

**THE EFFECTS OF ENGLISH LANGUAGE PROFICIENCY ON PERFORMANCE
AND COMPETENCE OF LEARNERS IN THE RUAL SECONDARY
SCHOOLS AT KOLOTI CIRCUIT**

by

**MALESETJA PATRICIA MAKGOKA
(8901161)**

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SUPERVISOR: Dr R.J. Singh

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DECLARATION

“I hereby declare that the views in this research topic (The Effects of English Language Proficiency on Performance and Competence of Learners in the Rural Secondary Schools at Koloti circuit), submitted to the University of Limpopo, for the Degree of Masters in Language Education, is my original work and has not previously been submitted to any Institution of Higher Education. I further declare that it is my work in design and in execution, and that all material contained herein has been duly acknowledged”.

MAKGOKA M.P. (MRS)



DATE

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ABSTRACT

This study investigated the effects of English Language Proficiency on Performance and Competence of Learners in the Rural Secondary Schools at Koloti circuit. The primary aim of this study was to establish whether English Language Proficiency had an effect on learners' competence and performance in English as a Second Language and to establish the root cause of the problem of poor language proficiency. The background to this study was outlined, which was followed by an intensive literature review on the topic. The study followed a case study design which utilized 39 learners from the sampled schools in Koloti Circuit. Data was collected from diagnostic tests which were written by learners, questionnaires which were distributed to learners and parents, and interviews which were conducted with teachers and learners. The study showed that learners have serious deficiencies in reading, listening, speaking and writing skills which affect their competence and performance. The study also showed that this deficiency is attributed to teachers who need intensive in-service training in these skills. This study was based on Krashen's and Cummin's theories of second language learning.

LIST OF ABBREVIATIONS

LIEP	-	Language in Education Policy
OBE	-	Outcomes Based Education
GET	-	General Education and Training
FET	-	Further Education and Training
BICS	-	Basic Interpersonal Communication Skills
CALP	-	Conversational Academic Language Proficiency
HOD	-	Head of Department
ESL	-	English Second Language
ACTFL	-	American Council on the Teaching of Foreign Language
L1	-	First Language
L2	-	Second Language
ANA	-	Annual National Assessment
ANC	-	African National Congress
CASS	-	Continuous Assessment
RNCS	-	Revised National Curriculum Statement
CAPS	-	National Curriculum and Assessment Policy
LLC	-	Language Literacy and Communication
TESOL	-	Teachers of English Second Language

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ANNEXURE A

DIAGNOSTIC TESTS WRITTEN BY LEARNERS

- Creative writing
- Comprehensive passage
- Language
- Interview on direction

LIMPOPO PROVINCE: GRADE 10 PAPER ONE

ENGLISH FIRST ADDITIONAL LANGUAGE

TOTAL: 80 MARKS

CREATIVE WRITING

INSTRUCTIONS TO CANDIDATES

1. Write neatly and legibly
2. Interpret your essay correctly
3. Write all the questions
4. This is not an examination feel free to complete it
5. Show evidence of planning, editing and proof-reading your essay

QUESTION 1

Write an essay of about 1½ pages, 1200 words on the following topic:

- If I were Nelson Mandela

50 Marks

QUESTION 2

Polokwane Municipality employees have spent some days absenting themselves from their duties. The rubbish piled in the street for about a week and it was stinking.

Write a letter to the Municipality and complain about the situation and the State of Affairs in the location.

30 Marks

DEPARTMENT OF LANGUAGES

GRADE 10

MARKS: 30

YEAR: 2011

ENGLISH

INSTRUCTIONS TO CANDIDATES

- Read instructions very carefully
- Write neatly and legible
- Answer all questions
- Number your answers according to the correct numbering system

QUESTION 1

TEXT A

READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW

GRANDPA SAVES BABY FROM FIRE

1. A heroic grandfather saved the life of his two month old grandson from a fire that gutted his daughter and son-in-law's Umlazi home on Saturday afternoon.
2. Sam Mbabane told The Herald that he and his wife were visiting their daughter when the fire started. Their daughter was hanging up washing in the garden; Mbabane explains he was in the lounge, holding his grandson, when he smelled smoke. He left the baby in the lounge and went to investigate.
3. "As I opened the kitchen door at the back of the house I was engulfed by smoke. I could see there was already smoke bellowing out of the windows at the back of the house". He said. He realized he had to get back to his wife and grandson. He tied a damp cloth around his mouth and ran back to the lounge." I shouted at my wife to escape through the front door. Then I grabbed the baby and followed her. It would have been safer for me just to escape through the back door, but I couldn't leave my wife and grandchildren alone.

