnaire: "Watter lestipe moet gebruik word in Afrikaans?"
Begripstoets soort, Taaloefeninge, Aantekeninge oor grammatika, Taallyste, Almal in een.

a. LEBOWA

TYPES OF LESSON	MALE %	FEMALE %	TOTAL
Begripstoets Soort	18,4	13,2	31,6
Taal oefeninge	14,5	13,8	28,3
Aantekenige oor grammatika	7,2	7,2	14,4
Taallyste	4,6	4,6	7,9
Almal in een	11,2	11,2	17,8
TOTAL	50	50	100

b. VENDA

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Begripstoets Soort	15,7	16,6	27,3
Taal oefeninge	11,6	6,6	18,2
Aantekenige oor grammatika	5,8	7,4	13,2
Taallyste	4,2	0,8	5,0
Almal in een	19,8	16,5	36,3
TOTAL	57,1	42,9	100

c. GAZANKULU

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Begripstoets Soort	16,7	13,3	30
Taal oefeninge	14,2	19,2	33,4
Aantekenige oor grammatika	5	6,7	11,7
Taallyste	3,3	4,1	7,4
Almal in een	10	7,5	17,5
TOTAL	49,2	50,8	100

d. D.E.T.

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Begripstoets Soort	13,2	18,2	31,4
Taal oefeninge	11,6	17,4	29
Aantekenige oor grammatika	3,3	3,3	6,6
Taallyste	3,3	5,7	9
Almal in een	11,6	12,4	24
TOTAL	43	57	100

e. Summary : Lesson Types Preferred By Pupils In Afrikaans

TYPE OF LESSON	MALE %	FEMALE %	TOTAL
Begripstoets soort	16,2	14	30,2
Taal oefeninge	13	14,2	27,2
Aantekeninge oor grammatika	5,4	6,2	11,6
Taallyste	3,5	3,9	7,4
Almal in een	11,7	11,9	23,6
TOTAL	49,8	50,2	100

f. Comparison Of Table 41

In this Table it is found a reflection of pupil opinion on the lesson type they believe would facilitate their language learning as found in the research area. The Table sought to give pupil opinion on a variety of lesson types that should be used in language teaching and learning. According to the Table, Venda has the highest Afrikaans pupil respondents preference for Almal in een lesson type: 36,3% against the lowest 17,5% of Gazankulu. This indication of 36,3% by Venda respondents gives the teacher an idea of the type of

lesson and perhaps language texts they most prefer. The teacher is in a positive position to know and choose the appropriate lesson type in relation to the pupils he is to teach.

g. Comparison Of Tables 40 e And 41 e

According to Tables 40 e and 41 e pupil opinion in the two languages seems to point to different lesson types. Pupil preference for Comprehension test (31,6%) and Begripstoets soort (30,2%) type of the lesson top the list of preference. If this lesson type is identified by both teachers of English and Afrikaans as the most preferred, language aspects could be built and developed from it for better teaching. In this way, lessons could be used more effectively for pupils to attain competence through the method best suited to them. Lesson types could be so designed that teachers can teach and learners can learn. It would be easier for learners to become competent in any language, if they do not have to adjust to what the teacher deems to be good for them.

TABLE 42: PUPILS' LACK OF COMPETENCE IN ENGLISH

Questionnaire item 20: "What do you think could be the cause of your lack of mastery of English?" Unavailability of reading material, Less contact with the language, Poor Teaching, Dislike of the Language, Difficulty of the Language.

a. LEBOWA

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Unavailability of Reading Material	9,8	13,8	23,6
Less Contact with the Language	15,1	15,1	30,2
Poor Teaching	12,5	11,2	23,7
Dislike of the Language	8,6	5,3	13,9
Difficulty of the Language	4,0	4,6	8,6
TOTAL	50	50	100

b. VENDA

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Unavailability of Reading Material	12,4	6,6	19
Less Contact with The Language	15,7	9,1	24,8
Poor Teaching	10,7	8,3	19
Dislike of the Language	7,4	12,4	19,8
Difficulty of the Language	10,7	6,7	17,4
TOTAL	56,9	43,1	100

c. GAZANKULU

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Unavailability of Reading Material	15	9,2	24,2
Less Contact with the Language	14,1	17,5	31,6
Poor Teaching	10,8	7,5	18,3
Dislike of the Language	5,0	9,2	14,2
Difficulty of the Language	4,2	7,5	11,7
TOTAL	49,1	50,9	100

d. D.E.T.

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Unavailability of Reading Material	14	11,6	25,6
Less Contact with the Language	14,9	21,5	36,4
Poor Teaching	8,3	14	22,3
Dislike of the Language	3,3	5,8	9,1
Difficulty of the Language	2,5	4,1	6,6
TOTAL	43	57	100

e. Summary : Source Of Pupils Incompetence In English

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Unavailability of Reading Material	12,7	10,5	23,2
Less Contact with the Language	15	15,8	30,8
Poor Teaching	10,7	10,3	21
Dislike of the Language	6,2	7,9	14,1
Difficulty of the Language	5,3	5,6	10,9
TOTAL	49,9	50,1	100

f. Comparison Of Table 42

In Table 42 learners give their opinion of what could be contributory factors to their lack of competence in English. According to this Table 21,5% of D.E.T. female pupils sampled feel that Less contact with the language is a major contributory factor to their lack of competence in English. 15,7% of Venda male pupils feel the same. This implies that it is important for contact to be established with situations that encourage English to be heard and spoken if communicative competence is to be achieved. The least contributory factor towards

communicative incompetence in English for D.E.T. male pupils (2,5%) and female pupils (4,1%) is listed as Difficulty of the language. To promote communicative competence more contact should be established. Opportunities should be created for a language to be heard, spoken if the learner is to see value in learning the language. In the case of English, one is inclined to believe that as a preferred medium, the language stands a better chance of being heard and used more frequently. In this way learners will be better competent in that language, than in say, Afrikaans, which is offered as a language only.

TABLE 43: PUPILS' LACK OF COMPETENCE IN AFRIKAANS

Item 20 of the questionnaire: "Wat dink u kon moontlik gelei het dat u gebrekkig is in die (u) bemeestering van Afrikaans?" Onbeskikbaarheid van leesmaterial, Min kontak met die taal, Swak Onderrig, Afkeer van die taal, Moelike aard van die taal.

a. LEBOWA

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Onbeskikbaarheid van leesmateriaal	7,9	7,9	15,8
Min kontak met die Taal	18,4	13,8	32,2
Swak Onderrig	11,2	7,9	19,1
Afkeer van die Taal	5,3	11,2	16,5
Moelike aard van die Taal	7,2	9,2	16,4
TOTAL	50	50	100

b. VENDA

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Onbeskikbaarheid van Leesmateriaal	11,6	5	16,6
Min Kontak Met die Taal	17,3	9,9	27,2
Swak Onderrig	10,7	7,4	18,1
Afkeer van die Taal	5,8	15,7	21,5
Moeilike Aard van die Taal	11,6	5	16,6
TOTAL	57	43	100

c. GAZANKULU

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Onbeskikbaarheid Van Leesmateriaal	11,7	8,3	20
Min Kontak Met Die taal	11,7	14,2	25,9
Swak Onderrig	7,5	5,8	13,3
Afkeer Van Die Taal	8,3	13,3	21,6
Moeilike Aard Van Die Taal	10	9,2	19,2
TOTAL	49,2	50,8	100

d. D.E.T.

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Onbeskikbaarheid Van Leesmateriaal	8,3	7,4	15,7
Min Kontak Met Die Taal	14,9	17,4	32,3
Swak Onderrig	9,1	5,8	14,9
Afkeer Van Die Taal	5,8	11,5	17,3
Moeilike Aard Van Die Taal	4,9	14,9	19,8
TOTAL	43	57	100

e. Summary : Source Of Pupils Incompetence In Afrikaans

REASON FOR INCOMPETENCE	MALE %	FEMALE %	TOTAL
Onbeskikbaarheid Van Leesmateriaal	9,7	7,2	16,9
Min Kontak Met Die Taal	15,8	13,8	29,6
Swak Onderrig	9,7	6,8	16,5
Afkeer Van Die Taal	6,2	12,9	19,1
Moeilike Aard Van Die Taal	8,4	9,5	17,9
TOTAL	49,8	50,2	100

f. Comparison Of Table 43

Table 43 is a reflection of Afrikaans pupils' opinion about their lack of competence in Afrikaans. According to this Table, Lebowa has the highest percentage of pupils who feel that Swak onderrig, is one of the main contributory factors which accounts for their communicative incompetence: 19,1% indicated as much, followed by Venda with 18,1%, then D.E.T. with 14,9% and last is Gazankulu with 13,3%. Gazankulu tops with pupils' dislike of Afrikaans (Afkeer van die taal): 21,6% said as much, followed by Venda with 21,5%, D.E.T. with 17,3% and Lebowa with 16,5%.

g. Comparison Of Tables 42 e and 43 e

According to Tables 42 e and 43 e there seems to be agreement about the part played by Less Contact with the language (Min kontak met die taal) regarding pupil competence in English in Afrikaans: 30,8% and 29,6% of these learners respectively said so. This pattern of thinking is also evident in their opinion concerning the option Difficulty of the language

(Moeilike aard van die taal) with 10,9% and 17,9% of them in English and Afrikaans respectively giving the same reason for their competence. Both male and female respondents feel almost equally strongly that these are some of the factors contributing to their incompetence in English and Afrikaans as they are being taught to them at the moment.

TABLE 44: PUPIL DISTRIBUTION ACCORDING TO THEIR READING OF ENGLISH (BOOKS)

Questionnaire item 11 reads: "How often do you read English Books?" Always, Mostly, About half the time, Not often, Never.

a. LEBOWA

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Always	15,8	19,1	34,9
Mostly	15,8	25,5	28,3
About half the time	17,8	16,4	34,2
Not often	0,6	1,4	2,0
Never	-	0,6	0,6
TOTAL	50	50	100

b. VENDA

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Always	28,9	21,5	37,5
Mostly	7,4	7,4	19,2
About half the time	16,5	12,4	37,5
Not often	4,2	1,7	5,0
Never	-	-	0,8
TOTAL	57	43	100

c. GAZANKULU

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Always	15,8	21,7	37,5
Mostly	12,5	6,7	19,2
About half the time	18,3	19,2	37,5
Not often	2,5	2,5	5,0
Never	-	0,8	0,8
TOTAL	49,1	50,9	100

d. D.E.T.

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Always	14,0	18,2	32,2
Mostly	14,9	18,2	33,1
About half the time	11,57	18,2	29,7
Not often	2,5	2,5	5,0
Never	-	-	-
TOTAL	42,9	57,1	100

e. Summary : Pupils Reading Of Books In English

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Always	18,5	20,0	38,5
Mostly	12,8	11,3	24,1
About half the time	16,2	16,5	32,7
Not Often	2,3	2,0	4,3
Never	-	0,4	0,4
TOTAL	49,8	50,2	100

f. Description Of Table 44

This Table summarises the pupils' reading habits in English in the sampled areas of Lebowa, Venda, Gazankulu and D.E.T. The Table lists male and female respondents separately to give an overview of sex distribution in such reading habits.

g. Comparison Of Table 44

According to this Table, more than 50% of the pupils in Venda (28,9% male and 21,5% female) always read English books as part of their effort at competence in English. In Gazankulu, Lebowa and D.E.T. the frequency is over 30%. About half the time range between 20% plus (in Venda and Gazankulu) to over 30% in Lebowa and D.E.T. Only 0,6% of Lebowa respondents indicated that they Never read any English material (book) as part of their effort at communicative competence in the language.

An overview of this Table shows that learners regard reading as a very important aspect of

promoting communicative competence in English. Sex does not seem to be a determining factor in this regard.

TABLE 45: PUPIL DISTRIBUTION ACCORDING TO THEIR READING OF AFRIKAANS (BOOKS)

Questionnaire item 11: "Hoe gereeld lees u Afrikaans boeke?" Altyd, Meestal, Omtrent helfde van die tyd, Nie gereeld nie, Nooit.

a. LEBOWA

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Altyd	10,5	13,8	24,3
Meestal	9,9	6,6	16,5
Omtrent helfte van die tyd	21,1	23,0	44,1
Nie gereeld nie	7,2	4,6	11,8
Nooit	1,3	2,0	3,3
TOTAL	50	50	100

b. VENDA

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Altyd	21,5	14,8	36,3
Meestal	4,1	5,0	9,1
Omtrent helfte van die Tyd	24,0	18,2	42,2
Nie gereeld nie	4,1	5,0	9,1
Nooit	3,3	-	3,3
TOTAL	57	43	100

c. GAZANKULU

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Altyd	13,3	15,0	28,3
Meestal	10,9	9,2	20,1
Omtrent helfte van die Tyd	20,8	20,0	40,8
Nie gereeld nie	3,3	5,0	8,3
Nooit	0,8	1,7	2,5
TOTAL	49,1	50,9	100

d. D.E.T.

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Altyd	8,3	14,1	22,4
Meestal	8,3	9,9	18,2
Omtrent helfte van die Tyd	19,8	23,1	42,9
Nie gereeld nie	4,1	6,6	10,7
Nooit	2,5	3,3	5,8
TOTAL	43	57	100

e. Summary : Pupils Reading Of Books In Afrikaans

REGULARITY IN READING	MALE %	FEMALE %	TOTAL
Altyd	13,2	14,4	27,6
Meestal	8,4	7,6	16,0
Omtrent helfte van die Tyd	21,4	21,2	42,6
Nie gereeld nie	4,9	5,2	10,1
Nooit	1,9	1,8	3,7
TOTAL	49,8	50,2	100

f. Description Of Table 45

Lebowa, Venda, Gazankulu and D.E.T. pupils' of Afrikaans pattern of reading as well as a summary for the area are given in this Table. Pupils are divided into male and female and their responses are recorded accordingly. Responses (will) give an idea of the reading habits of learners in Afrikaans and so the extent to which reading is perceived as a contributory factor to competence in Afrikaans.

g. Comparison Of Table 45

According to this Table the highest male response of 24% is for Omtrent helfte van die tyd by Venda pupils. D.E.T. recorded the lowest with 19,8% indicating so much for the same criterion. On the female side D.E.T. recorded the highest percentage of 23,1% for the same criterion, against Venda female low of 18,2%. Male and female pupils would like to share their reading of Afrikaans books with some other activities and could thus need some supplement to improve on their reading to achieve competence.

h. Comparison Of Tables 44 e and 45 e

A comparison of these two Tables show that there are more English second language learners who read books as part of their effort at communicative competence in English. All told 38,5% read books Always as against 27,6% who read Afrikaans books Altyd. Furthermore 24,1% of English second language learners read books most of the time, that is, Mostly as against 16,0% Afrikaans second language learners who read Afrikaans books Meestal. Most

Afrikaans second language learners read Afrikaans books Omtrent helfte van die tyd, that is, 42,6%. On the other extreme, only 0,4% English second language learners said they Never read any English books on their own as against 3,7% Afrikaans second language who entered Nooit response on the questionnaire.

Reading English books as part of improving one's competence in English is clearly more entrenched than reading Afrikaans books to achieve competence in Afrikaans. If reading is a contributory factor to competence in second language performance, teachers of Afrikaans will need to do much more than their English colleagues to encourage reading in Afrikaans. Assuming this possibility Black learners would be more competent in English than in Afrikaans as a result of greater exposure to standard (written) English through reading than to Afrikaans. For equal competence in English and Afrikaans to be achieved, therefore, contributory factors such as reading should be brought to the same level of influence to bear on the learner.

TABLE 46: DISTRIBUTION OF PUPILS IN ENGLISH ACCORDING TO NUMBER OF LANGUAGES

Questionnaire item 12: "How many other languages can you speak, read and write other than English and Mother tongue?" None, One, Two, Three, More.

a. LEBOWA

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
None	3,3	2,6	5,9
One	21,7	25,0	46,7
Two	14,5	11,2	25,7
Three	10,5	9,9	20,4
More	-	1,3	1,3
TOTAL	50	50	100

b. VENDA

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
None	5,0	3,3	8,3
One	22,3	14,1	36,4
Two	14,1	4,1	18,2
Three	9,0	14,9	23,9
More	6,6	6,6	13,2
TOTAL	57	43	100

c. GAZANKULU

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
None	0,8	5,8	6,6
One	20,8	16,7	37,5
Two	15,8	18,3	34,1
Three	9,3	7,5	16,8
More	2,5	2,5	5,0
TOTAL	49,2	50,8	100

d. D.E.T.

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
None	4,1	1,7	5,8
One	19,1	26,4	46,2
Two	11,6	16,5	28,1
Three	5,8	9,1	14,9
More	1,7	3,3	5,0
TOTAL	43	57	100

e. Summary : Languages Learned By Pupils In English

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
None	3,3	3,3	6,6
One	21,2	20,8	42,0
Two	14,0	12,5	26,5
Three	8,8	10,3	19,1
More	2,5	3,3	5,8
TOTAL	49,8	50,2	100

f. Comparison Of Table 46

The Table attempts to show the ability and capacity of the pupils in English in the research area to learn languages. It is thought convenient to separate these pupils in male and female to establish their ability along these categories to note if sex as a variable plays any part in the learning of target languages. The Table shows that in addition to English and the mother tongue, pupils are capable of learning other languages as well. Pupils are mostly concentrated in the category of knowing additional one (42%), two (26,5%) and three

(19,1%) languages. Although there is a 6,6% who entered a nil response, 58% indicated that they know more than three languages. Of this grouping Venda with 22,3% has the most male pupils who are competent in three languages as against D.E.T. low of 19,8% (males). D.E.T. with 26,4% of female pupils has the highest number who know three languages. Male and female pupils' ability to learn languages seems to be evenly matched in all areas, although females have an advantage (edge) over males. Venda and D.E.T. male and female responses (6,6% and 6,6% for Venda and 1,7% and 3,3% for D.E.T.) respectively, for more languages confirm the contention.

