

**THE DESIGN, IMPLEMENTATION AND EVALUATION OF AN  
ENGLISH LANGUAGE DEVELOPMENT COMPONENT WITHIN A  
GRAHAMSTOWN COMMUNITY PROJECT**

By

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## LIST OF ABBREVIATIONS

- ANC:** African National Congress.
- ASP:** Academic Skills Programme.
- BICS:** Basic Interpersonal Communication Skills.
- CALLA:** Cognitive Academic Language Learning Approach.
- CI:** Comprehensible Input.
- CALP:** Cognitive Academic Linguistic Proficiency.
- DET:** Department of Education and Training.
- ELD:** English Language Development.
- ESL:** English Second Language.
- GADRA:** Grahamstown-Area Drought Relief Association.
- GRACA:** Grahamstown Civic Association.
- GRATEP:** Grahamstown Tertiary Education Bridging Project.
- IMR:** Integrated Marketing Research.
- L1:** First Language.
- L2:** Second Language.
- LEP:** Limited English Proficiency.
- NELM:** National English Literary Museum.
- OHT:** Overhead Transparency.
- SACHED:** South African Committee for Higher Education.
- SBDC:** Small Business Development Corporation.
- SRC:** Students Representative Council.

## ABSTRACT

The Grahamstown Tertiary Education Bridging Project (GRATEP) was formed in 1991 by a group of post-matriculants from Grahamstown who had not been accepted into any tertiary institution for 1991. The overall aim of GRATEP was to prepare these students for tertiary education. The Academic Skills Programme at Rhodes University offered a programme in English Language Development. The present study aimed to research the design, implementation and evaluation of the GRATEP English Language Development programme which was implemented from May through to October 1991.

A multimethod approach has been used to assess the progress made by the students in terms of developing communicative competence in English and to evaluate the course itself. The data included writing samples, questionnaires, exercises in hierarchical organization, a cloze-test, comments made by the students and the participant observers.

The programme appeared to have been most effective in terms of building confidence, developing academic skills and encouraging the students to take greater responsibility for their own learning. Statistical comparisons of the first and final writing samples revealed no overall significant improvement in communicative competence in English. However, comparisons of the scores in the categories and sub-categories of communicative competence revealed that students had improved in their ability to structure and organize their writing.

The research raised questions about the design, implementation and assessment of non-formal language courses of this kind and made suggestions for improvement and further research.

## CHAPTER 1

### BACKGROUND TO THE STUDY

#### INTRODUCTION

The foundation for the present study began in 1990 in an attempt to research the English Language Development Programme run by the Academic Skills Programme (ASP) at Rhodes University, Grahamstown. The programme was intended for a wide variety of university students for whom English was a second language. In 1991 ASP was approached by the executive Students' Representative Council (SRC) of the newly formed Grahamstown Tertiary Education Bridging Project (GRATEP) with the request for a programme in English Language Development and study skills. ASP welcomed this opportunity to support and to participate in an educational initiative coming from the Grahamstown black community and to continue research into the **design and evaluation of an English Language Development programme at post matriculation level.**

GRATEP was formed in response to the current "**education crisis**" in South Africa. The first part of this chapter describes some of the **socio-economic conditions** in South Africa which form the background to the education crisis in South Africa in general and Grahamstown in particular. It includes a brief review of the various **education initiatives in the Grahamstown area** in response to the education crisis and details of the **socio-economic background of the students** who enrolled with GRATEP in April 1991. There is a brief introductory discussion of the **linguistic, cognitive and affective difficulties** typically experienced by students with a Department of Education and Training (DET) education; this discussion is fully developed in Chapter 3. Chapter 1 concludes with a list of the **main aims of the study.**

#### THE EDUCATION CRISIS

In South Africa education cannot be analyzed simply in terms of its contribution to poverty, nor placed in the public arena as a matter only for earnest debate among academics. It has become a major battle-ground for the future of the country, requiring special attention from all those wishing to be

involved in the search for a more just and humane society.

(Wilson and Ramphele, 1990:149)

Poverty and the education crisis in South Africa are inextricably linked. It is difficult for middle-class South Africans to appreciate the reality of what it means to be poor and uneducated in South Africa. The socio-economic factors described below, provide some detail of the personal and educational background of the average black student in South Africa. The GRATEP students in Grahamstown came from this background.

### **Socio-economic background to the education crisis in South Africa**

The factual data below has been taken largely from the Third Alternative: Summary Report prepared by Integrated Marketing Research (IMR) in August 1990. In order to gather this information during 1989/90, IMR conducted almost 10,000 personal interviews amongst representative samples of black parents, black school children aged 14 - 21, black dropouts aged 14 - 21, black opinion leaders and white adults aged 16+ in South Africa (excluding the so-called Homeland areas). Personal and postal interviews were also conducted with samples of black teachers, educational organizations and educationists.

South Africa's black **population** in 1990 was estimated at 28.3 million (c.f. white population of 5.1 million), 50% of which was under the age of 21. By the year 2000 South Africa's black population is expected to form almost 80% of the total population. In a country where the education facilities for the majority of people are already inadequate, the future does not look promising in terms of providing a reasonable education for all. To do so would require a radical shift in the approaches to education. The different recommendations summarized by the IMR (1990) outlined below may be regarded as moves in this direction.

In **black households** with children, the average household size is reported as being 8, comprising 5.1 children and 2.9 adults. Only 20% of these households have **electricity**. The average **number of books** per household is between 6 and 8; 30% of black families have no books in the home at all. Few children between the ages of 14 and 21 have a **quiet place where they can study** (21%) and fewer still (5%) have their **own table** to work at.

50% of black households earn under R400 a month (c.f. 3% of white households). Over 1 million black households earn less than R200 a month. 59% of the black adult population is not working. This has a direct effect on education. Education for several children in a family entails not only the cost of fees and levies but also uniforms. As children get older they may be required to leave school in order to aid the **family income** in some way or to look after a younger brother or sister while their parents are out at work.

In the 1980 census which included the Transkei and Bophuthatswana, 33% of black adults judged themselves to be **illiterate** (c.f. 1% of the white population); 30% of adults over the age of 20 did not have Std 2 (Wilson and Ramphele, 1989:140). According to the IMR 1990 Summary Report, about 23% of black adults aged 16 and over have no schooling; this is about 3.5 million people.

There is a large discrepancy in the numbers of black and white children attending **school** and proceeding as far as Std 10. There are at present an estimated 1.6 million black children aged 6 - 17 (about 19% of the total youth) who are not at school. The total number of those who would like to be at school if they could, is estimated at 3 million. In 1988 there were just over 7 million black children and about 934,000 white children who were actually attending school; 16% of white children were in Std 9 or matriculation compared with 6% black students. Of the 576,553 black children who started school in 1978, only 26% reached matriculation in 1989 (IMR 1990). Of every 100 children who started in 1969 the number who completed matriculation in 1978 was only 4 (Wilson and Ramphele, 1989:140).

The **high dropout rate** for black students has been attributed to poverty and political or ideological reasons. As a direct consequence of **poverty**, apart from the cost of education and the need for children to contribute to the running of the household, there is the bare fact of hunger. Wilson and Ramphele (p.145) estimate that one third of black children in South Africa are malnourished and underweight for their age. Clearly, students who have not had enough to eat, cannot be expected to be attentive or motivated in school.

The **political and ideological reasons** for the school dropout rate are related to the **educational infrastructure**, the **financing of education** and the **quality of education**

received by black students. The South African system of apartheid maintains four different education departments based on "racial" categories: one each for Asians, whites, so-called coloureds and blacks. All black education is controlled by the DET; some of the homeland schools are also under the jurisdiction of the DET.

The question of **state expenditure** on education deserves highlighting. According to the Race Relations Survey of 1991/92, the per capita expenditure gap between white and African education has narrowed from a ratio of 18:1 in 1970 to 4:1 in 1990. According to Wilson and Ramphele this statistic is misleading in that virtually all white children are at school whereas an estimated 1.6 million black children are not at school. Thus the actual difference in state expenditure on education per head between white and black children is more in the region of 10:1 (Wilson and Ramphele, 1990:141).

The effects of the discrepancy in state expenditure on black and white education can be measured in a number of ways: the inadequate provision of **teachers**, the lack of proper training and the lack of education facilities. On average there are about 38 black **pupils per class**. However 31% of black primary school teachers claim to teach combined classes (IMR, 1990). On the assumption that every teacher teaches every available period, then in practice this means that classes have an average size of approximately 80 children.

In 1983 69% of black teachers in South Africa did not have matriculation or professional **qualifications** compared with 97% of white teachers who have some professional training and 100% of whom have matriculated (Wilson and Ramphele, 1990:140). In 1989, 34% of black teachers with the DET did not have a matriculation (IMR, 1990). The situation appears to be improving slowly but the quality of teaching is nevertheless severely affected by loss of morale. Teachers are caught between the demands of the government and those of the pupils, who have been driven to take direct political action in order to achieve a better education. Often the only refuge for teachers has been in alcohol and this in turn has contributed to a breakdown in schools where teachers are often absent or drunk and in some cases have been accused of assaulting pupils (Wilson and Ramphele, 1990:142). This breakdown is, of course, compounded by political instability, boycotts, violence, police in the schools, juvenile

delinquency, inefficient bureaucracy and a school curriculum which is perceived to be inappropriate, outdated and irrelevant.

The general condition of **education facilities** in black schools continues to be poor despite recent government spending on school buildings. The classrooms are still overcrowded, windows and toilets broken, playing fields inadequate, libraries and laboratories seldom available and textbooks insufficient, inadequate and written for children whose first language is English. The greatest problems are those experienced by farm children. Few farm children have the opportunity of going to secondary schools; the farm schools that exist do not go beyond primary level. This in itself is a major factor in the high dropout rate; there is either no place in the classroom or simply no school.

#### **Socio-economic background to the education crisis in Grahamstown.**

The socio-economic conditions in the Eastern Cape in 1991 were a reflection of the situation prevailing nationally.

According to the Department of Manpower in Port Elizabeth, the **unemployment** figures for the Eastern Cape rose during the course of the year. In January, 3999 black adults had registered with the Department of Manpower as unemployed; in October, the figure was 8454. These figures, however, give no real indication of the magnitude of the problem as the figures for Grahamstown alone indicate. Professor Davies of the Rhodes University Institute for Social and Economic Research informed me that unemployment in Grahamstown among the black population is estimated at 60% of the labour force. This means approximately 16,000 people are unemployed out of a total population of 70,000. There is a limited demand for unskilled jobs and little new investment for new job creation.

In 1990 the black **matriculation results** were described as the worst in 10 years. The pass rate was 36,4%. with 7,8% exemptions (SA Barometer, Feb 1991). In Grahamstown, the two DET high schools produced the following results:

SCHOOL	TOTAL CANDIDATES	PERCENTAGE PASSES
Nombulelo High School	161	62,7%(101 pupils)
Nyaluza Secondary School	246	21,9% (54 pupils)
<b>Grahamstown average: 38% (155 candidates passed)</b>		
<b>National DET Average: 36,4%</b>		

Table 1.1: 1990 Matriculation Results

### **Grahamstown's Response to the Education Crisis**

The Grahamstown community has not been unresponsive to the "education crisis" as described in this introductory chapter. Rhodes University, the South African Committee for Higher Education (hereafter SACHED) and The Masifunde Educational Project (of the Trust for Christian Outreach and Education) amongst others, have initiated different education programmes in line with the recommendations which emerged out of the IMR Summary (IMR, 1990).

The **IMR recommendations** relevant to this research are the following:

- i Over-age children, children who "fail" repeatedly and children who have "dropped out" of school for whatever reason cannot continue to be simply "excluded" and discarded - they must be re-integrated by means of alternative education programmes.
- ii Education must become more accessible to young people and adults by means of community education centres. These might provide counselling, youth clubs, job training, computer learning, books etc.
- iii Adult English, literacy and numeracy programmes must be intensified.

SACHED runs a project to provide tutoring and support for local students studying through UNISA (University of South Africa). Masifunde offers literacy classes and literacy teacher training for adults. The Grahamstown Area Drought Relief Association (GADRA) Educational Welfare Sub-committee Commercial College runs secretarial and typing courses. In 1990 they began "Saturday School", enrichment, support and career guidance for black

Std 9 pupils. The Centre for Social Development, based at Rhodes University, offers basic 6-week bookkeeping courses.

The Academic Skills Programme at Rhodes University began in 1983 in an attempt to help the increasing number of English second-language students cope with academic study. In recent years ASP has begun to work beyond the university, building closer links with the black community. In 1989 ASP initiated an outreach programme called **Ikhonco** (Xhosa word for "link in a chain") aimed at supporting Standard 9 and 10 pupils from the local "coloured" and DET high schools who had shown academic potential and intended to continue into tertiary education.

In April 1991, ASP was invited to a meeting convened by SACHED and the regional co-ordinator of Masifunde Trust for Christian Outreach and Education. The meeting was to discuss the "Masifunde proposal to structure a tutorial and enrichment programme for post matriculation students who failed to win placement at tertiary institutions" (from the SACHED letter of invitation). This was the beginning of the Grahamstown Tertiary Education Bridging Project - GRATEP.

GRATEP was unusual in the Grahamstown context in that it grew out of the initiative of the students themselves. Together with the regional co-ordinator of Masifunde Trust, the students planned an ambitious programme comprising the following:

- two university courses for non-exam purposes (at Rhodes);
- academic skills;
- bursaries and career guidance;
- community development;
- computer studies or typing skills;
- audiovisuals;
- research methodology.

They appealed for assistance to a number of institutions in Grahamstown, including the Rhodes University SRC Intensive Learning Campaign (for tuition in formal matriculation

subjects for those students intending to re-write), the Adult Education Committee and the Academic Skills Programme.

ASP responded to GRATEP's appeal by offering a programme in English Language Development (incorporating academic skills) to be taught and co-ordinated by myself with the help of one other ASP tutor. The ASP director agreed to two ninety minute workshops/seminars a week, beginning in May and going through to October (1991).

## GRATEP STUDENTS

71 students joined GRATEP's English Language Development Programme at some stage during the year. Of these, 49 completed the first questionnaire which was given to them early on in the programme and provided details of age, gender, parents' level of education, parents' occupations, the students' 1990 matriculation exam results, books in the students' homes and future plans.

### 1 Age and Gender

Table 1.2 below reflects the fact that student age varied from 18 to 28 years (average age 23 years). 27 of the students were male and 22 female.

AGES	NUMBER OF FEMALES	NUMBER OF MALES
under 20 years	2	2
21-22 years	6	3
23-24 years	10	8
25-26	2	12
over 27 years	2	2

Table 1.2: Age and Gender

## 2 Parents level of Education

As Table 1.3 below indicates, the majority of the students' parents had an education level of Std 6 or below. Two of the fathers had attended university; none of the mothers had passed matriculation.

LEVEL OF EDUCATION	MOTHERS	FATHERS
Below Std 6	19	17
Std 6	21	11
Matriculation	0	2
Training College	2	2
Technikon	0	0
University	0	2

Table 1.3: Level of Education of Parents

## 3 Parents' Occupations

The majority of parents were domestic workers, labourers, pensioners or unemployed.

OCCUPATIONS: MOTHERS		OCCUPATIONS: FATHERS	
pensioner	8	pensioner	6
domestic	14	domestic	1
unemployed	12	unemployed	3
nurse	2	teacher	1
self-employed	1	self-employed	1
hawker	1	hawker	1
weaver	1	driver	1

OCCUPATIONS: MOTHERS		OCCUPATIONS: FATHERS	
labourer	1	labourer	8
craftswoman	1	plumber	1
		bricklayer	1
		gardener	1
		supervisor	1
		security guard	1
		retired minister	1
		office orderly	1
		military base operator	1

Table 1.4 : Occupation of Parents

#### 4 Matriculation Year

The majority of students wrote their matriculation examinations in 1990.

YEAR	NUMBER OF STUDENTS
1985	1
1987	2
1988	4
1989	10
1990	31

Table 1.5: Matriculation Year

## 5 Matriculation Results

The majority of students achieved a Senior Certificate with F aggregate (720 - 839). Their symbols for English were largely in the 40% to 59% range.

M = Matriculation Certificate. S = Senior Certificate

AGGREGATE	NO. OF STUDENTS	ENGLISH	NO. OF STUDENTS
DM: (1050-1259)	3	B: 70-79%	3
EM: (950-1049)	4	C: 60-69%	6
ES: (950-1049)	7	D: 50-59%	17
EES: (840-949)	13	E: 40-49%	20
FS: (720-839)	20	F: 30-39%	3

Table 1.6 : Matriculation Results

## 6 Books in the Students' Homes

There were English dictionaries in the majority of homes but very little non-fiction otherwise.

KINDS OF BOOKS	NUMBERS OF STUDENTS
General	35
English Dictionary	40
Magazines	41
Novels	38
Non-Fiction	10

Table 1.7 : Books in the Students' Homes

## 7 Reading for Pleasure and Information

It is interesting to note that almost all the students who answered questionnaire 1 read newspapers and a surprising number indicated an interest in poetry and non-fiction.

READING MATTER	NUMBER OF STUDENTS
Newspapers	47
Magazines	40
Novels	33
Comics	27
Poetry	17
Non-Fiction	12
Literary Classics	19

Table 1.8 : Reading Matter

## 8 Future Plans

All the students hoped to study further; only a small percentage planned to go to technikon.

FUTURE PLANS	NUMBER OF STUDENTS
Further Study	49
University	24
Training College	25
Technikon	8

Table 1.9 : Future Plans

The above sections have been broad sketches with some fairly detailed description of the socio-economic background of the GRATEP students. What follows is an introduction to the different domains in which English second language students from a typical DET education experience the greatest problems.

## LINGUISTIC, COGNITIVE AND AFFECTIVE DIFFICULTIES EXPERIENCED BY STUDENTS FROM A DET EDUCATION BACKGROUND

Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, a total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language.

(Brown, 1987:1)

The total response such as described by Brown above becomes a network of complexity in the South African context. The struggle to learn a new language is part of the greater social and political struggle taking place in South Africa at present. The particular nature of this language learning struggle, especially as it relates to black students' performance at tertiary level, is a fundamental concern of this study.

The urgency and speed with which ASP was requested to get moving on the English Language Development component of GRATEP, made a proper **cognitive and linguistic needs analysis** of the GRATEP students a luxury we could not afford. However, guided by ASP experience with under-prepared students at first year university level, I estimated the level of cognitive and linguistic ability in English of the majority of students, given their poor matriculation results, to be below the average of first year university students with DET backgrounds.

**Different domains which create problems for black students** were summarized by Glennie (1978, as cited in Meyer, 1983) as follows:

- i inadequate command of the **language**
- ii lack of familiarity with some aspects of the **western-based cultural surround**
- iii lack of a **conceptual structure** relevant to the demands of an academic discipline
- iv lack of **confidence** arising from a background of authoritarian rote-learning.

An adequate command of the language (i.e. **communicative competence** in English) has been conceptualized through various models (Cummins and Swain, 1986; Bachman, 1990). Bachman and Palmer's model (1982) comprises three constructs: grammatical, pragmatic and sociolinguistic competence. The importance of this link between linguistic competence and the development of clear expository writing was picked up by the ASP tutors at Rhodes University in their 'summary of difficulties black ESL students experience writing essays in English' (see Appendix 1.1). These are classified at four levels: discourse level, paragraph level, grammatical level and lexical level. It is at the discourse level, the level of organizing ideas and structuring arguments (pragmatic competence), that black ESL students need the greatest help. In fact, this area is of constant concern to *all* academics, not only those teaching in South Africa (Ballard and Clancy, 1988:14).

Developing the discourse of an academic discipline has been described as developing **academic literacy**. Literacy is defined in functional terms as "the student's capacity to use written language to perform those functions required by the culture in ways and at a level judged acceptable by the reader" (Clancy and Ballard, 1988:8) or "the attainment of professional standards in writing in specific disciplines" (Bock, 1988:25). Developing literacy or communicative language competence can only be conceived as growing out of a set of cultural understandings (Clancy and Ballard, 1988:8). These cultural understandings, the "deep" rules of the South African Anglo-Saxon culture (and academic community) are not necessarily shared by DET students. Thus to judge what is "literate" or "academically literate" means to make explicit or at least to be aware of the "deep" rules or assumptions underlying our judgements; it also means to keep in mind the complex political, cultural and educational background of the DET students whose writing is being "judged".

To become academically literate then, is to master what Craig calls **epistemological discourse**.

What could be sensibly regarded as modern epistemological discourse is not a product of Africa, nor is it part of the educational experience of most black African students throughout their schooling. In addition, the more oral or illiterate the background and setting from which students come to university, the more their access to modern epistemic assumptions will be limited.  
(Craig 1991:138)

The development of this level of **cognitive competence**, (or what Craig (1990:2) calls **epistemic cognition**) which is indivisible from the task of achieving linguistic competence is one of the areas of greatest difficulty for DET students.

It is only in recent years that the role of "affect", i.e. the **affective domain**, in second language learning has been recognized as equal in importance to the role of cognition (Brown, 1987). In the context of this research it plays an important role, particularly in relation to the **acculturation** process and the development of **confidence**. Confidence, strong **motivation**, friendships, acceptance by the Western culture and **attitudes** to learning are among the many nonacademic factors which may combine to affect good language learning and thus affect academic success (Graham, 1987). Grayson (1991:27) regards the development of self-confidence as critical for academic success.

These areas of difficulty experienced by DET students at post-matriculation level and the factors underlying these difficulties will be looked at in more detail and developed in Chapter 3.

## **AIMS OF THE STUDY**

The overall aim of this research then, is to develop an understanding of black post-matriculants learning English (as a second language) in the context of a community education project. More specifically, the four main aims of the research are:

- 1 To describe the design and implementation of the English Language Development component of GRATEP
- 2 To assess the development of the students' communicative competence in English during their participation in the language programme over the period of 6 months.
- 3 To evaluate the language programme, both in terms of methodology and content.
- 4 To make recommendations for improvement and further research in non-formal programmes of this kind.

## CHAPTER 2

### RESEARCH METHODOLOGY

This chapter deals with the following:

- Research methods
- Data selection
- Data analysis

#### SECTION 1

#### RESEARCH METHODS

This study describes the **design and implementation** of the programme in English Language Development (ELD) which formed a central component of the Grahamstown Tertiary Education Bridging Project. It is concerned primarily with the **assessment of the GRATEP students' development of communicative competence in English** and the **evaluation of the language programme** itself in terms of its effectiveness in promoting this development. In order to understand the complexity of the learning situation and the learners themselves, a multi-method approach to research has been used in this study. The research inquiry therefore falls within both the **qualitative** and **quantitative** research paradigms. It is **primary research** which can best be described as **action research** involving a **case study** and employing **methodological triangulation** (Cohen and Manion, 1980; Johnson, 1992). These research methods will be looked at in more detail below.

- 1 **Action research** is defined as "small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (Cohen and Manion, 1980:189). Action research entails:
  - i examining a problem in a specific context and attempting to solve it in that context
  - ii the participation of the research team in the implementation of the project
  - iii self evaluation in so far as modifications are on-going in the attempt to improve the course as it proceeds

knowledge of a particular phenomenon. It is appropriate in this study in that the course design was being continuously modified; the modifications were based on observation and behavioural data.

Action research also called "teacher-research", has been defined as "systematic and intentional inquiry carried out by teachers" involving "gathering and recording information, documenting experiences inside and outside of classrooms and making some kind of written record" (Johnson, 1992:215 quoting Cochran-Smith and Lytle, 1990:3). Teacher-research is a movement towards making teachers' voices heard and valued for the richness and diversity of their insights, experiences and perspectives (p. 216).

2 **A case-study** is defined as the observation of the characteristics of an individual unit, over a length of time (Cohen and Manion, 1980:99). The unit of analysis, the "case" may be a programme or a community and it is looked at carefully and holistically with a view to providing the researcher with rich and diverse information that cannot be provided by correlational techniques (Johnson, 1992:76). In this study, the case is the community of GRATEP students and the ELD programme within GRATEP. The period of time extends from May 1991 to October 1991.

3 **Methodological triangulation** is described by Cohen and Manion (1980:208) as a method of research to "attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data". This method is particularly appropriate when a more holistic view of educational outcomes is sought and has special relevance where complex phenomena need exploring (p.214). Exploring the development of communicative proficiency in the community of GRATEP students has certainly been a complex undertaking.

Johnson describes triangulation as "the attempt to arrive at the same meaning by at least three different independent approaches" (1992:90). The value of triangulation is that it reduces observer bias, prevents the researcher from relying on initial

impressions and helps to establish the validity of the information. In this study a variety of data collection methods has been used and data has been gathered from a variety of sources: participant observations of classes, questionnaires, test data and student writing. Johnson describes the kind of research which allows for triangulation as **multi-method** (p.197).

- 4 **Qualitative research** has become increasingly important and widespread in second language research. **Case studies, ethnography, interpretive and multimethods** are among the range of methods falling within the qualitative approach (Johnson, 1992:33). All these methods are applicable to this study; the case-study and the multimethod approach have been mentioned above. Ethnographic and interpretive research will be looked at in more detail below.
- 5 **Ethnographic research** aims to explain the "culture" of a group in terms of its members' shared values and behaviours through questions and theories which are developed in the field (Johnson, 1992:134). Ethnographies help explain how cultural values influence learning styles and cross cultural communication or miscommunication. Long term participant observation is regarded as crucial in data gathering. Ethnographers also use interviews, written and unwritten resources as well as other techniques (including quantitative) for "finding out" in order to triangulate. The written report is described by Johnson (p.150) as "rich or thick description" from which the reader will be able to **interpret** and "construct meaning".
- 6 **Quantitative research** emphasizes the "systematic measurement and quantification of variables, statistical analysis of the quantitative data, and the use of mathematical models and causal inferencing" (Johnson, 1992:34 citing Linn, 1986:92). It includes **experimental research, correlational methods and survey research**.
- 7 **Experimental research methods** which have typically been used in the past to measure achievement are scientific methods designed to establish a cause-and-effect relationship between two phenomena. In this study, experimental research can be diagrammatically represented as  $X1 \text{ ----- } O \text{ ----- } X2$ , where  $X1$  (a dependent

variable) is an assessment of the students' first writing assignment and X2 (a dependent variable) an assessment of their final writing task. O stands for the intervention, i.e. the language course (the independent variable). Without a control group, the validity of such an experiment may be questioned as there may be a whole range of variables influencing the outcome of X2 (Cohen and Manion, 1980).

- 8 **Correlational approaches** to research explore the relationship between two or more characteristics or variables. They do not attempt to make causal claims but to establish that an association exists between the variables (Johnson, 1992:51). In this study, for example, the relationship between the scores for grammatical competence in the writing samples and the scores for a cloze-test is measured through a correlation coefficient ( $r$ ) - a number - which indicates either positively or negatively the degree of relationship between the two scores.
- 9 **Survey research** gives information about the characteristics of an entire group (a population) by examining a subset of that group (a sample) through data-collection methods such as **questionnaires**, interviews and direct observation (Johnson, 1992:113).

A **variable** is "an observed or quantified representation of a construct, which is the actual underlying human characteristic or ability in question" (Brown, 1988:9). The **dependent variables** in this study are as follows:

- i the overall communicative competence in English as a second language (of the GRATEP students) as measured by the scores obtained in two writing samples
- ii the overall attitudes and perceptions of GRATEP students in relation to learning English as a second language as measured by the numbers of responses to items in two questionnaires
- iii the overall ability of GRATEP students to order information hierarchically as measured by the scores obtained on three "hierarchical ordering exercises";
- iv the grammatical competence of GRATEP students as measured by the scores obtained in a structured cloze-test.