4. Once outside, the family could do nothing while they watched the house burn down. Neighbours and friends made desperate attempts to save the burning house, but to no avail. The Umlazi Fire Department was summoned, but arrived too late to save the building.
5. Siphso Mbabane, son-in-law to Mbabane, who was not at home when the fire broke out, said that emergency officials arrived when his house was already quitted. “The first fire truck to arrive ran out of water. A second truck only arrived later, after being escorted by police because its license had expired,” he said.
6. “The response from the fire department was appalling. I am grateful that my family escaped unharmed. I’m not concerned about their material loss, said Hlubi Mdakane, the tearful mother of baby Ndu.
7. “I’m so grateful that my grandson is safe but the family is in shock. We have lost a lot,” said Mbabane. An ethical fault in the ceiling is believed to have been the cause of the fire.

Answer the following questions

- 1.1 To whom did the house belong? (2)
- 1.2 Who lived in the house? (1)
- 1.3 Who was visiting? (1)
- 1.4 What probably started the fire? (2)
- 1.5 Arrange the events in the correct order. (4)

Write down only the letters

- (a) He tied the damp cloth around his face
 - (b) He ran to the lounge
 - (c) Mr Mbabane smelled smoke
 - (d) He found smoke in the kitchen
- 1.6 Where was the baby’s mother when the fire started? (1)
 - 1.7 Describe the feelings Mr Mbabane felt from the time he was sitting in the lounge holding his grandson to the time when he uttered the words”, we have lost a lot”. (3)
 - 1.8 Which of these adjectives best describes a hero? Give reasons for your answer. (3)
 - 1.9 Evaluate to what extent we call his grandfather a hero. Give reasons for your answer. (3)
 - 1.10 Identify two of the problems experienced by the fire department. Suggest ways in which the problems could be prevented in the future.

QUESTION 2

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW

TEXT B

1. Many South Africans are looking at 2010 with the hope of making a future. This young man is no different. Mbongeni Msani (21) believes his paintings and drawing will bring him fame and fortune this year.
2. The young artist from Lindelani Township outside Durban in KZN said: “This year I am going to climb the ladder of achievement and make a name for myself”, he told the Daily Sun that believes that he’s the only one who can make his dreams come true.
3. ‘If I do the right thing at the right time, things will work out for me,” said Msani. Msani started painting when he was only eight years old and has not looked back since.
4. “It was in Grade 2 when my teacher told us to draw chickens and I drew a beautiful chicken”, he said. He completed his matric in 2005 but when he lost his job in 2007, he went back painting”. Even though township people won’t buy paintings, they really like them, and that is encouraging”, he said.
5. He said that with the World Cup around the corner, he has drawn pictures that will remind international visitors of their stay in South Africa. Msani doesn’t know yet where he is going to display his work as he lives in a township far from soccer stadium. He hopes that somebody will help him to show his work.
6. Msani has draned the Moses Mabhida Statdium and the 2010 Soccer World Cup trophy along with the Jabulani Ball, which will be used during the tournament. “We have been waiting for the World Cup for so long and now it is here. With these drawings and paintings I want to make a breakthrough,” said Msani.

Adapted from
Daily Sun
5 January 2010

Choose the correct from the possible given options. Write only the correct letter next to the correct number.

- 2.1 Mbongeni Msani has a hope that his paintings will
- A. Earn him enough income for 2010
 - B. Attract only local people
 - C. Make him travel around the world
 - D. Make him famous internationally (2)
- 2.2 Explain why Mbongeni Msani believes his paintings and drawings will bring him fame.(2)
- 2.3 Which lines of Mbongeni mentioned in the text can be regarded as his motto whereby he likes and believes he will be a success. (1)
- 2.4 State two of the paintings that he has clearly completed (2)
- 2.5 Quote one word from the text which means “well-known”. (1)
- 2.6 Explain in your own words, what is “Jabulani”, as used in the context of the passage. (2)

QUESTION 3

LISTENING ACTIVITY

NELSON MANDELA – A GREAT LEADER

Nelson Mandela is probably the greatest leader our country has ever produced and the example that he set as president was in inspiration to all. What are the qualities of a great leader?

Leadership is not about being better than others but about remaining humble and placing others first. Even if he grew older, Mandela always insisted on what he wanted whenever anyone entered the room, much to the frustration of those who cared for him. The ability to communicate is also very important as it is through communication that leaders guide and inspire those who allow them.

Mandela has been criticized for seeing only the good in people. Some believe that this means that people have taken advantage of him. It has, however, allowed him to get the best out of people because people have responded to what he expected from them. Mandela has the rare ability to inspire those entire meet him.