TABLE 47: DISTRIBUTION OF PUPILS IN AFRIKAANS ACCORDING TO NUMBER OF LANGUAGES

Questionnaire 12 in Afrikaans reads: "Hoeveel ander tale kan u praat, lees en skryf behalwe Afrikaans en Moedertaal?" Geen, Een, Twee, Drie, Meer.

a. LEBOWA

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
Geen	2,6	0,7	3,3
Een	19,7	27,0	46,7
Twee	17,8	12,5	30,3
Drie	8,6	9,8	18,4
Meer	1,3	-	1,3
TOTAL	50	50	100

b. VENDA

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
Geen	3,3	-	3,3
Een	23,1	15,7	38,8
Twee	15,7	5,8	21,5
Drie	9,9	14,1	24,0
Meer	5,0	7,4	12,4
TOTAL	57	43	100

c. GAZANKULU

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
Geen	0,8	3,3	4,1
Een	23,3	19,2	42,5
Twee	10,0	18,3	28,3
Drie	10,0	8,3	18,3
Meer	5,1	1,7	6,8
TOTAL	49,2	50,8	100

d. D.E.T.

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
Geen	3,3	0,8	4,1
Een	14,9	22,3	37,2
Twee	14,9	19,0	33,9
Drie	8,3	10,7	19,1
Meer	1,7	4,1	5,8
TOTAL	43,1	56,9	100

e. Summary : Languages Learned By Pupils In Afrikaans

NUMBER OF LANGUAGES	MALE %	FEMALE %	TOTAL
Geen	2,5	1,2	3,7
Een	20,2	21,4	41,6
Twee	14,9	13,8	28,7
Drie	9,1	10,7	19,8
Meer	3,1	3,1	6,2
TOTAL	49,8	50,2	100

f. Comparison Of Table 47

Table 47 reflects pupils of Afrikaans capacity to learn languages as was represented in the sample. According to this Table, Gazankulu has the highest percentage of male pupils who know more than two languages: 23,3% said as much against the low 14,9% of D.E.T. for Een language added to Afrikaans and Mother tongues. As far as female respondents are concerned, Lebowa with 27% has the highest. Gazankulu male pupils unlike their female counterparts are more competent in three languages, whereas in Lebowa it is the female pupils who excel. There is an even spread of pupils who know three or more languages in the four areas sampled.

If the data represented in Table 47 could be generalised, it could be reasonably assumed that since learners in this area seem to have an aptitude for learning languages in general, achieving competence in Afrikaans, in particular, should not be beyond the capacity of the majority of the learners - provided the methodology is effective and the motivation created is sustained.

g. Comparison Of Tables 46 e And 47 e

Concerning Tables 46 e and 47 e, it is interesting to note that 42% of the pupils in English and 41,6% of the Afrikaans ones know a total of three languages. As expected, in Black education among learners, it is the minimum number of languages for Black learners in South Africa. The Tables therefore show a fairly wide distribution of the pupils' capacity to learn additional languages.

If these findings are generalised, second language teachers should take heart in that their learners have both the aptitude and the desire to learn additional languages. These two attributes could be seen as a positive basis for second language competence. Teachers and educationists should work out programmes and strategies to facilitate language learning in a multilingual society like South Africa. A further point that could be made in respect of Tables 46 e and 47 e is that although syllabuses in Black education should not be over-loaded with the language arts, yet in terms of ability to cope with the challenge of learning three or more languages, in order to function more effectively in polyglot South Africa, black learners have the will and the capacity to rise to the challenge. Perhaps with political developments will come changes in perceptions vis-a-vis language politics. With these changes, it is hoped, a more positive outlook towards more languages in schools will emerge - if only to - prepare learners to meet the needs of a polyglot environment.

TABLE 48: EFFECT OF LANGUAGE LEARNING ON PUPILS IN ENGLISH

Questionnaire item 13 is a follow-up to item 12 of the questionnaire. The purpose of this

questionnaire item is to determine whether the learners were conscious of the transfer of learning that mastery of several languages may have on their competence of English second language or Afrikaans second language (tweede taal). The item reads: "Do they (these other languages) influence your mastery of English?" Yes, No, Uncertain.

a. LEBOWA

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Yes	30,3	34,2	64,5
No	17,8	15,1	32,9
Uncertain	1,7	0,7	2,6
TOTAL	50	50	100

b. VENDA

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Yes	43	33,1	76,1
No	13,2	7,4	20,6
Uncertain	0,8	2,5	3,3
TOTAL	57	43	100

c. GAZANKULU

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Yes	30,8	30,8	61,6
No	16,7	19,2	35,9
Uncertain	1,7	0,8	2,5
TOTAL	49,2	50,8	100

d. D.E.T.

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Yes	24,8	32,2	57,0
No	16,5	19,8	36,3
Uncertain	1,7	5,0	6,7
TOTAL	43	57	100

e. Summary : Influence of Languages On English

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Yes	32,0	32,7	64,7
No	16,2	15,4	31,6
Uncertain	1,6	2,1	3,7
TOTAL	49,8	50,2	100

f. Comparison Of Table 48

Table 48 gives one an idea of pupils of English capacity and willingness to learn a language as it obtains in the area of research. According to this Table, the majority of the respondents (both male and female) indicated that the learning of other languages has a positive influence on their competence in English second language. The highest percentage is in Venda, that is, 43% male and 33,1% female and the lowest is in D.E.T. with 24,8% male and 32,2% female respondents.

The number of respondents who were "uncertain" is very low ranging from 2,5% in Gazankulu to 6,7% in D.E.T. The No responses can be interpreted in two possible ways, namely, positively 'no' or never having thought about the possible relationship between the learning of other languages on the one hand and competence in English on the other, that is, the phenomenon of positive transfer of learning in second language competence. If the latter possibility is viable, then the number of Uncertain would effectively be higher and possibly so would the Yes responses.

TABLE 49: EFFECT OF LANGUAGE LEARNING ON PUPILS IN AFRIKAANS

Questionnaire item 13: "Beïnvloed hierdie tale (die ander tale) u bemeestering van Afrikaans?" Ja, Nee, Onseker.

a. LEBOWA

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Ja	25	27,6	52,6
Nee	25	22,4	47,4
Onseker	-	-	-
TOTAL	50	50	100

b. VENDA

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Ja	33,1	25,6	58,7
Nee	24	17,3	41,3
Onseker	-	-	-
TOTAL	57,1	42,9	100

c. GAZANKULU

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Ja	25,8	29,2	55
Nee	16,7	18,3	35
Onseker	6,7	3,3	10
TOTAL	49,2	50,8	100

d. D.E.T.

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Ja	19,8	24	43,8
Nee	23,1	33,1	56,2
Onseker	-	-	-
TOTAL	42,9	57,1	100

e. Summary : Influence Of Languages On Afrikaans

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
Ja	25,8	26,7	52,5
Nee	22,4	22,7	45,1
Onseker	1,6	0,8	2,4
TOTAL	49,8	50,2	100

f. Comparison Of Table 49

The Table reflects the extent of influence of a language in learning another. According to Table 49 most respondents find the learning of both languages to have a positive transfer on their competence in Afrikaans second language, save for those under D.E.T. who effectively entered a response for negative transfer with 23,1% male and 33,1% female indicating a Nee response. A comparatively high 10% entered an Onseker response. Although the margin between the Ja and the Nee responses is rather narrow, perhaps the same argument that was tendered for English (Table 48 under f) could apply for Afrikaans as well.

g. Comparison Of Tables 48 e And 49 e

According to Tables 48 e and 49 e more pupils seem to have experienced a positive transfer from learning a number of languages on the one hand and English second language and Afrikaans second language on the other. 64,8% of the sampled pupils in English said Yes and so did 52,6% (Ja) in Afrikaans. Only 31,6% in English and 45,1% in Afrikaans said No. Given the small margin of 25,8% male and 26,7% female response in Afrikaans (and 16,2% male and 15,4% female in English) in this connection, it would appear that sex is not a very significant factor in this particular variable.

TABLE 50: PUPIL LANGUAGE PREFERENCE

Questionnaire item 22: "Which one of the two languages do you prefer?"

a. LEBOWA

LANGUAGE PREFERENCE	MALE %	FEMALE %	TOTAL %
English	48,7	46,7	95,4
Afrikaans	1,3	3,3	4,6
TOTAL	50	50	100

b. VENDA

LANGUAGE PREFERENCE	MALE %	FEMALE %	TOTAL %
English	52,9	42,2	95,1
Afrikaans	4,1	0,8	4,9
TOTAL	57	43	100

c. GAZANKULU

LANGUAGE PREFERENCE	MALE %	FEMALE %	TOTAL %
English	42,5	45	87,5
Afrikaans	6,7	5,8	12,5
TOTAL	49,2	50,8	100

d. D.E.T.

LANGUAGE PREFERENCE	MALE %	FEMALE %	TOTAL %
English	37,2	52,1	89,3
Afrikaans	5,8	4,9	10,7
TOTAL	43	57	100

e. Summary : Pupils Of English Preference

LANGUAGE INFLUENCE	MALE %	FEMALE %	TOTAL %
English	45,5	46,5	92
Afrikaans	4,3	3,7	8
TOTAL	49,8	50,2	100

f. Comparison Of Table 50

In this Table it is reflected pupils' preference for English to Afrikaans in the four areas of research. According to this Table, the majority of the pupils sampled, indicated that if they

have to make a choice between English and Afrikaans, they would prefer English. Over 95% of the respondents in Lebowa and Venda indicated as much. Gazankulu and D.E.T. are close-on with 87,5% and 89,3% respectively. Only D.E.T. pupils show a significant difference as between males and females with 37,2% and 52,1% preference respectively.

The purpose of this questionnaire item is to hypothesize that the second language most preferred will be learned with comparatively greater motivation and enthusiasm. In turn, it will increase the chances of greater communicative competence. This, however, does not mean that teachers of English second language should be complacent and rely on learner preference of English to yield positive results. On the contrary, motivation and enthusiasm on the part of the learner need to be capitalised on if the potential positive results are to be realised. D.E.T. serves to show how domicile can influence second language learning with 10,7%.

TABLE 51: FACILITIES AVAILABLE FOR PUPILS AT SCHOOL IN ENGLISH

Questionnaire item 14: "Are there facilities like language laboratories and radios to practise speaking English at school?" Yes, No.

a. LEBOWA

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	47,4
No	52,6
TOTAL	100

b. VENDA

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	62,8
No	37,2
TOTAL	100

c. GAZANKULU

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	41,7
No	58,3
TOTAL	100

d. D.E.T.

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	38
No	62
TOTAL	100

e. Summary: Facilities In English (At School)

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	47,5
No	52,5
TOTAL	100

f. Comparison Of Table 51

According to Table 51 learners in Venda have more access to language teaching aids (62,8%) for English second language than those in Lebowa (47,4%), Gazankulu (41,7%) and D.E.T. (38%). The highest percentage (62%) of unavailability of language teaching aids is recorded by respondents from D.E.T. and the lowest (37,2%) by respondents in Venda.

Although availability of language teaching aids per se is no guarantee for successful English second language learning, the purpose of the data hypothesis is that the potential for effective teaching and learning of second language - with the help of teaching aids - is, (all being equal) better than where such aids are not available. On the basis of this hypothesis

availability of teaching aids may be related to communicative competence in English second language.

TABLE 52: FACILITIES AVAILABLE FOR PUPILS IN AFRIKAANS AT SCHOOL

Questionnaire item 14: "Is daar fasiliteite soos taallaboratoria, radios om Afrikaans by die skool te leer?" Ja, Nee.

a. LEBOWA

AVAILABILITY OF FACILITIES	PERCENTAGE
Ja	44,7
Nee	55,3
TOTAL	100

b. VENDA

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	48,8
No	51,2
TOTAL	100

c. GAZANKULU

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	36,6
No	63,4
TOTAL	100

d. D.E.T.

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	31,4
No	68,6
TOTAL	100

e. Summary: Facilities In Afrikaans (At School)

AVAILABILITY OF FACILITIES	PERCENTAGE
Yes	40,7
No	59,3
TOTAL	100

f. Comparison Of Table 52

According to Table 52 there are more language learning facilities for Afrikaans second

language in Venda (48,8%) than in Lebowa (44,7%), Gazankulu (36,6%) and D.E.T. (31,4%). Afrikaans second language learners under D.E.T. have the least access to language teaching aids (68,6%).

The hypothesis for the availability of language teaching aids for English second language discussed under Table 51 (f) above applies *mutatis mutandis* for Afrikaans second language.

g. Comparison Of Tables 51 e and 52 e

With reference to Tables 51 e and 52 e there is a shortage, under-utilization or no utilization of language teaching facilities at some schools. This is indicated by the English Yes of 47,5% and Afrikaans Ja of 40,7% as against the English No of 52,5% and Afrikaans Nee of 59,3% by the pupils. It is surprising that these pupils should think of different facilities to learn English and Afrikaans. The possible explanation for this apparent discrepancy is that probably the Afrikaans second language teachers under-utilise available aids.

Whilst the teacher may regard basic teaching aids like chalkboard, text as the source, pupils (learners) need extra aids to facilitate learning. The fact that there is a shortage of language teaching aids and facilities at Black schools may not be denied, whatever little may be available must be utilised maximally by all second language teachers in order to promote communicative competence in both English and Afrikaans. If learners can be equally competent in both English and Afrikaans, it will be in the interest of both the learner and the teacher since South Africa, as a multilingual country, requires such proficiency.

3.4.2 Comment On Findings Concerning Language Materials For Pupils

There seems to be no consensus between learners (pupils) and teachers concerning strategies and especially language materials in learning English and Afrikaans. With reference to preferred strategies one gets a clear picture of learning situation that seems hard to reconcile. Learners seem to be inclined towards a certain measure of self activity whereas teachers (educators) believe they still need whole guidance, supervision and monitoring to learn a language. Play as a strategy does not feature much in formal learning situations, while, on the other hand, learners would want to utilise this strategy. All attempts should be made to match teachers' and learners' strategies in the learning of second languages. It is much so when it is a matter of life in a situation like South Africa where, for example, English is the medium of instruction, with Afrikaans occupying a comparatively important position in the commercial world. Interplay of what learners may regard as the most effective with what teachers know to be effective should be explored, or, at best, be researched and reviewed regularly.

It has become clear that learners like educators prefer a text they are acquainted with. They both tend to cling to such a text in the face of new approaches that are products of recent researches. Any language material used embraces and suggests a particular approach and method the teacher should employ. A language material is often so written that the learner sees learning such a language as the most wonderful weapon, an immeasurable heritage for one's existence. English and Afrikaans teachers have for years been prescribed to as to what type of language material to use, for which standards, without being given chance to say what their observations in class were. This practice still prevails. Texts are prepared with

less or no consultation with teachers' organisations, or some investigation being undertaken to verify what's best that could be done to teach a second language. It would be appropriate if language materials were prepared after the language teachers shall have been taught (trained) and made available. It will eliminate chances of texts being favoured or disfavoured without having ascertained whether it meets set standards or not.

Review of second language learning and teaching based on the communicative approach towards competence is of fundamental importance in learning situations. Research reports compiled by the Human Sciences Research Council are mainly concerned with the efficient use of Afrikaans and English at work situations. The study does, however, not concern itself with language for work purposes per se, but the base of mastering language skills and being communicatively competent. Concern of this study from a classroom management to work readiness point of view, is to avail to the industry a linguistically equipped and perhaps skilled person. Employability is the trademark in language teaching and learning. Every bid should be done to upgrade the level of competence in Black education in order that the set standard for communicative competence arrived at equals all the others in other education sectors.

CHAPTER 4

4.1 INTRODUCTION

This chapter focuses on syllabuses for English and Afrikaans with questionnaire items designed to elicit data on this aspect from learners and educators. An attempt will be made to find out the relation between principles and practices, that is, syllabus design and its implementations (including practical constraints) in actual learning situations. According to Noam Chomsky (1988, p. 35), for teachers to understand the performance of learners, they should take into consideration the total situation of their social environment. This implies that syllabus designers should take this into account and that every learner is a product of some type of social environment which should determine his whole education (Pride (ed.) 1979, pp. 6-17).

Further, to some extent the learner's capabilities are limited by the influence of the forces of the community in the environment. In this connection it should be borne in mind as Alatis et al (1981, p. 199) aver that a

"Syllabus must relate to real people, students and teachers, who cannot be subjected to controlled experimentation, and who cannot be treated as the passive recipients of speculation from above".

To King and Brownell (1966, p. 154) school (building) and schooling (process of education) is the central theme in developing a curriculum for all levels and designing a syllabus from here.