The **independent variable** in this study is the English Language Development programme which formed part of GRATEP. The **intervening variables** are "abstract, theoretical labels applied to the relationship or process that links the independent and dependent variables" (Brown, 1988:12). In this study the intervening variable may be described as "exposure to English language through a variety of tasks over a period of 6 months". The **control variable** is the number of GRATEP classes attended by the students. All the students were from the same language and educational background.

## SECTION 2

### DATA SELECTION

The data for this study comprise **writing samples, questionnaires, exercises in hierarchical organization, a cloze-test, students' evaluation of the ELD programme and participant observers' comments.**

#### 1 WRITING SAMPLES

The students submitted a written assignment early on in the course on the topic Myself. The instructions for this assignment were given verbally as follows: "Write about yourself, your likes and dislikes, hopes and disappointments and some personal history and anything else you would like to say about yourself. Call the assignment Myself". The students were asked for approximately two foolscap pages and allowed to do the assignment at home and submit it at the following class.

This exercise was repeated at the end of the programme when students wrote on Myself Now. They were given written instructions as follows: "In April we wrote an essay called Myself. Please write another page (or two) on Myself Now. It is not a repeat of the other essay but rather an essay on how you feel you are now after six months. Please explain how you have changed or grown (if you feel that you have). Please be careful with paragraphing and the clear development of your ideas. Please read what you have written and correct any grammar or spelling mistakes that you see". This assignment was written during the second last GRATEP session and

handed in on the same day.

These second compositions may possibly be regarded as more "impromptu" than the initial ones in that there was less time for planning and editing. As Bamberg points out, impromptu compositions tend to be more "writer based" than "reader based" (Bamberg, 1983 as cited in Wessels, 1993:63). This may have influenced a few students but it is my personal intuition that this actually made little significant difference. Appendix 2.1 is an example of a student's writing (samples 1 and 2). My scores for both samples are included in the Appendix.

### Assessment method

The writing samples were scored for "communicative competence" according to the criteria represented in the following "visual metaphor".

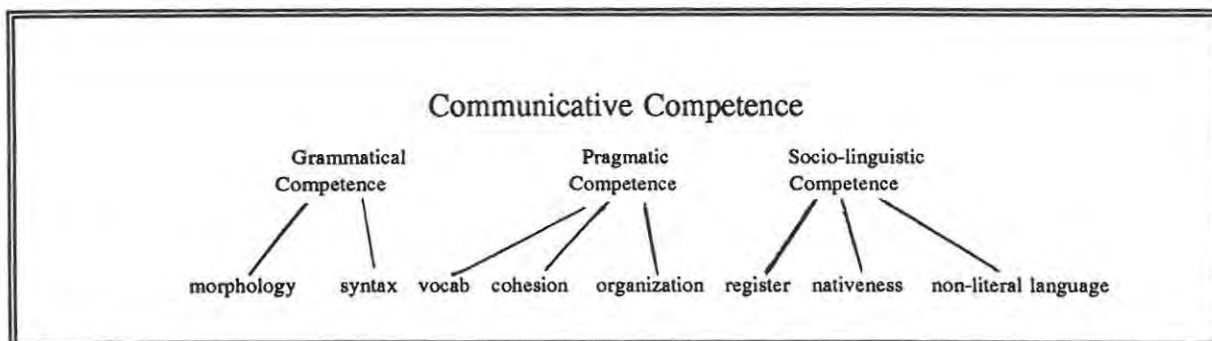


Figure 2.1: Model of Communicative Competence

The scoring sheet for grammatical competence, slightly adapted from Bachman and Palmer (1982:456) and Bachman (1990:326), is as follows:

GRAMMATICAL COMPETENCE		
RATING	RANGE	ACCURACY
0	No systematic evidence of morphologic and syntactic structures.	Control of few or no structures; errors of all or most possible types.
1	Limited range of both morphologic and syntactic structures, but with some systematic evidence.	Control of few or no structures; errors of all or most possible types.
2	Limited range of both morphologic and syntactic structures.	Control of some structures used but with many error types.
3	Large but not complete range of both morphologic and syntactic structures.	Control of some structures used but with many error types.
4	Large but not complete range of both morphologic and syntactic structures.	Control of most structures used with few error types.
5	Complete range of morphologic and syntactic structures.	Control of most structures used with few error types.
6	Complete range of morphologic and syntactic structures.	No systematic errors.

Table 2.1: Grammatical Competence

The scoring sheet for pragmatic competence below was adapted from Bachman and Palmer (1982:456) and Bachman (1990:327).

PRAGMATIC COMPETENCE			
RATING	VOCABULARY	RATING	COHESION
0	Extremely limited vocabulary. (A few words and formulaic phrases.)	0	No cohesion. (Sentences completely disjointed or discourse too short to judge.)
1	Small vocabulary. (Difficulty in expressing any ideas).	1	Very little cohesion. (Relationships between propositions not adequately marked; frequent confusing relationships among ideas.)
2	Vocabulary of moderate size.	2	Moderate cohesion.
3	Large vocabulary.	3	Good cohesion. (Relationships between propositions well marked.)
4	Extensive vocabulary. (Almost always uses appropriate word.)	4	Excellent cohesion. (Uses a variety of appropriate devices; hardly ever confuses relationships among ideas.)

RHETORICAL ORGANIZATION	
RATING	
0	Natural organization only (i.e. not consciously imposed).
1	Poor ability to organize consciously.
2	Moderate ability to organize consciously.
3	Good ability to organize consciously.
4	Excellent ability to organize consciously.

Table 2.2: Pragmatic Competence

The scoring sheet for sociolinguistic competence below was adapted from Bachman and Palmer (1982:456) and Bachman (1990:328).

SOCIOLINGUISTIC COMPETENCE					
R	DISTINGUISHING REGISTERS	R	NATIVENESS/NATURALNESS	R	USE OF CULTURAL REFERENCES
0.5	Evidence of poor sensitivity to register.	1	Frequent non-native but grammatical structures or impossible to judge.	0.5	No evidence of ability to use cultural references
2	Evidence of sensitivity to register.			2.5	Some evidence of ability to use cultural references appropriately.
3	Control of appropriate register.	3	Rare non-native but grammatical structures.		
4		4	No non-native but grammatical structures.	4	Full control of appropriate cultural references.

Table 2.3: Sociolinguistic Competence

## 2 QUESTIONNAIRES

Two questionnaires were given to the GRATEP students, one near the beginning and the second on the second last day of the programme. (See Appendices 2.2 and 2.3 for copies of the questionnaires.) The questionnaires were adapted from the one used by Brown (1985:35-39) in her analysis of the language needs of first year social science students at an English-medium South African university. She derived the statements of problems which students might experience from discussions she had with students registering for ASP at the University of Cape Town during 1981 and 1982 (p.79).

The GRATEP students' responses to the two questionnaires were compared (some statistically) in order to triangulate the research, i.e. to get the students' assessment of their progress in terms of developing communicative competence in English.

The aims of the **first questionnaire** were as follows:

- i to look at the linguistic and educational backgrounds of the students
- ii to establish the extent of the students' exposure to English through school,

- reading, radio and television
- iii to establish the self-perceived linguistic needs of the students
  - iv to establish the students' perceptions of how their studies/lives are affected by their ability to communicate in English

The main aims of the **second questionnaire** were as follows:

- i to identify the students' perceptions regarding the extent to which their competence in English had improved
- ii to identify the students' perceptions of change in attitude and study habits
- iii to identify the students' evaluation of the English Language Development programme in terms of their responses regarding its overall usefulness and in terms of their responses to individual sessions

### **3 EXERCISES IN HIERARCHICAL ORGANIZATION**

The GRATEP students' ability to classify and structure units of information became an increasingly interesting question which could only be partly explored given the scope of this study. The students were given a series of exercises to practise putting information into hierarchical structure. The original aim of these exercises was to train the students in classifying and ordering as a basis for structuring information in note-making and essay writing. In Appendix 2.4 there is a copy of the first exercise given to the students and four examples of their different responses to it.

The exercises were scored by counting all correct/appropriate headings (superordinates), sub-headings and specific examples. Appendix 2.5 contains copies of three completed exercises done by the same student.

### **4 CLOZE-TEST**

Throughout the ELD programme, the GRATEP students were given cloze-test type exercises. They were encouraged to experiment with "self-created cloze" as an independent learning strategy. In the August progress assessment worksheet (see Appendix 2.6.), a cloze-test was included and scored according to the number of appropriate responses. This score was correlated with the scores for grammatical

competence in the writing samples in order to assess the difference in performance on a structured grammar exercise and "free" writing.

## 5 STUDENTS' EVALUATION OF COURSE CONTENT AND METHODOLOGY

On the last formal day of GRATEP's programme in English Language Development, the students filled in an evaluation questionnaire (See Appendix 2.3.) with both closed and open questions. The responses were collated and form the basis for the discussion on the evaluation of the language programme in Chapter 6.

## 6 PARTICIPANT OBSERVATION

Several ASP tutors were involved as participant observers. Their feedback and comment were given either verbally or on participant observer sheets depending on the pressures of the situation. Very helpful feedback was given by the students in the Rhodes University English Language Teaching Honours class who both observed and taught a number of workshop sessions. The sessions which they taught were fully written up and evaluated as part of the requirements of the Honours course.

## SECTION 3

### DATA ANALYSIS

#### Statistical methodology

All the statistics in this study were computed using a statistical programme called "Statgraphics" version 6.0.

The term **hypothesis** refers to a tentative statement about the possible outcome of a study (Brown, 1988:109). In the present study the **directional general hypothesis** (alternative hypothesis) set up is that there is a positive relationship between scores obtained on writing samples 1 and 2 (p.110). A **null hypothesis** is set up as a direct counter to what the research hopes to show. If the null hypothesis is *not* rejected however, it is tentatively regarded as an *inconclusive* result (Howell, 1987:66).

The **sample** refers to the group or subgroup (of students) who are the primary source

of information from which the data is gathered (Brown,1988:11). The **sample size** ( $N$ ) should be at least 28 or 30 (p. 113).

When there is only a 5% **probability** that a difference between two variables is due to chance, then the difference is described as **significant** at the 5% level; i.e. the  $p$  *value* is less than 0,05 (written as  $p < 0,05$ ). In the present study, the **chi square test**,

$$\chi^2 = \frac{\Sigma (obs - exp)^2}{exp}$$

the **paired sample  $t$  statistic**,

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}}$$

and correlation analysis were used to establish significant mean differences and correlations between variables. The null hypothesis was rejected when the  $p$  value was less than 5%. (10% is regarded as marginally significant: c.f. Wessels, 1993:77).

## 1 Writing Samples

Each writing assignment (102 in total) was rated according to the scales for assessing communicative competence (Bachman and Palmer, 1982:456; Bachman, 1990:326-327). In order to triangulate and check for "researcher subjectivity" three independent raters, all experienced lecturers in Linguistics and English Language, were given the same sample of 14 essays (every tenth essay) from writing samples 1 and 2. The texts were not typed out. The first rater knew which writing samples were written first. However, in order to control possible "researcher expectancy" (Brown, 1988:34), the second two raters were given no obvious indication of the order in which the texts had been written.

The hypotheses in this triangulation exercise stated that there was a significant correlation between the scores given by myself and those given by the external raters. The scores given by the **first rater** are examined first. (Only 12 out of the 14 essays were scored by the first rater).

### **Statistics**

Sample size: 12      $r = 0,79$       $p$  value = 0,0013

### **Result**

There is a highly significant correlation between my scores and the first external rater's scores.

The **second rater's** and **third rater's** scores respectively were correlated statistically with my scores as follows:

### **Statistics**

Sample size: 14      $r = 0,71$       $p$  value = 0,0044

Sample size: 14      $r = 0,90$       $p$  value = 0,0000

### **Result**

The highly significant correlation between my scores and those of the independent raters increase the validity of my scoring of the students' writing samples. (See Appendix 2.7 for detailed statistical breakdown of my scores and those of the independent scorers and Appendix 2.8 for examples of scoring given by the 4 scorers on 2 writing samples).

Although 71 students were registered with GRATEP, only 35 students wrote the writing samples at the beginning and end of the English Language Development programme. Thus the sample size was 35.

## **2 Questionnaires**

47 GRATEP students completed both questionnaire 1 and questionnaire 2.

The statements in questionnaires 1 and 2 were unfortunately phrased differently which

made the interpretation of the responses a little complicated to interpret. Questions 2, 12, 14 and 15 in questionnaire 1 were repeated in questionnaire 2, questions 2, 12, 14 and 17. The correlations between these responses can be analysed statistically.

The responses to the remaining questions in questionnaires 1 and 2 have been analysed according to whether a response was **marked** or **unmarked**. For example, in Figure 2.5 below, the responses to the statement in questionnaire 1: "I don't understand most of things that English people say" was marked by 12 students (see shaded column 1) and compared with 28 marked responses in questionnaire 2: "I now understand most of the things that English people say" (see dotted column 1). This has been interpreted as the students' **perceived improvement** (PER IMP) in this area. However, shaded column 2 shows the number of unmarked responses to the same question in questionnaire 1; that is, 17 students have not perceived themselves to have a problem in this area in the first place. The difference between the unmarked responses (questionnaire 1) and the marked responses (questionnaire 2) is not as great and may well depict a more realistic picture of a **possible perceived improvement** (POSS IMP) in this area.

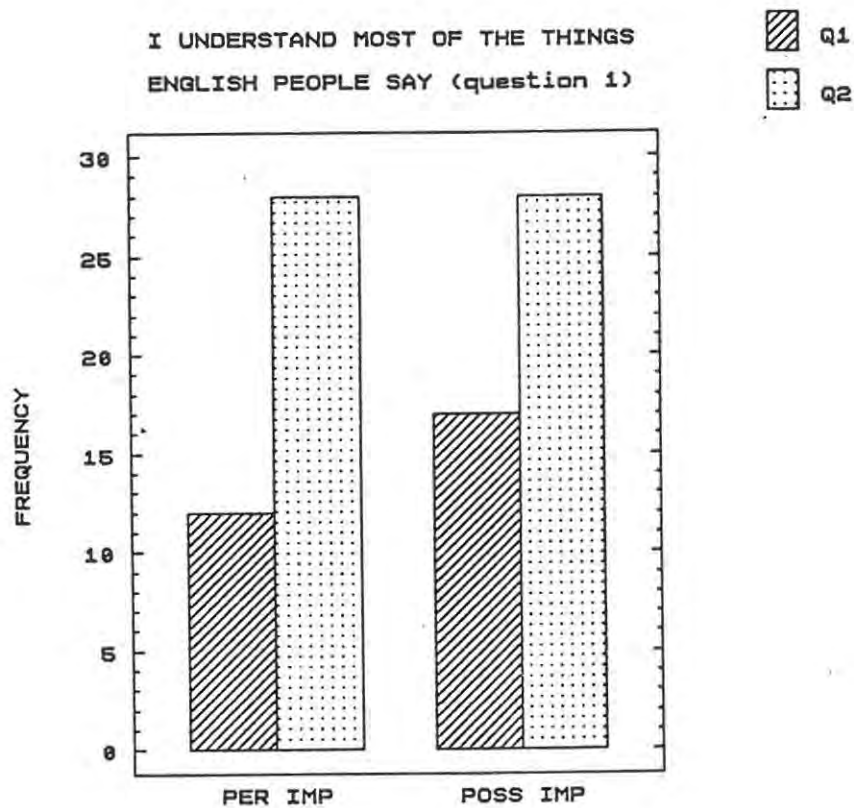


Figure 2.2: Graph of Responses to Questionnaires 1 and 2: Question 1

This chapter has outlined the different research methods which were employed in this study as well as the data which were selected for analysis and the method of data analysis. The research methods included action research, case-study, methodological triangulation, a correlational approach and survey research. The data for analysis comprised writing samples, questionnaires, exercises in hierarchical organization, a cloze-test and comments from participant observers and the GRATEP students.

Chapter 3 reviews the theoretical background which informed the design, implementation and evaluation of the English Language Development programme in GRATEP.

## CHAPTER 3

### THEORETICAL BACKGROUND

This chapter is divided into four main sections; each section expands on the theoretical (linguistic, cognitive and affective) domains mentioned in Chapter 1. In the first section, the notion of "**communicative competence**" is defined and developed as a basic framework for both teaching methodology and assessing student writing. Section 1 also includes discussion on "**cognitive academic linguistic proficiency**" and "**academic literacy**". Section 2 looks at different theories of **cognition** in relation to language learning and "**academic literacy**", particularly as they can be applied in the South African context. Section 3 provides an overview of the role of the **affective** domain in language learning. In Section 4 the theories underlying a cognitive academic language learning approach and learning/learner centred **teaching methodology** are looked at in some detail. There is natural overlap and cross reference throughout.

#### SECTION 1

#### COMMUNICATIVE COMPETENCE

A theoretical framework for understanding the concept of "communicative competence" is important in this study of the GRATEP English Language Development programme for two main reasons:

- i It informs the assessment of the students' progress as measured through a comparison of their first and last writing samples
- ii it informs the curriculum design, the teaching methodology and the development of teaching materials

#### **Definitions of "language proficiency" and "communicative competence"**

Although the terms "language proficiency", "language competence" and "communicative competence" are in constant use among linguists and language teachers, there is little consensus as to what these terms actually mean (Cummins and Swain, 1986; Bachman, 1990). According to the Longman Dictionary of Applied Linguistics (Richards et al.

1985:159), **language proficiency** is defined as:

a person's proficiency in using a language for a specific purpose. Whereas language achievement describes language ability as a result of learning, proficiency refers to the degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language. Proficiency may be measured through the use of a proficiency test.

According to de Jong (1992) hundreds of proficiency tests and rating scales have been devised to measure the elusive "proficiency". However, little research has been done to validate these "scales" and their definitions remain unsatisfactory (p.43).

The concept of **competence** was originally popularized by Chomsky who viewed competence as entirely **linguistic**, consisting of "the mental representation of linguistic rules" (Ellis, 1985:5). Richards et al (1985:52) define competence as "a person's internalized grammar of a language". (This is contrasted with **performance**, the "actual use of the language by individuals in speech and writing").

Dell Hymes (1971) originally coined the term "**communicative competence**" to highlight the difference between Chomsky's "linguistic competence" which is knowledge about **language rules and forms**, and knowledge about the **social rules** of language use; communicative competence enables us to know **what** to say to **whom** in what **circumstances** and **how** to say it (p.45). Thus "communicative competence" refers to a broader view of ability in language use than has been associated with the term "language proficiency" (Bachman, 1990:16). Richards et al (1985:49) define communicative competence to include the following:

- i knowledge of the grammar and vocabulary of the language
- ii knowledge of rules of speaking
- iii knowing how to use and respond to different types of speech acts
- iv knowing how to use language appropriately

Paulston (1990:290) sees communicative competence as a concept which is basic to understanding **social interaction** and suggests that on a superficial level it can be defined as "**tact and good manners**" (p. 298). Tactful and appropriate use of language is learned through "interaction between the language system and the 'real world'" (Brumfit, 1980:113). Developing communicative competence then, means developing knowledge of both the

language system and the 'real world' (p. 114).

Canale and Swain's work on defining communicative competence has become the main reference point for discussions on the nature of language proficiency (Canale, 1980 and Swain, 1980 as cited in Cummins and Swain, 1986). They propose a theoretical framework for communicative competence comprising four constructs, namely, grammatical, pragmatic, sociolinguistic, and strategic competence. Strategic competence refers to "coping" strategies in oral and written discourse i.e. the various techniques a speaker or writer uses to maintain communication and enhance effectiveness. Brown (1987:200) calls strategic competence "the way we manipulate language in order to meet communicative goals". The first three competencies will be looked at in more detail below in the section describing Bachman and Palmer's model of communicative competence.

Canale states that the relationship between these competencies, **world knowledge** and **academic achievement** is an empirical question yet to be addressed (Canale as cited in Cummins and Swain, 1986:152). Cummins and Swain, however, find the model useful from two perspectives: that of developing a framework as a **descriptive basis for tests measuring language proficiency**; and, despite Canale's reservations, that of developing a **model to account for differences in performance on academic and non-academic tasks**.

Cummins and Swain (1986:169) used the model mentioned above as a "start from somewhere" point to inform the development of testing units. They do not propose that the constructs of the above model are necessarily valid - only that they are **useful**. There are, however, other studies (e.g. Bachman and Palmer, 1982; Bachman, 1990) which use multi-method, multi-trait designs to test the **validity** of the model. Carroll, too, is in favour of an approach which moves away from a narrow grammatical/statistical focus towards "a broader multi-disciplinary and multi-level approach which can yet maintain essential features of measurement" (Carroll, 1982:5).

### **Bachman and Palmer's model of communicative competence**

Bachman and Palmer (1982) examined the construct validity of some tests of communicative competence and of an hypothesized model. They based their tests on an adaptation of Canale

and Swain's framework for communicative competence, positing three distinct traits as components of communicative competence, namely linguistic or **grammatical competence**, **pragmatic competence** and **sociolinguistic competence**. (They reorganized Canale and Swain's model to include **strategic competence** as a **completely separate element of communicative language proficiency**). Bachman describes the specific component abilities included in the Bachman-Palmer scale *not* as a definitive model of language competence and *one that is only* partially supported by empirical results (Bachman, 1990:358). With these reservations in mind, and knowing that Bachman and Palmer used their scales to assess not only writing samples, but multiple choice tests, self-rating and oral proficiency tests, I chose to use the Bachman-Palmer scales as a basis for assessing the GRATEP students' writing samples (Bachman, 1990:327; Bachman and Palmer, 1982:451-452). (See Chapter 2 for the scoring sheets based on and adapted from this model.) The specific components of communicative competence according to this model are looked at in detail below.

## 1 Grammatical Competence

Grammatical competence refers to intrasentential relationships and is defined to include morphology and syntax; that is, it includes rules of word and sentence formation, knowledge of lexical items, pronunciation and spelling. It is the "linguistic competence" referred to by Hymes (1971).

## 2 Pragmatic Competence

This is described as the ability to express and comprehend messages (Bachman and Palmer, 1982:450). It includes knowledge of the conventions used for joining propositions and sentences together in order to form a text (Bachman 1990:88). The "sub-traits" (Bachman's term) of pragmatic competence are **vocabulary**, **cohesion** and **rhetorical organization** (or coherence). Vocabulary is included here because Bachman and Palmer observed that non-native speakers are still able to maintain communication on the basis of their vocabulary despite little grammatical competence (Bachman and Palmer, 1982:450).

**Cohesion** refers to "relations of meaning that exist within a text, and that define it as a text" (Halliday and Hassan, 1976:4). It refers to the ways of marking semantic relationships within a text and includes such cohesive relations as substitution, reference, ellipsis, conjunction and

lexical cohesion. It also includes the use of subordination and the conventions of ordering old and new information.

**Rhetorical organization** refers to the conventional use of semantic markers (e.g. "firstly", "finally" and "in conclusion") and the logical development of ideas through topic sentences, supporting sentences and paragraphing. Rhetorical organization relates directly to the concept of **coherence** which has been described as the "most important determiner of the communicative success of a text" (Hubbard, 1990:285). Interestingly enough, the study by Hubbard (1990) shows that there is a significant correlation between the readers' impressions of the coherence of a text and academic achievement.

### **3 Sociolinguistic Competence**

This is seen as distinct from grammatical and pragmatic competence. It is "the sensitivity to or control of the conventions of language use that are determined by the features of the specific language use context" (Bachman, 1990:94). It can be described as the ability to understand and produce appropriate forms of communication given the context of a specific topic, the status of the participants and the purpose of the communicative interaction. It includes the three sub-traits: **distinguishing of registers; nativeness (naturalness); control of non-literal, figurative language and relevant cultural references.**

**Register**, also understood as style, refers to the variety of sociolinguistic rules that govern the appropriate use of language. These stylistic differences vary from culture to culture and are often very subtle. "The choice of items from the wrong register, and the mixing of items from different registers, are among the most frequent mistakes made by non-native speakers of a language" (Halliday, 1970:150 as cited in Andersen, 1990:7). Ballard and Clancy (1988:8) refer to the concept of "literacy" as "the appropriateness to cultural context of a student's cognitive and linguistic behaviour". This description of literacy fits the notion of register in the context of the writing samples submitted by the students. Judging the "appropriateness" or the register then, means having intuitive knowledge of the speaker-group's cultural (and linguistic) patterns. In scoring the writing samples, register was one of the most difficult categories to assess precisely for this reason; the cultural understandings and intuitions are generally agreed upon by native speakers but seldom directly discussed.

**Sensitivity to naturalness or nativeness** refers to language usage which may be typical of mother tongue speakers (in English). Pawley and Syder (1983, as cited in Bachman, 1990:97) use the phrase *nativelike way* to describe this sensitivity. Bachman illustrates this by citing the following utterances for comparison: "I wish you wouldn't do that" with "I would feel better by your not doing that".

The third aspect of sociolinguistic competence refers to the ability to use **relevant cultural references** and **non-literal language** including **figures of speech**. The conventions governing the use of figurative language and the meanings and images which they evoke are "deeply rooted in the culture of a given society or speech community" (Bachman, 1990:98). Thus, sensitivity to the use of cultural references, like register and naturalness, was difficult to assess other than intuitively and subjectively.

In Bachman and Palmer's scoring sheet for sociolinguistic competence (see Chapter 2), it is not absolutely clear why half points were used in rating register or use of cultural reference. What the high score values do indicate however, is that these sociolinguistic abilities are rated highly in the general assessment of communicative competence.

It may be appropriate here to mention Kaczmarek's research with scoring and rating essay tasks. This has revealed that objective scoring techniques and measures of English Second Language proficiency which have independent claims to validity correlate strongly with subjective methods of evaluating essays (Kaczmarek, 1980:151).

The concepts of "language proficiency" and "communicative competence" have been discussed so far primarily in terms of clarifying definitions and as a descriptive basis for communicative language teaching and testing. These concepts will be picked up again later on in this chapter in the discussion around communicative teaching methodology and the learner/learning-centred curriculum. What will be looked at next are Cummins and Swain's theoretical framework for conceptualizing the relationship between communicative competence and academic achievement (Cummins and Swain, 1986).

As the main aim of the English Language Development programme was "to help students to

prepare for tertiary education particularly through improving their communication skills in English", it is important in the context of this research to conceptualize "language competence" within a framework which includes **cognitive-academic competence**.

#### **Cummins and Swain's model of language proficiency and academic achievement**

Several theorists have recognized the necessity to distinguish between the language process involved in basic interpersonal communication such as conversation, and the cognitive language processing required in most academic situations such as reading a difficult text, for example. Cummins (1979, as cited in Ellis 1985) called these two language abilities "**basic interpersonal communication skills**" (BICS) and "**cognitive/academic language ability or proficiency**" (CALP). CALP, as the name suggests, refers to that dimension of language proficiency which is strongly related to overall cognitive and academic skills or "conceptual linguistic knowledge".