As a leader one needs to make the best of opportunities that come his or her way. You need to see an opportunity and take it. Furthermore, you have to be willing to work hard to make the best of every opportunity. It is one thing to see a gap but quite another to have the gats to make the best of it. Lastly, great leaders have a vision; they know exactly where they want to go.

10 Marks

QUESTION 4

LANGUAGE USE

Read the passage below and answer the question that follows

AGGRESSIVE BEHAVIOUR IN THE SCHOOL

Aggressive behavior is a real problem in many schools and teachers have to cope with it. In contrast to other educational problems, like poor reading and writing ability examination fears, aggressive school behavior is usually difficult to control because other school children are threatened, or school property is damaged. The teacher must meet the challenge.

Complete the following short article by giving the correct form of the words in brackets. Supply the missing words or choose the correct alternative.

4.1.1 (Aggressive) is a real problem that both parents and teachers 4.1.2 (has/have/had) to cope with. A 4.1.3 (threat) attitude by children could 4.1.4 (lead/leads/led) to 4.1.5 (dread) damage to school property. 4.1.6 (Discipline) measures 4.1.7 (b) 4.1.8 (good) route to follow to ensure a 4.1.9 (safe) environment for children and teachers. The teachers must face many challenges and it is not 4.1.10 (easy task to fulfill). So help.

10 Marks

QUESTION 5

ORAL WORK

Learners were given a task of giving direction from Moletjie Moshate Taxi Rank to Mmakgabo Senior Secondary School. They had to do that in writing and speaking. Few questions were asked by the researcher about Oral Activities in their opinion.

5 Marks

ANNEXTURE B

LEARNER QUESTIONNAIRE

SECTION A

DEMOGRAPHIC INFORMATION

1. Gender

Male
Female

2. What is your present age?

15 – 20	21 – 25	26 and above
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3. What language do you speak at home?

English	Sepedi	Afrikaans	Others
---------	--------	-----------	--------

4. Do you understand questions and content on English question papers? Explain

5. Which language do you speak in and outside the classroom? Explain why?

6. Should question papers be translated into mother tongue? Explain why?

7. Should English remain the language of learning and teaching in your school?
Elaborate?

8. Which areas in English do you find difficult rate them in order of preference.

Reading
Writing
Listening
Speaking

ANNEXURE C

TEACHER QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

1. Gender

Male Female

2. Do you think that learners in your ESL Class experience problems with English as a Second Language?
3. Which methods / strategies and LSM materials do you use when teaching in ESL Classes?
4. Do you think your current teaching methods are successful?
5. How would you describe learners' involvement in your ESL lessons?
6. How often do you Use English Outside the classroom with both learners and educators? Elaborate?
7. Do you think that it is important for educators to receive continuous training in OBE teaching strategies?

ANNEXURE D

QUESTIONNAIRE FOR PARENTS

DEMOGRAPHIC INFORMATION

Gender

Male
Female

2. What is your current age ----- years

Home Language		
	Sepedi	
	English	
	Afrikaans	
	Xitsonga	
	Setswana	
	Sepedi	
	Sesotho	
	IsiXhosa	
	IsiNdebele	

2. Where are you employed?

Finance
Human Resource
Information Technology
Legal
Policy
Education
Other (please specify)

3. Do you assist children with English? Explain.

4. Are you invited to discuss language policy at school?

Yes
No

5. Which language do you want your children to use at school and why?

English
Sepedi

ANNEXURE E

INTERVIEW SCHEDULE FOR LEARNERS

- Do you understand questions and content on English question papers?
- Which language do you speak in and outside the classroom?
- Should question papers be translated in Sepedi?
- Should English remain the language of learning and teaching in your school?
- Which areas do you find difficult, rate them in order of preference?

ANNEXURE F

INTERVIEW SCHEDULE FOR TEACHERS

- Do you think that learners in your ESL class experience problems with English as a second language?
- Which methods / strategies and LSM material do you use when teaching in ESL Classes?
- Do you think your current teaching methods are successful?
- How would you describe learner's involvement in your ESL lessons?
- How often do you use English outside the class with both learners and educators? Elaborate.
- Do you think that it is important for educators to receive continuous training in OBE teaching strategies?

ANNEXURE G

INTERVIEW SCHEDULE FOR PARENTS

- Do you assist learners with English homework?
- Are you invited to discuss language policy for learners at school?
- Which language do you want your children to use at school and why?

ANNEXURE H

INTERVIEW SCHEDULE FOR SUBJECT ADVISORS

- How do you view English Performance in both GET and FET Band – comment?
- Do you want English to remain the language of learning and teaching in bilingual education? Explain why.

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