Reconciling curriculum development, syllabus design and teaching demands formulation of theories based on the community and its advancement. But debates raging on in education today on whether Didactics should cover syllabus design, methodologies and strategies or whether these should be left to curriculum development, shall not be entertained here.

4.2 AIMS OF SYLLABUSES

4.2.1 Introduction

Attention shall be given to aims of syllabuses and on whether these aims do or do not promote communicative competence in the language they are meant for. There is a crucial problem facing second or foreign language material writers or planners in order to achieve communicative competence.

The need to know the target group for whom the syllabus and text are prepared is very important. It is important to define carefully their present and future human needs in order to render the syllabus relevant to such needs. Success of a syllabus is determined by the extent to which it is able to achieve the aims and objective set by the planners. In our case it is communicative competence in a second language, namely, English second language or Afrikaans second language.

A good syllabus is primarily a plan of what is to be achieved through teaching and learning. A language syllabus is a rational contrivance to facilitate formal learning. According to Widdowson in (Alatis et al 1981, p. 199) the best way to learn a second language is to live

with the people who speak the language as intimately as possible. But since this is rarely practicable, a language syllabus must be designed in such a way that it achieves the best possible within the four-walls of the classroom.

4.2.2 Aims Of The English Syllabus

Perspectives of the English syllabus from standard 6-10 are based on a broad spectrum as a sort of a pre-amble to the actual aims of the syllabuses. It takes the nature of the South African multi-lingual society into consideration and the use of English in daily life situations in the country and elsewhere where English is spoken. The syllabus for English second language outlines its aims as follows:

- i) to foster a desire to learn English and to assist pupils to meet the challenge of living in a multilingual environment,
- ii) to help pupils listen with accuracy,
- iii) to help pupils speak fluent and acceptable English with sensitive awareness to audience.
- iv) to guide pupils towards reading with increasing comprehension,
- v) to develop pupils' ability to write acceptable English and
- vi) to promote pupils' control of English through a knowledge of its structure and usage (D.E.T. English Syllabuses 6-10; 1987).

A look at these aims suggest the four language learning skills which, if followed by learners will result in achieving communicative competence. If the learner is taken through the aims

in a logical order as set out by the syllabus, there is every chance that these aims will promote better communicative competence in English second language.

4.2.3 Aims Of The Afrikaans Syllabus

On the other hand the Afrikaans syllabus has its aims as follows:

- i. om die leerlinge te leer om Afrikaans spontaan as kommunikasiemedium te gebruik;
- ii. om by die leerlinge 'n belangstelling in en liefde vir die Afrikaans boek te kweek, sodat hy uit eie beweging Afrikaans sal lees,
- iii. om die leerlinge te leer om die gesproke en geskrewe taal te begryp,
- iv. om die leerlinge vertrouwd te maak met die basiese beginsels van die taalstruktuur as 'n middel tot die korrekte gebruik van die taal,
- v. om die leerlinge die waarde van Afrikaans as die ander amptelike taal en as kultuurdraer te laat beseef (D.E.T. Afrikaans syllabuses Standard 6-10, 1987).

Like the English syllabus's aims, in Afrikaans there are traces of the four basic language learning skills which point to the probable promotion of communicative competence being the aim and objective of the syllabus. The Afrikaans syllabuses' aims are the creation of natural situations, practical instances where language is used; but mainly inspiration to learn Afrikaans as a language.

Planning for language teaching should be broader in scope and more comprehensive as syllabus design should be an integral part of the development of a language curriculum.

4.2.4 Syllabuses And Time-Tables

Syllabuses for English and Afrikaans set out the minimum number of periods per week and the different language aspects that are essential for language learning. As syllabuses are graded so are language materials and requirements for learning. In the secondary schools periods allocation per week per subject determine the time-table. The school time-table is based on 35 minutes teaching periods although double periods, that is, 70 minutes are also common.

Syllabus requirements in standard 6-10 are not the same in intensity. Consequently periods for standards 9-10 in English and Afrikaans will be more than those in Standard 6-8. Syllabus stipulation for number of periods is 7 for standards 6-8 and 8 periods in standards 9 and 10 covering all language aspects in a week. Allocation is according to the following pattern:

TYPE OF WORK (ASPECT)	NUMBER OF PERIODS PER WEEK
Aural work (comprehension and speech training)	One
Reading and comprehension	Two
Language study: Oral and written exercises	One period each
General oral and written work	Two or Three

Time allocated per period is 35 minutes which will mean that an aspect is treated at least 35 minutes in a week or a maximum of 70 or 105 minutes. These allocations refer to both English and Afrikaans periods. For all intents and purposes these syllabuses and time-tables

have ingredients of promoting communicative competence in Black schools where second languages are taught (D.E.T. Syllabuses).

4.2.5 Syllabuses, Testing and Examining

Language materials being prepared according to the specifications of the syllabus give a clear and in-depth picture of what and when testing and examining could be done. In the texts, tests are reflected to be written every month based on the work done. These tests should be of appropriate standard and cover different language aspects like essay, comprehension, prescribed work as shall be determined by the teacher. There is division when coming to evaluation and mark allocation concerning oral and written testing and examination.

4.2.5.1 Oral Work

For English oral work is categorised as follows for standards 6-8:

Reading aloud	10
Comprehension of passages read	10
Speech on a set topic	10
Informal Conversation of everyday topics	20
	50

For standards 9 and 10 it is categorised as follows:

Reading aloud	10
Short talks, discussion	20
Conversations, interviews	20
	50

4.2.5.2 Afrikaans Oral Work: Marks - 70 From Standard 6 to 9

Luister en praat	30
Lees en praat	40
	70

For standard ten the oral work is categorised as follows:

Hardop lees	10
Gesprekke oor die inhoud van die voorgeskrewe boeke	20
Gesprekke oor alledaagse onderwerpe	20
	50

4.2.5.3 Written Examinations

Examinations have an established professional code of ethics as well as rewarding one to the examiner in trying to establish the effect of learner-efforts. End of year examinations are not complete unless the oral mark has been compiled throughout the year out of 50 and a year mark of tests written monthly worked out of 50 which then constitute a year mark of 100 for standards 6-8 in English. The structure for standards 6 and 7 written examination

has the following format written over two-and-a-half hours. This contributes much towards promoting competence in English, taking into account that both the oral and written competence are being tested and evaluated.

English Standards 6 and 7 : Marks - 200

Essay : Composition or letter	50
Comprehension (unseen passage)	40
Language (questions based on the passage for comprehension)	30
General language questions	20
Literature questions based on prescribed books	60
	200
Year Mark (Oral and year marks)	100
Promotion mark	300

The standard eight pupils write a three hour paper out of 200 marks consisting of Sections A, B and C. Provision is made for full time and private candidates.

	FULL TIME	PRIVATE
<u>Section A</u>		
Comprehension	30	45
Language: Questions based on the comprehension passage	20	30
Language: Questions not based on the comprehension passage	30	45
<u>Section B</u>		
Composition (\pm 200 words)	40	60
Letter (not more than 80 words)	20	30
<u>Section C</u>		
Literature: One question on each of the setworks	60	90
	200	300
Added to full times is 100 year mark	100	-
	300	300

The standard 9 examination has two papers of which the first is written out of 240 for 3 hours and the second is 1½ hour for 60 marks.

First paper is constituted as follows:

<u>Section A</u>	
Composition	70
Letter	30
<u>Section B</u>	
Comprehension test	30
Summary of a passage (different from the comprehension)	20
Language: questions based on the comprehension test	40
Questions based on the comprehension and another passage	25
Questions not based on passages	25
	240
Paper Two: Literature : 90 minutes	
Contextual questions : Poetry	30
Contextual and essay questions	30
	60
Year mark (excluding oral)	100
Promotion	400

The standard 10 written examination is arranged for full time and private candidates - the latter without oral marks. They write two papers with paper one carrying 200 marks for three hours and paper two has 100 marks written over 90 minutes. The structure has changed to three papers of 100 marks each written over 1½ hour - this came into being from November 1991.

PAPER 1	
<u>Section A</u>	
Composition	70
Letter or report or minutes	30
<u>Section B</u>	
Comprehension test	40
Summary of passage (other than comprehension test passage)	15
Language questions aimed at furthering communicative competence	45
	200
PAPER 2	
Contextual questions : Poetry	50
Contextual and essay questions	50
	100
Oral mark (full time candidates only)	50
Full time	350
Part time	300

Afrikaans : Standards 6-9

From standard 6-9 the Afrikaans examination is written out of 230 for 3 hours. Standard 6-9 examinations have the following straight structure in comparison with the English set up.

Begripstoets stuk	30
Letterkunde	
Kort vrae oor die inhoud van elke leesboek	30
Inhoudsvrae	30
Taalleer in inhoudsgebruik	80
Brief	30
Opstel of Verslag of dialoog	30

	230
Mondelinge punt	70
Jaarpunt	100
Promosie punt	400

Standard 10 Examination

<u>Vraestel 1 : 3 Uur</u>	
Opstel	70
Brief	30
Begripstoets stuk	50
Taalkunde	70
	220
<u>Vraestel 2 : 1½ Uur</u>	
Voorgeskrewe werk	80
	300

There is a question mark as to the maintenance of equal standards in learning the two second languages which are official languages of South Africa. Maintenance of their status could be gauged by similar yardsticks if same methodologies and procedures were used and followed in teaching, testing and examining the learners. But, as a result of different evaluating procedures, it is difficult to expect the results being aimed at by the communicative approach, or intends to get towards arriving and achieving communicative competence.

Under most circumstances syllabus should be adjusted to the need of the people it intends to

serve. Consequently one thinks that change is a *sine qua non* for any good learning programme. One can seriously think of nothing worse for second language learning in a multi-lingual community than an insensitive syllabus that looks stalled in its beliefs. English has changed, and clearly categorised its aspects for teaching, testing and examining than Afrikaans has. This serves to show the dynamic nature of language and further that research in English has been undertaken with a clear vision for recommendation to syllabus designers. Remedies for teaching problems have to be tackled on the basis of tried solutions for safer implementation.

Baring problems and limitations relating to application, syllabuses for English and Afrikaans as well as tests and examinations based on these syllabuses are clearly designed to achieve the highest possible degree of competence in these two official languages. Not only are language skills to be taught and mastered described, but also their relative weighting are given in terms of periods and marks to guide the language teacher.

4.3 SCHEMES OF WORK AND LESSON PLANS

In order that the teacher may teach well, there has to be methodology, material, physical surrounding and preparation based on a scheme of work. For teachers, this implies work which they inexplicably seem to hate, as it appears these days. But, it is not surprising as much of our society's aversion to work is painfully noticeable. If one speaks of work there is an almost automatic recoil in horror or a restrained sign of anger.

The teacher need not see his work as talking all the time, but giving work to learners and

to see to it that it is done. Language teaching should lay emphasis on mastery of language use and not on mastery of language structure. The principal aim is to promote, through proper training, planning, scheming, a knowledge of the language system, to develop a learner's competence by means of controlled performance. Communication is the proper aim for language learning achieved by a well designed syllabus, scheme of work and lesson plan-preparation (Lund 1977, pp. 52-59).

4.3.1 Description Of Schemes Of Work And Lesson Plans

Schemes of work, almost like syllabuses, are preplanned layout of what is going to be taught for a quarter or a year. They are worked out from syllabus stipulations and prescriptions of the matter relevant for the standard over an academic year. On the other hand, lessons plans are determined by the scheme of work, and are necessary day to day work obligation of any teacher worthy of his profession. They are the actual matter learners need for their daily attendance.

The concern of any teacher who has schemed and prepared for his lesson should be and is to see that learners live a fulfilled life, that they develop their potential. In language learning, environmental rather than genetic factors account for the general differences that are found, that is, better or weak competence in a language.

4.3.2 Assessment Of Schemes Of Work And Lesson Plans

An appropriate assessment would be that these days teachers have decided to dump

workbooks with the message that they no longer want lesson plans nor drawn up schemes of work. They maintain that the above should be the sole responsibility of the Department. This affirms the recoil effect people have of work, as lesson plans demand extensive reading, simplification and arrangement of material according to learners' needs. In the first instance assessment of these teachers' responsibilities will be done by evaluating the effectiveness of schemes and lesson plans. Secondly, it shall be by taking teachers and learners responses to questions 25 and 26 and 18-20 respectively.

4.3.3 The Value Of Schemes Of Work

As said earlier (4.3.1) the scheme of work is so indispensable for success in teaching that its importance cannot be overemphasised - it is synonymous with teaching. The scheme leads or guides the teacher on what and when a specific topic has to be taught for a certain standard. A teacher who has schemed for the year enjoys his work. It is easier for him to determine which aspects need immediate attention and which should be paired with what to facilitate teaching and understanding. Inadequate professional preparation leaves teachers without the organisational skills necessary to arrange classroom activities and to keep track of them. A teacher who has schemed would enable any other teacher to help in case he is absent from school.

4.3.4 The Value Of Lesson Plans

Teaching, like any undertaking, needs planning for orderly execution of obligations and responsibilities. The goal of classroom teaching is the sensible completion of the planned

work. A teacher's daily plan should be in detail and at hand. Daily preparations are absolutely essential if the teacher is to ultimately complete a year's scheme of work based on the syllabus. It is not only the teacher's knowledge of the content of the teaching matter from the language material that may be sufficient, but a wider background knowledge as well. The teacher should know more than the pupils in the subject he is responsible.

In case of a planned lesson, the teacher may obtain proper assistance from colleagues, he may have access to relevant teaching aids in good time to facilitate his teaching. Films can be organised for the lesson, not as an evading tactic, but an aid that will appeal to the learners' concentration. Follow-up and revision on well planned lessons are simple in that the teacher is able to trace himself and find where he may have gone wrong. In this way learners more than the teacher will benefit from teachers whose work is planned on a daily basis. Pupils communicative competence will be more easily achieved if lesson plans are taken for the purpose they are meant for.

4.4 TEACHER VIEW OF THE SYLLABUS

In this sub-section an attempt is made to find teachers' evaluation of the syllabus. Information gathered will be used in conjunction with learners' view of classroom education to see if they converge to form a base for learning. A set of questions was designed to elicit opinion of teachers and learners on the syllabuses for English and Afrikaans.

TABLE 53: TEACHER OPINION ON THE ENGLISH SYLLABUS

Questionnaire item 25: "Does the English syllabus give comprehensive guide with regard to schemes of work, tests, examinations and subject matter? Yes, No."

a. LEBOWA

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Yes	38,5	30,8	69,3
No	26,9	3,8	30,7
TOTAL	65,4	34,6	100

b. VENDA

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Yes	50	30	80
No	20	-	20
TOTAL	70	30	100

c. GAZANKULU

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Yes	46,7	33,3	80
No	20	-	20
TOTAL	66,7	33,3	100

d. D.E.T.

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Yes	52,9	35,3	88,2
No	0,1	11,7	11,8
TOTAL	53	47	100

e. Summary : English Syllabus

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Yes	46,3	32,0	78,3
No	20,4	1,3	21,7
TOTAL	66,7	33,3	100

f. Comparison Of Table 53

Table 53 intends to find teachers' opinion about English syllabuses in the area of research. Their responses to this question will have a bearing on what they think of the syllabuses they have to follow in teaching English. According to the Table teachers are mostly satisfied with the syllabus as it is with 52,9% of D.E.T. male teachers and 35,3% of the female teachers, a total of 88,2% who show the highest confidence in the syllabus. It would appear that D.E.T. teachers more than those of Lebowa, Venda and Gazankulu have confidence in the present English syllabus. This could mean that these teachers would teach more effectively than teachers in other areas since their approach to the syllabus would be more positive.

TABLE 54: TEACHER OPINION ON THE AFRIKAANS SYLLABUS

Questionnaire item 25: "Gee die Afrikaans leerplan behelsende leidraad met betrekking tot werkskemas, toetse, eksamens en leerstof? Ja, Nee."

a. LEBOWA

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Ja	51,7	37,9	89,6
Nee	6,9	3,5	10,4
TOTAL	58,6	41,4	100

b. VENDA

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Ja	66,7	20	86,7
Nee	-	13,3	13,3
TOTAL	66,7	33,3	100

c. GAZANKULU

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Ja	53,3	46,7	100
Nee	-	-	-
TOTAL	53,3	46,7	100

d. D.E.T.