It is from the basic framework above that Cummins and Swain have attempted to build a more general theoretical model (see Table 3.1 below) which would include the following:

- i a developmental perspective
- ii allowance for the differences between the linguistic demands of the academic environment and those of interpersonal contexts
- iii the developmental relationship between L1 and L2 proficiency (Cummins and Swain, 1986:151)

	Non-academic or cognitively undemanding activities	Academic and cognitively demanding activities
↑ Context - embedded	A	C
	<p>Developing survival vocabulary</p> <p>Following demonstrated directions</p> <p>Playing simple games</p> <p>Participating in art, music, physical education, and some vocational education classes</p> <p>Engaging in face-to-face interactions</p> <p>Practicing oral language exercises and communicative functions</p> <p>Answering lower level questions</p>	<p>Developing academic vocabulary</p> <p>Understanding academic presentations accompanied by visuals, demonstrations of a process, etc.</p> <p>Participating in hands-on science activities</p> <p>Making models, maps, charts and graphs in social studies</p> <p>Solving mathematical computation problems</p> <p>Solving mathematical word problems assisted by manipulatives and/or illustrations</p> <p>Participating in academic discussions</p> <p>Making brief oral presentations</p> <p>Using higher level comprehension skills in listening to oral texts</p> <p>Understanding written texts through discussion, illustration and visuals</p> <p>Writing simple science and social studies reports with format provided</p> <p>Answering higher level questions</p>

	Non-academic or cognitively undemanding activities	Academic and cognitively demanding activities
Context - Reduced ↓	<b>B</b>	<b>D</b>
	Engaging in predictable telephone conversations  Developing initial reading skills: decoding and literal comprehension  Reading and writing for personal purposes: notes, lists, recipes, etc.  Reading and writing for operational purposes: directions, forms, licenses, etc.  Writing answers to lower level questions	Understanding academic presentations without visuals or demonstrations  Making formal oral presentations  Using higher level reading comprehension skills: inferential and critical reading  Reading for information in content subjects  Writing compositions, essays and research reports in content subjects  Solving math word problems without illustrations  Writing answers to higher level questions  Taking standardized achievement tests

Table 3.1: Classification of Language and Content Activities Within Cummins' Framework to Describe the Range of Contextual Support and Degree of Academic and Cognitive Involvement in Communicative Activities (Cummins, 1982 as cited in Chamot and O'Malley, 1987:238)

In the model above, language proficiency is conceptualized along two continua. The vertical continuum delineates the range of contextual support (contextual cues) in a communication interaction i.e. the extent to which the communication is "context-embedded" or "context-reduced". In a context-embedded communication, the participants are able to negotiate meaning actively through feedback and other meaningful paralinguistic and situational cues such as concrete objects, gestures, facial expressions and visual aids. At the extreme of the context-reduced continuum, communication relies exclusively on linguistic cues and may "in some cases involve suspending knowledge of the 'real' world in order to interpret (or manipulate) the logic of the communication appropriately" (Cummins and Swain, 1986:153).

The contextual cues have been reduced to such an extent that the reader or listener has to depend entirely on his or her ability to extract meaning from the text.

The horizontal continuum is intended to describe the degree of complexity or active cognitive involvement associated with a language task. Along this continuum Cummins incorporates various sub-skills within the four components of communicative competence (grammatical, discourse, socio-linguistic and strategic competence). Some of these sub-skills are mastered more rapidly than others (e.g. pronunciation and syntax in the L1). Once these sub-skills have become "automatized", they become less cognitively demanding and move up the vertical continuum. Before a skill is mastered, however, there tends to be a high level of cognitive involvement in a task. In this way Cummins attempts to incorporate a developmental (L1) perspective into his model.

An example of a cognitively-demanding context-reduced (Quadrant D) language task (which would require CALP) is writing a complex and difficult academic essay. It requires that the student "produces knowledge" in terms of abstracting, analyzing, synthesizing and evaluating information. The two written assignments (writing samples) done by the GRATEP students were not, strictly speaking, academic tasks; as "personal compositions", they would be situated along the continua for context-reduced, nonacademic and cognitively undemanding tasks - i.e. in Quadrant B.

The concept of CALP is integrally tied in with the more recent notion "**academic literacy**" introduced in Chapters 1 and 2. Academic literacy, however, requires more than simply applying linguistic skills to a Quadrant D activity as the model suggests; it demands the **creation of meaning** and the **expression of understanding** (Taylor et al, 1988:2). This in turn demands an understanding of **academic cultural and disciplinary sub-cultures** (Ballard and Clancy, 1988:9).

If "academic literacy" is the product of a particular academic culture, more "**general literacy**" of the kind we were attempting to assess in the GRATEP students' writing samples has to be seen as equally inseparable from "the meaning, the culture and the context it embodies" (Taylor et al, 1988:3). Assessing the students' writing (particularly their

sociolinguistic competence) was, in a sense, an attempt to assess **their knowledge of the whole history of the linguistic group** (the English language speaking group in this case); this history is mirrored in the group's way of saying things (Vossler, 1925:117 as cited in Schutz, 1964:36).

The development of CALP (and academic literacy) takes a much longer period than was previously assumed. According to Cummins (1981, as cited in Collier, 1989:514) it takes approximately 2 to 3 years for immigrants to reach proficiency in basic communicative skills in English, but a period of 5 to 7 years of study in the second language is needed for the development of CALP. Furthermore, there is evidence that some aspects of L1 and L2 proficiency (e.g. reading) are interdependent. Thus solid, cognitive, academic instruction in the L1 will develop CALP skills that are transferable to the L2. Cummins and Swain (1986:155) use the notion of **common underlying proficiency** to explain this.

In the South African context Murray (1990:140, Murray and Johanson, 1991) for example, has described the ESL students at the University of Bophuthatswana as reasonably proficient in face-to-face communication in English (BICS) but very poor in written English. Murray attributes these relative strengths and weaknesses in part to the oral linguistic culture in black (and DET) schools; there is much speaking and listening but little reading and writing (in either the L1 or English). Murray reaffirms the above notion, that if students develop CALP skills, such as reading, in their mother tongue, it helps them to perform well on tasks with a high conceptual content in the second language (Murray, 1990:141 citing Fitzpatrick, 1987). If black students do not develop CALP as part of their "common underlying proficiency", and if Cummins is correct, it will take 5 - 7 years to reach native speaker norms. Furthermore if the development of CALP during adolescence is interrupted for several years, for example through school boycotts, then students may be set back, in some cases, irretrievably, given the amount of time students normally spend in secondary and tertiary education (Collier, 1989:516).

The implications of these theories in the South African situation are alarming. DET schools do not encourage an exploratory, process approach necessary to develop CALP (although it may be argued that neither do conventional Afrikaans or Japanese schools); their teaching

methodologies are typically teacher-centred and non-interactive (Murray, 1990:141). DET school text-books are also notoriously "unreadable". Langhan's research (1990) revealed how Std 3 geography text-books exacerbate teaching/learning difficulties insofar as they "fail as well constructed discourse and include uninterpretable illustrations" (p.ii).

Almost all of the GRATEP students were forced to miss school during the school boycotts of 1986 and 1987. This disruption plus their DET education background has not helped in the development of CALP skills which appear to be so critical for the development of academic literacy and hence academic achievement.

There is considerable overlap between the conceptualisation of "communicative competence" and "cognitive competence" in language development. The cognitive domain will be discussed more formally in Section 2 below.

## SECTION 2

### THE COGNITIVE DOMAIN

The question, "How do we come to know...(whatever aspect of life)?" is the driving force behind the study of cognition (Craig, 1990:2). "How do we come to know *through* a second language in the sociopolitical context of southern Africa?" This is a question which has relevance for this study. Craig's discussion (Craig, 1988, 1990, 1991) around the "three-level model of cognitive processing" is one attempt to answer this question.

#### Three-level model of cognitive processing

Strohm Kitchener (1983:222 and 225, as cited in Craig, 1991:138, 1988:3) proposes a "three level model of cognitive processing". The **first level of cognition** in the process of "coming to know" includes cognitive tasks such as computing, memorizing, reading, perceiving and acquiring language etc. The second level, the **metacognition level**, refers to knowledge *about* cognitive tasks or monitoring and strategizing how best these tasks may be carried out. In general, efforts to teach students "study skills" are attempts to stimulate metacognitive skills.

The third level of cognition, **epistemic cognition**, is "consciously interpreting the nature of a problem and defining the limits of any strategy to solving it" (Craig, 1989:169). It is characterized by the processes an "individual invokes to monitor the epistemic nature of problems and the truth value of alternative solutions" (Strohm Kitchener, 1983:225 as cited in Craig, 1988:3). In other words, in order to monitor the epistemic nature of problems, the individual has to make a distinction between two kinds of problem-solving situations, "puzzles" and "ill-structured problems". **Puzzles** have only one solution and this can be arrived at by using a specific procedure such as a scientific formula. **Ill-structured problems** have no single unequivocal solution, but a solution which "fits best", given current knowledge of the issue, or "that redefines a problem in such a way that opposing perspectives are synthesized into a new framework" (Strohm Kitchener 1983:225 as cited in Craig, 1991:138).

Adult cognition at the epistemic level is further characterized by assumptions about "the limits of knowledge; the certainty of knowledge and the criteria for knowing" (p.230). Knowing the extent to which certain questions can be answered and how we would go about attempting to answer them is part of having what I have described in Section 1 as "academic literacy". This kind of cognitive activity then, would appear to fall at the extremes of the continua for describing context-reduced and cognitively-demanding academic tasks in Cummins and Swain's model described in Section 1.

In a modern technological society, adults in tertiary education are faced with tasks and problems that need to be tackled and "solved" at the epistemic and metacognitive levels of cognition. To approach ill-structured problems (which are typical of study in the social sciences) from the epistemic framework of early adolescence is clearly inappropriate. This inappropriateness is what is generally labeled "**under-preparedness**" in the South African context.

#### **A commonsense theory of knowledge**

Craig (1991:137) proposes that this "under-preparedness" of students (particularly but not exclusively) with a DET education is characterized by "**a commonsense theory of knowledge**". The tenets of this commonsense theory were "fashioned" from student data and described by Geertz as follows:

- i There is a "right" and "true" and "proper" because God (and the Bible or some other unquestionable authority) made it so, or because nature constitutes it as such (and in no other way).
- ii The "I" of being or living or daily interaction has only one direct access to this "true" and "right" and "proper" and that is through "on the spot reporting" or personal, immediate, first person accounts of experience.
- iii If the experience of "I" has any revelation about (or conversion to) the "truth" then that revelation has (of necessity) a linear (story) line where the events which are presented produce the last event as the obvious "truth".
- iv The revealed "truth" or last event begs no resolution of paradoxes (horizontally or vertically) or an appreciation that this claim may beg evidence, or an appreciation of the logical, epistemic and moral consequences following on from it.

(Geertz, 1973:100 as quoted in Craig, 1991:137)

Craig gives some interesting illustrative examples of this "commonsense epistemology " using extracts from students' unedited responses to questions asked during the Teach Test Teach programme at the University of Natal, Durban (Craig, 1991:138 -143).

- \* Does God exist? Student can apply to the "Plain truth magazine" for membership This is where s/he can get a book that speaks of the existence of God.
- \* Did the sun rise this morning? If it is the afternoon you have to think whether did you see the sun in the morning.
- \* How could the rise in the price of bread be explained? I see no reason why the price of bread must increase yearly. If it is because of the rise of wheat and labour, the bakers and their employees must get more salary.

This commonsense epistemology is what may also be called "thinking as usual" or "a relatively natural conception of the world" (Schutz, 1964 quoting Schelger, 1926:55) that many students bring to the "foreign" situation which is tertiary education. For a DET student, specifically one from a traditional and rural background, the "thinking as usual" may have a particular social and historical origin. Gilbert's research in this area is particularly interesting (Gilbert, 1988).

Gilbert interviewed rural Zulu people who had very little, if any, formal education. Cards with drawings of various geometrical shapes were given to the participants in random order

and they were asked to classify them and explain their classifications. The results were very similar to the experiments done by Luria with peasants in Northern Russia (Luria, 1976). The Zulu participants tended to use concrete and functional criteria for grouping the shapes although some did use abstract categories as well; in some cases they gave the shapes a metaphorical interpretation. (See Appendix 3.1 for an interesting example of a participant's response.)

The areas of **classification**, logical deduction and self-evaluation (roughly equivalent to what is now referred to as metacognition) were researched by Luria as part of his thesis that "many mental processes are social and historical in origin" (Luria, 1976:3 as cited in Cole, 1988:142). If these kinds of exercises, involving metacognitive processes, were not part of the GRATEP students' educational and social background, then this would seem to be one of the most important areas of research, i.e. "the degree to which there is a hiatus between the skills, knowledge and competencies which they (typically under-prepared students) bring to the situation and what the tasks encountered typically demand" (Craig, 1988:6). While the GRATEP students did not fall into the "non-literate" category, their difficulty with the hierarchical classification exercises (finding superordinates and sub-categories) may be partially understood with reference to their "traditional" background. This difficulty with the exercises requiring the ability to classify and structure units of information became an increasingly interesting question which could only be partly explored given the scope of this study.

Any assumptions in this area should be made with care, however; Gilbert's research, like Luria's, should be interpreted with caution. Cole (1988:149) looks at a reinterpretation of Luria's research in context-specific terms and while he does not deny Luria's basic contention that there are important changes in cognitive functioning as people move from pre-literate agricultural societies to literate, industrialized societies, he challenges Luria's claim "that traditional societies are devoid of theoretical thinking".

Donaldson's (1978) research with children provides yet another dimension of cognitive linguistic development in this area. She uses the term "**disembedded thinking**" to refer to thinking about form and logical structure in a reasoning exercise (a syllogism, for example)

which leaves out content or meaning entirely. This, she claims, is where Western society places the highest value.

The better you are at tackling problems without having to be sustained by human sense, the more likely you are to succeed in our educational system.

(Donaldson, 1978:77)

Donaldson also describes language as "disembedded" from its context when language itself is thought about formally. This begins with pausing to reflect on language; this pause may come about through learning to read and write when one begins to apprehend meaning and to become conscious of the distinctions between what is said (written) and what is meant. Donaldson sees this as the development of intellectual self-control. "Disembedded thinking" is thus a very important development of the mind. This cognitive development as described by Donaldson matches with the cognitive academic linguistic development described by Cummins and Swain (1986:151); Quadrant D, in their model, describes tasks which are context-reduced and cognitively demanding.

It is also interesting to note Donaldson's comment on reading and writing (Donaldson, 1978:94). If students have not read or written extensively in their L1 as children, they may not develop the skill of "disembedding" (also called "formal" thought) or CALP as readily as children who have.

### **Over-preparedness**

To the discussion of the "under-preparedness" of disadvantaged students, Miller (1989:158) adds the notion of "over-preparedness". An over-prepared student's progress is limited by what Vygotsky calls "fossils" of old learning (Vygotsky, 1978 as cited in Miller, 1989:158). This old learning needs to be "unlearned". Over-prepared students need help to "untie the knots of previous learning in order to create space for new kinds of learning"; new kinds of learning develop as students "gain insight into their own learning processes".

### **Conflict of realities**

The under/over-prepared student, like Schutz's "stranger" (Schutz, 1964) approaches the new group, the learning situation, not only with different levels of cognitive development and

different cultural interpretations but also a different "reality", a different background. A Western "reality" has grown against the backdrop of a history of ideas. "This background becomes the implicit (and explicit) fabric of our discourse in any particular discipline. The milestones in the development of ideas, become, over time, part of some people's taken for granted realities" (Craig, 1988:5). These "realities" have been handed down through tradition and habit by the parents, teachers and governments of particular groups (Schutz, 1964:34). In the South African situation we have to be continually aware of the fact that different groups do *not* share the same realities, the same backdrop of the larger history of ideas. More specifically, students from DET schools tend to lack the "background knowledge" necessary to understand courses in tertiary education (Murray and Johanson, 1991).

From the above discussion, it is clear that the following questions need to be answered with some urgency:

- i How can (ESL) teachers (with white realities from a "first world education") appreciate the different realities that students like those in GRATEP, (with black realities and a "Bantu Education") bring to the learning situation (c.f. Craig, 1989:169)?
- ii What can teachers do to create a cognitive academic linguistic basis and a meta- and epistemic cognitive basis for academic achievement? What can they do to help students to "disembed" their thinking (if this is what has to be done in order to succeed in tertiary education)?

Craig (1988, 1991), Murray (1990) and Boughey (1991), among others, make a number of proposals which will be taken up in Chapter 4.

### **Internal Processing**

The process of language acquisition, according to Dulay et al (1982:54), is governed by the operation of three internal factors: The Filter, The Organizer (previously called the "cognitive organizer") and The Monitor. Within this system the filter is conceptualized as a subconscious screen. It describes the learner's **affective states**, the feelings, attitudes, needs and motives which will influence his or her receptiveness to language input. The organizer functions subconsciously to organize the new language system, gradually building up a rule

system which will be used by the learner to generate sentences. It relates to the analytical or cognitive aspects of language learning.

### **The Monitor**

Krashen's hypothesis is that adults have two independent systems for developing their ability in second language learning (Krashen, 1976:1). These systems he calls subconscious language acquisition and conscious language learning. **Acquisition** refers to what learners, like children in the process of learning their mother tongue, "pick up" through actual, meaningful communication. Ellis (1993) describes acquisition as two separate experiences: the **internalization** of new items (concepts or words); and the **mastery** of what has already been learned.

**Conscious learning** (formal knowledge) enables the learner to form a "correct, mental representation of the linguistic generalization" (Krashen; 1976:2) and is available only as a "Monitor". This monitoring action is helped by error correction and the presentation of explicit rules. Its use depends on: 1) the learner's age; this is related to the developmental stage of "formal operations" described by Piaget which emerges around adolescence; 2) the amount of formal instruction the learner has received; 3) the nature of the task; a grammar test, for example, would obviously depend heavily on the Monitor; 4) the learner's personality, for instance an individual need to be correct (Dulay et al 1982:59).

According to Krashen "learning" cannot become "acquisition". McLaughlin (1987:56) is extremely critical of this claim since it cannot be tested empirically, as well as the theory of acquisition itself as it is not consistent with current linguistic theory. Furthermore, because the Monitor is so restricted in its application, "learning" would appear to play a suspiciously insignificant role in mastering a second language.

The Monitor Theory may, however, describe general cognitive processing which is responsible for conscious learning in other areas (Krashen, 1976:60). Thus it has links with the discussion on metacognition above. The editing function of the Monitor is also of interest and relevance here. This would appear to come into play when students are editing and correcting their written work. However it has been shown that simply asking typical learners

to edit their own work does not guarantee that they will use consciously learned rules; if the task itself forces them to focus on form, then it appears they will bring consciously learned knowledge into play (p.63).

Finally the Monitor Theory is also of interest insofar as the concept of **aptitude** is seen to be directly related to conscious learning. Attitudinal and motivational factors, however, appear to be more important in the development of communicative abilities (Krashen, 1976:19). This discussion will be returned to in the section on the affective domain.

### **Input and intake**

Both acquisition and learning may be accelerated by what Seliger (1983:253) calls the conversion of input into "intake". Input may be comprehensible or incomprehensible. Comprehensible input (CI), Krashen's term (and the key concept in his Input Hypothesis), is not clearly defined (McLaughlin, 1987:56). However, it is generally accepted that language acquisition is dependent on CI (e.g. Canadian immersion programmes) and that incomprehensible L2 input (e.g. via television) bears little fruit (Singleton, 1992:49).

"Intake" is the result of a "mental struggle" or "engagement" with a task (Ellis, 1993). Directed or personalized **input** occurs when a particular student is nominated for response and thus has to attend closely because a response of some kind is expected. Similarly, when a student initiates an interaction i.e. questions, requests or makes a comment which necessitates a response, there is a high level of mental involvement. According to Seliger (1983:252) this high level of mental involvement is what converts input into "intake". This is a crucial step in the cognitive language learning process of formulating and testing hypotheses about the target language.

Seliger (1983:252-262) describes two studies done to test these hypotheses that language learning students who generate more personalized input to themselves, both in the classroom and outside, progress at a faster rate than students who play a passive role and do little to get input directed at them. Seliger concludes that "using the second language as a tool for social interaction affects the rate of second language acquisition and the quality of second language acquisition" (p.262).

### **Cognitive stages in language acquisition**

Anderson (1981, 1983, 1985 as cited in Chamot and O'Malley, 1987:231) notes three empirically derived stages in second language acquisition. He describes the **cognitive stage** as "deliberate, rule based and often error laden", the **associative stage** where errors begin to diminish and the **autonomous stage** in which the performance becomes fluent and the original "rules" are forgotten. These stages are congruent with types of learning strategies that L2 learners employ. Chamot and O'Malley suggest that learning strategies are **declarative knowledge** (e.g. word definitions, facts, rules, images and sequences of events) which may become, through extensive practice and over time, **procedural knowledge**. Procedural knowledge "underlies our ability to understand and generate language" (p.232); it is stored in memory by what Anderson calls **production systems** which are rule-based and conditioned actions. Linguistic rules, reading skills, mathematical problem solving and sociolinguistic, discourse and strategic competence can be represented by production systems.

Chamot and O'Malley use Anderson's theoretical principles to inform what they call the "Cognitive Academic Language Learning Approach" (CALLA) which is designed to further academic language development in English through content-area instruction (p.227). (See also McLaughlin, 1987:145). This discussion will be returned to in Section 4.

## **SECTION 3**

### **THE AFFECTIVE DOMAIN**

Affect has a powerful effect on language learning. Feelings and attitudes will influence, either positively or negatively, the extent to which a learner is able "to command a language freely as a scheme of expression" i.e. to write love letters in it, to pray and to curse in it (Schutz, 1964:36).

Dulay et al (1976:45) have drawn inferences based on extensive research about the internal factors which are in operation when people learn a second language. These factors they call the "filter", the "organizer" and the "monitor". It is the nature of the **filter** which is of particular interest in this section.

Dulay et al. (1976:45) previously used the terms "socio-affective filter" and "affective filter" to describe "that part of the internal processing system that subconsciously screens incoming language based on what psychologists call "affect": the learner's motives, needs, attitudes and emotional states" (p.46). The filter plays a critical role in so far as incoming language data must be "admitted" before it can "be processed" any further.

McLaughlin is critical of the Affective Filter Hypothesis (McLaughlin, 1987:56). He claims that Krashen has not explained the reason for the development of the affective filter nor how it operates; he has given no basis for relating it to individual differences in learning a second language. Although McLaughlin questions the necessity to postulate the notion of an affective filter, he does acknowledge the critical role played by affective factors in second language learning (p.52).

Many variables and circumstances may cause a "mental block" which will prevent comprehensible input from being utilized effectively. Brown (1987:99-133) lists a variety of personality factors and sociocultural factors which influence filtering. Personality factors include self-esteem, inhibition, risk-taking, anxiety, extroversion, character types and motivation. Under sociocultural factors he discusses attitude, acculturation and social distance. Obviously all these variables have some relevance to this study of the GRATEP students' response to English Language Development but it is particularly the roles of **attitude**, **motivation** and **acculturation** that are significant in the South African context of this study. These will be discussed below.

### **Attitude**

"Attitude is the single most important factor in second language learning" (Savignon, 1976 quoted in Krashen 1976:38). This may well be true as positive attitudinal factors such as integrative motivation and instrumental motivation interrelated with personality factors (self-confidence, empathy, attitude towards the classroom and teacher) create a favourable climate for language **acquisition** (p.21). In the first place positive attitudinal factors imply a low affective filter and thus encourage **intake** (Seliger, 1983:253) i.e. communication with the target language speakers. Secondly, they enable the learner to be "open" to input and thus **utilize** the language for acquisition; hearing and understanding the language is not enough.

Attitudes are also significant in relation to self-concept and the native language group. According to Brown (1987:127) and Larsen-Freeman (1991:175-184), different studies have revealed that a positive attitude towards self and native group enhance proficiency. The South African system of apartheid does not encourage a positive self-concept among young black adults; the high failure rate in the DET Matriculation Examination for example, can only exacerbate the lack of self-confidence and self-esteem that was so clearly visible in the majority of GRATEP students.

### **Motivation**

Motivation is generally understood to be the inner drive, incentive or need that impels a person to take a particular action, in this case to learn English. Three kinds of motivation affect language acquisition. **Integrative motivation** "reflects a sincere and personal interest in the people and culture represented by the other group" **Instrumental motivation** "reflects the practical value and advantages of learning a new language" (Gardner and Lambert, 1972:132, as cited in Dulay et al, 1982:47). High motivation of either sort can positively influence second language acquisition i.e. can influence the amount of language input the learner is able to absorb.

The third kind of motivation, **social group identification** is the motivation to participate socially and culturally, and to become members of the group that speaks the new language or language variety. It is the "stranger"s' desire to orient himself within the cultural pattern of the "approached" social group (Schutz, 1964:32). According to Spolsky (1969:282 quoted in Larsen-Freeman, 1991:173) "learning a second language is a key to possible membership of a secondary society: the desire to join that group is a major factor in learning".

In the South African context, integrative motivation and social motivation is coloured by the political struggle and decades of apartheid ideology. How much do young black South Africans wish to identify with and integrate into the white South African English culture? Instrumental motivation, on the other hand, is understandably high; almost all professional employment and tertiary education requires literacy and communication skills in English.

## **Acculturation**

Second language learning is also second **culture** learning and in some respects involves the acquisition of a second identity. Guiora has called this second identity, the "language ego" referring to the very personal, egoistic nature of second language acquisition (Brown, 1987:128). This process of becoming adapted to a new culture, Brown calls "acculturation".

Normally, acculturation in a foreign language learning environment has four successive stages. The first is a period of **excitement**; the language, the environment and people are new. The stranger interprets his environment according to his customary "thinking as usual" (Schutz, 1964:34). A period of **culture shock** follows; an individual's sense of self and security is weakened by the intrusion of cultural differences. There are feelings of estrangement and hostility, a tendency to complain and to seek the company of other members of one's own culture (Adler, 1972; Clark, 1976, as cited in Stones, 1993:2).

The third stage is one of **gradual recovery** or **culture stress**. There is "a feeling of homelessness, where one feels neither bound firmly to one's native culture nor fully adapted to the second culture" (Brown, 1987:128). The fourth stage is one of **full assimilation or adaptation** of both the foreign culture and the learner's "new self" (p.129). The stranger (the student) becomes culturally literate and is able to participate fully in the "foreign" culture while still retaining a separate cultural identity.

These stages in the acculturation process are both relevant and interesting in relation to a view of the academic world as comprising multiple realities. The first is the transient reality of the stranger; the second is the experiential reality of students at various stages of acculturation. Finally there is the everyday reality of the student as a member of the academic community (Stones, 1993:2). The complexities of the South African situation are such that although black students have been formally exposed to English since Standard Three, by the time they reach tertiary education level few have adapted to the new culture sufficiently to become members of its academic community. In effect the English Language Development programme was an attempt to guide the GRATEP students through this transformational process.

**Social distance** refers to the "cognitive and affective proximity of two cultures which come into contact within an individual" (Brown, 1987:132). According to Schumann (1976, as cited in Brown, 1987:132), a hypothetically "bad" language learning situation is one where the second language group would consider itself subordinate and would also be considered subordinate by the target language group. This too has unfortunately been part of the sociopolitical history of South Africa and a further possible reason why few black students have been in a position to integrate fully into the "target culture".

### **Emotional states**

The learner's emotional states are part of the affective filter. Together with the learner's attitudes and motivation, they affect what the learner allows to be processed into "intake".

**Anxiety** is one emotional state which appears to play a dual role in language acquisition. It can be both **facilitative** and **debilitative**.

Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour.

(Scovel, 1978:139 as cited in Larsen-Freeman, 1991:187).

**Trait anxiety** refers to the deepest level of anxiety experienced; it is a general anxiety about many things. **State anxiety** comes from a particular situation or event (Brown 1987:106). In the political context of South Africa in the 1990's, anxiety is acknowledged to be widespread and debilitative. The socio-economic situation of the GRATEP students, their poor employment prospects and chances of tertiary education are certainly further reasons for anxiety.

## SECTION 4

### LANGUAGE TEACHING METHODOLOGY

#### Approach

The English Language Development programme aimed to improve the GRATEP students' communicative language proficiency in English particularly as a tool for learning. Thus the programme was designed and taught along the lines of the **Cognitive Academic Language Learning Approach (CALLA)**. The main objective of this approach is described by Chamot and O'Malley (1987:227) as "to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas". What follows is a brief look at some theories of learning and language acquisition which inform the approach.

The "**learner-centred**" view of language acquisition sees language acquisition not as mastering a body of knowledge, but rather as a process of acquiring the linguistic and communicative skills necessary to carry out real world tasks, particularly those needed by a specific group of learners. The learners, their different needs and interests and their attitudes to learning are of central importance (Hutchinson and Waters, 1987:77). Learner-centred or student-centred classes are open in structure and students work cooperatively in groups with little "teacher control". Wong-Fillmore (1985:24 quoted in O'Neill, 1991:298) is critical of this approach. Her research revealed that "By and large, the most successful classes for language learning were the ones that made greatest use of teacher-directed activities". O'Neill is cautious about drawing any fixed conclusions about which approach is better - learner-centred or teacher-centred. Both approaches are appropriate for some tasks, in some classes and at some times. "Good teaching is characterized by a *variety of styles* to promote learning" (p.303). A "**learning-centred approach**" is "an approach with the avowed aim of maximizing the potential of the learning situation" (Hutchinson and Waters, 1987:77).

A learning/learner-centred curriculum is based on the fundamental **principles of adult learning** and communicative language teaching and learning (Nunan,1988:21). Brundage and Mackeracher (1980: 21-31, as cited in Nunan, 1988:22) state the following about adult learning (my emphasis):

Adults learn best when they are **involved in developing learning objectives** for themselves which are congruent with their current and idealized self concept.

This places the learner at the centre of the educational process, which is particularly important in the South African context where black students have had so little say in their own destiny. It is also problematic however, as Craig (1991:138) and Miller (1989:158) have pointed out, where disadvantaged students have not yet gained insight into their own learning processes and are not necessarily capable of articulating their own needs at the ESL level. The adult learner's "current and idealized self concept" also has political overtones which have been discussed more fully in the section on the affective domain.

Adults learn best when the content is **personally relevant to past experience** or present concerns and the learning process is relevant to life experiences.

Allwright (1982:4) writes: "...the communication of ideas that matter to the learner is likely to aid learning through getting the learners more deeply involved in what they are doing". Craig (1989:171) expands on this general principle when she emphasizes the importance of students working through what they already know and can do, moving from the familiar to the unfamiliar. Schutz (1964:37) in turn describes any process of enquiry as a series of steps as follows:

We first define the new fact; we try to catch its meaning; we then transform step by step our general scheme of interpretation of the world in such a way that the strange fact and its meaning become compatible and consistent with all the other facts of our experience and their meaning. If we succeed in this endeavour, then that which formerly was a strange fact and a puzzling problem to our mind is transformed into an additional element of our warranted knowledge. We have enlarged and adjusted our stock of experiences.

This is in keeping with Hutchinson and Waters' "model for learning" whereby "in the act of acquiring new knowledge, it is the learner's existing knowledge that makes it possible to learn new items" (1987:49). According to "schema theory" this previously acquired knowledge or "background knowledge" is structured in terms of "schemata". Comprehending input (e.g. a text or lecture) is an interactive process between the learner's schemata and the input (Carrell and Eisterhold, 1983:219 as cited in Dison, 1991:3).

In addition to the above generalizations regarding adult learning, what follows are some **basic principles of language learning** which, according to Hutchinson and Waters (1987:128), underpin a learning-centred methodology. Second language learning is:

- i a developmental process
- ii an active process
- iii a decision-making process
- iv not just a matter of linguistic knowledge (but pragmatic and sociolinguistic knowledge)
- v not the learner's first experience with language
- vi an emotional experience (as described above in Section 3)
- vii not a systematic process (but acquired according to need and circumstance).

**Communicative language teaching** refers more to a cluster of approaches rather than a single methodology. In line with the discussion around the concept of communicative language proficiency in Section 1, communicative language teaching is based on two fundamental principles. On the propositional level learners must learn to make grammatically correct statements about the world. On an illocutionary level they must be able to perform real-world tasks and get things done with the target language (Nunan, 1988:25); this means they must develop a sensitivity to sociolinguistic and situational factors in the communication interaction.

Howatt (1984, as cited in Nunan, 1988:25) distinguishes between a **weak and a strong version of communicative language teaching**. In the weak version, learners are provided with opportunities to use their language for communicative purposes and these activities are integrated into a wider programme of language teaching. The strong version enables language ability to be developed through activities which are designed to stimulate performance in the target language. An extreme example of the strong version of communicative language teaching, would be leaving the learner in the middle of a strange town with instructions to find his/her own way home.

Whichever form of communicative language teaching, strong or weak, is adopted in the design of a learner-centred curriculum, Nunan (1988:65) emphasizes the importance of the

**specification of language goals.** Thus, in the example above, the language goals might include for example, the formula for greeting a stranger and requesting help, asking questions, asking for clarification and repetition, understanding directions, thanking and greeting.

### **Method and design**

The CALLA approach implies a **process-oriented** method. Richards and Rogers (1986:20 quoting Gattegno, 1972:89), describe a typical process-oriented objective as follows: "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in". The process-oriented nature of the GRATEP ELD objectives can be seen in the (unedited) list below. These objectives were compiled when ASP first became involved with GRATEP

## **AIM AND OBJECTIVES OF ENGLISH LANGUAGE DEVELOPMENT**

### **AIM**

- 1 To help students to prepare for tertiary education particularly through improving their communication skills in English.

### **OBJECTIVES**

- 1 To develop an English Language Development programme in consultation with the students, encouraging active participation and drawing on the skills and knowledge of the group
- 2 To expose the students to typical university lectures and assignments; career guidance; English language; general knowledge; college and bursary application procedures.
- 3 To motivate students to explore different (language) learning strategies such as small-group work, individual research and drama.

- 4 To support and complement the Rhodes SRC Intensive Learning Campaign for students who intended to rewrite certain matriculation subjects in order to improve their symbols.
- 5 To draw on resources at Rhodes University where these have been volunteered (Computer Based Education Unit, Cory Library, contributions from individual lecturers) and use these resources as a base for developing language and academic skills (e.g. note-making from lectures and reference books, exercises in formal grammar).
- 6 To develop the students confidence in their ability to interact more fully with the resources and facilities available in Grahamstown (museums, libraries, Small Business Development Corporation and Arts Festival for example).
- 7 To liaise with the Rhodes Student Adviser, Adult Education Committee, Admissions and Bursaries Offices, MASIFUNDE, Grahamstown Technical College, Port Elizabeth Technikon and other useful institutions.

Chamot and O'Malley's CALLA model (1987) comprises three components which correspond broadly to the above objectives:

- 1 a content component (e.g. GRATEP lectures and grammar classes)
- 2 a language development component (e.g. practice in using language in academic contexts for note-making and essay writing)
- 3 a learning strategies instruction component (e.g. making learning strategies explicit through theory and practice).

Content (and language) are learned in the learning/learner centred "syllabus" through **activity or task**. This **emphasis on the activity or task** through which the content is learned is what distinguishes general English language teaching methodology from the methodology of a "task based syllabus". Long's "task-based syllabus" is based on the principle that as long as the learners are productively engaged in a task, they will be acquiring the target language (Nunan, 1988:87). According to Long, it is the negotiation of meaning which promotes comprehension which in turn promotes acquisition (Long, 1985 as cited in Ellis, 1990:18). Real world tasks refer to the things people do in everyday life, including of course, academic tasks such as reading a textbook or writing an essay. According to Chamot and O'Malley

(1987:239): "The number and variety of language activities in a content-based curriculum for LEP [Limited English Proficiency] students should provide many opportunities for the development of academic language proficiency".

Krashen is supportive of this view in that he suggests that what matters for acquisition is not what gets taught but "what gets encountered in circumstances that render it comprehensible" (Allwright, 1984). For **acquisition** to take place however, **certain conditions** are necessary. Krashen describes these in terms of "input" which must be not only comprehensible but "slightly above the learner's present level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts" (Richards and Rodgers, 1986:18). Krashen's description encapsulates to some extent the thinking behind the teaching methodology in GRATEP's ELD programme.

Nunan (1988:87) summarizes the **methodology in a learner-centred curriculum** as follows:

- i Pedagogic tasks (filling in a form or writing a letter for example) are used as the basic building blocks (in second language acquisition) and these are linked to the real-world tasks outside the classroom.
- ii Accuracy-based activities such as drill and controlled practice are not used. Prominence is given to activities which promote fluency.
- iii Small groups are the most effective way of grouping learners.
- iv Performance based activities such as role-play are given prominence.

Hutchinson and Waters (1987:51) are more flexible. They make the point that because not very much is known about the actual process of learning, it is wise to take an **eclectic approach**, using as resources, the cognitive, affective and behaviourist aspects of learning. Thus, where appropriate, accuracy-based activities such as pronunciation drills would be used in the learning-centred curriculum.

Seliger (1983:247) appears to be in some agreement with the eclectic approach in so far as he comments that it is not really known how learners utilize sources of language input in order to construct or test hypotheses about the second language. What is known however, is that the **amount of input** appears to have a definite positive effect on language acquisition and that when **learners interact** with each other (and the teacher) they use each other as "a source of input for the construction of learner grammars" (p.247). (See also Ellis, 1990:12).

Seliger (1983:246) views the entire language classroom environment (not only the language learners' "tasks") as "a complex drama of social interaction" and "the agreed upon purpose of this drama is the facilitation of language acquisition". **Classroom interaction** is in fact a "fundamental and inescapable fact of classroom life" and we should be careful not to view it suddenly as "a new addition to our pedagogical armoury", cautions Allwright (1982a:1). Furthermore, as Allwright points out, interaction does not only refer to live, person-to-person encounters (p.2) but also to **interaction with text** whereby students are working silently and are individually engaged in problem solving tasks.

There is another dimension to interaction that, according to Allwright (1982b:4) and Boughey (1991:3), has not been fully exploited in the language learning classroom. This is interactive **group discussion on language and language learning** itself. Krashen has argued that conscious attention to the language is not only useless but actually harmful. This is too strong an hypothesis, in my opinion, and actually paradoxical. If students are involved in discussion of language items and the learning/teaching strategies involved, it would seem to me they are acquiring language through two processes: 1) through **utilizing the language**, and 2) through **conscious construction and testing of their "learner grammars"** (to use Seliger's term).

In fact, a review of the research on the question of whether formal instruction works reveals evidence in support of formal grammar instruction (Ellis, 1990:165). The challenge, however, according to Ellis, is how to teach grammar in a way compatible with how it is learned. He suggests that "explicit rule presentation supported by structured examples may facilitate acquisition of new grammatical features more effectively than implicit rule presentation - at least for analytical type learners" and that "comprehension-based grammar

instruction in the form of consciousness raising activities and interpretation tasks may facilitate intake" (Ellis, 1993).

Singleton's comments are in keeping with and support the above discussion. He writes that L2 instruction should be guided by two "fundamental pedagogic principles" which are:

- i learners should be provided with a maximum of L2 CI [comprehensible input] the content of which genuinely engages their interest, and
- ii learners should have their attention explicitly focused on at least some aspects of the grammar and lexicon of the target language (Singleton, 1992:51).

Some of the questions that concern this study then, are how teachers can teach grammar effectively, how they can cope with and help the learners to profit from classroom interaction (Allwright, 1982:1), and to what extent "learners can be taught behaviours that result in increased amounts of input being directed at them" (Seliger, 1983:247). These "behaviours", among other things, would appear to be primarily those activities which require "high levels of mental involvement".

### **Small group teaching**

Small group discussion was a prominent feature of the English Language Development programme. It was adopted for educational as well as social reasons. John (undated: p 9) describes the benefits of the small group discussion method at university as follows:

A method of education which promotes critical thinking, debate, autonomy of thought and self-reliance, but also teaches the acceptance of the value of intellectual and personal co-operation and the joint negotiation of meaning, is obviously of central importance in enabling those who have experienced the most disabling effects of 'apartheid' education, particularly in the form of overlarge classes where the easiest option is probably passive thinking, to discover for themselves their full potential as the very type of thinkers and learners which the university would be proud to be responsible for producing.

This may well be true; what John fails to mention however, is that to be effective, small group teaching requires "intensive teacher training for use of the techniques, both in terms of operational procedures in the classroom and in terms of appropriate design of the learning tasks" (Bejarano, 1987:498). Without the appropriate teacher skill and knowledge, the most innovative and theoretically sound teaching methods may not be effective.

## **SUMMARY AND CONCLUSION**

Section 1 of this chapter has surveyed the theoretical background to the concept of "communicative competence" with particular reference to Cummins and Swain's model and Bachman and Palmer's adaptation of this model for purposes of testing some aspects of communicative competence in writing samples (Cummins and Swain, 1986; Bachman, 1990). It has included discussion on cognitive academic linguistic proficiency (CALP) and academic literacy and their relationship to academic achievement particularly in terms of the amount of time it takes for students to reach these levels of cognitive linguistic development.

Section 2 outlined the "three level model of cognitive processing" (Craig, 1989, 1991), a "commonsense theory of knowledge", "embedded thinking" (as opposed to "disembedded thinking") and the notion of "over-preparedness", all aspects of the "under-preparedness" of typical students from a DET education. Krashen's language acquisition-learning distinction, his Monitor theory and their relation to the concept of "intake" was looked at briefly as well as the theory of cognitive stages in language acquisition which inform Chamot and O'Malley's Cognitive Academic Learning Approach (CALLA) (Chamot and O'Malley, 1987).

Section 3 described the role of the affective domain in second language acquisition with particular emphasis on the influence of attitude, motivation, the acculturation process and emotional states; these affective factors were looked at (somewhat critically) in relation to Krashen's Affective Filter theory.

In Section 4 the principles behind CALLA and learner/learning centred teaching methodology

were outlined and discussed with reference to the aims of the GRATEP English Language Development programme and research done by Allwright, Seliger, Nunan, Hutchinson and Waters, Krashen and Ellis.

The following chapter will link theory to practice. It is a fairly detailed description of the English Language Development programme (background and presentation). Reference to the theoretical background which informed its design and implementation will be made throughout.

## **CHAPTER 4**

### **THE ENGLISH LANGUAGE DEVELOPMENT PROGRAMME**

Chapter 4 is an attempt to link the theoretical background as discussed in Chapter 3 with its practical application in the design and presentation of the GRATEP English Language Development programme.

This chapter is divided into three main sections. Section 1 includes further background to GRATEP and the inception of the language programme, notes on the teachers and facilitators, the venues and the GRATEP Advisory Committee. Section 2 looks at the practical application of some of the theories mentioned in Chapter 3; it includes reference to the underlying aims and principles of the ELD programme and a brief look at how the programme facilitators attempted to realize these aims. Section 3 is a description of the ELD programme itself and includes the general aims and outline of main activities in the different workshops and classes as well as "extra" activities.

#### **SECTION 1**

##### **BACKGROUND**

The first meeting between members of MASIFUNDE Trust for Christian Outreach and Education, The National English Literary Museum (NELM), The Centre for Social Development, The South African Council for Higher Education (SACHED), the Rhodes University Academic Skills Programme (ASP) and executive members of GRATEP took place on 3 April 1991. The purpose of the original meeting was to discuss the programme planned by members of MASIFUNDE and the GRATEP Students' Representative Council (SRC). The programme was described by MASIFUNDE as "a tutorial and enrichment program for about 80 Standard 10 students". It included university courses (for non-exam purposes) in Public Administration 1, Local Government and Administration 1 and Political Studies 1, a Bursaries and Careers Course, an Academic Skills Course and a Community Development Course.

Shortly after the initial meeting at SACHED, the director of Rhodes University ASP was approached by the Masifunde director and the GRATEP SRC in a follow-up appeal for assistance with academic skills and English language. It was agreed that the ASP coordinator for Arts, Social Science and Divinity (myself) and one other ASP tutor would take part in the GRATEP programme. Initially two mornings (9.00 to 11.00) a week were agreed upon. Although other GRATEP classes were already underway in April 1991, ASP was only able to launch their programme in "English Language Development" (ELD) on May 13 1991.

### **Teachers and facilitators**

Volunteers from different sections of the Grahamstown community participated in the ELD programme.

#### **1 Rhodes University ASP tutors**

Several Rhodes University ASP tutors taught or observed classes during the course of the programme. ASP tutors are qualified with an honours degree (or higher) and go through a training programme at the beginning of the year when they join ASP. The training focusses on small-group teaching methods and increasing sensitivity to the language and study problems encountered by students in their first year at university. Only two tutors, including myself, had any formal training in teaching English as a Second Language.

#### **2 Volunteers from Rhodes University lecturing staff**

At least 25 members of the Rhodes University lecturing staff volunteered to give a lecture or run a workshop as part of the ELD programme for GRATEP. This was in response to a letter sent out on behalf of the Rhodes University Adult Education Committee, to whom the GRATEP SRC had also appealed for help and involvement. Only four of these volunteers had formal training in teaching English as a Second Language.

#### **3 Volunteers from the English Language Teaching Honours class**

Nine students from the Rhodes University English Language Teaching Honours class taught four classes as part of a practical component in their course. Their assignment

topic was as follows:

Design, implement and evaluate a language learning/teaching lesson/course. Specify the context, target participants, objectives, materials and principles of design and evaluation, and then evaluate the lesson/course in terms of at least the following parameters:

- \* the extent to which the course/lesson achieved its objectives and why
- \* the role(s) played by the materials
- \* any problems of implementation that arose
- \* the extent to which the theoretical orientation of the lesson/course contributed to its success/failure (as written up by you in your evaluation)
- \* the implications of your assessment for you as a teacher of ESL.

#### **4 Volunteers from the Grahamstown community**

These volunteers included members of the Small Business Development Corporation, the Black Sash Advice Office and the head librarian from the Grahamstown public library. Only one of these volunteers, to my knowledge, was trained in English language teaching.

### **Venue**

#### **1 1820 Settlers Monument**

The Director of the 1820 Foundation allowed GRATEP the use of the Settlers Monument conference halls as the main venue. Hall A was carpeted and very spacious; chairs were stacked along the sides and could be arranged as we pleased. Tables were sometimes difficult to organize. Hall B was tiered with fixed seats and long bench-type tables in rows. A front table was usually available. Lighting and temperature control were often problems; a member of the Monument staff frequently had to be found for assistance.

ASP was requested to use its own overhead projector, video equipment and slide projector. MASIFUNDE provided chalk and a blackboard.

## **2 Albany Museum**

The Albany Natural History Museum kindly allowed GRATEP to use the Rennie Hall when the 1820 Monument was not available. It is equipped with a blackboard, movable chairs and fixed tables along the sides of the hall.

## **3 St Patrick's Church Hall**

This was only used on a few occasions when it was not possible to use either the Monument or the Albany Museum. A blackboard and a table and chairs were available.

### **The GRATEP Advisory Committee**

In order to consolidate the establishment of GRATEP, a May meeting was convened of people who were already tentatively involved with GRATEP or who had been approached by the GRATEP SRC. This was the beginning of the GRATEP Advisory Committee which included members of the GRATEP SRC. Meetings were held throughout the year and considerable effort was put into making these meetings as representative and consultative as possible.

## **SECTION 2**

### **THEORY AND PRACTICE**

The original main aim of the English Language Development component of GRATEP as stated previously, was "to help [the GRATEP] students to prepare for tertiary education particularly through improving their communication skills in English". (See Chapter 3 for full "Aim and Objectives".) The programme was based on the Cognitive Academic Language Learning Approach (CALLA) and informed by principles of communicative language teaching, learner/learning-centredness, adult cognition and the role of affect in second language acquisition; (see Chapter 3).

Putting these theories and principles into practice in the design and implementation of the English Language Development programme was a complex task which relied on both intuition

and theory. Research and work done particularly by Craig (1988, 1989, 1990), Miller (1989), Murray (1990) and Boughey (1991) played a major role in informing the design and presentation of the programme.

Craig's research has been mainly in the area of cognitive development in relation to learning. In order to promote epistemic cognition, she has highlighted what she calls "**important moments in the instructional process**, which if present will contribute critically to the learning process and generate effective adaptation to and mastery of formal educational demands" (Craig, 1988:5) [my emphasis]. These are as follows:

- 1 **Task readiness.** This means the skills, knowledge and competencies which students bring to the learning situation match the demands of the "task" or learning situation.
- 2 **Gathering appropriate information during task execution.** This is in order to address the essential features of the task or problem-solving situation.
- 3 **Specifying means and goals.** This is in order to provide the learner with clearly defined strategies, focal points and goals.
- 4 **Making the problem explicit.** This also means exploring with the learners how the problem may be solved.
- 5 **Attending to detail during instruction.**
- 6 **Emphasizing invariant aspects of the task.** This supports the learners' engagement in ill-structured problem solving (e.g. writing an academic essay in Social Science) for which solutions are basically antithetical (Strohm Kitchener, 1983:225 as cited in Craig 1988:7).
- 7 **Dealing with different sources of information.** This involves giving the learners explicit strategies for integration and synthesis.
- 8 **Discovering causal relationships.** This includes emphasizing the effect of actions on objects in order to evaluate evidence used in argument.
- 9 **Co-ordination and integration.** This includes emphasizing the synthesis of items of information and integrating these into the overall structure of the whole.

The development of epistemic cognition and cognitive academic linguistic skills or CALP are part of the same process. In order to facilitate this process and to create at least some of

these "important moments" described by Craig above, the ELD programme included extensive class and small-group **discussion**, work done in the **research groups in Cory Library and NELM**, extended practice **putting information into hierarchical structure**, **essay-writing workshops**, **critical thinking workshops** and **reformulation exercises**.

Murray's material designed for Special English (SPEN) at the University of Bophuthatswana (Murray 1990:141) is aimed at developing four very broad CALP skills (that is, the metacognitive and the epistemic level of cognition): the ability to **abstract**, that is, to extract the main ideas from a spoken or written text; the ability to **synthesize**, that is, to relate what one hears or reads to what one already knows and to relate information from one source to that from another source; the ability to **evaluate**, that is, to make judgements about new information and the ability to **recreate** and form a lucid argument which emerges as one's individual interpretation of the information given. These CALP skills are also developed (metacognitively) through students' becoming aware of the strategies they are using to "produce knowledge" in the process of reading and writing. According to Murray (p.141), "we try to make students aware of what they need to learn and how to monitor and evaluate their own learning". In the GRATEP ELD programme, activities designed to facilitate the development of skills at the metacognitive level were particularly those in the **skills-workshops on reading, note-making, essay-writing and study strategies**.

In addition, in line with the methodology used in Murray and Johanson's (1990) course in writing for academic purposes, the GRATEP ELD programme attempted to be task-based and interactive, to use texts, lectures and tasks which were authentic and meaningful and to teach language not as discrete items but as part of the integrated whole.

Boughey (1991) has emphasized the importance of the **learner as a resource** in the language learning classroom. Learners use each other as resources in pair, group and project work. Seliger's comment (1983:247): "There is no doubt that learners do interact with each other and do use each other as a source of input for the construction of learner grammars" supports this view. What Boughey is specifically referring to however, is the role of the **learner as an autonomous individual** capable of taking responsibility for his or her own learning (e.g. as in project work). The learner, in fact, has a whole range of learning strategies at both

cognitive and metacognitive levels (Chamot, 1987:77; Ellis and Sinclair, 1989:151).

One of these learning strategies is assessing one's own progress through an **awareness of the "how" of learning** as well as **self-evaluation and peer evaluation** (Boughey, 1991:3). This was taken into consideration in the ELD programme particularly in the sessions on **self-created cloze exercises, study strategies, reformulation of writing and assessing essays**.

Ellis and Sinclair's Typology of learning strategies in Learning to Learn English (Ellis and Sinclair, 1989:151) as well as Chamot's The Learning strategies of ESL Students (Chamot, 1987:77) are useful guidelines for making explicit the specific aims behind the various sessions of the ELD programme. A selection of these learning strategies are listed briefly below with reference to the aims of both general and specific GRATEP sessions.

#### **Metacognitive**

- 1 **Advance organizer/advance preparation:** each session was preceded by an outline/preview of the class in order to prepare the students, "let them in" on what was happening and enlist their participation if possible.
- 2 **Analyzing (linguistic) needs:** this was done in the beginning in order to clarify long-term aims.
- 3 **Comparing (and analyzing) differing language items from L1 and L2:** (Session 33 on "Xhosa and English").
- 4 **Discussing:** small-group, pair-work and class discussion were central activities in almost every class.
- 5 **Expanding subject awareness:** finding out about English and language learning (Sessions 14 and 17 on "The History of English").
- 6 **General self-assessment (of language proficiency):** questionnaires, comparison of "models" and sessions on letter-writing and reformulation (Sessions 12 and 19).
- 7 **Joining study/research groups:** NELM and Cory Library research groups.
- 8 **Negotiating with other learners:** part of the on-going discussion process (particularly Session 32, the workshop on conflict management).
- 9 **Resourcing:** using the town and university library, the Small Business

Development Corporation, Rhodes University lecturing staff, NELM and the Grahamstown Arts Festival as resources (See particularly Session 15 on "Self-education").

- 10 **Self-management:** understanding the conditions that help one learn (Sessions 27 and 29 on "Anxiety Management" and "Study Strategies").
- 11 **Skills:** developing skills in listening, reading, note-making and writing in the second language.

### **Cognitive**

- 1 **Auditory:** listening to and imitating language models as in the play-acting workshops (Sessions 9, 10 and 12).
- 2 **Contextualisation, inferencing and deduction:** consciously placing word(s) in meaningful language sequences (Sessions 9, 23 and 18 on dictionary skills and cloze-test exercises).
- 3 **Copying:** in order to practise writing in the second language (Sessions 9 and 23 on "self-created cloze").
- 4 **Directed physical response:** relating new information to physical actions as in circle dance and drama (Session 4).
- 5 **Grouping:** reordering and reclassifying material based on common attributes or hierarchical structure for note-making and essay planning (Sessions 10, 13 and 20).
- 6 **Imagery:** relating new information to visual concepts as in mind-mapping (Session 13).
- 7 **Noting down:** writing down important items as they occur as in note-making from lectures (e.g. Sessions 7 and 39).
- 8 **Predicting, skimming and scanning; reading for detail:** reading skills (Sessions 16, 20 and 29).
- 9 **Reading aloud:** in order to practise intonation, pronunciation and stress (Session 9).
- 10 **Risk-taking:** building confidence to try something in the L2 without worrying about making mistakes or feeling foolish (e.g. Sessions 9 and 32).
- 11 **Role-playing:** acting out situations with other learners (e.g. Sessions 28 and

32).

- 12 **Translation and word building:** using one's linguistic knowledge of L1 and L2 as a base for understanding and building vocabulary (Sessions 17 and 33).

#### **Social-affective**

- 1 **Co-operation:** working with one or more peers to obtain feedback, pool information or model a language activity.
- 2 **Question for clarification:** asking for repetition, paraphrasing, explanation or examples.
- 3 **Relaxing:** feeling at ease and unthreatened in the learning situation encouraged through dance and music, informal seating arrangements (where possible) and supportive facilitators.

### **SECTION 3**

#### **DESCRIPTION OF THE ELD PROGRAMME**

The "core" of the ELD programme comprised 39 sessions. Each session varied slightly: some were lectures while others took the form of workshops. Brief descriptions (aims and outlines) of each session in the core programme are given below.

The "full" or extended programme included workshops and classes given by Streetlaw, NELM, the Cory Library and the Small Business Development Corporation. Small group library tours, slide shows, visits to the Rhodes Theatre and a Computer Based Education course (on the computer system called "Plato" at Rhodes University) in Basic English Grammar were also part of the programme. These will be described separately.

#### **DESCRIPTION OF CORE ELD PROGRAMME**

##### **Session 1: Introduction**

##### **AIMS:**

- 1 To lower the students' affective filters by creating a **relaxed**, informal and facilitating environment.