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Ja	41,7	47,0	94,1
Nee	5,9	-	5,9
TOTAL	53	47	100

e. Summary : Syllabus Of Afrikaans

SCOPE OF SYLLABUS	MALE %	FEMALE %	TOTAL %
Ja	54	38,2	92,2
Nee	4	3,8	7,8
TOTAL	58	42	100

f. Comparison Of Table 54

The Table attempts to give Afrikaans teacher opinion on Afrikaans syllabus as supplied by D.E.T. A summary is provided by Table 54 e. According to Table 54, 66,7% of Venda male teachers compared to 47,1% of D.E.T. male teachers are satisfied with the syllabus as it is. These teachers seem to be unquestioning, that is, not critical of what is availed to them. Most striking is that all male and female teachers sampled in Gazankulu, that is, 53,3% and 46,7% respectively have indicated that they are satisfied with the syllabus of Afrikaans with their "Ja" response against a nil (0%) response for "Nee".

g. Comparison And Interpretation of Tables 53 e and 54 e

A comparison of Tables 53 e and 54 e show that more teachers of Afrikaans (92,2%) than of English (78,3%) are satisfied with the structure of the syllabus as it is. Conversely, a higher percentage of teachers of English (21,7%) than of Afrikaans (7,8%) are unhappy with the structure of the syllabus as it is. The following deductions can be made from these figures:

- i. Teachers of Afrikaans seem less critical of the syllabus than their English counterparts, probably because they have, especially in recent times, become the ugly ducklings of the schools. This has tended to make them less critical, that is, they do not wish to exacerbate an already negative attitude towards their subject.
- ii. Teachers of Afrikaans seem satisfied with the result that the Afrikaans syllabus yields. This satisfaction could be self-perpetuating and self-fulfilling in that it could make the teachers happy under the circumstances, and a happy teacher is a better teacher.
- iii. Teachers of English on the other hand are comparatively unhappy because (somewhere at the back of their minds) they seem to feel that the syllabus could have been better still. Perhaps this could be the result of a feeling of unhappiness with the "product" that the syllabus yields at the end of the secondary school. The learners are not as competent in English as one would wish for and human nature being what it is, the syllabus becomes (unconsciously perhaps) the scapegoat. Perhaps what teachers need to appreciate is that a syllabus is simply a guide, a road map of how

to get there but the onus of getting there rests squarely on the shoulders of the teachers and learners. A syllabus is a "potential" which must be actualised by the teacher and the learner; and this is the crux of the matter.

4.5 PUPIL (LEARNER) VIEW OF THE SYLLABUS

In this sub-section pupil opinion and feeling on the syllabuses used to teach them second languages are sought. Item 17 of the questionnaire: "Does formal teaching, that is, classroom teaching, help you to improve your mastery of English" Yes, No.

TABLES 55: PUPIL VIEW OF FORMAL TEACHING IN ENGLISH

a. LEBOWA

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Yes	46,1	44,7	90,8
No	3,9	5,3	9,2
TOTAL	50	50	100

b. VENDA

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Yes	49,6	37,2	86,8
No	7,4	5,8	13,2
TOTAL	57	43	100

c. GAZANKULU

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Yes	40	47,5	87,5
No	9,2	3,3	12,5
TOTAL	49,2	50,8	100

d. D.E.T.

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Yes	38	53,7	91,7
No	5	3,3	8,3
TOTAL	43	57	100

e. Summary : Effective Teaching In English (pupils)

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Yes	43,6	45,7	89,3
No	6,2	4,5	10,7
TOTAL	49,8	50,2	100

f. Comparison Of Table 55

Table 55 attempts to find pupil opinion on teaching as it is done in classrooms today by

teachers in the areas of research. 53,7% of D.E.T. female pupils sampled believe that formal teaching helps them in mastering English as against 5,8% of Venda female pupils who believe some other form of education can improve their mastery of English and help them become communicatively better competent. On the male side 49,6% of Venda responded "Yes" to formal teaching as against 9,2% of Gazankulu male pupils who think that the way they are being taught does not help improve their mastery of English.

TABLE 56: PUPIL VIEW OF FORMAL TEACHING IN AFRIKAANS

Item 17 of the questionnaire reads: "Help formele onderwys, dit wil sê, klaskamer onderrig u om die (u) bemeestering van Afrikaans te verbeter? Ja, Nee."

a. LEBOWA

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Ja	38,2	40,1	78,3
Nee	11,8	9,9	21,7
TOTAL	50	50	100

b. VENDA

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Ja	51,2	34,7	85,9
Nee	5,8	8,3	14,1
TOTAL	57	43	100

c. GAZANKULU

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Ja	40,8	40	80,8
Nee	8,4	10,8	19,2
TOTAL	49,2	50,8	100

d. D.E.T.

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Ja	36,4	50,4	86,8
Nee	6,6	6,6	13,2
TOTAL	43	57	100

e. Summary : Effective Teaching In Afrikaans (pupils)

EFFECTIVENESS OF TEACHING	MALE %	FEMALE %	TOTAL %
Ja	41,4	41,3	82,7
Nee	8,4	8,9	17,3
TOTAL	49,8	50,2	100

f. Comparison Of Table 56

The Table attempts to shed some light on the pupils' perception of the effect formal teaching

has in their mastery of communicative competence in Afrikaans. From this Table 51,2% of male pupils in Venda said "Ja" to formal teaching as against the highest 11,8% "Nee" response of Lebowa male pupils. Venda male pupils are happy with the type of teaching they get. This may suggest that something (albeit small) should be done in teaching Afrikaans to male pupils in Lebowa. For female pupils, D.E.T. has the highest percentage of those pupils who are satisfied with the teaching as offered: 50,4% Ja response as against the highest Nee response of 10,8% of Gazankulu. If being satisfied with the manner in which one is being taught contributes towards a positive attitude towards learning and so toward learning per se, then according to Table 56 D.E.T. female pupils are better-off in learning Afrikaans than those in Gazankulu.

g. Comparison Of Tables 55 e and 56 e

According to Tables 55 e and 56 e learners of both English (89,3%) and Afrikaans (82,7%) are satisfied with the syllabuses that are offered in the classrooms. This finding can only be tendered as an indication since the learners who were sampled for the study did not have anything else to compare with. The negative responses of 10,7% for English and 17,3% for Afrikaans could be taken as an indication that some learners wish that "something extra" could be added to their syllabuses even if they may not know what that "something extra" might be. One thinks here of reformation of the classroom within the school system, or dispersal of free school throughout society and/or the transformation of all society into one huge classroom as du Plooy et al (1982; p. 163) argue.

Also, the 80% plus could be an indication that learners do recognise that at the end of the

secondary school, they are reasonably competent in English and Afrikaans even though there is room for improvement.

4.6 USE OF TEACHING AIDS BY TEACHERS

In this sub-section an attempt is made to find out whether language teaching aids are available in learning institutions sampled for the purpose of the study. Teaching aids are the wheels upon which the syllabus moves. It was thus deemed necessary to shed some light on the role teaching aids play in language teaching. To do this, a set of questions were designed to elicit data.

TABLE 57: TEACHER OPINION ON LANGUAGE TEACHING AIDS IN ENGLISH.

a. LEBOWA

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Yes	7,7	15,4	23,1
No	53,8	23,1	76,9
TOTAL	61,5	38,5	100

b. VENDA

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Yes	20	20	40
No	45	15	60
TOTAL	65	35	100

c. GAZANKULU

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Yes	6,7	-	6,7
No	60	33,3	93,3
TOTAL	66,7	33,3	100

d. D.E.T.

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Yes	11,8	17,6	29,4
No	41,2	29,4	70,6
TOTAL	53	47	100

e. Summary : Teaching Aids Available In English (pupils)

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Yes	11,5	14,1	25,6
No	50	24,4	74,4
TOTAL	61,5	38,5	100

f. Comparison Of Table 57

Table 57 attempts to show the availability or non-availability of language teaching aids in the area of the research. According to the Table teachers of English are mostly agreed that there

are No language teaching aids. Gazankulu is worse-off: 60% of the male teachers sampled and 33,3% of female teachers have responded No to the availability of teaching aids for English. Venda is less worse-off with 45% male and 15% female teachers saying that there are no language teaching aids.

TABLE 58: TEACHER OPINION ON LANGUAGE TEACHING AIDS IN AFRIKAANS

Questionnaire item 18: "Is taalleer hulpmiddels beskikbaar by die skool?" Ja, Nee. Indien Ja, noem hulle.

a. LEBOWA

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Ja	34,5	17,3	51,8
Nee	24,1	24,1	48,2
TOTAL	58,6	41,4	100

b. VENDA

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Ja	26,7	26,7	53,4
Nee	46,6	-	46,6
TOTAL	73,3	26,7	100

c. GAZANKULU

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Ja	6,7	6,7	13,4
Nee	46,6	40,0	86,6
TOTAL	53,3	46,7	100

d. D.E.T.

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Ja	29,4	17,7	47,1
Nee	23,5	29,4	52,9
TOTAL	52,9	47,1	100

e. Summary : Teaching Aids Available In Afrikaans (Teachers)

TEACHING AIDS	MALE %	FEMALE %	TOTAL %
Ja	26,3	17,1	43,4
Nee	32,9	23,7	56,6
TOTAL	59,2	40,8	100

f. Comparison Of Table 58

The Table attempts to reflect teachers of Afrikaans opinion on the availability of language teaching aids. There is a varied response to this item by teachers of Afrikaans. 26,7% female teachers of Afrikaans in Venda responded Ja, meaning that language teaching aids are

available as against 40% female teachers of Gazankulu who responded Nee to the availability of language teaching aids. 34,5% male teachers of Lebowa say there are language teaching aids as against 46,6% of Venda and Gazankulu who indicated that there are no (Nee) language teaching aids for Afrikaans. There is no set pattern, no evident response to this item as far as language teaching aids are concerned in Afrikaans.

g. Comparison Of Tables 57 e and 58 e

According to Tables 57 e and 58 e, 25,6% and 43,4% teachers of English and Afrikaans respectively say there are language teaching aids whereas 74,4% (English) and 56,6% (Afrikaans) say the opposite. The researcher cannot explain why teachers can differ so significantly when it comes to language teaching aids and what these teachers really regard as teaching aids for Afrikaans and for English. The contention is that teaching aids good for Afrikaans should also be good for English.

Low-technology teaching aids (teacher-made aids) are really the responsibility of the second language teacher himself. Charts and graphics, scrap-books and picture-portfolios, models and samples of flowers, stones, leaves and so forth are all within the competence of any teacher with imagination, enterprise and drive. It is the high-tech teaching aids such as VCRs, film projects, TVs, slide projectors that are more costly and, therefore, not always readily available or within easy access of the language teacher and his class. Even so, many schools have school fund which could be used intelligently to acquire high-tech teaching aids steadily over the years. That 74,4% (English) and 56,6% (Afrikaans) teachers should say their schools have no teaching aids for second language teaching is more of a reflection on

the teacher than on the Education authorities.

Listing of teaching aids by teachers shows the basic aids every school should have. Most have video tapes, cassette tape, radio, language charts, tape recorders, slide machines, Television, overhead projectors. If these are available at any one school, language teaching and learning will be an enjoyable exercise. Surely, communicative competence will be better and easier attained with language teaching aids than without.

4.7 CONCLUSION

Syllabuses of English and Afrikaans have enough guidelines for teachers to extract relevant matter towards effective teaching to attain communicative competence. In no way can one argue in favour of no concern for orderliness, language teaching aids, co-operation on the part of pupils in a classroom for productive learning to take place. Educators have to make sure that their teaching is relevant, based on recent approaches to second language learning and the learners' social environment. To accomplish this, daily lesson plans are a *sine qua non* with well considered language teaching aids. Learners should see themselves improving, gaining confidence in the languages they are taught.

On entering the social areas outside the shared communicative system of the home, require the child to learn a different communication system (code). The school socialization experience is necessarily discontinuous with that of the home in certain important aspects. Formal schooling must necessarily be a shade away from the expectation of the learner's

assumptions, which gap (shade) can be narrowed (brightened) by a systematically arranged syllabus.

Learning a second or third language demands conscious effort from the learner and the teacher under all conditions. The scope of the syllabus, drawing-up of scheme of work, planning of lessons on daily basis and acquisition of material necessary to facilitate learning are pre-requisites for second language learning. Careful selection and ordering of material by the teacher and knowledge of the learners' needs should transcend teachers' wishes and self satisfaction. It is found out in this chapter that given the basic requirements necessary for teaching, some teachers appear not to utilise these for the benefit of learners. Lacking as Black schools might be in equipment, teachers are expected to do the best under the circumstances to rescue the standard of English and Afrikaans. Syllabuses should not be so designed that they are hindrance for teachers to be competent and learners to attain even better competence. They should be used as scaffolding towards communicative competence.

CHAPTER 5

5.1 INTRODUCTION

The state of Education and especially second language in South Africa for Black learners warrants a total revamp. The education of Blacks in South Africa is so intricately intertwined with overall policy that it is hardly possible to speak of competence in English and Afrikaans, in terms of the child in the classroom, without taking (these) overall policy parameters into consideration. It is for this reason that the education of Black learners is often perceived by many as being tailor-made to suit the planners' objectives, which, as a result of history, are suspect. That the education of the child is offered through the medium of a second language does not help the condition to any useful extent. Ideally, schooling, like second language learning, in the present times should be related to life, not strait-jacketed into education and cultural objectives that are suspect in the eyes of the community. Second language learning should, while taking cognisance of political parameters in which teaching occurs, establish its own professional and methodological norms that will ensure its freedom and so its effectiveness.

5.2 OVER-VIEW ON STATE OF THE ART : ENGLISH AND AFRIKAANS

Of necessity the study recognises that

"The education policy of any country reflects its political options, its traditions and values and its conception of the future" (Young 1987, p. 82).

For this reason the study recognises the fact that the position of English and Afrikaans on the curriculum of Black education will not be free of historico-political over- and undertones which are traceable to the colonial heritage bound with these languages. Arguments for and against these languages (may) tend to refer back to this heritage. For example, on 5 March, 1990, Professor Elize Botha (an Afrikaner), Professor T Links (a Coloured) and Mr H Willemse (an Afrikaner) argued a case for the maintenance of Afrikaans as one of the languages of the country but conceded the position of English as a world language (SABC, TV1, Network Programme). Poccock (in Shapiro 1984; p. 4 and the following) points out that people attach great value to their language as part of their heritage thereby supporting the standpoint of Botha, Links and Willemse.

The recent study further recognises the existence of English and Afrikaans as part of the South African linguistic heritage along with the indigenous African languages. It also recognises the fact that Black South Africans are historically and politically more positively inclined towards English than they are towards Afrikaans. It further recognises that Afrikaans plays an important role as a bread and butter language but also recognises that this usefulness does not rid the language of the negative past associated with its speakers.

In this day and age, multi-lingualism is a necessary imperative in South Africa, unless the theory of one language for the whole world like Esperanto or (a) Volapuk becomes a reality. When there was an educational eruption in 1976, it had at its centre of the conflict the language question. Language is for communication. The moment other elements which are perceived as suspect, impinge on language learning and teaching, the natural reaction is a

rejection of the language. This is largely true of Afrikaans in the South African linguistic situation in many Black schools.

Knowledge of the South African situation necessitates bilingualism or better still multilingualism. Competence in at least two South African (official) languages on national and regional levels is imperative for all South Africans. The better and complete South African is the one who is at home in more than two languages. Competence in two or more languages will help serve the different groups for a better South African education. For this reason it will be necessary for institutions and facilities to be made available for purpose of language learning, especially second language teaching.

Today, owing largely to political circumstances, many people, especially pupils, are largely dissuaded from learning Afrikaans freely regardless of their potential aptitude for competence in the language; Afrikaans is stigmatized by political history. For the Afrikaans speaking community to divorce their language from politics, they will have to be a completely changed people, to be "born again", as it were, for the language to be learnt or accepted without reservations by Black learners.

On the other hand, English has become so firmly entrenched in the curriculum both as a subject and as medium of learning that Black learners take to knowing it as a sheer matter of necessity, that is, to learn it, inter alia, to learn other subjects on the curriculum which are offered through the medium of English. If one were to distantiate oneself from this educational situation and view it as an "outsider", one would say, education "develops" the Black learner out of his cultural motif into a White cultural one - a process which may (or

may not) be inimical to full self-realisation. The Black learner is therefore on the horns of a dilemma. He has to learn through the medium of a second language (English) in a western-orientated education content in order to achieve the necessary life skills that will enable him to cope with the demands of the world at large. In the process he risks cultural-twilight at best, or at worst cultural deprivation. The pupil may choose to learn through the medium of his own native tongue skills of his native environment and run the risk of failing to cope with the demands of the world at large in terms of life skills.

There seems to be a general agreement that English and Afrikaans be retained on the curriculum of Black schools for as long as practical on-the-ground needs demand it. What seems to be uncertain at the moment (that is, at the time of writing this research report) are the following:

- i) At what standard or age should English be introduced as
 - a) a subject
 - b) a medium of instruction
- ii) At what standard or age should Afrikaans be introduced?
- iii) Should English and Afrikaans as second languages be introduced simultaneously or one following the other? What should be the length of time in between the introduction of one second language and the other second language?
- iv) What methodological implications are likely to follow i) - iii) above? At teacher-

training and in-service training levels?

v) What about language materials?

As far as the researcher is concerned, it is not possible to say categorically at what stage Afrikaans should be introduced after English had been introduced mainly because not all pupils (learners) achieve the same level of reasonable competence in English-perhaps until secondary education. Introduction of an additional second language should not interfere with the pupil's competence in the second language learnt first. It could perhaps be more practical if the other second language could be taught along the principles of a third language. If this could be done, Afrikaans will then be taught as a third language. But in the meantime as a result of this uncertainty, no great measure of competence is achieved in the two target languages. For practical purposes, competence in one, especially the one used as medium of instruction, should certainly be encouraged if better performance in Black Post Primary Schools (perhaps even in industry) is to be realised.