- 2 To introduce the tutors.
- 3 To introduce **groupwork** (as a teaching methodology) and give every student the opportunity to speak in English.
- 4 To enlist the students' **participation** in the programme design in keeping with learner-centred principles of curriculum design.
- 5 To **motivate** and "**conscientize**" the students by encouraging them to become **conscious of** and **articulate** their feelings about the English language.

#### OUTLINE:

- 1 Introduction of tutors and outline of class. (This was the standard way of beginning each class.)
- 2 Circle Dance - based on Russian greeting dance and done to the music Sunshine Reggae with Bob Marley.
- 3 Re-arrangement of chairs into more informal semi-circle.
- 4 Small-group discussion on:
  - i What do you feel about English as a language?
  - ii Why do you want to "develop" your English?
  - iii What would you like this English Language Development programme to contain?
- 5 Plenary: report-backs written up on overhead transparencies (OHTs).
- 6 Provisional outline of course and structure of classes - explanation and class discussion.
- 7 Home-work: writing assignment on Myself to be handed in next session.

#### Session 2: African Folktales

##### AIMS:

- 1 To begin with **familiar** Xhosa folktale using mime and **oral** story telling before introducing **written** version.
- 2 To have the students focus on an **interactive task**, in this case reading the story together in small groups, and discussing how to dramatize and narrate it.
- 3 To **motivate** students to take an interest in the Xhosa oral tradition and stories from home.
- 4 To follow up the students' request for **formal grammar** by using the story as a basis

for exercises on verb formation.

#### OUTLINE:

- 1 Collection of writing assignments on Myself.
- 2 Folktale: Demane and Demazana.
  - i Tutors mimed key incidents in the story, began to narrate the story and invited a student to complete it.
  - ii Difficult vocabulary items taught, text given out and read aloud by tutor.
  - iii Group-work: dramatization and narration of folktale.
  - iv Presentation of group dramatizations to class.
- 3 Grammar worksheet on verbs.
- 4 Homework: write story of "Demane and Demazana" in own words; students asked to collect oral "stories from home".

#### Session 3: Speaking and Writing

##### AIMS:

- 1 To consolidate **folktale** theme and use a **problem-solving task** for interactive language practice.
- 2 To encourage **independence** and **confidence** in the students by introducing the idea of themselves, the students, as a resource for ideas and knowledge.
- 3 To heighten students' awareness of the **differences between speaking and writing**
- 4 To follow up **grammar** exercises from previous class.

##### OUTLINE:

- 1 Folktale Riddle: Leopard, Goat and Yam. Small-group work "problem solving" and the solution acted out for class.
- 2 Small-group discussion and feedback in plenary on questions:
  - i Why tell stories?
  - ii When, how and by whom are stories told?
  - iii Can anyone tell a "story from home?"
  - iv Why write when you can speak?
  - v When is it important to write?
- 3 Story-telling and writing in groups.
- 4 Grammar worksheet.

#### Session 4: Drama Workshop

##### AIMS:

- 1 To help the students to **relax, work easily with each other, break down inhibitions, experiment with classroom interaction.**
- 2 To have the students immerse themselves totally in the **task** and the **message** without conscious awareness of English being used as the medium of instruction.
- 3 To extend the students' vocabulary through following instructions and descriptions and relating new vocabulary items to actions.

##### OUTLINE:

- 1 Introductions and division into three groups with three different facilitators, members of the Rhodes University Drama Department.
- 2 Warm-ups followed by a wide variety of movement and mime exercises: pairwork, group work and individual exercises.

#### Session 5: Reading and Writing Stories

##### AIMS:

- 1 To **motivate** the students to write by exposing them to writing done by other students and school teachers on The Teachers English Language Improvement Project (TELIP) courses.
- 2 To **sensitize** students to **aim, attitude** and **audience** in writing (as a follow-up to Session 3).
- 3 To reinforce the notion of the **group as resource** and continue with the stories **told, discussed, written** and **edited** by the group

##### OUTLINE:

- 1 Large-group work on Aims, Attitude and Audience in writing (with acknowledgement to TELIP).
- 2 Small-group work: reading stories from TELIP booklet The Way We See It.
- 3 Telling, discussing, writing and editing "stories from home" in small groups. (See Appendix 4.1 for a "group story".)

### **Session 6: Lecture Note-Making**

#### **AIMS:**

- 1 To introduce guidelines for note-making in lectures and **prepare** students for the lecture in Session 7.
- 2 To follow up **grammar** exercises and problems from previous classes.

#### **OUTLINE:**

- 1 Discussion on ASP handout on making notes in lectures; preparation for lecture and workshop on "English Poetry Written by Black South Africans" planned for following session.
- 2 Grammar: verbs, conditionals, "would" c.f. "used to".
- 3 Questionnaire 1 completed. (See Appendix 2.1 for copy of questionnaire 1.)

### **Session 7: Poetry Workshop with NELM**

#### **AIMS:**

- 1 To give students practice in **lecture note-making**.
- 2 To **introduce** the students (who are not familiar with it) to poetry written in English by black South Africans.
- 3 To build on the **familiar** (South African poetry) and **motivate** students to **read** and **write** their own poetry.

#### **OUTLINE:**

- 1 Taped music of Lynton Kwezi Johnson (to set the scene).
- 2 Lecture on "History of Black English Poetry"; different poems read aloud by different teachers.
- 3 Small group-work; reading poetry together, discussing and composing.

### **Session 8: Setting up Research Groups**

#### **AIMS:**

- 1 To introduce the staff of Rhodes Cory Library and NELM and to organize research/study groups.
- 2 To **reinforce** interest in reading stories.

OUTLINE:

- 1 Introduction and organization into groups.
- 2 Short story read aloud by a student and followed by brief discussion.

**Session 9: Play Acting and Cloze-test Practice**

AIMS:

- 1 To use a **short play** as a basis for **listening, role-play** and **writing** practice.
- 2 To encourage **independent study** though using **self-created cloze "tests"**.

OUTLINE:

- 1 Story Noorjehan by Ahmed Essop read aloud to class; discussion on traditional marriage.
- 2 The Ticket Inspector from The English Teaching Theatre read and acted by tutors; read, listened to and acted by students; worksheet.
- 3 Self-created cloze practice: instructions and practice.

**Session 10: Brainstorm and Hierarchies**

AIMS:

- 1 To keep **motivating** students to read stories and poetry, particularly those written by black authors.
- 2 To introduce **brainstorming** as a technique for building on the familiar, in preparation for note-making and essay-writing activities.
- 3 To practise **structuring information** from general to specific and using **mind-maps** as a strategy for revision and note-making.

OUTLINE:

- 1 Lynton Kwezi Johnson "rap" poetry song Lorraine, listened to, written up on OHT and sung.
- 2 Brainstorming topics: marriage (class); Inkatha, GRATEP, Grahamstown, religion, food, education (small groups).
- 3 Categorizing and structuring information.
- 4 Mind-mapping exercise using content of previous day's lecture on "How to Conduct Yourself during a Job Interview" given by a member of by the Small Business

Development Corporation.

### **Session 11: Sources of History Workshop**

#### **AIMS:**

- 1 To give students some **first-hand experience in research** (in order to develop their general academic skills and CALP skills) and to **motivate** them to research for themselves.
- 2 To **broaden** students' **understanding** of the different sources of history, particularly their own history.

#### **OUTLINE:**

- 1 Short introductory lecture followed by small-group work on different research topics: Inkathagate; ANC Conference; GRACA - Indlovu; the Grahamstown Arts Festival. Newspapers and magazines were provided and the 1820 Monument staff were available for interviews.
- 2 Report-back.

### **Session 12: Letter Writing**

#### **AIMS:**

- 1 To reinforce **formal letter-writing skills** and **telephone communication skills**.
- 2 To use a short play as a basis for **listening, reading and role-play**.

#### **OUTLINE:**

- 1 Review "Sources of History" workshop and write up on OHT, in collaboration with students, a letter of thanks to Mrs Tisani.
- 2 Role-play making appointments by telephone; grammar input on the use of "would" as a form of politeness.
- 3 Writing letters of application; "model" letter plus useful addresses for bursary applications.
- 4 Giovanni's Cafe, play from The English Teaching Theatre: listen to tape recording, group play-acting and improvisation.

### Session 13: Hierarchical Structuring of Information

#### AIMS:

- 1 To **develop** students' ability to structure information in hierarchical order (as a basis for note-making and essay planning).

#### OUTLINE:

- 1 Variety of exercises structuring and categorizing information according to different criteria (e.g. age, colour, size).
- 2 Use mind-map on "Sources of History" as an example of note-making.

### Session 14: History of English Language

#### AIMS:

- 1 To expose students to note-making in a **typical university lecture** and to give them **background** to the development of language as a living, dynamic process.
- 2 To improve and practise **dictionary skills**.

#### OUTLINE:

- 1 Lecture on "The History of English", its nature, "roots", the places where it is spoken and a brief history of its development with particular emphasis on the development of vocabulary.
- 2 Worksheet on dictionary skills.

### Session 15: Self-Education using the Library

#### AIMS:

- 1 To develop students' study strategies (at the **meta-cognitive** level).
- 2 To develop students' skills at the level of **epistemic cognition**, that is, knowledge of what strategies may be employed to "produce knowledge" and what the limits of this knowledge are.

#### OUTLINE:

- 1 Workshop: lecture; demonstration of self-education projects; discussion; worksheets and tasks done in small groups.
- 2 Project: "How would one make a battery which is strong enough to light a light bulb from a lemon?" (R25 reward offered for first workable solution.)

### **Session 16: Reading Skills 1**

#### **AIMS:**

- 1 To make students aware of the different **levels of reading skills** and give them opportunity to **practise** at these different levels.

#### **OUTLINE:**

- 1 Worksheets done in small groups with feedback in plenary.

### **Session 17: Borrowing Words from Other Languages**

#### **AIMS:**

- 1 To review "The History of English" lecture and heighten the students' awareness of the richness and complexity of the origins of language.

#### **OUTLINE:**

- 1 Review of "The History of English" lecture and class discussion on worksheet items 1 to 4.
- 2 Small-group work using worksheet; feedback in plenary with responses written up on OHT.
- 3 Game: "Twenty Questions" as introduction to exercises on putting information into hierarchies (used with acknowledgement to TELIP).

### **Session 18: Dictionary Skills**

#### **AIMS:**

- 1 To develop students' **dictionary skills** through a variety of exercises.

#### **OUTLINE:**

- 1 Analyze a typical dictionary entry; warm-up exercises on putting words into alphabetical order; worksheets for individual practice.

### **Session 19: Reformulating Written Passages**

#### **AIMS:**

- 1 To help the students to develop their **editing skills** and to use their conscious knowledge of grammar and pragmatics in assessing the "correctness" of a written text.

#### OUTLINE:

- 1 Two page-long essay-type answers were used for comparison; one had been written by a native English speaker. Students were asked to pin-point the differences and discuss in groups.

#### Session 20: Note-making from Texts

##### AIMS:

- 1 To develop students' **awareness of different types of text and how information is organized** (cognitive and metacognitive level).
- 2 To give students experience in **note-making** using **hierarchical organization**.

##### OUTLINE:

- 1 Introduction: game "Twenty Questions".
- 2 Brief lecture on organization of information in academic texts; worksheets on making notes from historical text-types, logical text-types and comparative text-types.
- 3 Group analysis of text and individual analysis of text.

#### Session 21: Critical Thinking Workshop

##### AIMS:

- 1 To introduce the notion of **argument** (premises and conclusions) and to show the difference between writing which contains argument and that which does not.

##### OUTLINE:

- 1 Discussion on notion of critical thinking and argument.
- 2 Exercises identifying passages which contain argument, identifying premises and conclusions and identifying premise and conclusion indicators.
- 3 Analysis of a text containing an argument.

#### Session 22: Independent Work: Dictionary Skills Practice

##### AIMS:

- 1 To encourage the students to **take responsibility for their own learning** through organizing their own class, having been given the dictionary worksheets and the answers.

#### OUTLINE:

- 1 Students work alone or in pairs on dictionary worksheet, checking their answers when appropriate.

#### Session 23: More Cloze-test Practice and Note-making from Texts

##### AIMS:

- 1 To reinforce the **self-created cloze** as an independent study strategy and practise together.
- 2 To develop the notion of **argument**.

##### OUTLINE:

- 1 Familiar texts (from Session 21 and a Streetlaw workshop) were used as cloze-test exercises and compared with originals.
- 2 Analysis of two texts containing arguments; make notes.

#### Session 24: Reformulating written paragraphs

##### AIMS:

- 1 To use paragraphs written by the students themselves in a **comparison and reformulation** exercise for improving **editing skills**.
- 2 To review the English Language Development programme to date and to revise in preparation for assessment worksheet.

##### OUTLINE:

- 1 Students compare two texts written on the same topic; discuss the differences and attempt to reformulate where necessary.
- 2 Brief revision of certain areas of the programme.

#### Session 25: What does a Good Education Mean?

##### AIMS:

- 1 To encourage **critical thinking** and **discussion** around the topic of education.
- 2 To **inform** the students of the realities of studying to be a teacher at training college or university.

##### OUTLINE:

- 1 Small-group discussion and report back on: What is a good teacher? What kind of

teacher do you like?

- 2 Video of extracts from three films: Teachers, The Prime of Miss Jean Brodie and Paper Chase. Short class discussion on: Who were the good teachers and why?
- 3 Information on studying to be a teacher.

### **Session 26: Progress Worksheet**

#### **AIMS:**

- 1 To **assess** the students' level of progress through a brief assessment worksheet (see Appendix 2.6. for copy of assessment worksheet).

#### **OUTLINE:**

- 1 Worksheet containing: cloze-test, dictionary skills exercise, putting information into hierarchical structure, identifying components of an argument, origin of words and letter writing.

### **Session 27: Test Anxiety Management Workshop**

#### **AIMS:**

- 1 To make students **aware** of the nature of test anxiety (debilitative and facilitative stress) and to give them the **tools** to manage this kind of stress effectively.

#### **OUTLINE:**

- 1 Students given self-assessment questionnaires for completion and scoring.
- 2 Group discussion on the definition of stress, the causes and symptoms of stress and individual differences in experiencing and coping with stress.
- 3 Introduction of intervention strategies with practical guidelines on selecting the best strategy or mix of strategies.

### **Session 28: Differences between Speaking and Writing**

#### **AIMS:**

- 1 To consolidate the students' **awareness of the characteristic differences between speaking and writing**.
- 2 To have the students **enjoy** the class in a participatory way thus lowering the affective filter and allowing for more "intake".

#### OUTLINE:

- 1 Role-plays done by tutors to initiate discussion on differences between speaking and writing.
- 2 Small-group improvisations.
- 3 Small-group discussion on a text entitled The Difference between Talking and Writing (see acknowledgement to TELIP below); reportback.
- 4 Brief lecture and discussion (using text on the Oral Tradition with acknowledgements to TELIP Course 3 pages 24 and 25).

#### Session 29: Reading Skills Workshop 2

##### AIMS:

- 1 To **improve** students' **reading skills** and to **encourage them to read more**.
- 2 To give students the opportunity of working with **different styles of writing** and to produce **creative writing** rather than formal writing.
- 2 To **raise** students' **consciousness** about **women** in South Africa.

##### OUTLINE:

- 1 Ice-breaker exercise using variety of large photographs pinned up on the walls; students were asked to predict the events and what was being said by the characters.
- 2 Class exercise on skimming, scanning and previewing.
- 3 Small-group work on practical application.
- 4 Warm up questions preparing students for story extract by Nokugcina Mhlope; small-group exercise on finding title for story and completing missing section; reportback and evaluation.

#### Session 30: Structure of Newspapers Workshop

##### AIMS:

- 1 To make students aware of the **structure of newspaper articles** and be able to **transfer these skills of picking out important information quickly to other articles**.

##### OUTLINE:

- 1 Warm up questions (to activate background schemata).
- 2 Small-group discussion on questions on exercise sheet containing two newspaper

articles.

- 3 Short lecture and discussion on structure of typical newspaper articles compared with other kinds of writing - narrative and academic.
- 4 Role-play interviews: reporter and eyewitness.

### **Session 31: Essay Writing**

#### **AIMS:**

- 1 To consolidate exercises in brainstorming and structuring as part of the **essay writing process**.
- 2 To give guidelines and practice in analyzing essay topics and **evaluating the structure and content of two essays**.

#### **OUTLINE:**

- 1 Brainstorm practice on topics as follows: "Western medicine" and "traditional medicine" (in preparation for workshop on Medical Anthropology), "Democracy" and "Does Democracy require an Opposition?" (in preparation for essay evaluation task) and "Dealing with Conflict" (in preparation for Conflict Workshop).
- 2 Analyzing essay topics using ASP handout "Glossary of Direction Words in Exam Questions".
- 3 Evaluating two essays on the topic "Does Democracy Require an Opposition?" (with acknowledgements to Murray and Johanson SPEN Booklet). Small-group task with report back.

### **Session 32: Dealing Creatively with Conflict**

#### **AIMS:**

- 1 To use conflict situations as **problem-solving tasks** and **extended role-play**.
- 2 To stimulate independent **critical thinking** and develop **argumentation** skills.

#### **OUTLINE:**

- 1 Warm-up questions on "conflict".
- 2 Role-play of conflict situation in pairs.
- 3 Lecture input: "Listening and Barriers".
- 4 Two-group extended role-play of conflict between a civic organization, Actstop, and an organization of landlords (Opposa): reading, discussion and role-play leading to

suitable "resolution of conflict".

### **Session 33: Thinking in Xhosa and Speaking in English**

#### **AIMS:**

- 1 To heighten students' **(linguistic) awareness** of the grammatical differences between English and Xhosa and thus to **develop their ability to recognize the origin of problems.**

#### **OUTLINE:**

- 1 Lecture and worksheet.

### **Session 34: Medical Anthropology**

#### **AIMS:**

- 1 To give students **background** to the study of Anthropology in general and Medical Anthropology in particular.
- 2 To **develop skills of comparison and argument in discussion** of the differences between traditional and Western medicines.

#### **OUTLINE:**

- 1 Lecture with discussion.
- 2 Exercise: drawing a "germ" and discussion.
- 3 Follow-up reading The dilemma of the first world SA doctor and the third world patient by Russell Kirkby (SA Family Practice July 1988, page 279).
- 4 Questions and answers on studying Social Anthropology at university.

### **Session 35: Varieties of English Workshop**

#### **AIMS:**

- 1 To create an **awareness of different varieties of English** and a **sensitivity to the value of all languages in their own right.**
- 2 To stimulate **critical, independent thinking.**

#### **OUTLINE:**

- 1 Bob Marley background music as starting point for input and video extract on Rastafarianism.
- 2 Class discussion on varieties of English, specifically South African English.

- 3 Small-group discussion on different questions regarding varieties of English; report back and general discussion on the role of English in the future South Africa.

### **Sessions 36 and 37: Writing Applications and CV's**

#### **AIMS:**

- 1 To introduce the **conventions** and **form** of writing **CV's** and **letters of application** in response to advertisements.
- 2 To develop the skill of **careful reading between the lines**.
- 3 to give students practice in **completing application forms** (with attention to detail and accuracy) and **being interviewed**.
- 4 To teach **content** through **reading speed exercises**.
- 5 To develop a **critical approach** through comparing different examples of written text, **identifying arguments**.

#### **OUTLINE:**

- 1 Material used with acknowledgements to S Murray and L Johanson, unit 15 of Write to Learn: A Course in Writing for Academic Purposes.

### **Session 38: Studying Social Work**

#### **AIMS:**

- 1 To give students **background** to the study of Social Work and some **experience** of what a social worker's work entails.
- 2 To provide more opportunity for **discussion** and **vocabulary building**.

#### **OUTLINE:**

- 1 Video Tomorrow's Parents followed by discussion of issues raised, especially role of social worker.
- 2 Input on studying Social Work and job opportunities.
- 3 Role-play done by facilitators - a social worker counselling a pregnant teenager; discussion of counselling techniques and social workers' values.

## **Session 39: Studying and Remembering**

### **AIMS:**

- 1 To make students aware of how knowing about **memory** can help in the development of their **study strategies**.
- 2 To evaluate the course and complete the final writing assignment (writing sample 2).

### **OUTLINE:**

- 1 Lecture, class discussion and individual exercises.
- 2 Final Evaluation and writing assignment Myself Now completed in class.

## **OTHER ACTIVITIES**

### **1 Research groups**

NELM: Staff members at NELM offered a course on the **reading and writing of poetry and short stories**.

Each group (of 15 students or less) met every week over two months; they were given a poem or poems or a short story to read during the one and a half hour class. These were fairly simple poems and stories by African writers. Group members were then asked to explain the poem or story in their own words, say why they liked or did not like it and to give reasons for their responses. Discussion revolved around the responses and in some cases led to the writing of poems by the students themselves.

Rhodes Cory Library: small groups were scheduled to meet every two weeks for an afternoon of research on the following topics: The history of the ANC, biographies of leading political figures, a history of Black Grahamstown. The main purposes of these groups were to "demystify" the imposing Rhodes University library, **develop library skills and gain experience in basic research**.

### **2 Computer Based Education**

Small groups were formed during the Rhodes University June/July vacation and signed onto the Plato system at the Rhodes Computer Centre. GRATEP students were also allowed to use the Plato terminals located in other parts of the campus. Each group was allocated a full morning or afternoon twice a week.

The course was a selection of **basic English grammar lessons**, comprising 6 units (Parts of speech; Building and using sentences; Spelling and usage; Punctuation; Writing Letters; Money matters). Students were able to work at their own pace, exit one unit or component of a unit without completing it and begin another if they chose. They learnt how to sign on and exit the computer system, to obey the computer instructions and work through very logical and structured lessons.

### 3 **Street law**

There were nine Streetlaw workshops (each one and a half hours long) and a three hour Mock Trial. Streetlaw workshops provide opportunity for role-play, practice in reading, listening, writing and debating skills as well as offering useful information and content relevant to everyday life and issues in South Africa.

### 4 **Rhodes Drama Productions**

The Rhodes Drama Department was very generous in making tickets available free of charge for the GRATEP students. It was possible to take advantage of the following: The Lion in the Path, dramatized African folktales adapted from Hugh Tracey's collection; Honours students' dance productions; Honours students' play productions. In addition, members of the department were prepared to put on a special performance of dramatized extracts from the DET matriculation English syllabus; unfortunately the show was cancelled when no students appeared.

The main aim behind encouraging the students to attend these performances was to broaden their experience and knowledge of university functions and studies and to make them feel more involved in the wider Grahamstown community. It was also to expose them to different artistic mediums and stimulate their interest in exploring these further.

### 5 **Slide shows**

The three slide shows **Travels in Madagascar, South America and Through Africa by Motor-Bike** were presented at different times during the year. Each presentation was set in context i.e. preceded by some background information, questions and

discussion.

The slide shows provided a good opportunity for widening the students' perspective of the world beyond the borders of South Africa and introducing discussion of some basic ecological issues.

## **6 Small Business Development Corporation (SBDC)**

Three lecture/workshops were given by the SBDC. They were: "**How to conduct yourself during a job interview**"; "**How to start your own business**"; "**What the SBDC can do for you**".

The aim of these workshops was to extend the students' knowledge of and access to resources in Grahamstown; it was also to give them some practical advice, ideas and alternatives to tertiary education and the formal job market.

## **SUMMARY**

This chapter has described some of the background to the GRATEP English Language Development programme, how it began, who taught and facilitated, where workshops and lectures were held and what the general aims behind the course were. It has attempted to highlight the theories which were particularly influential in informing the design and implementation of the programme.

This chapter has also given a fairly detailed description of the "core" programme itself with reference to the aims and activities of each session. The additional activities which made up the "full" programme were described briefly.

The following chapter, Chapter 5, is an assessment of the progress which was made in English competence by the GRATEP students.

## CHAPTER 5

### STUDENT ASSESSMENT

#### **Introduction**

This chapter comprises an assessment of the progress made by the GRATEP students during their 6 month participation in the English Language Development programme. The main aim of the programme as indicated earlier, was "to help students to prepare for tertiary education particularly through improving their communication skills in English". The extent to which this aim was realized was assessed both quantitatively (through correlational studies) and qualitatively (through subjective/interpretive participant observation and an analysis of the students' evaluation of the programme). This chapter is concerned with the **quantitative assessment**.

This chapter is divided into three main sections. The first section is a correlational analysis of scores the students obtained on written exercises. It is focused primarily on the **writing assignments** (writing samples 1 and 2) done at the beginning and end of the GRATEP English Language Development programme. The scores obtained on a **cloze-test exercise**, and for **exercises in putting information into hierarchical structure** are included in the correlation analysis. A correlation analysis of **student attendance and scores obtained for writing sample 2** is also included here. These additional analyses, selected from a wide range of correlation analyses, were done in order to gain a fuller answer to the fundamental research question regarding the extent of the students' progress in English language competence.

Section 2 comprises an analysis of the responses to the two **questionnaires**, completed at the beginning and end of the programme. Section 3 follows with a brief **summary and discussion**.

## SECTION 1

### ANALYSIS OF WRITTEN EXERCISES

#### COMPARISON OF WRITING SAMPLES 1 AND 2

The first writing sample, Myself, was completed in the first week of the programme; the second, Myself Now, was completed on the second last day. Each writing sample was given an overall percentage score calculated on the basis of scores obtained in the sub-categories for Grammatical Competence, Pragmatic Competence (vocabulary, cohesion and rhetorical organization) and Sociolinguistic Competence (register, naturalness and use of non-literal language and cultural reference). Each of these categories and sub-categories will be analyzed in turn.

##### 1 Overall percentages obtained for writing samples 1 and 2

###### Statistics

Sample size: 35                       $t$  statistic = 1,38  
df 34                                       $p$  value = 0,1776

###### Result

There is **no significant difference** between the mean scores of the two samples, i.e. there may have been no significant improvement in communicative competence as measured through the writing samples as a whole.

##### 2 Scores obtained in the categories for grammatical competence in the writing samples 1 and 2

###### Statistics

Sample size: 35                       $t$  statistic = 1,14  
df 34                                       $p$  value = 0,0629

### **Result**

There is **no significant difference** between the mean scores of the two samples. In other words, there may have been no significant improvement in grammatical competence.

### **3 Scores obtained in the categories for pragmatic competence in writing samples 1 and 2**

#### **Statistics**

Sample size: 35                       $t$  statistic = 3,38  
df 34                                       $p$  value = 0,0018

#### **Result**

There is a **significant difference** in the mean scores of the two samples which may indicate an improvement in pragmatic competence.

(See Appendix 5.1 for graph of overall scores obtained in writing samples 1 and 2 and Appendix 5.2 for graph of scores obtained in grammatical competence, writing samples 1 and 2).

### **4 Scores obtained in the sub-category VOCABULARY in pragmatic competence**

#### **Statistics**

Sample size: 35                       $t$  statistic = 1,79  
df 34                                       $p$  value = 0,0831

#### **Result**

There is **no significant difference** in the mean scores of the two samples.

**5 Scores obtained in the sub-category COHESION in pragmatic competence**

**Statistics**

Sample size: 35  $t$  statistic = 3,63

df 34  $p$  value = 0,0009

**Result**

There is a **significant difference** in the mean scores of the two samples which may indicate a significant improvement in cohesion.

**6 Scores obtained in the sub-category RHETORICAL ORGANIZATION in pragmatic competence**

**Statistics**

Sample size: 35  $t$  statistic = 2,61

df 34  $p$  value = 0,0135

**Result**

There is a **significant difference** in the mean scores of the two samples which may indicate a significant improvement in rhetorical organization.

**7 Scores obtained in the category SOCIOLINGUISTIC COMPETENCE**

**Statistics**

Sample size: 35  $t$  statistic = 3,27

df 34  $p$  value = 0,001

**Result**

There is a **significant difference** in the mean scores of the two samples which may indicate a significant improvement in sociolinguistic competence.

**8 Scores obtained in the sub-category REGISTER of sociolinguistic competence**

### Statistics

Sample size: 35  $t$  statistic = 6,30

df 34  $p$  value = 0,001

### Result

There is **significant difference** in the mean scores of the two samples which may indicate a **significant improvement** in sensitivity to register.

## 9 Scores obtained in the sub-category **NATURALNESS** in sociolinguistic competence

### Statistics

Sample size: 35  $t$  statistic = 1,00

df 34  $p$  value = 0,3244

### Result

There is **no significant difference** in the mean scores of the two samples which may indicate no improvement in sensitivity to naturalness.

## 10 Scores obtained in the sub-category **CULTURAL REFERENCE** in sociolinguistic competence

### Statistics

Sample size: 35  $t$  statistic = 1,44

df 34  $p$  value = 0,1603

### Result

There is **no significant difference** in the mean scores of the two samples which may indicate no improvement in sensitivity to and use of cultural reference.

## **CORRELATION OF GRAMMATICAL COMPETENCE SCORES (WRITING SAMPLES 1 AND 2) WITH CLOZE-TEST SCORES**

The purpose of this correlation was to look at the relationship between grammar scores taken

from "free" writing and the scores obtained on a structured (grammar) test.

**1 Scores obtained for GRAMMATICAL COMPETENCE (writing sample 1) and Cloze-test scores**

**Statistics**

Sample size: 35      $r = 0,34$       $p \text{ value} = 0,0000$

**Result**

There is a **significant correlation** in the mean (average) percentage marks of the two samples which indicates that the students achieved significantly higher scores in the structured grammar exercise than they did in grammatical competence as measured in free writing.

**2 Scores obtained for GRAMMATICAL COMPETENCE (writing sample 2) and Cloze-test scores**

**Statistics**

Sample size: 36      $r = 0,2878$       $p \text{ value} = 0,0000$

**Result**

There is a **significant correlation** in the mean (average) percentage marks of the two samples which indicates that the students achieved significantly higher scores in the structured grammar exercise than they did in grammatical competence as measured in free writing.

**COMPARISON OF SCORES OBTAINED FROM THREE EXERCISES ON PUTTING INFORMATION INTO HIERARCHICAL ORDER**

These organization exercises were done fairly extensively over the last four months of the programme. The first exercise was given little preparation; the second and third exercises were part of progress assessment tests done in the last quarter of the programme.

**1 Scores obtained on HIERARCHICAL ORDERING EXERCISES  
1 AND 2**

**Statistics**

Sample size: 30                       $t$  statistic = 1,40  
df 29                                       $p$  value = 0,1707

**Result**

There is **no significant difference** in the mean scores of the two samples.

**2 Scores obtained on HIERARCHICAL ORDERING EXERCISES  
1 AND 3**

**Statistics**

Sample size: 33                       $t$  statistic = 2,06  
df 32                                       $p$  value = 0,0473

**Result**

There is a **significant difference** in the mean scores of the two samples which may indicate an improvement in ability to order items of information into hierarchical structure.

**3 Scores obtained on HIERARCHICAL ORDERING EXERCISES  
2 AND 3**

**Statistics**

Sample size: 35                       $t$  statistic = 1,74  
df 34                                       $p$  value = 0,0910

**Result**

There is **no significant difference** in the mean scores of the two samples.

(See Appendix 5.3 for graphs of scores obtained on the three exercises in hierarchical ordering.)

## CORRELATION OF STUDENT ATTENDANCES WITH SCORES OBTAINED ON WRITING SAMPLE 2.

### Statistics

Sample size: 45       $\chi^2$  chisquare statistic = 13,862  
df 15                       $p$  value = 0,5260

### Result

There is **no significant correlation** between the two variables which indicates that those students who attended the greatest number of times did not necessarily achieve higher scores in the final writing exercise.

(See Appendix 5.4 for graph of numbers of attendances and scores for writing sample 2.)

## SECTION 2

### ANALYSIS OF QUESTIONNAIRES 1 AND 2

Questionnaire 1 was designed with two purposes in mind, first to assess the areas in spoken and written English where students perceived themselves to be having difficulty, and second, to provide a reference point to measure students' perceptions of improvement in these areas (which were identified in the second questionnaire). Copies of both questionnaires appear in Appendices 2.2 and 2.3.

Both questionnaire items were grouped into four areas: listening (including taking notes from lectures), speaking (including feeling confident about communicating in English), reading (including using dictionaries and libraries and taking notes from books) and writing (including logical organization of material). The questionnaire results will be grouped accordingly.

The method of the questionnaire data analysis was explained in Chapter 2 (p.29-30). Only questions 2, 12, 14 and 15 in questionnaire 1 can be statistically matched with questions 2, 12, 14 and 17 respectively in questionnaire 2.

All the questionnaire responses have been depicted graphically in paired barcharts (see Appendix 5.5, Figures 5.1 - 5.22). The first paired barchart columns depict the relationship between the **marked responses** in questionnaire 1 with the **marked responses** in questionnaire 2. The second paired columns show the relationship between the **unmarked responses** in questionnaire 1 and the **marked responses** in questionnaire 2. Thus positive responses have been matched; i.e. if we interpret an unmarked response (in questionnaire 1) as positive insofar as the student has not perceived him/herself to have a problem in this area. Although the unmarked responses in questionnaire 1 and the marked responses in questionnaire 2 cannot be matched statistically, they have nevertheless been depicted in graph form in order to provide some basis for speculation on the possible perceived improvement in the different areas.

## LISTENING

**"I don't understand / I now understand most of the things that English people say". (Questions 1, Figure 5.1)**

There appears to be a definite improvement in oral comprehension insofar as both paired barcharts show marked differences in the students' responses to the two questionnaires.

**"English speakers talk too fast for me". (Questions 2, Figure 5.2)**

### Statistics

Sample size: 29	$t$ statistic = 3,09
df 28	$p$ value = 0,0045

### Result

There is a **significant difference** between these two variables which means that a significant number of students felt that their listening and comprehension skills had improved enough to follow the speech of native English speakers.

**"I have difficulty / I no longer have difficulty understanding the pronunciation**

**of some English speakers". (Questions 3, Figure 5.3)**

A similar picture to the one above, that is, a marked improvement in oral comprehension skills, emerges from the responses to questions 3.

**"I find it difficult / I find it easier to take notes during talks and lectures. (Questions 4, Figure 5.4)**

Both pairs of columns show that students perceived an improvement in this area.

## **SPEAKING**

**"When I am in town, I sometimes feel I cannot communicate properly/I sometimes feel more confident about communicating with English speaking shop assistants and clerks". (Questions 5, Figure 5.5)**

Very few students had regarded communication in town as a problem according to the responses in questionnaire 1. Significantly more students indicated that they felt confident about communicating with English speaking townspeople in questionnaire 2 although this was slightly less than the numbers of students who felt they did not have a problem in this area in the first place.

**"I feel shy / I no longer feel shy talking in groups because I do not feel confident/ I now feel more confident about my English." (Questions 6, Figure 5.6)**

Figure 5.6 indicates that both students who perceived they had a problem with shyness and those who did not, felt less shy and more confident speaking in English in groups at the end of the programme.

**"I feel shy / I no longer feel shy talking English in groups because it seems silly / no longer seems silly to speak in English when I know I can be understood in Xhosa." (Questions 7, Figure 5.7)**

As Figure 5.7 indicates, few students recognized this to be a problem and a significantly higher proportion indicated a decrease in shyness and more willingness to speak in English in the artificial situation of groupwork. However 24 students had not seen this to be an issue in the first place. Like question 5 above, one may interpret this either favourably or

negatively, although the dominant response is favourable.

**"I feel shy / no longer feel shy talking to English speakers because I am not confident / I am now confident about my English." (Questions 8, Figure 5.8)**

As Figure 5.8 indicates, once again, students appeared to feel more confident about using English with native English speakers.

**"I can't / I can usually find the right words to express what I want to say in English." (Questions 9, Figure 5.9)**

The responses to these questions are a little difficult to interpret as 18 students did not indicate that they had a problem here to begin with. Nevertheless the positive responses in questionnaire 2 are almost twice the "problem indicators" in questionnaire 1.

## READING

**"I read very slowly / I do not read as slowly as I was." (Questions 10, Figure 5.10)**

It is interesting to note here how few students regarded themselves as slow readers. Despite this, 22 students felt that their reading speed had improved by the end of GRATEP, slightly fewer than those who had indicated no problem in this area.

**"I don't understand / I understand a lot more of what I read in English." (Questions 11, Figure 5.11)**

Here too, similar to the responses to questions 10, only a few students indicated that they had a problem with reading comprehension in the beginning and a significantly higher proportion indicated that they had improved. A more accurate interpretation is probably as the second paired column indicates, that there had been neither significant improvement nor deterioration in this area.

**"I use a dictionary a lot while I am reading in English." (Questions 12, Figure 5.12)**

Statistics

Sample size: 29

$t$  statistic = 0,57

df 28

$p$  value = 0,5728

### Result

There is **no significant difference** in the means of the two samples revealing no significant increase in dictionary use. Figure 5.12 also shows that a high proportion of students left this statement unmarked in both questionnaires. A slightly cynical interpretation of this is that students tended to mark what looked the most flattering response and they were unsure how the abundant use of a dictionary would be interpreted.

**"I find that the dictionary does not help me much /does help me to understand what I am reading in English." (Questions 13, Figure 5.13)**

Few students admitted to finding that using a dictionary did not help their reading comprehension. The number of students who left the question unmarked in questionnaire 1 is markedly higher than the number who indicated that dictionary use had improved their reading comprehension in questionnaire 2.

**"I find it hard to relate to some of the things they write about in English novels." (Questions 14, Figure 5.14)**

### Statistics

Sample size: 29

$t$  statistic = 1,16

df 28

$p$  value = 0,2552

### Result

There was **no significant difference** in the means of the two samples although the increased number of **unmarked** responses in questionnaire 2 may indicate a marginal improvement.

**"I find it hard to relate/I find it easier now to relate to some of the things they write about in English novels." (Questions 14 and 15, Figure 5.15)**

There is no significant improvement in this area; there is in fact a decrease in the students' perceived relationship to the subject matter of English (see columns 2).

**"I am reading now more than I was." (Questionnaire 2 question 16, Figure 5.16)**

The responses to this statement were looked at in isolation in an attempt to assess if students

had increased their reading. 39 students indicated positively and only 9 students left the statement unmarked.

**"I would read more if I could find more books about Xhosa people and life."  
(Questions 15 and 17, Figure 5.17)**

**Statistics**

Sample size: 29                       $t$  statistic = 2,82

df 28                                       $p$  value = 0,0088

**Result**

There is a **significant difference** in the means of the two samples which may indicate an increased interest or motivation to read. (It is unclear how to interpret the unmarked responses.)

**"I think I would read more if I felt I could use the Grahamstown library properly / I feel more confident about using the Grahamstown library i.e. to find books which interest me. (Questions 16 and 18, Figure 5.18)**

There appears to be a marked improvement in the students' perceived ability and confidence to use the Grahamstown library.

**"I find it difficult/I find it easier now to take notes from books." (Questions 17 and 19, Figure 5.19)**

In relation to the number of students who indicated a difficulty in this area, there is a marked improvement in note-making from books. In relation to those students who did not recognize this as an area of difficulty, there is no improvement at all.

**WRITING**

**"I find it more difficult/I now find it less difficult to write in English than to speak." (Questions 18 and 20, Figure 5.20)**

The students did not appear to recognize a greater difficulty in writing English than in

speaking it.

**"I have trouble / I now have less trouble writing sentences which express my thoughts." (Questions 19 and 21, Figure 5.21)**

This bar chart can be interpreted both favourably and negatively as in questions 15 and 17 above.

**"My writing doesn't always have / now has a more logical pattern of organization." (Questions 20 and 22, Figure 5.22)**

There may have been some improvement in this area but here too, as in questions 19 and 21, the number of unmarked responses in questionnaire 1 is high and it is difficult to measure if there has been significant improvement or not.

The following correlations provide further insight into the relationship between the students' perceptions of their performance in certain areas and their actual performance.

**1 Correlation of scores obtained on exercises 1, 2 and 3 in putting information into hierarchical structures and students' perceptions of their improvement in organizing their writing into more logical patterns.**

Question 22 in questionnaire 2 stated the following: "My writing has a more logical pattern of organization". The graphic representations of the students' response to this question and its correlations with the scores obtained in exercises 1, 2 and 3 (See Appendix 5.6, Figures 5.23, 5.24 and 5.25) indicate that although there appears to be a relationship between the students' perceptions of an improvement in the logical organization of their writing and their performance on the last hierarchical ordering exercise, statistically there is in fact **no significant difference** in any of these correlations.

**2 Correlation of scores in rhetorical organization in writing sample 2 and question 22 (questionnaire 2) "My writing has a more logical pattern of organization".**

There was **no significant difference** in the mean (average) percentage of the two samples which may mean that the students' perception of an improvement in the logical organization of their writing does not match the success with which they organized their thoughts in writing sample 2.

### SECTION 3

#### SUMMARY AND DISCUSSION

Section 1 of this chapter was primarily a comparison and correlational analysis of the scores obtained in writing samples 1 and 2 and in various grammar and organization exercises. In summary, the results are as follows:

<b>WRITING SAMPLES 1 AND 2</b>	
Comparison of overall scores for writing samples 1 and 2	no significant difference
Comparison of scores for grammatical competence	no significant difference
Comparison of scores for pragmatic competence	positive significant difference
Comparison of scores for sub-category of pragmatic competence: vocabulary	no significant difference
Comparison of scores for sub-category of pragmatic competence: cohesion	positive significant difference
Comparison of scores for sub-category of pragmatic competence: rhetorical organization	positive significant difference
Comparison of scores for sociolinguistic competence	positive significant difference
Comparison of scores for sub-category of sociolinguistic competence: register	positive significant difference
Comparison of scores for sub-category of sociolinguistic competence: naturalness	no significant difference
Comparison of scores for sub-category of sociolinguistic competence: cultural reference	no significant difference
<b>Grammatical Competence, Cloze-test, Hierarchical Ordering Exercises, Student Attendances, Writing Sample 2 Scores</b>	
Correlation of scores for grammatical competence 1 and cloze-test	positive significant difference
Correlation of scores for grammatical competence 2 and cloze-test	positive significant difference

Comparison of scores for hierarchical ordering exercises 1 and 2	no significant difference
Comparison of scores for hierarchical ordering exercises 2 and 3	no significant difference
Comparison of scores for hierarchical ordering exercises 1 and 3	positive significant difference
Correlation of number of student attendances and scores for writing sample 2	no significant correlation

Table 5.1: Summary of Statistical Results

The writing sample analyses which revealed positive significant differences can be ranked in order of significance (highly significant to significant) as follows:

- 1 scores for sociolinguistic competence:  $p$  value = 0,0001  
scores for register:  $p$  value = 0,0001
- 2 scores for cohesion:  $p$  value = 0,0009
- 3 scores for pragmatic competence:  $p$  value = 0,0018
- 4 scores for rhetorical organization:  $p$  value = 0,0135

The above results should be interpreted with caution. There are two reasons for this. Firstly, the data is limited and secondly, the scoring method itself is problematic.

The **data** i.e. the writing samples, provided only two examples of the students' writing and although the analysis of these examples has been productive, it can nevertheless describe only part of the progress or "lack of progress", made by the students in their development of communicative competence. (Bachman and Palmer included oral interview, multiple choice test, self rating and writing sample in their research.) Nevertheless, given its limitations, the analysis of the writing sample scores does suggest that no significant improvement in overall communicative competence was made.

However, as indicated earlier (p.35), the Bachman-Palmer scales do not *define* communicative competence, they *reflect* different components of it according to an hypothesized model; the correlational analysis of the scores for these different components, despite the **difficulty in**

**obtaining these scores with some degree of accuracy and consistency**, are reflections of a slightly different interpretation from the one above.

The results of the analysis of the **grammatical competence** component scores suggest no significant improvement. This is an interesting result insofar as it appears to support Ellis' tentative conclusions that full L2 grammatical competence may not be acquirable purely from opportunities for communication (classroom interaction) and that grammar instruction aids in the rate and accuracy of L2 acquisition (see also p 64). At the outset of the programme students requested grammar and some attempt was made to take those desires into account, in true "learner-centred" fashion. These early grammar classes were few and probably had an insignificant effect. Furthermore they took an implicit rather than explicit approach: it is the latter approach plus structured examples, which, according to Ellis seems to work best (Ellis, 1993).

Kacmarek's research in scoring and rating essay tasks revealed that multiple choice modified cloze-test scores correlated at .65 with subjective rating for essays. This suggests that both tasks "may be at least weakly tapping the same source of language ability" (Kacmarek, 1980:157). Thus it is interesting to note that in a closely monitored situation, the cloze-test, students were able to perform significantly better (in grammar) than in a free writing situation. This may support Krashen's Monitor theory that if the learner is focused on form and has time to access his "learnt" knowledge, his grammar may be more accurate.

Throughout the ELD programme a great deal of time and focus was given to improving the students' writing at the level of **structure and argumentation**. This was positively reflected in the significant improvement in the students' scores on **pragmatic competence** and particularly **rhetorical organization**. The validity of these results may be borne out by the significant correlations between my scores and those of the three independent scorers in both pragmatic competence and the sub-category, rhetorical organization. (See Appendix 2.7 for the detailed statistical analysis of my scores and those of the three independent markers.)

The sub-category in pragmatic competence, **vocabulary**, showed no improvement although the students were constantly exposed to new vocabulary in workshops in general and in

dictionary exercises in particular (see sessions 18 and 22). Although vocabulary is an area that L2 learners are generally the most conscious of, the GRATEP students made no overt attempts to apply typical learning strategies (e.g. preparing and memorizing vocabulary lists) and appeared to rely on learning new words in context (Ellis, 1985:104). Learning and using new vocabulary, was not emphasized in the programme as it may have been in a more general ELD programme. The focus tended to be on discourse and debate within an academic context.

The highly significant improvement in **sociolinguistic competence** is encouraging. The validity of these scores is also borne out by significant correlations between my scores for sociolinguistic competence and two, out of the three, additional scorers in this category. As has been mentioned earlier (p.37), it was very difficult to measure **naturalness** and my scores in both writing samples were almost identical. Similarly in **cultural reference**, only a handful of students scored above the norm in both writing samples.

Sensitivity to **register**, despite being difficult to score (p.36), showed a highly significant improvement. The correlations between my scores for register and those of two of the three independent scorers were also significant. This may imply that students were developing some idea of "readership" and expressing themselves with more sensitivity to an appropriate register (e.g. neither archaic nor too informal). The success of the programmes's aims to develop an *academic* register (and CALP) could not, however, be directly measured through the analysis of the writing sample scores. This again was where the writing sample data was limited.

It would appear from the above discussion then, that although no marked progress in overall communicative competence has been suggested by the analysis of the writing samples, significant progress had been made in the different areas of competence which the programme had tended to focus on (e.g. rhetorical organization of writing). This discussion will be returned to in Chapter 7.

Because the ability to structure an argument in a logical and coherent fashion is so critical in academic writing at tertiary level (and for developing CALP), the students were given the

hierarchical structuring exercises in order to practise the skills of classifying, organizing and sequencing. The positive correlation between the first and last exercise indicates that they were improving in this area at least as far as can be measured by structured exercises. However the triangulated correlations between the rating for rhetorical organization in writing sample 2, the scores for the last hierarchical exercise and the students' responses to the last question in questionnaire 2 on improvement in the logical organization of their writing proved to be insignificant. This suggests two possibilities:

- i the exercises in putting information into hierarchical structure were of little use in developing transferable skills in structuring information
- ii the accuracy of the students' self evaluation, in regard to how they perceived their writing to be organized, is questionable

**Section 2** of this chapter was an analysis of the students' responses to the two questionnaires. The general trend of these responses is positive; students indicated that they perceived improvement in the four areas of listening, speaking, reading and writing English. It is interesting to look at these results in relation to research done in the area of self-rating. The results of this research suggest that self-rating questions which ask students "to judge how *difficult* [my emphasis] various aspects of language use are for them appear to be better indicators of *specific* [my emphasis] language abilities than are questions that ask how *well* [my emphasis] they can use various aspects of language" (Bachman, 1990:148). This may indicate that the first questionnaire, because the statements were phrased in terms of identifying areas of difficulty, was a better indicator of specific language ability. The statements in the second questionnaire, on the other hand, were phrased in terms of identifying areas of improvement. Thus, although the overall responses were positive and very encouraging, they should also be interpreted with caution.

The unmarked responses (in questionnaire 1) are an interesting (and balancing) variable in that they add to a better representation of the real complexities of the students' development of communicative competence. The unmarked responses indicate the number of students who did *not* acknowledge problems in certain areas and these were usually greater than the marked responses; thus the actual range of improvement appears to be less than that indicated by comparing the marked responses.

In the **listening** section, the students' perceived improvement is consistent as is their perception of having greater confidence. The responses to the statements on **reading** seem slightly inconsistent and this may suggest that only a few students were reading enough English novels to answer questions such as 11, 13, 14, 14/15 and 15/17. Some 30 students attended small-group tours of the library and were issued with library tickets. For this reason alone some GRATEP students may indeed have been reading more than they used to. Whether reading for pleasure has a strong positive relationship to proficiency however, is an issue which is still under debate (c.f. Johnson, 1992:69).

The responses to the section on **writing** were interesting insofar as students did not seem to recognize any major difference in range of difficulty between speaking and writing English. It is possible that students were unfamiliar with writing as part of the process of ordering and clarifying thoughts. My suspicion is that the students' experience of writing is primarily for functional purposes (school compositions and business letters) and seldom for self-expression or authentic communication.

This chapter has been a quantitative analysis and discussion of the exercises and questionnaires which were devised in order to assess the students' progress in developing communicative competence in English, particularly (but not exclusively) in relation to the demands of tertiary education. The discussion will be further developed in Chapter 7.

Chapter 6 is a qualitative examination of the students' evaluation of the English Language Development programme in terms of both methodology and content.

## CHAPTER 6

### PROGRAMME EVALUATION

This chapter is focused mainly on the evaluation of the English Language Development programme, its methodology, materials and content. It comprises two main sections:

- 1 The results of the **student evaluation** on the English Language Development programme which includes students' written comments as well as responses to question 4 of the final questionnaire regarding their rating of individual lectures, workshops and classes;
- 2 A **discussion** of these results bringing in some of the subjective/interpretive comments made by the participant observers.

#### SECTION 1

#### STUDENT EVALUATIONS

#### QUESTIONNAIRE 2

##### Question 2.1 "Did you find GRATEP helpful or useful?"

Although the question refers to GRATEP in general, it was obvious from the written comments that followed that students were referring to the English Language Development programme in particular. The majority of the students found the programme useful and helpful.

The students' written comments were generally very positive. Three students indicated that GRATEP was only **partly useful**. Their unedited comments appear below:

To me it has been partly helpful, because it has'nt covered everything I thought it would and also the financial problem we could'nt cover or solve so as to reach our goal as a bridging project  
Student 11TD

Some of the things we had lectures on, did I understand before and so found it not as useful as it should be, e.g. filling in forms, writing CV's, etc. Some things were useful to a great extend e.g. taking notes during a lecture.

Student 16HG

Somethings that we did are not helpful to us, where as some are helpful. But most lessons in Language Development are very good and they develop our minds.

Student 64PQ

Only one student indicated both "No" and "Partly".

"Some of the things done inside are not really bridging between Secondary and tertiary levels."

Student 19MJ

No students circled "No"; however the comment made by one student indicated a very definite "No".

"I did not find nothing because my career is based on Education so there is nothing that makes me interested. I'm just attending for fun. I became bored more on Mondays."

Student 6DB

In the "Yes" category, students' comments which appeared to refer to the usefulness of GRATEP (generally) as well as the English Language Development programme are summarized below.

- 1 New and unknown things were experienced, learned or understood (7 students).
- 2 The differences between tertiary and secondary education have been understood and students now know what to expect from a tertiary institution (6 students).
- 3 It is better to be doing something rather than walking in the streets of the township or doing nothing at home (5 students).
- 4 GRATEP gave guidance and information about future careers (3 students).
- 5 Communication with people and understanding people has improved (3 students).

Other positive comments made by single students are summarised as follows:

GRATEP was useful because of meeting different people and learning how to deal with them; it developed the student's mind; it encouraged and improved independent thought; it helped

to improve the speed of understanding; it made a letter of recommendation available; the different styles of different lecturers can be more easily appreciated.

Further individual critical comments in the "Yes" and "Partly" category referred to:

The lack of information on different careers; dealing with material which was not new; GRATEP's failure to be a proper bridging project; the absence of funding which would have helped towards reaching the goal of being a bridging project; GRATEP's failure to cover everything; its helpfulness with English but not with Xhosa.

A sample of the comments (unedited) of those students who circled "Yes" appears below:

Because since I attended at GRATEP now I know what must I expect from tertiary institutes.

Student 9SB

Because by just living and do nothing at location some of us will end up becoming a thief because he or she have nothing to do. Gratep keep us safe in most things.

Student 12SF

Because I learnt more things that I had no idea before but now I have more information from Gratep

Student 13NG

I find GRATEP useful to me as far as my develops in English and particularly in Psychology I do understand now more about people and their developments like to react and thinking and other.

Student 51JN

### **Question 2.2 "What did you find the most helpful/useful about the English Language Development parts of GRATEP?"**

The student responses to this question are summarized below.

- 1 14 students mentioned the usefulness of **small group work and discussion.**
- 2 13 students perceived an improvement in **listening to and understanding lectures and making notes from lectures and books.**
- 3 11 students felt that they had **grown in confidence particularly in relation to**

**communicating with English speakers and no longer feeling shy to speak out in small group work.**

- 4 10 students referred to either a **general improvement in their English** or **specifically spoken English**. Another 3 students mentioned an increased ability to **express themselves in English**.
- 5 7 students mentioned the usefulness of **reading skills**, and particularly an improvement in their ability to **skim, scan and speed read**.
- 6 6 students referred to an increase in their **interest in reading** and **usefulness of joining the library** and using **role-play** particularly the **role-play of making appointments over the telephone**.
- 7 5 students mentioned an improvement in **writing in English** and the usefulness of **collecting and organizing information** particularly into **hierarchical structures**.
- 8 Four students mentioned **brainstorming**, making **job and bursary applications**, **spelling and grammar**, **independent learning strategies** and **self education**, and **learning how to write essays and assignments**.
- 9 Between 1 and 3 students made positive comments about using **English as the medium of instruction**; the **formation of study groups**; **dictionary skills**; **approaching essay questions**; **writing letters and CV's**; **summarizing**; **critical thinking**; **starting with the small (known?) and developing into the big**, **premise indicators**, **broadening one's mind** and **asking questions**.

A sample of the students' comments (unedited) regarding the usefulness or helpfulness of the English Language Development programme follows:

The language development part I think it was very helpful to me because it improved my English. It also teach me how to works in groups and that working in groups make me not to shy. And also I find it easier to take notes during the lecture and also to take notes from reading.

Student 10NC

I like everything about Language Development because each an every lesson develops my English, because we speak and making some groups so to make everybody to have enough chance to speak and practise. There is nothing which I do not like in Language Development.

Student 36NM

Working in groups helps a lot to improve our language, making notes while

the lecturer was teaching, hierachies, brain storming helps us a lot. It helps most when we are writing essays or assignment you know all the points to write on and not to miss good points.

Student 64PQ

There are so many useful parts such as, how to take notes, hierachy. There were also strategy which we have been shown by Murray from Rhodes, like how many words you should use per minute. The above stratege has been improved my reading within a very short space of time. Another thing I enjoyed was the opportunity to ask questions and entertain discussions.