According to this study, this does not seem to be the case. Pupils' competence in both English and Afrikaans is yet to improve. For, even in the case of English where competence overall should be higher, there is an imbalance between writing skills and oral-aural skills. Since English and Afrikaans are likely to remain on the curricula of Black schools for many years to come, it would appear that concerted effort should be made to raise the standard of performance in both target languages. Effort must be made to balance-out the writing and the oral-aural skills in these target languages.

5.3 LANGUAGE POLICY

Studies undertaken to determine the value or effectiveness of a transitional bilingual or trilingual education, with regard to competence and performance in English and Afrikaans in the South African situation, have far-reaching implications for the learner and the teacher. In one study, for example, it was found that second language competence could not be achieved by simply using that language in subject content, but rather by teaching the target language directly. This does not mean, however, that the language of a particular subject, such as the language of Mathematics, should not be taught; this must be taught. It will improve competence and so better understanding of the content of Mathematics (Baker et al 1983, p. 50).

The commonsense contention that children must be taught in the language they best understand, does not necessarily rule out the use of second language as a language of education. What is important is that both the teacher and the learner must be sensitive to the implication of using the second language as medium of learning. The necessary language education measures to cope with the resultant problems should be introduced. The key to successful teaching in the second language seems to be to ensure that the second language and the subject matter are taught in such a way that subject content never gets ahead of language (Baker et al (editors) 1983, p. 51).

The De Lange Commission's findings and recommendations are that:

"Leerlinge leer op hul beste wanneer hulle in die taal waarmee hulle die beste vertrou is, onderrig word, en dit is in die meeste gevalle

die moedertaal (De Lange 1983, p. 38).

Since a second language (most probably English) is likely to be the medium of instruction in Black schools; and since English and Afrikaans are likely to be taught as second languages on a national level alongside African languages as regional languages, it seems imperative to put in place a language policy which will be sufficiently flexible

- to allow choice or continuance of English or Afrikaans as languages of education in black schools,
- to allow the choice of the Vernacular as medium of education for those communities who may, for whatever reason, elect to opt for a first language as a language of education,
- to allow continuance of the teaching of English and Afrikaans as second languages at national level but to insist on strategies that will ensure greater competence in these languages
- to allow continuance in the teaching of the different indigenous African languages as regional languages but to insist on strategies that will ensure instruction at first language level.

A language policy that allows these choices will forestall possibilities of language conflicts such as those that led, inter alia, to the 1976 school riots over the enforcement of Afrikaans (Cillie 1977, pp. 41-43). It would also address common-sensically the multilingual nature

of the South African society without generating unnecessary language-related conflicts and tensions.

The language policy envisaged here assumes that past prejudices, such as those that led to Afrikaans being associated with Apartheid and so with oppression of Black South Africans, will gradually recede into the background. In this way freedom of language-choice will replace enforcement of the language of the ruling group (class).

Educationists would argue that being competent in a language enables one to distribute ideas and services more efficiently and can also regulate behaviour effectively. This may well be so, provided language is not seen wholly in the context of where it is often used as a tool to advocate a particular ideology in nationalism or even as a means of exercising power over others. Reasons for learning a second language may be very critical to the individual : language for survival, communication (a sort of survival kit). This is true in instances where one learns a target language in order to achieve integration into the economic structure of a country, that is, education and training leading to job opportunities or social acceptance. Again a language may be learnt for the sake of learning a language (therapeutic) (Haycraft 1984, pp. 20-27).

From 1909 at the Union Convention, language issues were at the centre of negotiations. The underlying language policy was to reconcile conflicting interests of English and Dutch (later Afrikaans). Since the mid seventies the conflict has shifted to between Afrikaans and Black learners and other interested parties, mainly political and worker formations. The conflict became so intense that government intervention was called in the form of the de Lange

Commission of 1981. But the conflict had a legacy, that, English has become more preferred than Afrikaans (Young 1987, p. 84).

For the present, it would seem, the status of Afrikaans within the various Black education Departments is that of a "third language", recognised for its practical, everyday communicative value in the work situation. It is not always seen as very necessary in the pursuance of higher education. As a result English needs to be more thoroughly learnt if declining standards in both English and content subjects taught through the medium of English in Black education are to be lifted.

5.4 PRE-SERVICE TRAINING PROGRAMMES FOR LANGUAGE TEACHERS

It is well documented in the literature that with the introduction of the Bantu Education Act of 1953, which empowered the Department of Bantu Education to take control of Black Education from Churches, Afrikaans was assigned a status parallel to that of English in the context : English-Vernacular instruction. Afrikaans was introduced as a subject in schools and colleges of education in Natal where it was not the case previously. It was to be compulsory in the Cape where it previously was optional. Old and serving teachers had to be competent in Afrikaans as a language and as medium of instruction. Intensive language courses for teachers were specially set up for the purpose. Afrikaans became a dominant language in Black education (Young 1987, p. 90; Mawasha, 1977, chapter 3; Mawasha, 1973).

Learning of English and Afrikaans was regulated by the Government as compulsory subjects

in the secondary school. They were also to be used as media in the event of transfer from mother-tongue instruction. Opposition was voiced from various organisations; a conflict ensued with the Central Government insisting on Afrikaans and English on a 50-50 basis as media. Dual medium increased and broadened the base for dissatisfaction among Blacks which came to the head in 1975 and 1976. (This policy was first rejected by White schools in the mid-forties). Black teachers found themselves in an unenviable situation of having to learn two second languages, be competent in them and teach them and through them effectively.

Appeals by organisations to the government of the day to review the language policy, led Leonard Mosala to give up parents' attempts for change in schools when he said in June 1976:

"They (the pupils) are now angry and prepared to fight and we are afraid the situation may become chaotic at any time" (Young, 1987, p. 97).

Responding to the language question, the then Deputy Minister of Bantu Education, Dr Andries Treurnicht, said in parliament:

"In the White area of South Africa where the government provides buildings, subsidies and pay the teachers, it is surely our right to decide what the language dispensation should be" (Young 1987, p. 97).

This statement by the Deputy Minister of Bantu Education was singularly significant in that it defined the education of Black South Africans in political terms. Black education was

clearly seen as an extension of a political ideology planned and executed by a political machinery. Perhaps unknowingly at the time, Dr Treurnicht had made a statement which effectively politicised Black education. A development that South Africa is still paying the price and may do so for more years to come.

To actualise this ideology, Black teachers were expected to be competent in both English and Afrikaans as parallel media of education and learners too had to be competent in these two languages first at the level of media of education and secondly at the level of communicative (social) competence. Since the teacher tends to act as the role model in the classroom, it became necessary for the teachers in-training to engage in ways of improving their own competence in both English and Afrikaans along with the mastery of subject-content of the different subjects offered in Black schools. Needless to say that an imbalance in competence in either of the two languages used as media of education whether on the part of the teacher or the learner or both was bound to impact on degree of teacher-competence in terms of lesson presentation and general classroom management and on the internalisation of content-material and the accompanying subject-language terminology on the part of the learner. This language requirement, it seems, hit the teachers the hardest. Oller remarks thus on this problem:

Language is a peculiar embarrassment to the teacher, because outside school, children seem to learn language without any difficulty, whereas in school with the aid of teachers their progress in languages is halting and unsatisfactory (1973, p. 57).

The above scenario notwithstanding, the multilingual nature of South Africa stands and, for many years to come, English and Afrikaans will form part of the curriculum in Black

schools. That being the case, it would appear that language programmes at teacher training institutions must be sensitive to certain givens and adapt accordingly.

- a) It is clear that teacher-training programmes targeted on post-primary schools need not focus on first language as medium of instruction but on the first language as first language. This implies that the competence of the teacher-trainee has to be very high indeed since under normal circumstances, first languages are languages speakers know best. The importance of this is that language skills properly internalised in the first language often transfer in varying degrees of usefulness to any second languages that the individual may subsequently care to learn. If this language learning principle is borne in mind, teacher-training establishments will have to put much greater emphasis on first language and first language methodology (if applicable) than is the case at the moment. Incidents of history have created an anomalous situation in which African languages do not always feature high on the prestige agenda of African teachers, learners and often the community too. This language attitude must change if the first language is to play its role fully in its own right and also in the learning of second languages.

- b) Although Afrikaans is no longer a popular medium of instruction in Black schools, it is still offered as a subject. For this reason, teacher-training establishments need to mount vigorous programmes at both content and methodology levels in order to maintain the highest possible level of competence in this target language. It is important for teacher-trainees involved in the training of Afrikaans second language teachers to take cognizance of the fact that over and above the second language and

the methodology factors which their students must cope with, there is always the vexed question of language attitude.

Political history in South Africa has saddled Afrikaans with a negative image which all those concerned with its teaching cannot ignore. Extra sensitivity is required in terms of content of language materials used, language used in lesson presentation in class, personal attitude of the teacher towards the learners and towards the language taught and so forth.

The training of Afrikaans second language teachers and the training of teachers of African languages as first languages must be seen as a specialised operation occurring against the background of language attitudes engendered by history and which only history can change. A further point that needs to be made is that when Apartheid goes, as it surely will, African teachers will qualify to apply for post any where in greater South Africa including Afrikaans medium schools! To qualify for such posts, the teacher's competence in Afrikaans will need to be very high indeed. This implies that Afrikaans teachers must be trained to the highest possible level so that they may teach and produce learners whose proficiency in Afrikaans is beyond doubt.

- c) English is both medium of instruction and a subject on the curriculum. Unlike Afrikaans and the African languages, English is a blue-eyed boy of many Africans both in and outside school. This gives it an advantage in that it does not have to contend with problems of negative attitude. But since it has much wider currency as subject and as medium of learning, it has to be mastered even more adequately lest

it turns out a disadvantage.

At teacher-training level therefore, content and methodology are equally important. For all the teachers who are being trained to teach content subjects, language content (Special English/Language Proficiency/Classroom Communication or any other designation) is vital. They will be expected to teach through the medium of English. For those who are going to teach English per se, they need both content and methodology.

Since failure in English may mean failure overall, more attention should be given to this language at teacher-training institutions. It is a sad truth that teachers often complete their training even before they are adequately competent in English to teach through it as medium of instruction.

A few radical requirements might have to be included in the current teacher-education programmes:

- a) That prospective teachers should be screened for English language proficiency even before admission to the course.
- b) That English content/medium (or parallel course) be a major course. A written as well as an oral examination should be set on this course.
- c) A much more comprehensive reading component including regular quick-reading exercises be added to the programme. This will be done in order to assist trainees

linguistically and also in terms of general knowledge which all teachers need anyway.

- d) Teacher-training institutions begin to equip themselves fully with back-up services to English proficiency. By this is meant better libraries, tutor-tapes, videos, films, slides, posters, pictures, newspapers, magazines, journals, records. The purpose of this effort would be to create a rich English-learning environment which will complement and also supplement lecture-hall work.
- e) Micro-teaching equipment complete with sound will go a long way towards assisting both the lectures and the teacher-trainees to deal with their English language requirements. It is easier to correct second language users from a specific recording rather than in broad, general or vague terms. Indeed, the lecturers may even get the teacher-trainees to correct each other (correct here does not mean hyper-correction or elitism but socially acceptable constructions and utterances).
- f) All the lecturers who lecture through the medium of English should regard themselves as English lecturers. This should actually be made policy of the teacher-training institutions.

5.5 ADVISORY SERVICES, ENGLISH

Attitude is an important variable in second language teaching and learning. Positive attitudes enhance performance in second language and negative attitudes tend to encourage the opposite. A target language that enjoys the status of being a lingua franca, a prestige

language and a language of education is likely to be learnt with greater motivation and zeal. This is as against the one that is learnt for mere cultural enrichment or as a foreign language that may or may not be used if and when the learner goes overseas. (See Wilkins 1975, p. 57). In the case of South Africa, English enjoys the former status.

But ascribing a certain status to an adopted language does not change it from being a second language. For this reason, Advisory Services in English play a vital role in promoting competence in English both at the level of the teacher and of the learner. Language authorities such as Neville Alexander, however, caution that care should be taken not to focus on competence in English to the exclusion of other languages in South Africa. To achieve balance, he advises a language policy that will aim at trilingualism (TV1 News Bulletin, 30 September 1989).

In the areas identified for research, the situation about English Advisory Services and related issues (such as when to introduce English in Black schools) was as follows: 50% of the areas have English subject advisors and 50% do not have such an advisory service. Of the latter 50%, 25% do not have any language services at all (that is, neither English nor Afrikaans). 80% are of the idea that English should be introduced and taught before Afrikaans and 20% said mother tongue only should be taught and used as medium of instruction up to standard 2, and only then can second languages be introduced. Argument is that a young child should not be "forced" to learn a "foreign" language before he is even certain of his own mother tongue.

Against this educational reasoning, 80% who want English to be introduced first said so

because they assert that English is, inter alia, medium of instruction and a world language to boot. It is the declared language of education of Black people in South Africa and therefore every effort should be made to see that this choice works to best advantage. 100% responded that schools have access to teaching and learning materials, with 20% uncertain as to accessibility of inspection reports.

To return to the Advisory Services, English per se: Advisory Services in English have access to syllabi; work programmes and logistical measures to provide upgrading courses for teachers of English in the different areas. What is disconcerting, however, is the fact that only 50% of the areas sampled actually have active advisory services, English - despite the fact that in all the areas researched budgetary provisions have been made for such services.

Advisory Services, English, comprise a chief subject Advisor, and a number of Subject Advisors who work under him. The English Subject Advisors play a very important role in promoting the teaching of English and its use as medium of education in Black schools. Their specific job description include the following:

- a) to advise teachers of English in both method and content of English in schools;
- b) to run courses for teachers of English from time to time at venues convenient to the teachers;
- c) to visit schools and give teachers on-the-spot advice in matters relating to English;
- d) to co-ordinate whatever effort teachers of English may wish to initiate at circuit level;
- e) to give inputs in the drawing-up of English syllabi;
- f) to give inputs in matters relating to language policy which Education Authorities may

wish to have professional advice on.

It is obvious that to achieve the level of competence required in Black schools, Advisory Services, English, must play a key role.

In this study it was found that in those areas that had active Advisory Services, English, teachers seemed to have a more positive outlook towards their task. They were not averse to follow-up visits by Subject Advisors, English, to their schools. This was a singularly important observation since in many Black schools supervision of any sort from Head Office is either tolerated or rejected outright. It is also significant to note that teachers in whose areas Subject Advisors were active, felt that Advisory Services in English were essential to their teaching of English and the use of that language as medium of instruction. No less than 87,5% of the teachers were positive about this service and only 12,5% were sceptical.

On the side of the Subject Advisors, 100% of those interviewed said that facilities at the circuit office and at schools did not meet the standards they wished to establish. 12,5% of the 50% English advisors interviewed at regions and circuits believe that the Advisory Service is rewarding to the teacher. On the other hand 50% of the advisors said that their services were rewarding to learners, and 50% said their services were rewarding to the Department as a whole. All the subject Advisors indicated that they attend training programmes from time-to-time for up-to-date information on the teaching of English and the use of English as medium of instruction in Black schools.

On the whole English Subject Advisors hold the same view as far as the value of the Advisory Service is concerned. They all value the need of this service as it is a source of new information in, and approaches to, English. It helps improve communicative competence in that the learner can identify language flaws. It helps deal with his language errors and encourage him to learn and use English in social and professional contexts as well as in academic spheres.

Given the key role that the Advisory Services, English, play in promoting competence in English in Black schools, Education Authorities will do well to consider the following about Subject Advisors in order to strengthen the service:

- a) Try to attract highly qualified professional teachers of English to the service. Persons with a major in English or above plus a professional certificate or diploma as well as some years of experience in the teaching of English in Black schools. This will not only eliminate the problem of the blind leading the blind, but will also give the Subject Advisor the confidence he needs to do his work effectively.
- b) Attracting the best possible manpower will not only strengthen the service but will also give credibility to the service rendered. Teachers need to have confidence in the quality of service that the Advisory Services, English, offers if they are to support it even fuller and with an even greater commitment than is the case at the moment.
- c) Raise the rank of the Subject Advisor to that of an Inspector to strengthen his hand vis-à-vis principals and teachers he has to deal with. Rank contributes in no small

way towards acceptability, especially in situations where advice is to be given. It is extremely awkward for a junior to advise a senior.

- d) Raising the rank will inevitably lead to higher salary scales than those obtaining at the moment. This will have a useful ripple effect of (hopefully) attracting candidates with higher professional qualification which in turn will strengthen the Advisory Services.

- e) The Principal Subject Advisor should be sufficiently qualified to undertake research in the field of second language and language in education. This will further strengthen the Advisory Services by providing a steady stream of "new" information which could be shared with the Subject Advisors and through them with the teachers. The Principal Subject Advisor, by virtue of his senior academic and professional position will be able to liaise with knowledgeable persons and institutions to the benefit of his team of subject Advisors and through the teachers in the schools.

5.6 ADVISORY SERVICES, AFRIKAANS

The 1976 school unrests which were associated with the rejection of Afrikaans as a parallel medium of education alongside English in Black schools have put Afrikaans as a whole in a rather awkward position in the curriculum. On the one hand it is rejected because it is associated with the unpopular Apartheid phase of history in South Africa. Yet on the other it still remains a handy down-to-earth means of communication in the work-place, in business, in the church and in certain areas of society such as communication with Coloureds, Indians and Afrikaner. All South Africans who do not speak any of the

indigenous African languages or English find it useful.