Student 53MN

### Question 2.3 "What did you not like about Language Development?"

This question elicited comments which were both general and specific. The general comments are summarized as follows:

- 1 It was **boring** (4 students).
- 2 There was **too much repetition** (2 students).

Students made the following comments: the programme covered **material** which was **not new**; the programme covered material which was **not relevant to the students' chosen career**; the **absence of placements in the university itself** was disappointing; **research was limited to English**; **one-off workshops** (such as Drama) were disappointing because they were not developed in further sessions; the level was too much **like primary school**; **role-plays in front of the class** were disliked.

More individual specific comments were negative about: putting information into **hierarchical structures**; **comparing two essays**; **brainstorming** exercises. Three students mentioned **not liking the use of folktales** and two students commented that they **did not want to know about finding employment, but were there for education**.

A sample of comments in the "did not like" category are as follows:

Taught about seeking a job whilst we are in a position to seek education because a new South Africa wanted Technologists.

Student 63LP

In the case of Drama Workshop I was disappointed more than dislike because I enjoyed it very much but it came only once. I did not learn that much but

I thought it will continue but to my disappointment it never return. I had a very strange feeling about imagining myself in the moon but I am not sure how did that happen. I was disappointed because I needed more lectures so that part as I have many unanswered questions.

Student 38BM

We were concentrating in research on English only. I am also interested even to other language.

Student 29LM

What I didn't like was folk tales stories and doing what seems to me a primary work which I didn't expect from this level I am now.

Student 9SB

**Question 4** The different lectures, workshops and classes are listed below. Please give each section a rating:

**A=very good B=good C=so-so D=poor E=I was not present**

A summary of the students' responses to this question appears below:

Lectures, Workshops and Classes	A	B	C	D	E
Drama workshop with Lulu Khumalo and team	17	19	5	1	9
Poetry workshop with Kevin Goddard and team	25	15	7	1	9
Folktales (reading and writing)	12	19	9	2	5
Small Business Development Corporation	7	19	12	6	4
Prof de Klerk's lecture on The History of English	19	18	6	1	4
Workshop on "Borrowing Words from Other Languages"	22	17	5	1	2
Brainstorming practice	20	18	8	0	0
Putting information into hierarchies	25	17	9	1	2
Mrs Tisani's workshop on "The Sources of History"	19	15	9	0	8
Research groups in the Cory Library	15	17	3	1	14
Research groups at NELM	11	15	3	3	11
Mr Steyn's workshop on "Independent Learning"	26	14	1	2	4

Lectures, Workshops and Classes	A	B	C	D	E
Mr Steyn's workshop on reading skills	22	13	4	0	8
Mr McLean's workshop on the "Organization of Texts"	1	17	6	3	18
Critical Thinking workshop	8	17	12	21	8
Dictionary Skills worksheets	12	20	8	1	16
Essay Writing workshop	9	16	7	4	11
Mr Walton's workshop on "Conflict Management"	16	17	6	4	3
Dr Gough's lecture on "Thinking in Xhosa and Speaking in English"	16	14	4	2	5
The Differences between Spoken and Written Language	9	25	4	5	2
Structure of Newspaper Articles	7	28	7	2	2
Skimming, Scanning, Previewing, Predicting (reading skills) and Writing	15	21	7	2	9
Varieties of English (Rasta Talk)	8	17	11	1	15
Ms Julia Segar on Medical Anthropology	14	15	9	2	7
Mr G Norton on "Test Anxiety Management"	8	16	2	3	6
Ms Z Jacobson and Ms J Walsch on Social Work	12	13	4	3	8
Prof D Edwards on "Memory and Study Strategies"	13	15	9	2	7
Slide show on Madagascar	4	12	9	3	6
Slide show on South America	4	14	6	2	10
Slide show on "The Journey through Africa by Motorbike"	11	10	4	2	8
Streetlaw	22	12	1	0	2
Aikido demonstration	8	2	6	0	22
Letter writing	16	9	5	1	4
Ms S Murray on "Writing CVs and Letters of Application"	23	13	1	1	1

Lectures, Workshops and Classes	A	B	C	D	E
Mr Peter Glover on "Good Teaching and Education"	32	7	4	1	3

General Classroom Methodology				
	A	B	C	D
Lectures	19	7	4	9
Big Group Discussions	20	18	4	6
Small Group Discussions	20	20	3	3
Role-Plays	13	21	8	5

The above section has been a summary of the students' written comments in response to the questions on the usefulness of the English Language Development programme and their ratings of individual lectures and teaching styles. What follows in Section 2 is a brief discussion of the student evaluation.

## SECTION 2

### DISCUSSION

The discussion draws on comments made by the participant observers throughout the programme.

The overall impression gained from the evaluation questionnaire is extremely positive. The written comments made by the students as well as their ratings of individual workshops and teaching styles, indicated generally that they had given some thought to the effectiveness of the programme and had derived considerable benefit from attending it.

Listening to and understanding lectures and making notes from lectures and books appears

to have been perceived as the most useful skill gained through the English Language Development programme; this was given considerable attention throughout the programme. It was mentioned by 13 students in their evaluations. Oddly enough the workshop on the Organization of Text (and making notes), session 20, was evaluated "very good" by only one student; 17 out of the 27 evaluations were in the good category. The participant observers, on the other hand, generally evaluated this workshop as among one of the best although they felt that the material became too difficult too quickly and that more direct cross reference should be made to other workshops and material that had already been covered elsewhere, as in the Reading Skills and Hierarchies workshops.

This is a criticism that can be levelled at most of the programme. More extensive follow-up reading, tasks or discussion would have integrated the programme more explicitly and provided a greater sense of wholeness and unity of purpose.

13 positive comments referred to increased interest and improvement in reading. This is in keeping with the high rating of the workshop on Independent Learning and Reading Skills. The latter workshop (Session 16) was based on a detailed handout and the students worked in groups. The participant observers noted however, that the groups needed substantially more facilitation; the level of the students' spoken English was very varied and some students were clearly completely lost. This observation does not completely support the student perception of the excellence of this workshop (35 out of 39 evaluations were in the very good/good category). The teacher was popular and well-known to most of the students as he had taught at Nombulelo High School for several years. The teacher who presented the session on the Organization of Texts on the other hand, although he was also well known on the political front in the Grahamstown community, as he mentioned himself, was perceived by some of the students to be in "the wrong camp". Subjective factors such as these may well have had some bearing on the student evaluations of different workshops.

Nevertheless the fact that six students mentioned that they felt their reading skills had improved in general and that some made special mention of activities in the different reading workshops seems to indicate that something had been gained and that at least the students had

developed some awareness of different reading processes.

14 students commented positively on small-group work and discussion. These comments are backed up in question 4, on small-group work, where 40 out of 46 responses were in the very good/good category. This learner-centred, interactive approach may in turn have been the main contributing factor to the 11 students' perceived growth in self-confidence. Grayson (1991:27) makes a similar observation in her 1991 Science Foundation Programme report and relates it to academic study:

..students felt an improved sense of self-confidence. This is a very important side-effect of the approach, since overcoming lack of self-confidence is a pre-requisite for academic success.

The view that the students were overcoming lack of self-confidence was confirmed by the participant observers. However, as was pointed out by several different participant observers, there tended to be a low level of participation from the **women** in GRATEP. This was evident not only in the large group but in the small-group discussions as well. "We were aware of the high level of sexism operating in the community from which the students were coming and in the grouping itself. This manifests itself in the men and women grouping themselves separately in group work, and virtually only the men speaking out in the large group, or reading out their work etc" (Dison, 1991:8). I suspect that gaining communicative confidence through interaction (in English and/or Xhosa) may therefore have been somewhat limited for the women.

Nevertheless, the development of self-confidence through small-group discussion may, in fact, have been one of the programme's most significant features; it provides the basis for further exploration in both academic and social life. It also gives credibility to the 10 students' perception of their general improvement in English and/or improvement in spoken English specifically.

The most popular single workshop appears to have been the one on "Good Teaching and Education". Participant observers were interested to note that when students were requested to choose who they considered to be the best teacher, based on three video extracts, they praised the most authoritarian, even brutal, lecturer even though they themselves were so

clearly enjoying and participating in a highly interactive and informal workshop

Another interesting session, with mixed responses from both students and participant observers, was the Drama workshop. Participant observers had different responses as they were working with different groups. Group A was extremely active; the tutor took the students through warm-ups, mime, pair-work and group work, speaking rapidly and "modeling" concentration and attention to detail through her actions and attitude. Group B used dialogue and visualization and this was possibly too advanced for the students at this stage. (No report back from Group C). This kind of "directed physical response" and "guided visualisation" clearly has huge potential as a language learning tool but we were unfortunately not able to give the students more than a taste of working in this kind of way. Perhaps its success was exactly just that - a taste which might have encouraged the students to explore further possibilities for themselves. (All the tutor volunteers from the Rhodes University Drama Department were black and this may well have had some influence on the success of the workshop as was evident in other workshops such as "Sources of History" and "Conflict Management".)

Despite the repetitiveness of the exercises on organizing material into hierarchical structures, five students made favourable comments on the usefulness of these exercises. The students had difficulty in this area, as has been indicated previously (c.f. Chapters 3 and 5). Participant observers felt that there was a need to be more explicit about the reasons for persisting with hierarchies and to follow up with more practical application as in essay writing, for example.

The most unpopular workshop was definitely the one on Critical Thinking (21 ratings of "poor"). Participant observers commented on the students' resistance to the exercises "like moving through molasses". It was not clear why the students appeared to find the exercises so difficult; the worksheets had been successfully used among first year Rhodes University students.

Small Business Development, "Folktales" and "Varieties of English" did not receive rave responses and surprisingly enough, neither did the slide shows on Madagascar and South

America. Some students showed resistance to learning about small business and other general knowledge when they perceived it to be irrelevant to their pursuit of tertiary education. Several students made negative comments about using folktales. This was unexpected as a conscious effort had been made to begin with what we imagined to be familiar to the students, a Xhosa folktale. An alarming observation, during the slide show, was one student's response to his own question on why we are able to breathe in the Namibian desert where there are few trees: "The people who live there have developed special lungs". The same student asked an interesting question during the lecture on "The History of English": "How can "witchcraft" be in the English dictionary when people do not believe in it?" This perception of the printed word as the ultimate source of authority and truth may be described as in keeping with the tenets of the "commonsense theory of knowledge" mentioned in Chapter 3 (p.44).

It is also upsetting and alarming to note, from the written comments, the fact that five students found GRATEP useful because "it was better than doing nothing in the township". This is a sad reflection of the socio-economic situation in the Grahamstown township. It is also all the more reason to be encouraged by comments from seven students, that GRATEP gave them the opportunity to experience, understand and know about things which were unknown and new to them.

### **Summary**

This section of Chapter 6 has been a brief discussion on the student evaluation and participant observation of the English Language Development programme. While the general response has been positive, particularly in relation to the growth of self-confidence in the students and their perceived improvement at the metacognitive level, there are still many areas where the programme was not successful. Both participant observers and students have commented on these weak areas and their comments will form the basis of the final chapter, providing recommendations and conclusions.

## CHAPTER 7

### CONCLUSION AND RECOMMENDATIONS

#### **Introduction**

The main aim of this study was to develop an understanding of black post-matriculants learning English as a second language in the context of a 1991 local community initiative, the Grahamstown Tertiary Education Bridging Project (GRATEP). This study has documented the **design, implementation and evaluation** of the **English Language Development component** of GRATEP. The first part of this concluding chapter will look at **the limitations of the study** itself, including the research methods (used in the assessment of the students' progress in communicative competence and the evaluation of the programme). The second part of the chapter will conclude the **evaluation of the ELD programme** itself (design and implementation) which in turn, informs the final section on **future recommendations**.

#### **Limitations of the study**

As a staff member of the Academic Skills Programme at Rhodes University, I became involved in GRATEP as part of ASP's concern with "community outreach". The ELD programme was already underway before I decided to research it for my M.A., i.e. the programme was not established with a research project in mind. Thus there were certain constraints on the research from the outset. There was no time for a detailed needs analysis nor extensive planning. Planning, course evaluation and modifications took place simultaneously and "on the spot". It was only through the process of designing, co-ordinating and teaching ELD that the research questions began to formulate with any clarity.

The decision to use the **Bachman-Palmer scales** to score the writing samples created more difficulties than were foreseen originally. Using Bamberg's Holistic Coherence Scale (Bamberg, 1983, 1984 as cited in Wessels, 1993), "a quick, impressionistic qualitative procedure" (Charney, 1984:67 as cited in Wessels, 1993:63) might have proved more efficient and equally reliable. Alternatively, Kaczmarek's six-point scales (involving subjective rating of content and organization) may have been a simpler procedure (Kaczmarek, 1980:153 and 155). The **sub-traits** for communicative competence of the

writing samples were, nevertheless, scored subjectively and these put together were no doubt equally accurate qualitative reflections of the whole. Although it was extremely difficult to rate some of the sub-categories, perhaps the correlation of my sample of scores and those of three independent markers was highly significant. Thus there seemed to be some validity to the complex and interesting picture of "communicative competence" that emerged from the Bachman-Palmer scoring exercise.

However, this picture did not *directly* reflect the development of **academic linguistic proficiency** or **academic literacy** which the programme aimed to teach. An assessment of these skills would strictly have involved different writing exercises and tests (e.g. taking standardized achievement tests, writing answers to higher level questions, writing essays and research reports in content subjects and using higher level reading comprehension skills: inferential and critical reading). These kinds of exercises would tend to fall in Quadrant D of Cummins and Swain's model of communicative competence (p.39), (Cummins and Swain, 1986).

The programme itself focused primarily on activities of an "academic and cognitively demanding, context-embedded nature" (e.g. understanding academic presentations accompanied by visuals, participating in academic discussions and answering some higher level questions). It could be argued that writing exercises or tests which reflected communicative competence abilities and metacognitive skills within the Quadrant C framework might have proved a more accurate reflection of the progress made by the students. It is important to remember however, that the framework represents a continuum and not a dichotomy and that focus on or improvement in certain areas (or "quadrants") may be reflected in other areas (or "quadrants"). Thus, although the actual writing samples were compositions of a personal nature and this particular kind of writing was not necessarily focused on in the programme, the fact that different aspects of the writing samples improved is an indication of progress made in all areas of communicative competence.

The weaknesses in the **questionnaire** design have already been mentioned in Chapter 2; these meant that only a limited correlational analysis could be done on the responses. There is another consideration that may have bearing on the questionnaire results. The questionnaire

items were possibly too decontextualized and abstract for the students to be able to interpret and respond to in the way that was expected. There was no appropriate way (given the circumstances in which the first questionnaire was completed) of checking the students' schemata or understanding of specific questions. The self-rating questions should perhaps have been less abstract, and *more* closely related to the students' "language use needs and situations" (LeBlanc and Painchaud, 1985 as cited in Bachman, 1990:148). Furthermore, as mentioned in Chapter 5, (p.103), the first questionnaire may have been a better indicator of specific language ability than questionnaire 2. Thus the accuracy and usefulness of the two questionnaires as indicators of the students' language abilities and their perceptions of their weaknesses and achievements must be considered with caution.

The particular way the students structured different items in the exercises in hierarchical organization continues to be a subject of interest and mystification. The different criteria they used were not always explained and were almost always unexpected, although, with extensive practice and simpler exercises they did improve (as the statistical comparison shows). The research in this area poses more questions than it answers. What were the exercises actually testing? What background knowledge (both general and linguistic) were we assuming? Were we in fact simply out of touch with what appeared to be obvious to the students? How useful were the exercises in helping students to develop a system for ordering and structuring notes made from lectures and texts as well as their own writing? This last question has been partially answered by the correlational analysis mentioned in Chapter Five (p.121). The exercises appeared to be of little use in helping the students to structure their writing.

Comments from the participant observers were generally very helpful although at times their presence may have interfered with the process of learning. "The process [participant] observers might have been more self-effacing while making their observations and recording them. The presence of somebody poised with pen and paper ready to take notes may have been inhibiting" (Roux, 1991:6). The students became familiar with occasional new people observing and/or participating in the programme and generally I feel that their presence was motivating rather than inhibiting.

The student evaluations on both the programme as a whole and after several individual

workshops were generally helpful (and encouraging). However, as several participant observers commented, it was difficult to know how much one could rely on the students' responses; negative feedback was unusual. I suspect that in most cases the students had not yet gained enough experience or "insight into their own learning processes" (Miller, 1989:158) to make informed critical judgements; furthermore the deprivations of their educational background may have tended to bias them in favour of almost anything that was interesting or enjoyable in ELD.

### **Evaluation of the English Language Development programme**

The main aim of the ELD programme, as has been stated at various times throughout this study, was "to help the students prepare for tertiary education particularly through improving their communication skills in English". The extent to which this aim was realized should become clear in the following discussion.

Firstly, given the time constraints of the programme, meeting on average twice a week for two hours over six months, it was unrealistic to expect students from an educationally disadvantaged DET background to make significant progress in the development of CALP skills to bring them up to the level expected in tertiary education. As research has shown, CALP skills, which are crucial for success in academic study, take between 5 - 7 years to develop (Cummins, 1981 as cited in Collier, 1989:514-516). Furthermore, facilitating access to the more specialized language of academic subjects (i.e. facilitating the development of academic literacy) can really only be tackled once the students are in tertiary education and in constant contact with the subjects of their choice. The on-going development of CALP, however, is based on a strong foundation in BICS, and that the students developed in this area (and to a limited extent in academic skills) is evident from both their own evaluations and those of the participant observers.

Secondly, given the importance of the development of confidence as a pre-requisite for success in academic study and as a basis for further exploration in the social and business world, there is no doubt that the majority of students derived some benefit from the programme. The growth of self-confidence appeared to be the result of both the interactive teaching methodology and the on-going exposure to and contact with members of the

academic community (and the town community). The informality and friendliness of this contact however, may also have contributed to the students' expectations and hopes for success in tertiary education. Although the teachers on the programme did their best to give the students a realistic appreciation of what tertiary study (certainly at university) entails, I suspect that we might only have helped to build false expectations about their chances of acceptance into and their abilities to succeed in tertiary education and the certainty of employment after tertiary education. This was perhaps GRATEP's greatest weakness. Neither input from the Small Business Development Corporation nor the weekly career guidance component which was offered by the Rhodes University student adviser appeared to temper the students' aspirations. GRATEP was their initiative and it was a tertiary education bridging project; they were very clear about that. (Unfortunately, the Rhodes University SRC Intensive Learning Campaign folded before it could provide much assistance for those students who hoped to upgrade their matriculation results.)

Thirdly, if students from DET schools lack the "background knowledge" needed to understand courses in tertiary education (Murray and Johanson, 1991; Craig, 1985), how much difference can a six-month programme make in this regard? To some extent the materials and the methodology in the ELD programme may have motivated the students to pursue knowledge and to take more responsibility for their own learning. This however, requires a commitment from the students themselves and a change in attitude that may only occur over a length of time.

The design of the English Language Development programme was modelled on the Cognitive Academic Language Learning Approach (CALLA) (Chamot and O'Malley, 1987) with the focus on learning and teaching through meaningful interaction and learner/learning centredness. The programme design developed both according to a plan (with on-going modifications) and according to the availability of resources (e.g. lecturers from Rhodes University who volunteered to give lectures and workshops).

Our objective, to design a programme **in consultation with the students**, was not easy to achieve. The initial consultation produced fairly predictable suggestions (e.g. grammar classes, debate, essay writing) which were easily part of the programme, although, as

mentioned in Chapter 5, "focus on form" tended to be neglected in favour of focus on content and meaningful interaction. Consultation depends on the students' readiness to make informed choices and, like building on the students' "background knowledge", is an on-going process requiring skilled training and knowledge. One cannot take for granted that students will respond openly and assertively to the invitation to "consult". In fact, as one participant observer wrote, "One cannot make generalized assumptions about where the students are coming from, politically, socially or linguistically" (Roberts, 1991:11).

We were often at fault in all these areas. We assumed a certain level of linguistic proficiency in the students and therefore that *our* language use was not too advanced. We assumed that Xhosa folktales would be both familiar, relevant and interesting to the students. Dison commented on her assumptions on the students' concern with women's issues, "The fact that it took so long for the students to perceive the theme of women was an interesting reflection on their background knowledge and the invisibility of women in that consciousness" (Dison, 1991:7).

Furthermore, it was assumed that the students would use English in the "meaningful interaction" of small-group discussion despite Richards and Rogers' caution that "the teacher cannot know exactly what language the students will use" (1986:68). "Generally, if the task directly involved reading or writing, the students spoke English, whereas they used Xhosa when they were discussing their feelings or responses to the materials or relevant questions" (Roberts, 1991:10). It was often not possible for each small group to have a facilitator and thus it was often difficult to assess what was actually happening in the groups (socially or linguistically) and whether the interaction was meaningful or not.

Finally, although the programme design made provision for **follow-up work** and **reinforcement**, this became difficult to implement effectively. This was partly owing to the constraints of time and partly to the students' lack of responsibility and commitment to completing home-work assignments and handing them in. The ambitiousness of the programme and the wide range of material it attempted to cover were perhaps further reasons why it was not always possible to consolidate the progress that was clearly "in process".

## Recommendations

### Educational:

- \* The programme should be **realistic** regarding the ambitiousness of its aims and objectives.
- \* The **needs, attitudes and background knowledge** of the students should be carefully researched before any assumptions are made regarding their educational, social and linguistic background.
- \* **Content** should be **relevant** to current social and political issues (e.g. AIDS).
- \* The **women** should be encouraged to take responsibility for greater participation.
- \* **Career guidance** and **individual counselling** should play a major role in helping students to form a realistic picture of their options in tertiary education and the work-place.
- \* The teachers should be more **explicit** about why they are doing what they are.
- \* The programme should allow for extensive on-going **evaluation, revision and review**.
- \* Students should become very aware of their **responsibility** and their **role** in the learning process and be helped to understand their own learning processes more explicitly.
- \* More **research** should be done on the ability and skill involved in putting **information into hierarchical order**.
- \* The **venue** and seating arrangements should facilitate interactive small-group work and a relaxing, informal atmosphere.
- \* **Accreditation** is important.
- \* Where possible the progress of former students should be **followed up**.

### Linguistic:

- \* To be effective, interaction-focused ELD programmes require **intensive teacher training** in designing interactive learning tasks and in classroom procedures.
- \* English Language Development programmes should be both **interactive and form focused** (c.f. content focused).
- \* **Formal grammar teaching** should be focused on consciousness-raising tasks, aimed at developing explicit knowledge.

- \* **Materials** should be as **authentic** and **relevant** as possible.
- \* **Short written exercises** should be done on a daily basis and carefully monitored.
- \* **Vocabulary building** should be a prominent feature of the programme.
- \* More **research** needs to be done into means of **accelerating** the development of CALP skills.
- \* The **linguistic goals** of the programme and each workshop or class should be **clearly specified**.

In 1992, four GRATEP students were admitted to Rhodes University with bursary support from GADRA and loans from the Independent Development Trust; at the time of writing, one of these students was going into third year Social Work. Some students went to the University of the Western Cape, Vista University in Port Elizabeth and different teacher training colleges. GRATEP was incorporated into the Rhodes University Academic Skills Programme as part of its outreach programme. At present, it falls under the Rhodes University Community Outreach Programme.

As one student wrote, GRATEP has been "a milestone", and I hope a significant milestone in the development of non-formal educational programmes of this kind. The student continued, "I mean I never thought, in the beginning we were going anywhere in particular. But here we are, or I am rather, developed by this 'nonsensical' institution (that's what people in the township see it)." I sincerely hope his last words echo in the heads of many GRATEP students, past and future: "..[GRATEP's] encouragements have made me...to believe more in myself."

## APPENDICES

SUMMARY OF PROBLEMS IN ESSAYS WRITTEN BY ENGLISH SECOND  
LANGUAGE STUDENTS

At discourse level

1. Essays are discursive rather than expository. Students talk around the topic rather than directly confronting the issue.
2. Students list facts (propositions) and do not link them up in the form of a comparison, discussion or description etc. They do not tell the reader why they are mentioning certain points; they do not relate the propositions to the the essay topic (title) and hence the essay reads as a restatement of facts from reference books.
3. Hard to identify and understand main points. Very cluttered with irrelevant/ too detached/unnecessary information - trying to 'cover field'. For this reason the line of argument is often difficult to follow or pick-up.
4. Key concepts in the essay are not identified and consequently no attempt is made to interpret their meaning in the context in they have been used.
5. Concept of main/subordinate ideas or facts are often not understood and therefore all points are given equal emphasis. Main points are understated.
6. Introductions are understated and often do not function as introduction to topic.
7. Conclusions often tail off, not being stated directly enough. This appears to indicate that the student is afraid of overstating or being too direct or is lacking confidence in his own opinion.

At paragraph level

1. Paragraphs are badly structured.
2. Topics run into the next paragraph.
3. One paragraph introduces several/many ideas.
4. One topic is referred to in several separate paragraphs.
5. Totally irrelevant paragraphs interrupt otherwise promising sequence of ideas.
6. Topic/main idea sentence is not backed up by supporting sentences.
7. Students leave out propositions /sentences assuming the reader will fill them in i.e. assuming too much background knowledge is shared between reader and writer. For this reason there is no clear link or overlap between sentences.
8. Lack of cohesion between paragraphs i.e. one paragraph does not flow smoothly into another.
9. Lack of cohesion within a paragraph. Students lack 'logical connectors' like 'furthermore' 'on the other hand' 'however' 'thus'. Misuse of reference devices e.g. 'this' 'it'. What they refer to, is ambiguous or unclear.

At a grammatical level

1. Tenses are inconsistent going from present to past in arbitrary manner.
2. Sentences are in fragments and not correctly punctuated.
3. Sentences are long containing too many embedded clauses.
4. The emphasis/focus in a sentence is in the wrong place e.g. There started now a civil war.
5. Incorrect word order.
6. Misuse of words e.g. A mostly popular person.

At a lexical level

1. Misuse of expressions.
2. Wrong choice of vocabulary.

APPENDIX 2.1.  
EXAMPLE OF STUDENT WRITING

**SCORING FOR WRITING SAMPLES 1 AND 2: STUDENT 26EM**

	<b>Gram</b>	<b>Voc</b>	<b>Cohes</b>	<b>Organ</b>	<b>Regis</b>	<b>Nat</b>	<b>Cult ref</b>	<b>Total</b>
	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>%</b>
<b>Writing Sample 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>.5</b>	<b>1</b>	<b>.5</b>	<b>35%</b>
<b>Writing Sample 2</b>	<b>3</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>.5</b>	<b>45%</b>

## MYSELF

I <sup>am</sup> Sizakele, Redginold Makabe, a 24 years old Black-male living in a 2 roomed small house at one of the Local Townships called Joza at number. 47<sup>th</sup>. I grown up from my early childhood until at this stage of my Adulthood here from Grahamstown and have had done all my education here in Grahamstown from sub-A (1974) until Matric level (1990). I grown up like to be with people sharing Ideas, views, having discussions about social problems, education, etc. My mother died at ~~the~~ <sup>my</sup> age of 7 years and I left with my father till Now but with no care about me. I am just alone, having no parents but always praising God to be with me in all my hopes about my future and my career. I like playing Sport especially Volleyball, Cricket and Rugby locally and from the school. I also like Politics too much since I have once detained in 1986 till 1987 (July) and so, political influence about my struggle being exploited and most oppressed since <sup>then till</sup> today. I also like reading Newspapers, Magazines and Comics and I'm also serve for the Community partaking in Grahamstown Adult Choir called Abancedisi as a Community Cultural Group. I like myself. I'm not shy, I like also to know things that I do not know, I like to communicate with others, e.g Whites, Coloureds, Indians, etc because of ~~my interest~~ <sup>my interest</sup> of ~~knowing~~ <sup>like</sup> to know about their cultures and traditions. I am very honest and realistic to my work and I spent most of my time watching video's or F-V at my friends I like organising things practically more than theoretically because of I always having a discipline for time, behaviour and self Esteem.