It is precisely as a result of its practical utility that African schools continue to teach Afrikaans up to standard 10 despite the fact that they have an option to drop it much earlier. And since it remains a viable subject on the curriculum, teacher-training establishments continue to train teachers of Afrikaans as second language. In-Service, teachers of Afrikaans, focusing on the communicative value of Afrikaans as a grassroots language, strive to achieve the highest possible level of competence just like any other second language teacher would do if charged with the task of second language instruction.

The teachers of Afrikaans as second language in Black schools, however, have an added burden of coping with an attitude problem. Not all learners (and some teachers too) are able to see Afrikaans, the language, as distinct from the Apartheid policy that is associated with a predominantly Afrikaans-based Government. Changes in political philosophy spear-headed by President F.W. de Klerk, an Afrikaner and a member of the party that introduced Apartheid in the first place, will steadily but surely change even hardened negative attitudes towards the Afrikaner and then towards Afrikaans as a language.

Perhaps it is a result of this lingering negative attitude towards Afrikaans that in the four areas targeted for research, only one had an Advisory Service for Afrikaans. Significantly (or perhaps tragically) research shows that all four areas targeted for research budgeted for both English and Afrikaans Advisory Services. But evidently most of these areas elected to invest their entire budget on English Advisory Services and nothing on Afrikaans.

It seems Education Authorities in greater South Africa will be well advised to invest in Afrikaans Advisory Services as well for following reasons:

- a) Afrikaans is most likely to continue as a bread-and-butter language for a great many South Africans for many, many years to come. It is therefore unwise not to make adequate professional provision for its instruction.
- b) There are many non-Afrikaners who speak Afrikaans and are unfamiliar with any of the major indigenous African languages of South Africa. If Afrikaans is not adequately provided for in Black education, a useful communications life-line may be savoured. Expecting non-Afrikaner Afrikaans-speaking South Africans to discard their language simply because it is the same language that is spoken by those who came-up with the unpopular political philosophy of Apartheid is not only unrealistic but outright unfair towards an innocent section of the country's population.
- c) The 1990's marks an exit point to the political philosophy of Apartheid as conceived by the Nationalist Party in 1948 and developed in subsequent years. The demise of Apartheid at the hands of those who conceived it in the first place should, all being equal, lead to a general change of attitude towards such people and by extension of feelings and perceptions, possible change of attitude towards their language; Afrikaans. If this scenario should come to pass, Black schools may want to treat Afrikaans in the same way as Africans elsewhere in Africa treat English despite the fact that English is the language of the colonialists who conquered and enslaved Africa and her peoples for centuries. Blacks in South Africa are no exceptions - they

have come to recognise the usefulness of English as a means of communication and have adopted it as a second language. Afrikaans, purged of Apartheid may be adopted in like manner.

- d) Afrikaans is one of the languages of South Africa and if only for that reason, it needs the attention that other languages of South Africa enjoy on the curriculum of Black schools. No useful purpose will be achieved by spending time, money, energy and perhaps lives too trying to "kill" a language as a symbolic gesture to illustrate the death of a particular unpopular phase of history of the country. Such a deliberate effort might trigger-off a counter-action, a struggle for survival, protection of one's own, that might escalate beyond anybody's control.

- e) Languages live as long as their speakers live and use them. Since the Afrikaners are unlikely to "disappear" just like that, it is unlikely that their language will disappear in like manner. Indeed, SABC TV1 programme of 11-12 May, 1992 carried a footage featuring the establishment of a new Afrikaans organisation whose aims are, inter alia, to keep Afrikaans alive as a language and, above all, to propagate it and support its use as widely as possible. Clearly the new organisation wishes to give Afrikaans a new image, that is, a positive image that will make it more acceptable to its users. A language that is spoken by people who are so determined to keep it alive, cannot disappear just like that!

5.7 IN-SERVICE TRAINING PROGRAMME FOR ENGLISH AND AFRIKAANS TEACHERS

The spread of efficient, competent teaching in this country is largely dependent on the right type of teacher in adequate numbers. The position as of now is unsatisfactory overall; quantity balanced with quality is needed. The first requirement of teachers of English and of Afrikaans is a thorough knowledge of the language, a strong practical and contemporary slant in terms of methodology (Rivers 1983, pp. 25 and 128).

Exposure to the environment in which the target languages are spoken, including contact with the speakers of the language is essential for teachers to use the languages in real life contexts while at the same time keeping abreast of expanding theories and practices.

As regards the latter, language departments, psychology and educational technology in institutions that provide tuition in second language and second language methodology, must not be separate entities working within frameworks of jealously guarded autonomies. They should know that sharing of ideas with teachers in-service, for example, would not lead to the collapse of the department. It is not to be merely a question of interdisciplinary inquiry in an abstract academic sort of way, but an urgent need for co-operation in practice. It should be felt and initiated. Such co-operation should be based on a sound policy.

Effective language teaching and learning in the field and departments concerned with language teaching and methodology must not be rivals. They should not compete as if the survival of one depends on the death of the other, but they should realise that good results,

better time-tables could be shared in a complementary fashion, as it were, to live in each other's arteries and veins (Kenning and Kenning 1984, p. 50 and the following). A partnership of this nature, that is , of teachers in-service and departments of language and language methodology is potentially so vital that Departments of Education as employing bodies would be well advised to lend a helping hand - either in terms of logistics or in terms of funding.

The general view is that the training of Black teachers is inadequate, hence the need for in-service training and upgrading. It is further known that many Black teachers are largely underqualified. If the minimum qualification is taken as standard ten and diploma, the percentage of qualified Black teachers by 1981 stood at about 85% (Young 1987, p. 130). Although this percentage is encouraging when viewed in the context of education in the Third World, there is still plenty of room for improvement through upgrading programmes tailored to suit different categories of teachers. It is in the light of this need that in-service training programmes are recommended in this study for second language teachers.

The present study specifically, sought data on in-service training programmes for teachers of English and Afrikaans. The relevant questionnaire items intend to identify teacher-opinion on these second language programmes as currently offered. To get an idea of the value of in-service training to teachers (and lecturers) then, question 29 was set. It reads: "Did you ever attend an in-service training course for English?" Yes, No, "If Yes, was it so beneficial that you would recommend regular courses?" Yes, No. In Afrikaans it reads: "Het u ooit 'n indiens kursus in Afrikaans bygewoon?" Ja, Nee. "Indien Ja, was die kursus so weldadig dat u gereelde kursusse sou aanbeveel?" Ja, Nee.

Data collected show that Venda has the highest percentage (42%) of male teachers of English as against the lower 11,8% of male teachers in D.E.T. who have attended in-service training programmes for English language teachers. It is disturbing to note that as high as 31,6% of the male teachers sampled in Venda and 11,8% of those sampled in D.E.T. schools in the research area had not attended any in-service training courses and, presumably, did not find this service particularly valuable. Subsequently oral elicitation of data revealed that some of these very teachers did not describe available in-service training facilities in positive terms.

On the female side it is Gazankulu with 26,7% which rated in-service training low on their priority list, with D.E.T. even lower still with 5,8%. These low percentages could mean that language teachers simply rate in-service training programmes low on their lists of professional priorities. Again, this could mean that the teachers are not encouraged to attend these programmes for some reason or other. Such reason(s), however, did not surface in the research data sampled and analysed for the present project.

The picture is somewhat different in Afrikaans in that a comparatively higher number of those who attended, that is, 46,7% in Gazankulu found the service valuable, followed by Lebowa with 41,3%. By comparison, therefore, teachers of Afrikaans seem to gain from in-service training more than their English counterparts. This could mean one or both of two possible things, that is, that teachers of Afrikaans, more than their counterparts in English, feel the need for support programmes such as in-service training programmes or that the attitude of Afrikaans teachers towards Afrikaans is changing so significantly that they seek to be more competent in it. Perhaps they are proud of their subject and they wish to be

assisted to teach it to best advantage.

Despite the fact that teachers of English and of Afrikaans show varying regard for in-service courses, this service cannot be done away with. What needs to be looked at is to review the services; the way this is run to benefit education in general and second language teaching and learning in particular. According to the sample of teachers used in this research project, Afrikaans seems to have more teachers used in this research project. Afrikaans seems to have more teachers who have realised the value of in-service training than those of English: 55,2% as against 50,1% respectively. Male teachers seem to be more in favour of this facility (service) than females in both languages.

Given the above scenario then what could be done in practice? Perhaps a useful starting point could be accepted that the second language class is a period of meaningful communication between the teacher and the pupils. But since many teachers of English and Afrikaans in Black schools are yet to be adequately competent in these second languages, it will be necessary to mount an aggressive yet well planned in-service training programme for these teachers on purpose to raise their competence in English and Afrikaans. If this effort can be successful, then pupils will not only have strong role-models to imitate but the teachers themselves will be confident, more effective and more motivated to tackle their task.

In service training programmes envisaged here will have three components:

- a. Content, that is, in which teachers will be assisted with the language per se: the four language skills including literature.

- b. Theory or philosophy of second language teaching, that is, what to expect in second language teaching and learning in a multilingual, multicultural setting such as in South Africa and how to prepare and deal effectively with these issues.
- c. Second language methodology per se, that is, actual strategies of lesson presentation including the use of different teaching aids as well as teacher-made aids.

In-service training programmes could be short term (that is ± 3 months), medium term (that is ± 6 months) or long term (that is ± 1 year) depending on the needs of the teachers concerned. Although full-time programmes are best, part-time programmes are recommended. These could be attended in the afternoons after school and (if possible) on Saturday mornings as well. Nearby colleges of education and faculties of education could be used as bases for such in-service programmes. Staff at these institutions could assist on a part-time basis and be remunerated per hour of lecturing time.

It might be necessary to issue a diploma at the end of the programme and to remunerate the teachers on a particular scale that could be worked-out against the diploma, that is, short term ($\frac{1}{2}$ notch), medium term ($\frac{3}{4}$ notch) and long term (1 notch). The diploma and the remuneration attached to it would serve as an incentive to the teachers. In the long run this will be money well invested.

5.8 TEACHER UPGRADE PROGRAMMES

A changing educational environment requires each section of the education profession to

review and restructure its objectives and aims in education with great care. Traditional notions on teachers that they should concern themselves largely with grammar translation to the exclusion of communicative competence per se, should be taught with certain communicative contexts in mind such as aspects of social behaviour, education, business and so forth. This may also include community-based language variations as well, as there often is call for such variation to be used. For example, African English contains variations that have local currency but which may not apply in Standard British R.P. or Standard American (Rivers 1983, pp. 54-55. See also Kenning and Kenning 1984, p. 32-38; Johnson 1984, pp. 8-12; Hodges (editor) 1972, p. 90).

College language departments must be seen to give attention to languages beyond their immediate commitments. Second language teaching could be enhanced if language methodology at universities get involved in teacher upgrade programmes. The good that is there in teachers should not only be maintained but constantly be improved upon. Tendency in human nature and natural practice is that people tend to conserve that which has value. Languages, like the people who speak them, are things of beauty and value which deserve to be nurtured and constantly improved upon. Indeed it was encouraging to find that in the Education departments in the four areas that were researched they were already involved in teacher upgrade courses organised by the department for English and Afrikaans. Wilga M. Rivers (1983, p. 191) once observed as follows in a different but relevant context:

"Teachers teach as they were taught".

This maxim does not apply only to pre-service teacher education programmes but to upgrade

programmes too. Teachers unconsciously follow the pattern or method of instruction applied by their lectures despite the theories they read or talk about. It is for this reason that teacher upgrade programmes should have practice or application of theories as their matrix. This practical basis must draw freely from educational technology in order to assist the teacher to learn how to use these in a practical classroom situation. Accentuating practice in this way will enhance the value of the programme in the sense that at the end of the programme, the participating teachers will be able to do or perform better in a practical classroom situation. By definition, this is what "upgrade" implies.

5.8.1 Teacher Upgrade Programmes : English

In Black education there are currently teacher upgrade programmes for certain subjects (Upgrade as against in-service training (See 5.6 above)) such as Mathematics, Physical Education and Librarianship. These programmes are offered inter alia by Vista University and have the approval of the Department of Education and Training and the Departments of Education in the self-governing States.

The purpose of these Upgrade Programmes is to encourage specialization and so promote or lay a foundation for excellence in teaching in Black schools. Upgrade Programmes can be academic or professional. The relevance of mentioning these programmes here is to recommend a stepped-up campaign to encourage teachers of English to upgrade themselves both in terms of content, that is, in English per se and also in terms of second language methodology. Alongside these two would be a more ambitious programme of upgrading teachers in terms of classroom language or medium of instruction, English. The centrality

of English in the Black schools' curriculum calls for such programmes.

The urgency of such upgrade programmes is brought in sharp focus when it is borne in mind that the average student in-take for English III and for English Methodology at that level is around 50 per year at the University of the North. If this figure is generalised to other similar institutions, it becomes clear that the production of teachers of English cannot keep pace with the growth of the school population in greater South Africa.

5.8.2 Teacher Upgrade Programmes : Afrikaans

The need for teacher upgrade is also necessary in Afrikaans as it is in English. This is necessitated by the learners who want to learn the language. Of the students who specialised in Afrikaans at Colleges of education, in the areas sampled for research, from 1984-1988, 98,7% completed their studies. Most of these students were either underqualified in one way or another or were simply too few to meet the required numbers. At the University of the North, for example, 43 students had registered Afrikaans as major (that is, in 1989 when data for this research was collected), but only about 22 of them finally specialised in Afrikaans at teacher-training level. Given the growth in the school population, clearly this does not augur well for the continued study and teaching of the language.

Needless to say that if the ratio of teacher-production versus school population growth remains at this level or drops, the education authorities will be well advised to explore teacher upgrade programmes for teachers of Afrikaans in order to make up the short-fall. If the need for teacher upgrade programmes should outgrow the present institution that offer

such programmes and new ones such as PROMAT Colleges should be called in to assist, state funding might be required on a much larger scale than is the case at the moment. Provision might have to be made for review on staffing position, lecturing space. It might also require boarding and lodging facilities, expansion of library and related facilities.

If physical and logistical facilities are expanded with greater state funding, then, for purposes of rationalisation and sheer commonsense, upgrade programmes for both English and Afrikaans would be offered side by side. It will also mean with tutors sharing expertise and experience in broad areas of commonality such as principles of second language learning and teaching.

5.9 ENGLISH AND AFRIKAANS LEARNER-COMPETENCE: ORAL AND WRITTEN

In a multilingual society like South Africa, second language learning is a right for all learners. This is essential for them if they are to function competently in their polyglot environment. The need, in this context, has a direct bearing on second language teacher-competence since learner-competence in the target language or languages will determine communicative success or failure. It will also have bearing on the success or failure of the learner as a full and active citizen.

Success in language teaching depends to a great extent on the availability of reading material. This presupposes a library. In the areas targeted for research in the Northern Transvaal, among the schools sampled 87,5% were found to have libraries, 12,5% had none. 31,3%

of the libraries were Government sponsored while school fund accounted for 6,3%. Libraries supplied by more than one funding source were 37,5% of the sample. 68,8% of the libraries had books supplied that covered learners' grades from standard 6-10 as against 18,7% whose books were not for specific standards.

The remaining 12,5% could hardly be called libraries. According to the librarians, library books were fully utilised while 6,3% only marginally utilised. Library utilisation differs from school to school. Some use the library during study periods, others as frequently as when time permits and others still have set aside special library periods.

The impression gathered from a research point of view is that learners were not fully guided on how to utilise library facilities to improve their competence in English and Afrikaans. In fact the researcher gathered the impression that in many schools, available library facilities were actually under-utilised. The teacher-librarians did not seem to be adequately trained to utilise the library facilities to best advantage, especially as regards the language arts.

It would appear that for libraries to be fully utilised especially in the language arts, notably English and Afrikaans, the following needs to be done:

- a. Teacher-librarians need to be trained overall and specifically on the use of the library to promote specific areas of the curriculum (for example English and Afrikaans).
- b. Teacher-librarians need to be motivated and made to feel that they have a pivotal role to play - not only in the life of the specific schools but in the life of the community

as a whole. A reading pupil grows up to become a reading citizen and a citizen who reads is an informed citizen, a potentially useful member of society.

- c. Learners too need to be focused a little more pertinently on the role of reading (especially in the language arts) in education and life after school.

In the research project under discussion, it was found that learners in the sample were more competent in the writing skills than in the aural-oral skills in both English and Afrikaans. If this finding is generalised, then it could at least in part, explain the reason why many Black learners pass the standard 10 examinations in which all the subjects, except for Afrikaans and the Vernacular, are through the medium of English and yet still find it very difficult to engage in a sustained social conversation or academic discourse in English. Even in the case of Afrikaans, learners pass standard 10 Afrikaans but find it difficult to communicate freely in the language.

This problem leads to the next two functions which school libraries should perform

- d. School libraries should, in addition to reading materials provide services in tutor tapes and records. This will enable learners not only to gain competence in the written word, but also in the spoken-heard word, that is, oral-aural skills.
- e. The teacher-librarian should liaise with the teachers of English and Afrikaans so that what the learners read from the library, they find opportunity to talk about in class. Such reading-based oral work can take various forms depending on the class:

- i) a learner can tell the class what he has just read;
- ii) he can comment, very simply, on the style of a writer he enjoyed reading;
- iii) learners can work in small groups and report back to the whole class;
- iv) learners could work in pairs, that is, talking about what they are reading;
- v) learners can work in panels of say 10 with each member briefly saying what book he has read and the rest of the class questioning them on such books.

Reading-based oral activities of this nature are many and varied. They can be done in English and in Afrikaans. Teachers who teach through the medium of English (or Afrikaans) can also help to balance-out the learners' written and oral-aural competence. They could encourage communicative teaching whereby learners study content subjects and discuss orally what they have read about. In communicative teaching, learners work in small groups thereby giving all members of the group a chance to speak. In this way learners get used not only to reading for information in English (and Afrikaans) and storing such information in those target languages, but they also learn to "retrieve"/recall or process information in English (or Afrikaans). In this way learning becomes meaningful and sharing (perhaps even creating new) knowledge through the target language (including language specific to the content subject) becomes part and parcel of routine or daily teaching and learning activities.

The need for communicative teaching in balancing-out writing and oral-aural skills, brings us back to yet another way in the school library facilities that could and should be utilised to promote competence in the language arts:

- f. The teacher librarian should assist learners with whatever reference materials they

may need for their group work assignments. He may even assist them with some basic techniques of utilising reference books (as against prescribed texts) to get information. What is important is that the teacher-librarian will provide this guidance through the medium of the target language. By doing so his effort shall be in concert with those of the target language teachers, and those teachers who teach through the medium of the target language.

It is important for the teacher-librarian and the teachers to work in concert rather than haphazardly. To achieve this concert, the Headmaster or Principal might have to come in and facilitate the effort as follows:

- a. Work-out a language policy for the school whereby the teacher-librarian and the teachers will know exactly how they are to work in support of one another.
- b. Spell-out clearly the status of the teacher-librarian and make a concerted effort to facilitate his work by gradually (over the years, bit-by-bit) increasing the number of reading materials the school library holds. Make a concerted effort to acquire related materials such as radios, film projectors, TV. (Experience has revealed that often the Principal is either unsure of the extent to which school fund may be used to acquire teaching aids, or is inclined to use the fund on other extra-mural activities of the school. Either way the school lacks learning aids by default).
- c. The school should agree on a language policy based on a two-pillar maxim, one general and the other specific:

- i) General: All teachers are language teachers (aimed at promoting the language arts in education in general);
- ii) Specific: All teachers who teach through the medium of English/Afrikaans are teachers of English/Afrikaans (aimed at avoiding the classic "passing the buck:" I teach facts (content) not language. That is the responsibility of the English/Afrikaans teachers").

Clearly there are various options open to schools to promote learner-competence in English and Afrikaans by using the school library (or similar make-shift) more effectively. It is also clear that the imbalance between competence in the writing skills and the oral-aural skills in Black schools noted in this research project can be systematically addressed. Language teachers cannot do it alone, the whole school should work together with the blessing (if not under the guidance) of the Headmaster or Principal himself for co-ordination and effectiveness.

5.10 RECOMMENDATIONS

5.10.1 Introduction

Although items 5.2 through to 5.9 above incorporate recommendations flowing from each item, it seems necessary to include item 5.10. It is with a view to highlight certain recommendations which might or might not have been explicitly stated in the preceding items. These recommendations are sufficiently important to warrant such re-statement.

The recommendations made hereunder are on the assumption that South Africa is likely to remain a multi-lingual country for the foreseeable future. In that situation English and Afrikaans will remain languages of South Africa alongside the indigenous languages. The recommendations, however, recognise the fact that the status of English and Afrikaans as the sole official languages of the country will almost certainly change. The change may be part of the new language policy accompanying the new constitution and a new dispensation for South Africa. Language policies may change statuses of languages but rarely if ever lead to their deaths.

5.10.2 Learner Immersion Plan

An immersion plan for learners of English and Afrikaans second languages can only be implemented on a small but effective scale. The plan envisaged will entail that Black learners be immersed in school environments in which these languages are taught as native languages. For a duration of a set number of hours Black learners will have no recourse to their own vernaculars. They will literally be "forced" to communicate in various settings in English/Afrikaans. Such learner immersion plans will function along the same principles as the Immersion Programmes involving, for example, English and French in Canada.

The plan will be possible since Apartheid laws that restrain movement and school admission across the colour bar will be history by the time this dissertation will be examined - it is wished. Learners who have been taught English and Afrikaans with the aid of the learner immersion plan could then proceed to become teachers of these languages. They will have a decidedly stronger base borne of exposure and sheer practice of these languages under ideal

language learning conditions.

5.10.3 Option Of Second Language Learning

Black schools could establish from the lower primary the language in which learners show greater aptitude, ability and development. This very (one) language, English or Afrikaans, could then be taught in all manner possible to encourage excellence in it. Some learners may show preference for English and others for Afrikaans.

It is the researcher's contention that the stigma Afrikaans carries as a result of Apartheid will, in time, fade away as Apartheid recedes into history. Preferring Afrikaans as a language will (hopefully) carry no negative connotation in terms of language attitude. This factor of voluntary choice or preference of either English or Afrikaans by the learner, will boost performance in the second language concerned. It will thus contribute towards improving the quality of learning in the language arts in Black schools.

5.10.4 Second Language Teaching And Research Co-ordinating Committee

In South Africa today, there are several bodies concerned with second language teaching, research and publications. The English Academy of Southern Africa, English Language Teaching Information Centre, South African Council for English Education, South African Association for Language Teaching, Southern African Association for Applied Linguistics are for English. In Afrikaans there are Akademie vir Wetenskap en Kuns, Federasie vir Afrikaans Kultuurvereniging, Afrikaanse Taal en Kultuurbond.

In addition to all these, there are in-service training centres also concerned with second language teaching and research. To these may be added language departments at universities and colleges. There are language divisions at different Governments Departments of Education, the Human Sciences Research Council and its sub-divisions.

By and large all these bodies work separately liaising only when individuals deem it necessary for their own language related work. There is no formal co-ordinating committee to pool all the activities of these organisations together towards a common good. Often duplications and overlaps occur which are discovered only when the project is completed. A Second Language Teaching and Research Co-ordinating Committee, probably with a semi-Government status such as the Human Sciences Research Council would be of great service. This would go a long way towards pooling efforts in second language teaching, research and publications.

5.10.5 English As Medium Of Instruction

Although Afrikaans as a second language will be part of the Black classrooms for many years to come, yet it is abundantly clear that Black South Africans prefer English as their language of education. For this reason, special efforts must be made, not only at college and university levels (as is the case at the moment), to have English medium as subject or as an area of study, but also at school level. English as medium must be developed as part of the language arts but with a distinct across the curriculum content and style. This will help the learners acquire English as a tool for learning all other subjects on the curriculum.

It is a fact that the English of the context subject is not entirely the English of the Shakespearean love sonnet. Though the distinction may be important for the native, it is certainly critical for the non-native, especially at school level.

The Threshold Project Report (HSRC, SOLING 16, 1990) by Dr C.A. MacDonald highlighted the importance of English as medium of instruction for children entering Standard 3. More projects of this nature are required in order to build a much fuller profile of the issue of English as medium of education in Black schools at different levels of schooling. Furthermore, if certain Black communities should opt for Afrikaans (instead of English) as medium of instruction, as recommended by the De Lange Commission (HSRC 1981, P. 144), the same extra provision (facilities) as for English should be made for the learners.

5.10.6 English/Afrikaans At Communication Level

A possibility which needs to be explored in multilingual South Africa is to teach or learn one of either English or Afrikaans at communications level. This will be a largely oral-aural level with some reading comprehension facility. Again, this will enable a learner to function in the language at a reasonably proficient level when the occasion calls for it, for example, seeking help, employment and similar situations where extended and complex discourse is not obligatory. It will be a level similar to the level of English Foreign Language Programmes in many non-English-speaking countries.

English or Afrikaans at communication level, may also turn out handy for Black learners who, for a variety of reasons, drop out of school before acquiring any high-level competence

in these target languages. Normal or regular English or Afrikaans programmes would in this instance not have had any marked impact on them. They shall have dropped or left school before they are able to function with reasonable competence in either English or Afrikaans to be productive in a regular job situation.

5.10.7 English/Afrikaans Classrooms

A language classroom, like a science laboratory, should bring the language nearer to the learner. Establishment of language library classrooms will go a long way towards improving learners' reading skill and reading habit. To avail reading materials to learners is thought of as a means of bridging the gap caused by lack of personal contacts with native speakers of the language. A classroom library, a reading corner or even a reading box can serve as a make-shift library provided it is utilised to maximum advantage by both teacher and learner.

A major advantage of reading is that learners are placed in a situation where language attitudes would be modified to influence second language learning more positively. Exposure to literary words of good readable quality, not meant for examination, tends to create an appropriate learning atmosphere. In addition, these language classrooms would have well-selected, colourful wall pictures and charts relevant to the language and certain language aspects such as culture or social life of the speakers of the target language. Pictures like these are not only linguistically helpful and enriching, but they also are educationally supportive where learners come from deprived environments which are not educationally supportive.

5.10.8 English And Afrikaans Subject Advisors

A viable thing to do in second language learning is to have similar services for English and Afrikaans. If it is the intention of the Department of Education to have learners' equal competence in English and Afrikaans, subject advisors should be provided for both languages. These advisors should be academically and professionally qualified and highly competent in English/Afrikaans. Language policy and language teaching and use should be their primary concern. Facilities should be provided for the learners to achieve equal competence in the two languages.

5.10.9 In-Service Training Of English And Afrikaans Teachers

In-Service training is a viable way of improving the performance of teachers in service. Teachers of English and Afrikaans need to be exposed systematically and regularly to short-term (\pm 1 year) in-service training.

Talks about the new South Africa and the creation of a single department of education for all South Africans, are raising all manner of expectations. These expectations are going to be terribly frustrated by the realities of the actual challenge. Black English or Afrikaans teachers (theoretically) will be expected to teach in traditionally White English medium and White or Coloured Afrikaans medium schools. To reduce the frustration, intensive in-service training courses in English and Afrikaans will be needed for most Black teachers. The task facing in-service training institutions is literally frightening.

5.11 CONCLUSION

Researching two target languages on comparative basis has not being an easy task. The field is as wide as it is complex. It is full of attitudes, prejudices and perceptions that are rooted in both political history and racial or human relations in South Africa.

This research has identified certain language areas which need to be researched, for example, language attitude, language materials, drew attention to their existence and suggested ways in which these could be addressed to some advantage. The research does not claim to be exhaustive, it could hardly be, given the vastness of the field and its infinite complexity. It is nonetheless a contribution in a field that cries out for research especially by African (Black) academics. The researcher hopes that Universities that offer courses in Language Education including Language Learning and Methodology or similar courses at B.Ed. or B.A. Hons. level will expand these and "sell" them as widely as possible. People who may find this specially explorable are Black post-graduate students so that research projects in Language Education such as the present one could be encouraged on a large scale in the New South Africa.

It is the researcher's contention that the language variable is the most critical in education and unless it is aggressively and vigorously addressed, there is really no way in which equality in education for all in the New South Africa can be realised. An English child learning in English, and going back to an English speaking home after school, will always have an edge over his non-English speaking classmate who speaks English at school but goes back to his own language at home. For, in the case of the latter, elsewhere in his life-

environment there is a dominant language which invariably will interfere with his learning of English. Even if these learners work (learn or are taught) from the same syllabus and sit for the same Examination set by a single Department or Ministry of Education, actual performance will not be the same.

This is a basic truth which Black Language educationists will have to come to grips with sooner than later. This study must be seen in this vital context - a contribution towards a field that is critical for the success (or failure) of about 70% of the Black school population of South Africa. The researcher therefore sees this dissertation not as an end but as a beginning.

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APPENDIX I

STRUCTURED INTERVIEWS

DEPARTMENT OF EDUCATION

1. LANGUAGE POLICY

1.1 Does this department give equal opportunity to arrive at equal proficiency in English and Afrikaans in its schools and colleges?

Yes [] No []

1.2 What measures are taken to realise this?

1.2.1

1.2.2

1.2.3

1.3 Which should be introduced first?

English [] Afrikaans []

1.4 Give reasons or personal opinion:

.....
.....
.....

1.5 Do schools have ready access to:

Syllabus? Yes [] No []

Schemes of work? Yes [] No []

Textbooks? Yes [] No []

Setbooks? Yes [] No []

Inspection reports? Yes [] No []

1.6 Does the department budget for the teaching of English and Afrikaans?

Yes [] No []

1.7 Are there teacher upgrading courses organised by this Department?

English Yes [] No []

Afrikaans Yes [] No []

1.8 Does the Department organise teacher in-service courses?

English Yes [] No []

Afrikaans Yes [] No []

1.9 Are there Subject Advisors for:

English Yes [] No []

Afrikaans Yes [] No []

1.10 What are the qualifications of the junior and senior advisor?

English - Junior Senior

Afrikaans - Junior Senior

1.11 What are the duties of Subject Advisors?

1.11.1

1.11.2

1.11.3

2. SUBJECT ADVISORS (ENGLISH)

2.1 Do the courses you arrange and conduct bear fruit?

Yes [] No [] Uncertain []

2.2 What are the teachers' attitude towards these courses?

2.2.1

2.2.2

2.2.3

2.3 Do facilities at circuit or schools meet the standards you want to establish?

Yes [] No []

2.4 Is the Advisory Service in English rewarding to? (indicate in order of importance)

2.4.1 Yourself []

2.4.2 Teacher []

2.4.3 Learners []

2.4.4 Department []

2.5 Do you attend courses for up-to-date information?

Yes [] No []

2.6 How do these courses help you in the Advisory Service?

2.6.1

2.6.2

2.6.3

2.7 What are your duties?

2.7.1

2.7.2

2.7.3

2.7.4

AFRIKAANS VAKADVISEUR

2.1 Het die kursusse wat u organiseer hul doel bereik?

Ja [] Nee [] Onseker []

2.2 Wat is die onderwysers se houding, sienswyse, oor hierdie kursusse?

2.2.1

2.2.2

2.2.3

2.3 Beskik kringe of skole van middelle wat u standaard help vestig?

Ja [] Nee []

2.4 Is die Raadgewing Diens in Afrikaans belonend? (Wys in rang van belangrikheid)

2.4.1 Uself []

2.4.2 Onderwysers []

2.4.3 Leerlinge []

2.4.4 Die Departement []

2.5 Woon u kursusse by om nuwerwetse inligting te bekom?

Ja [] Nee []

2.6 Hoe help hierdie kursusse u in die adviserende diens?

2.6.1

2.6.2

2.6.3

2.7 Wat is u pligte?

2.7.1

2.7.2

2.7.3

2.7.4

3. UNIVERSITIES AND COLLEGES OF EDUCATION

3.1 Head of Department, English (Academic)

3.1.1 Student enrolment at third year level

3.1.2 What facilities are available for English third year student?

3.1.2.1

3.1.2.2

3.1.3 What is the staff complement for English?

.....
.....
.....

3.1.4 How are students motivated to learn English?

.....
.....

3.1.5 As Head of English, are you satisfied with the performance of your staff?

Yes [] No [] Uncertain []

3.1.6 What is the pass rate in English?

Excellent : 90-100%

Very Good : 80-89%

Good	:	70-79%
Satisfactory	:	60-69%
Fair	:	50-59%
Poor	:	40-49%
Very Poor	:	39 and below

3.2 Head of Department, English (Professional)

3.2.1 What is the average student intake for English method?

.....
.....
.....

3.2.2 What facilities are available for English method?

3.2.2.1

3.2.2.2

3.2.2.3

3.2.2.4

3.2.3 What strategy is maintained in preparing teachers in English method?

.....
.....

3.2.4 What co-operation exists between Heads of English and Afrikaans in terms of method?

3.2.4.1

3.2.4.2

3.2.4.3

3.2.5 What is done by way of scholarships and other incentives to attract teachers of English?

3.2.5.1

3.2.5.2

3.2.5.3

3. UNIVERSITEIT EN OPLEIDINGSKOLLEGES

3.1 Departementshoof Afrikaans (Akademies).

3.1.1 Studente inskrywing by die derde jaar?

3.1.2 Oor watter gemaklikhede beskik die derde jaarste student in Afrikaans?

3.1.2.1

3.1.2.2

3.1.3 Wat is die gehalte (kompliment) van die personeel vir Afrikaans?

.....

.....

3.1.4 Hoe is studente aangemoedig om Afrikaans te leer?

.....

.....

3.1.5 As hoof is u tevrede met die werkverrigting van u personeel?

Ja [] Nee [] Onseker []

3.1.6 Wat is die slaag koers in Afrikaans?

Skitterend : 90-100%

Uitstekend : 80-89%

Goed : 70-79%

Bevredigend	:	60-69%
Redelik	:	50-59%
Swak	:	40-49%
Baie Swak	:	39 en minder

3.2 Departementshoof Afrikaans (Professioneel)

3.2.1 Wat is die gemiddelde studente inskrywing vir Afrikaans metodiek?

.....
.....

3.2.2 Watter fasiliteite is beskikbaar vir Afrikaans metodiek?

3.2.2.1

3.2.2.2

3.2.2.3

3.2.3 Watter strategie is behou in onderwyser voorbereiding in Afrikaans metodiek?

.....
.....

3.2.4 Watter samewerking ontstaan tussen Engels en Afrikaans wat metodiek betref?

3.2.4.1

3.2.4.2

3.2.4.3

3.2.5 Wat word gedoen met betrekking tot beurse en ander aantreklikhede om Afrikaans leerlinge-onderwysers aan te lok?

3.2.5.1

3.2.5.2

3.2.5.3

4. SCHOOLS (PRINCIPALS)

4.1 Do you have a school library?

Yes [] No []

4.2 How is it stocked?

Donation []

Department/Government supply []

School fund []

4.3 Do the books supplied cover the whole range, i.e. from Std. 6 to Std. 10?

Yes [] No []

4.4 Are the books fully utilized?

Yes [] No [] Uncertain []

4.5 How is the library utilised?

.....

4. SKOLE (HOOFDE)

4.1 Is daar 'n biblioteek by u skool?

Ja [] Nee []

4.2 Hoe verkry u voorraad hiervoor?

Donasies []

Departement/Regering voorsiening []

Skoolfond []

4.3 Dek voorsiene boeke die hele rang, dit is, van St. 6 tot St. 10?

Ja [] Nee []

4.4 Word die boeke goed benut?

Ja [] Nee []

4.5 Hoe word die biblioteek benut?

.....

.....

APPENDIX II
QUESTIONNAIRE

ENGLISH TEACHERS AND LECTURERS (COLLEGES)

PLEASE NOTE:

1. Please give your frank, sincere and individual response to all questions.
2. Completed questionnaires shall be confidential. All information will be solely for the purpose of this research project.

PERSONAL INFORMATION

1. Name of school:.....
2. Control of school (Government/Private/Farm/Community).
3. Region e.g. Ciskei/QwaQwa
Rural [] Urban []
4. Age: (20-29/30-39/40-49/50 and above)
5. Sex Male []
Female []
6. Teaching experience: (0-9yrs/10-19yrs/20-29yrs/30yrs and above)
7. Teaching experience in English
8. Standard taught
9. Academic qualification
10. Professional qualification

TEACHING AND LEARNING OF A SECOND LANGUAGE

11. Besides English which other subjects do you teach?

11.1

11.2

12. Are you satisfied with your teaching of English?

Yes [] No [] Uncertain []

G i v e r e a s o n s

.....

.....

.....

13. How would you rate your competency in English?

Very good []

Good []

Satisfactory []

Fair []

Uncertain []

14. What is your personal attitude towards English?

Strongly positive []

Positive []

Indifferent []

Negative []

Strongly Negative []

15. What is your pupil/student attitude towards English?

Strongly Positive []

Positive []

Indifferent []

Negative []

Strongly Negative []

16. Are your pupils/students motivated to learn English?

Yes [] No []

17. If No, what could be the reason?

.....
.....

18. Are language teaching aids available in the school?

Yes [] No []

19. How often do you use them?

Always []

Mostly []

About half a time []

Not often []

Never []

20. Are there higher learning institutions like colleges in your area?

Yes [] No []

21. Do you use the institutions facilities and expertise?

Yes [] No []

If Yes, in which way?

.....
.....
.

22. Which strategies do you use in teaching English?

22.1

22.2

23. Which textbook(s) do you use in English?

23.1

23.2

24. Which textbook(s) do you prefer for English?

24.1

24.2

25. Does the English syllabus give comprehensive guide with regard to schemes of work, tests, examinations and subject matter?

Yes [] No []

If No, give suggestions:

- 25.1
- 25.2
- 25.3

26. Given the option and having mastery in both, which one would you like to specialise in:

- English []
- Afrikaans []

27. Give reasons for specialising in the language you have chosen

- 27.1
- 27.2
- 27.3
- 27.4

28. Did you ever attend an in-service course for English?

- Yes [] No []

If Yes, is it so beneficial that you would recommend regular courses?

- Yes [] No []

VRAELYS

AFRIKAANS ONDERWYSERS EN LEKTORE (KOLLEGES)

1. Gee asseblief u openhartige, opregte en individuele antwoorde op AL die vrae.
2. Voltooide vraelyste sal vertroulik wees. Inligting sal slegs vir die doel van hierdie navorsingsprojek wees.

PERSOONLIKE INLIGTING

1. Naam van skool:
2. Beheer van skool: (Regering/Privaat/Plaas/Gemeenskap)
3. Streek bv. Ciskei, QwaQwa
Platteland
Stedelik
4. Ouderdom : (20-29/30-39/40-49/50 en meer)
5. Geslag: Manlik Vroulik
6. Onderwyservaring: (0-9jr/10-19jr/20-29jr/30jr en meer)
7. Onderwysondervinding in Afrikaans
8. Standerde geleer
9. Akademiese kwalifikasie
10. Professionele kwalifikasie

ONDERRIG EN LEER VAN 'n TWEEDE TAAL

11. Buiten Afrikaans watter ander vakke bied u aan?

11.1

11.2

12. Is u tevrede met u aanbieding van Afrikaans?

Ja [] Nee [] Onseker []

Gee Redes:

.....
.....
.....

13. Hoe sou u u vaardigheid in Afrikaans skat?

Baie goed []

Bevredigend []

Redelik []

Swak []

14. Wat is u houding teenoor Afrikaans?

Skerp positief []

Positief []

Onbeduidend []

Negatief []

Skerp Negatief []

15. Wat is u Leerlinge/Studente se houding teenoor Afrikaans?

Skerp positief []

Positief []

Onbeduidend []

Negatief []

Skerp Negatief []

16. Is u Leerlinge/Studente gemotiveer om Afrikaans te leer?

Ja [] Nee []

17. Indien Nee, wat kan die rede(s) wees?

.....
.....

18. Is taalleer hulpmiddele beskikbaar by die skool?

Ja [] Nee []

Indien Ja, noem hulle:

18.1

18.2

18.3

19. Hoe gereeld gebruik u die hulpmiddele?

Altyd []

Meestal []

Omtrent helfte van die tyd []

Nie gereeld nie []

Nooit []

20. Is daar leerinrigtings soos kolleges in u gebied?

Ja [] Nee []

21. Gebruik u hierdie inrigting se fasiliteite en welgesteldheid?

Ja [] Nee []

Indien Ja, op watter manier?

.....
.....

22. Watter strategiee gebruik u in die leer van Afrikaans?

22.1

22.2

22.3

23. Watter handboeke gebruik u in Afrikaans?

23.1

23.2

24. Watter handboeke verkies u vir Afrikaans?

24.1

24.2

25. Gee die Afrikaans leerplan omhelsende leidraad met betrekking tot werkskemas, toetse, eksamens en leerstof?

Ja [] Nee []

Indien Nee, gee u voorstelle:

25.1

25.2

25.3

26. Wees dit dat u bevoegd is in albei, en u is die keuse gegun, in watter een sal u spesialiseer?

Engels [] Afrikaans []

27. Gee redes waarom u in die taal wat u gekies het, sal wil spesialiseer:

26.1

26.2

26.3

28. Het u ooit 'n indiens kursus in Afrikaans bygewoon?

Ja [] Nee []

Indien Ja, is die kursus so weldadig dat u gereelde kursusse sou aanbeveel?

Ja [] Nee []

APPENDIX III
QUESTIONNAIRE

LEARNER: PUPILS AND STUDENTS

PLEASE NOTE:

1. *Please give your frank, sincere and individual response to ALL Questions.*
2. *Completed questionnaires shall be treated as confidential. ALL information will be solely for the purpose of this research project.*
3. *Tick ✓ for your answers - where provided.*
- *4. *To be answered by college students only.*

1. Name of school:.....
2. Sex: Male [] Female []
3. Age: (11-20/21-30/31 and above)
4. Standard/Course:.....
5. Residence: Rural [] Urban []
6. Are English standards declining?
Yes [] No [] Uncertain []
7. What is your feeling towards the learning of English?
Very rewarding []
Rewarding []
Uncertain []
Unrewarding []
Very unrewarding []

8. Which media do you use to improve your language performance?

Radio []

TV []

Newspaper []

Magazine []

Nothing []

9. How did you reach the level of command you have in English?

From teaching []

Speaking the language []

Reading books []

Writing []

Environmental influence []

10. Who motivated you to learn English?

Parent []

Family members []

Friends []

Teachers []

Mates (School) []

11. How often do you read English books?

Always []

Mostly []

About half a time []

Not often []

Never []

12. How many other languages can you speak, read and write other than English and Mother-tongue?

None []

One []

Two []

Three []

More []

13. Do they influence your mastery of English?

Yes [] No []

14. Are there facilities like language laboratories and radio to practice speaking English at school?

Yes [] No []

15. Are there some facilities outside the school that you use?

Yes [] No []

16. If Yes, say which:

16.1

16.2

17. Does formal teaching, i.e. classroom teaching, help you to improve your mastery of English?

Yes [] No []

18. If No, suggest the type of teaching (or schooling) you believe will improve your language:

.....
.....

19. What do you think could be the best method for you to learn English?

Tests []

Assignments []

Debates []

Listening to the teacher []

Living with the speakers []

of the language

20. What do you think could be the cause of your lack of mastery of English?

Unavailability of reading material []

Less contact with the language []

Poor teaching []

Dislike of the language []

Difficulty of the language []

21. What type of lesson-type should be used in English?

Comprehension tests []

Grammar exercises []

Notes explaining grammar []

Lists of the work e.g.

Gender, Plural []

All combined in one []

22. Which one of the two languages do you prefer?

English []

Afrikaans []

Give reasons:

22.1

22.2

22.3

*23. What encouraged you to specialise in English?

Pupil eagerness to learn the language []

Pupil lack of knowledge in the language []

Popular liking of the language []

Shortage of teachers in the language []

Own interest and knowledge []

Any other []

VRAELYS

LEERLINGE EN STUDENTE

LET OP ASSEBLIEF:

1. Gee u openhartige, oprigte en individuele antwoorde op AL die vrae asseblief.
2. Voltooide vraelyste sal vertroulik wees.
Inligting sal SLEGS vir die doel van hierdie navorsingsprojek wees.
3. Waar voorsiening gemaak is gebruik ✓
- *4. Slegs deur kollege studente beantwoord te word.

1. Naam van skool:
2. Geslag: Manlik [] Vroulik []
3. Ouderdom: (11-20/21-30/31 en meer)
4. Standerd/Kursus
5. Woongebied: Platteland [] Stedelik []
6. Gaan die standaard van Afrikaans af?
Ja [] Nee []
7. Wat is u gevoelens oor die leer van Afrikaans?
Baie belonend []
Belonend []
Onseker []
Onbelonend []
Baie onbelonend []

8. Watter kommunikasie middele gebruik u om u taalgebruik te verbeter?

Radio []

TV []

Koerant []

Tydskrifte []

Niks []

9. Hoe het u die bevoegdheid in Afrikaans bereik wat u nou het?

Van onderrig []

Deur die taal te praat []

Boeke te lees []

Deur te skryf []

Omgewingsinvloed []

10. Wie het u gemotiveer om Afrikaans te leer?

Ouers []

Familielede []

Vriende []

Onderwysers []

Maats (Skool) []

11. Hoe gereeld lees u Afrikaans boeke?

Altyd []

Meestal []

Omtrent helfte van die tyd []

Nie gereeld []

Nooit []

12. Hoeveel ander tale kan u praat, lees en skryf behalwe Afrikaans en Moedertaal?

Geen []

Een []

Twee []

Drie []

Meer []

13. Beïnvloed hierdie tale u bemeestering van Afrikaans?

Ja [] Nee []

14. Is daar fasiliteite soos radios, taallaboratoria om Afrikaans, by die skool, te leer praat?

Ja [] Nee []

15. Is daar fasiliteite buite die skool wat u gebruik?

Ja [] Nee []

16. Indien JA, noem hulle:

16.1

16.2

17. Help formele onderwys, dit wil se, klaskamer onderrig, u om die bemeestering van Afrikaans te verbeter?

Ja [] Nee []

18. Indien NEE, stel die soort onderrig (of onderwys) voor wat u glo sal u taalgebruik verbeter.

18.1

18.2

19. Wat dink u sal die beste metode wees vir u om Afrikaans te leer?

Toetse []

Opdragte []

Debate []

Luister na die onderwyser []

Lewe met die taalsprekendes []

20. Wat dink u kon moontlik gelei het dat u gebrekkig is in die (u) bemeestering van Afrikaans?

Onbeskikbaarheid van leesmateriaal []

Min kontak met die taal []

Swak onderrig []

Afkeer van die taal []

Moeilike aard van die taal []

21. Watter leestipe moet gebruik word in Afrikaans?

Begripstoets soort []

Taal oefeninge []

Aantekeninge oor grammatika []

Taallyste []

Almal in een []

22. Watter van die twee hou u die meeste van?

Engels []

Afrikaans []

Gee redes:

22.1

22.2

*23. Wat het u aangemoedig om in Afrikaans te spesialiseer?

Leerlinge se gretigheid om die taal te leer []

Leerlinge se kennis gebrek in die taal []

Populere geesdrif populariteit van die taal []

Te kort aan onderwys in die taal []

Eie belang en kennis []

Enige ander []

APPENDIX IV

COMMERCIAL SUBJECTS

The value of commercial subjects is often underestimated and overlooked. They are actually bread and butter subjects because a pupil with well-chosen commercial subjects is assured of an occupation after matriculation.

Commercial subjects are possibly even more important in a developing country like South Africa, than in developed countries because commerce and industry, which offer job opportunities to so many people, are in the process of enterprises and are growing in numbers. As new business enterprises begin and existing ones expand, more and more job opportunities are created for people qualified in commercial subjects. Only those people who at that moment have the appropriate training will be considered for filling the vacancies.

GOAL

It is therefore important that the number of matriculants taking commercial subjects should be increased considerably. In order to achieve this goal, the Department aims at establishing more schools where commercial subjects will be offered. In addition the aim is to train more teachers specializing in commercial subjects and to improve the qualification of those who are already teaching commercial subjects by means of further training. Centralized and decentralized in-service training courses are aimed at improving the method and knowledge of the teachers even further.

There is a great demand for people who are trained in the secretarial and commercial directions. Provision has thus been made for post-school training at technical colleges. The students take four commercial subjects and they receive a National Diploma upon completion of the course. They follow the syllabuses and write the examinations of the Department of Education and Culture. A candidate who wishes to obtain a full Senior Certificate is credited with the four subjects.

It is anticipated that commercial training will expand even further in the near future.

HANDELSVAKKE

Handelsvakke se waarde word dikwels onderskat en misgekyk. Eintlik is handelsvakke 'brood en botter vakke', want 'n leerling wat die korrekte handelsvakke het, het na matriek reeds 'n beroep.

In 'n ontwikkelende land, soos Suid Afrika, is handelsvakke miskien nog belangriker as in die ouer, reeds ontwikkelde lande, omdat handel en nywerhede, waar baie van hierdie mense se werksgeleenthede lê, besig is om te groei en in getalle toe te neem. Soos nuwe ondernemings ontstaan en bestaande ondernemings uitbrei, ontstaan meer en meer versgeleenthede vir die mense wat in handelsvakke onderlê is. Net die mense wat op daardie tydstip die regte opleiding het sal in aanmerking kom vir die vakatures.

OPLEIDING

Om hierdie rede is dit wenslik dat die aantal matrikulante wat opleiding in handelsvakke ontvang aansienlik vermeerder. Om hierdie doel te bereik poog die Departement om meer skole, wat handelsvakke aanbied, daar te stel. Daarby word beoog om meer onderwysers wat hulle in handelsvakke bekwaam, op te lei en om dié onderwysers wat reeds handelsvakke aanbied beter te bekwaam deur verdere opleiding. Deur middel van gesentraliseerde en gedentraliseerde indiensopleidingskursuses word gepoog om die onderwysers se kennis en metodiek nog verder op te skerp.

Daar is groot aanvraag vir persone wat in die sekretariële en handelsrigtings opgelei is. Voorsiening is dus gemaak vir naskoolse opleiding by tegniese kolleges. Die studente

neem vier handelsvakke en by voltooiing van die kursus ontvang hulle 'n Nasionale Sertifikaat. Hulle volg die sillabusse en skryf die eksamens van die Departement van Onderwys en Kultuur. Die vier vakke geld as krediet indien 'n kandidaat 'n volle Senior Sertifikaat wil verwerf.

Daar word voorsien dat handelsopleiding nog veel meer in die nabye toekoms gaan uitbrei.

(COLLEGE/SCHOOL RESULTS: ENGLISH AND AFRIKAANS STD 10/PIC, STD.

ENGLISH HIGHER GRADE						ENGLISH STANDARD GRADE					
Year	No. written	No. Pass	No. Fail	% Pass	% Fail	Year	No. Written	No. Pass	No. Fail	% Pass	% Fail
1984						1984					
1985						1985					
1986						1986					
1987						1987					
1988						1988					

AFRIKAANS HIGHER GRADE						AFRIKAANS STANDARD GRADE					
Jaar	No. written	No. Pass	No. Fail	% Pass	% Fail	Jaar	No. Written	No. Pass	No. Fail	% Pass	% Fail
1984						1984					
1985						1985					
1986						1986					
1987						1987					
1988						1988					