I also like to love and being in love but with special care and considerations of the present situations of evils which occur in Nowadays. I don't like to exploit or cause frustrations or broken hearts to anybody, and I am always myself in whatever ~~the~~ other people say. I don't like status being superior or inferior, I just like all the kinds of people whether poor or rich, I'm not having that class-division. I also having something in mind that being ~~a~~ a person is to be a person by persons and a man deserves acknowledgement as a man not the material things he deserves.

I am struggling too much even now. I am having no one even <sup>one</sup> my relatives that I can go to and asks something for me e.g shoes, shelter, food, clothing, pocket-money, etc but in order to live I always pray God night and day for the kind of situation I'm in to. If I need something, I should have to beg and pleases in order to get something. This is a unbelievable story of myself but it is true. Even this year, the cause of not being accommodated to any institution, was the problem of money, clothes, etc and I think <sup>that</sup> that will be the kind of problem that I will always face in my life until God and Jesus Christ my only parents will make me to sunrise, say being in love with a white lady or a lady that she might earning large sum of money and can hear my life's story about myself, socially, Politically, Economically and eventually or educate my self so that I can live and always praying.

Thank You

## MYSELF

I will talk about myself about what I'm presently do or feel since I have been involved in Gratebb for the whole six months.

As I have mentioned in other myself firstly, there are some changes which occurred to me especially the way of thinking and imagine ~~things~~ <sup>things especially educationally</sup> in so much that from the beginning of Gratebb I was really crazy of educating myself through learning procedures, have some information about tertiary institutions, how to conduct myself to any job or interview I may in, say, in future, expressing myself in English understands some english difficult words, how to deal with people, doing research-works, attending discussion especially group-discussions, writing assignments doing class-participation. 1

As the the weeks and Months passes by I feel strange to myself when I found that really there is a great change to me especially mentally and psychologically because I became to very actively involved in dealing with people especially from Rhodes and locally thabis from my community. I saw that I no longer afraid or shy when expressing myself or talk about something especially to white-person because of relevant education skills I obtained from all Gratebb lecture's presented to me this year, especially A.S.P from Rhodes. By talking to white-persons has made me open my mind and feel-free to express myself fully.

from anger or shyness and ~~to~~<sup>to</sup> my community  
I have shown them that I gained some  
experience in dealing with people sharing ideas  
views and discussing relevant issues facing  
them especially educational-wise.

Since I was the organiser for the Program, that  
had caused me to meet several people, different  
people of different races but with the skills,  
information and experience that I obtained  
from Gratebs this year, really I will be joking  
if I cannot tell the truth that communication  
was the vital role all through the year from  
Gratebs and the Tubos who were giving lecture-  
classes to Gratebs is so <sup>much was</sup> vital to me.

With the help of you Charlotte Jeffreys I should  
have not <sup>been</sup> what I am today and what I feel  
about my career and my future for the next coming  
years, really I feel proud of myself because now  
I'm ready to educate more ~~for~~ myself and comes  
back to educate the un-educated and again  
comes back and organise the un-organised people  
of this country to show that: "A man deserves  
acknowledgement as a man, not the material  
things that he deserves as a man." I thank you  
with all your support and your strength you gave  
to us all this year, especially you and your staff,  
may God be with you all the times until we  
meet again, functioning and structuring Gratebs  
again next year.

# Grahamstown Tertiary Education Bridging Project

## ENGLISH LANGUAGE DEVELOPMENT

Questionnaire 1991

### Section 1: Background Information

1 Name:.....

Age:.....

Sex:.....

2 Home language/s.....

3 If you know any other languages, please list them in the spaces below, and also fill in the boxes alongside to show how well you know these languages.

Speak:	Fluently Quite well Very little	Read and Write:	Fluently Quite well Very little
--------	---------------------------------------	-----------------	---------------------------------------

Speak:	Fluently Quite well Very little	Read and Write:	Fluently Quite well Very little
--------	---------------------------------------	-----------------	---------------------------------------

Speak:	Fluently Quite well Very little	Read and Write:	Fluently Quite well Very little
--------	---------------------------------------	-----------------	---------------------------------------

4 What are your parents' level of education ? Please indicate with a X in the boxes below.

Std 6   Matric   Training Col.   Tech   University  
Mother

Father

- 5 What are your parents' occupations ? Please indicate below.
- Mother
- Father
- 6 Did you write a D E T matric? .....
- 7 In what year did you write matric? .....
- 8 What was your overall symbol (aggregate) in the matric exams?
- 9 What was your final symbol for English in the matric exams?

Please indicate with a X whether you wrote:

English second language higher grade  
 English second language standard grade

Section 2: How often do you hear/ use English?

- 10 What language was used mainly in class by the teachers who taught you in senior school?  
 .....
- 11 Do you have books (not school books) at home ? .....  
 If YES please can you indicate the kinds of books. Please put an X in the boxes  
 blow.
- English dictionary      magazines                      novels non-fiction
- 12 Do you read more in English than in Xhosa ?.....
- 13 Which of the following do you read for your own pleasure and information?  
 Please indicate with a X in the boxes below.
- newspapers in English                                      magazines in English  
 novels in English    comics in English  
 poetry in English    non-fiction in English  
 literary 'classics' in English eg: MACBETH or I HEARD THE OWL CALL MY NAME  
 Other (please specify).....

- 14 Do you ever see English films (not on the TV) ? .....
- If YES please draw an X through the appropriate box below to show how often you see English films.

once a week or more  
once a month or more  
once every 2 months  
once or twice a year  
never

- 15 Do you watch television ? .....
- If YES please show approximately how much time you spend watching:

Afrikaans programmes: ..... hours a week  
English programmes:.....hours a week  
TV 2 or 3.....:.....hours a week

- 16 Do you listen to the radio ? .....
- If YES please show approximately how much time you spend listening to:

Afrikaans programmes.....hours a week  
English programmes.....hours a week  
Eng/Afrik programmes like Radio Algoa .....hours a week  
Programmes in other languages .....hours a week

### Section 3: Your Feelings about English

- 17 Do you like English ? .....

- 18 Do you plan to study further ? .....

If YES please indicate (with a X) where you plan to study.

university      training college      technikon      other

- 19 Do you sometimes feel that your level of English prevents you from:
- doing well at school ? .....
- getting a good job ? .....
- continuing your education ? .....
- Other (please specify).....

20 If any answers to question 19 were YES, please indicate the ways in which you feel that your studies/life are affected by your English ability.  
(Draw X's in the boxes next to the statements you agree with)

- 1 I don't understand some of the things that English people say.
- 2 English speakers talk too fast for me.
- 3 I have difficulty understanding the pronunciation of some English speakers.
- 4 I find it difficult to take notes during talks/lectures.
- 5 When I am in town, I sometimes feel I cannot communicate properly with English speaking shop assistants and clerks.
- 6 I feel shy talking in groups because I do not feel confident about my English.
- 7 I feel shy talking English in groups because it seems silly to speak in English when I know I can be understood in Xhosa.
- 8 I feel shy talking to English speakers because I am not confident about my English.
- 9 I can't find the right words to express what I want to say in English.
- 10 I read very slowly.
- 11 I don't understand a lot of what I read in English.
- 12 I use a dictionary a lot while I am reading in English.
- 13 I find that the dictionary doesn't help me much to understand what I am reading in English.
- 14 I find it hard to relate to some of the things they write about in English novels.
- 15 I would read more if I could find more books about Xhosa people and life.
- 16 I think I would read more if I felt I could use the Grahamstown library properly ie to find books which interested me.
- 17 I find it difficult to take notes from reading.
- 18 I find it more difficult to write in English than to speak.
- 19 I have trouble writing sentences which express my thoughts.
- 20 My writing doesn't always have a logical pattern of organization.
- 21 Other: If you feel that your level of English affects your life/studies in other ways, please list them here:

Last question: How many of the Language Development classes have you attended so far? (This is the 6th class.) .....

Thank you very much for completing this questionnaire. It will help us design the English classes and it will also help me with some research I am doing in developing English Language Programmes of this kind.

Best wishes,

Charlotte Jefferay

## Grahamstown Tertiary Education Bridging Project

### ENGLISH LANGUAGE DEVELOPMENT

#### Final Evaluation and Writing Exercise

Name:.....

Date:.....

- 1 In April we filled in a questionnaire about how we felt about learning English and what we felt were areas of difficulty. Please would you look at this questionnaire again and carefully mark with a cross what statements you feel apply to you.

(Draw X's in the boxes next to the statements you agree with)

- 1 I now understand most of the things that English people say.
- 2 English speakers talk too fast for me.
- 3 I no longer have difficulty understanding the pronunciation of some English speakers.
- 4 I find it easier to take notes during talks/lectures.
- 5 When I am in town, I sometimes feel more confident about communicating with English speaking shop assistants and clerks.
- 6 I no longer feel shy talking in groups because I now feel more confident about my English.
- 7 I no longer feel shy talking English in groups because it no longer seems silly to speak in English when I know I can be understood in Xhosa.
- 8 I no longer feel shy talking to English speakers because I am now confident about my English.
- 9 I can usually find the right words to express what I want to say in English.
- 10 I do not read as slowly as I was.
- 11 I understand a lot more of what I read in English.
- 12 I use a dictionary a lot while I am reading in English.
- 13 I find that the dictionary does help me to understand what I am reading in English.
- 14 I find it hard to relate to some of the things they write about in English novels.
- 15 I find it easier now to relate to some of the things they write about in English novels.
- 16 I am reading more now than I was.
- 17 I would still read more if I could find more books about Xhosa people and life.
- 18 I feel more confident about using the Grahamstown library properly ie to find books which interest me.
- 19 I find it easier now to take notes from reading.
- 20 I now find it less difficult to write in English than to speak.

- 21 I have less trouble writing sentences which express my thoughts.  
 22 My writing has a more logical pattern of organization.

2 More general evaluation of English Language Development in GRATEP.

(Please respond to all questions by circling/underlining where appropriate. There is space for additional optional comments.)

- 1 Did you find GRATEP helpful or useful? Yes No Partly  
 Comment briefly if you wish:

- 2 What did you find the most helpful/useful about The Language Development parts of GRATEP?

- 3 What did you not like about Language Development?

- 4 The different lectures, workshops, classes are listed below. Please give each section a rating:  
 A=very good B=good C=so-so D=Poor E=I was not present

Drama workshop with Lulu Khumalo and team	A	B	C	D	E
Poetry workshop with Kevin Goddard and team	A	B	C	D	E
Folktales (reading and writing)	A	B	C	D	E
Small Business Development Corporation	A	B	C	D	E
Prof de Klerk's lecture on The History of English	A	B	C	D	E
Workshop on 'Borrowing Words from Other Languages'	A	B	C	D	E
Brainstorming Practice	A	B	C	D	E
Putting information into hierarchies	A	B	C	D	E

Mrs Tisani's lecture on Sources of History	A B C D E
Research groups in the Cory Library	A B C D E
Research groups at NELM	A B C D E
Mr Steyn's workshop on Independent Learning	A B C D E
Mr Steyn's workshop on Reading Skills	A B C D E
Mr McLean's workshop on The Organisation of Texts	A B C D E
Critical Thinking workshop	A B C D E
Dictionary Skills worksheets	A B C D E
Essay Writing workshop	A B C D E
Mr Walton's workshop on Conflict Management	A B C D E
Dr Gough's lecture on Thinking in Xhosa and Speaking in English	A B C D E
Mike Holm, Violet Moremholo and David Roux on The Differences between Spoken and Written Language	A B C D E
Celia John, Kathy Sutton and Sharon Futter on The Structure of Newspaper Articles	A B C D E
Arona Dison and Lol Roebert on Skimming, Scanning Previewing, Predicting (reading skills) and Writing	A B C D E
Belinda Jackson and Amanda Shaw on The Varieties of English (Rasta Talk)	A B C D E
Ms Julia Segar on Medical Anthropology	A B C D E
Mr G Norton on Test Anxiety Management	A B C D E
Ms Jacobson and Ms J Walsch on Social Work	A B C D E
Prof D Edwards on Memory and Study Strategies	A B C D E
Slide show on Madagascar	A B C D E
Slide show on South America	A B C D E
Slide show on The Journey by Motorbike through Africa	A B C D E
Streetlaw	A B C D E
Aikido demonstration	A B C D E
Letter writing	A B C D E
Ms Sarah Murray on Writing CVs and Letters of Application	A B C D E
Mr Peter Glover on Good Teaching and Education	A B C D E

5 How did you find the following kinds of activities?

lectures	A B C D
big group discussions	A B C D
small group discussions	A B C D
role-plays	A B C D

6 Can you suggest how the English Language Development Programme (and GRATEP) could be improved next year?

- 7 Last Hierarchy Exercise!  
Please put the following items into a tree diagram or hierarchical structure.

table  
cupboard  
cot  
furniture  
my grandmother's armchair  
desk  
kitchen table  
chair  
double-bed  
coffee table  
armchair  
bed  
Xolani's desk

8 WRITING

In April we wrote an essay called MYSELF. Please write another page (or two) on MYSELF NOW. It is not a repeat of the other essay but rather an essay on how you feel you are now after six months. Please explain how you have changed and grown (if you feel that you have). Please be careful with paragraphing and the clear development of your ideas. Please read what you have written and correct any grammar or spelling mistakes that you see. Use the page of lined paper.

- 9 What do you plan to do next year?
- 10 Have you been accepted at any university?  
technikon?  
training college?  
other institution?

Thank you for completing this questionnaire and essay. I will miss you all and wish you all the best of luck for the future. Please contact me at ASP if you think I can help you in any way.

Best wishes,

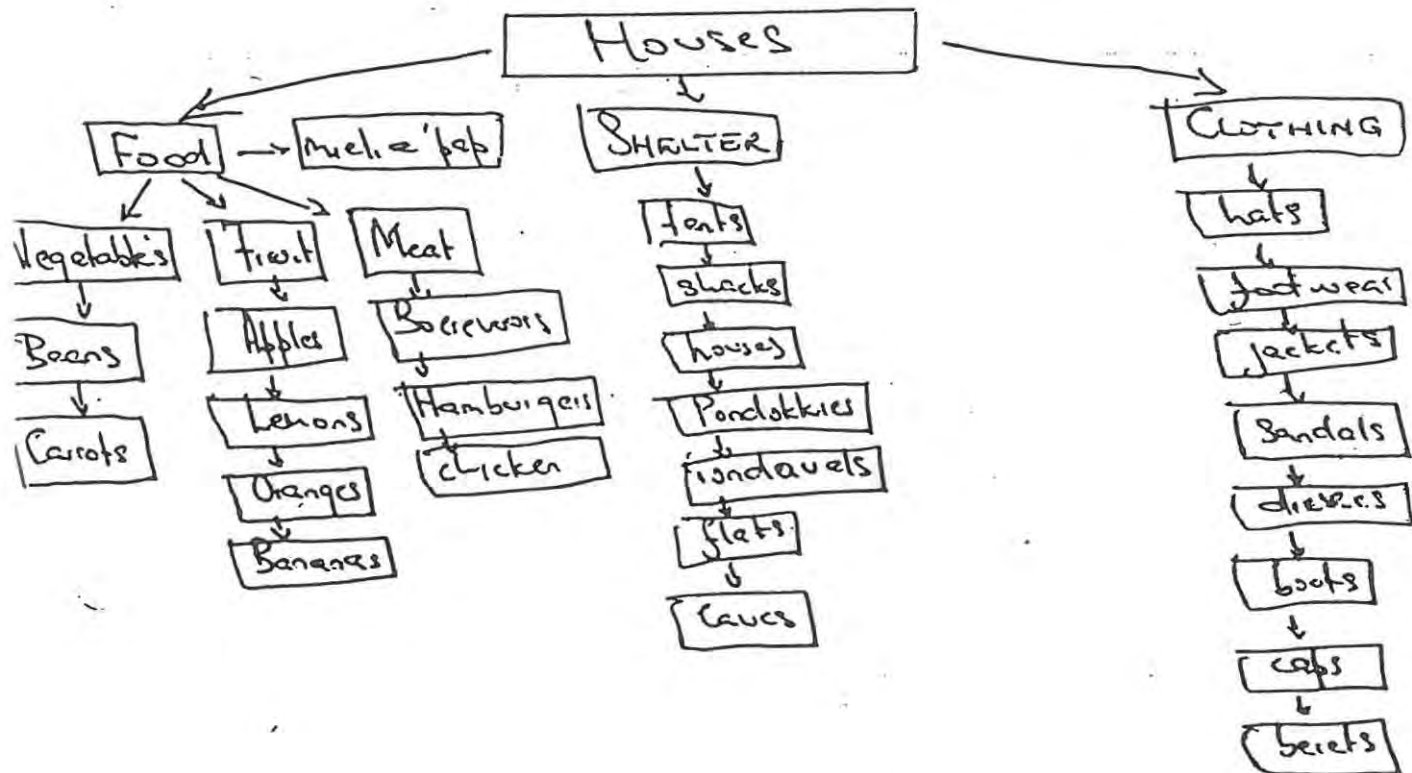
*Charlotte*

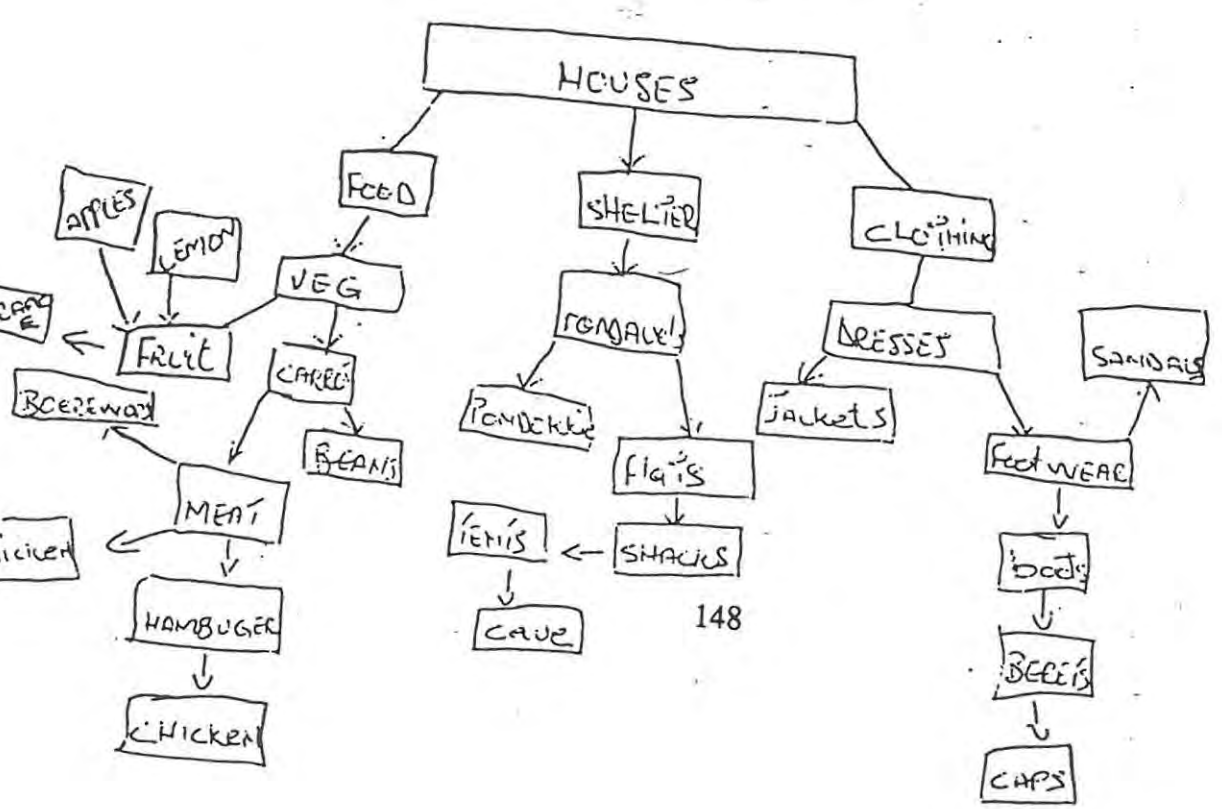
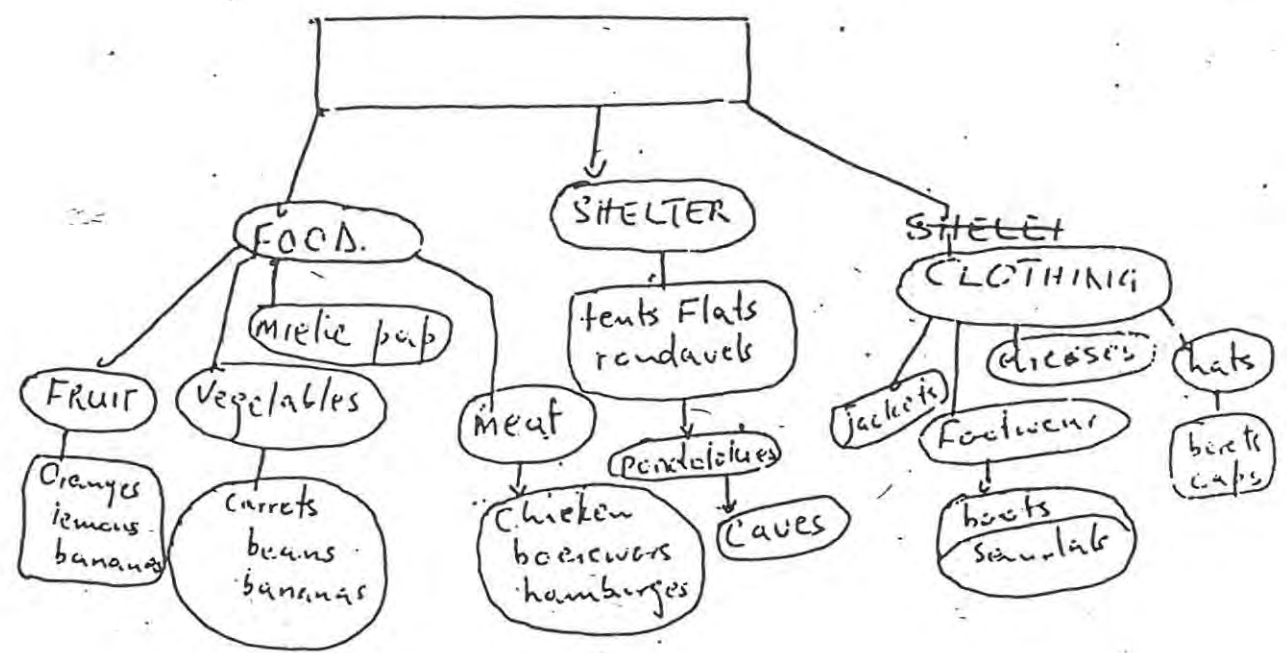
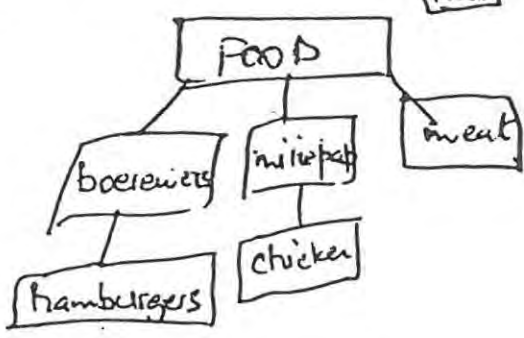
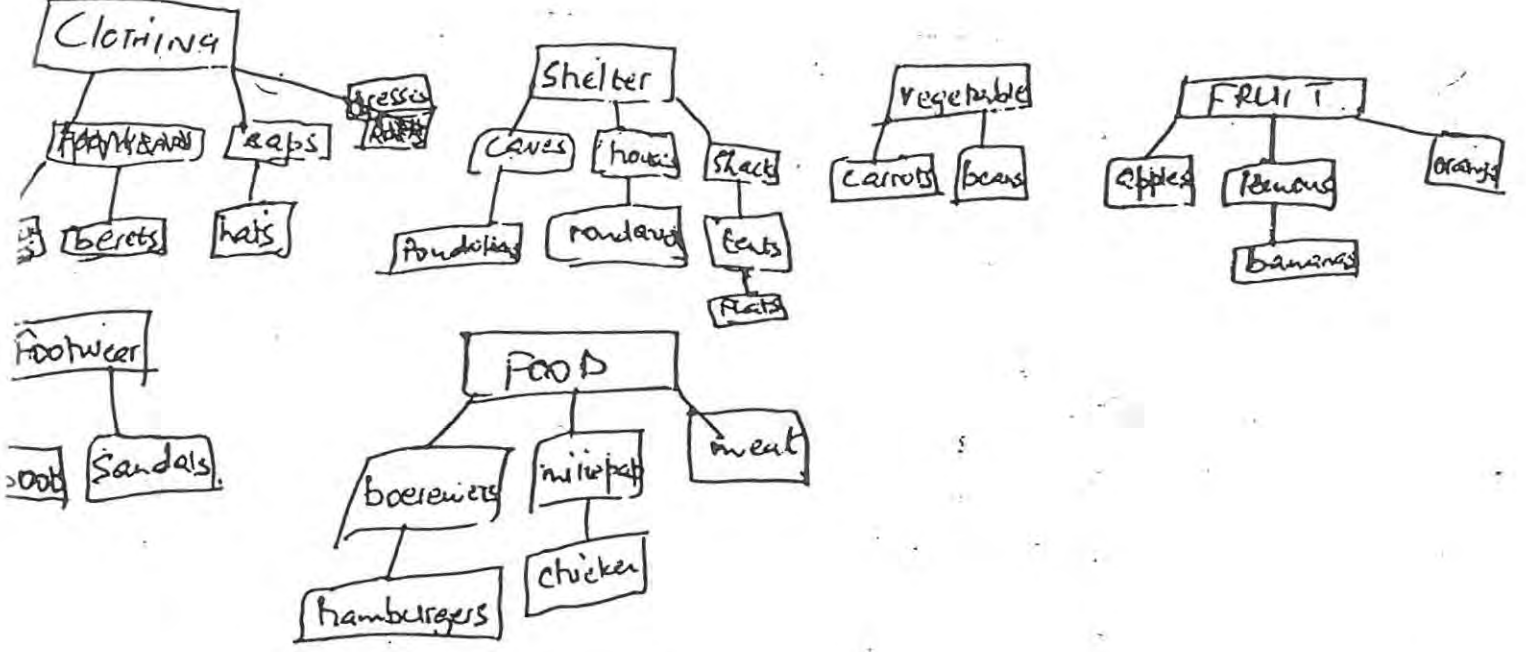
HIERARCHICAL ORDERING EXERCISE 1 AND EXAMPLES OF DIAGRAMS  
PRODUCED BY STUDENTS

GRATEP ENGLISH LANGUAGE DEVELOPMENT: 25 July 1991

Exercise: Put these words into a hierarchical structure with a main - issue heading.

- |            |            |         |
|------------|------------|---------|
| caves      | tents      | flats   |
| clothing   | vegetables | fruit   |
| boerewors  | lemons     | chicken |
| mielie pap | jackets    | shelter |
| food       | houses     | dresses |
| shacks     | pondokkies | carrots |
| apples     | beans      | bananas |
| hats       | sandals    | boots   |
| footwear   | oranges    | caps    |
| meat       | hamburgers | berets  |
|            | rondavels  |         |



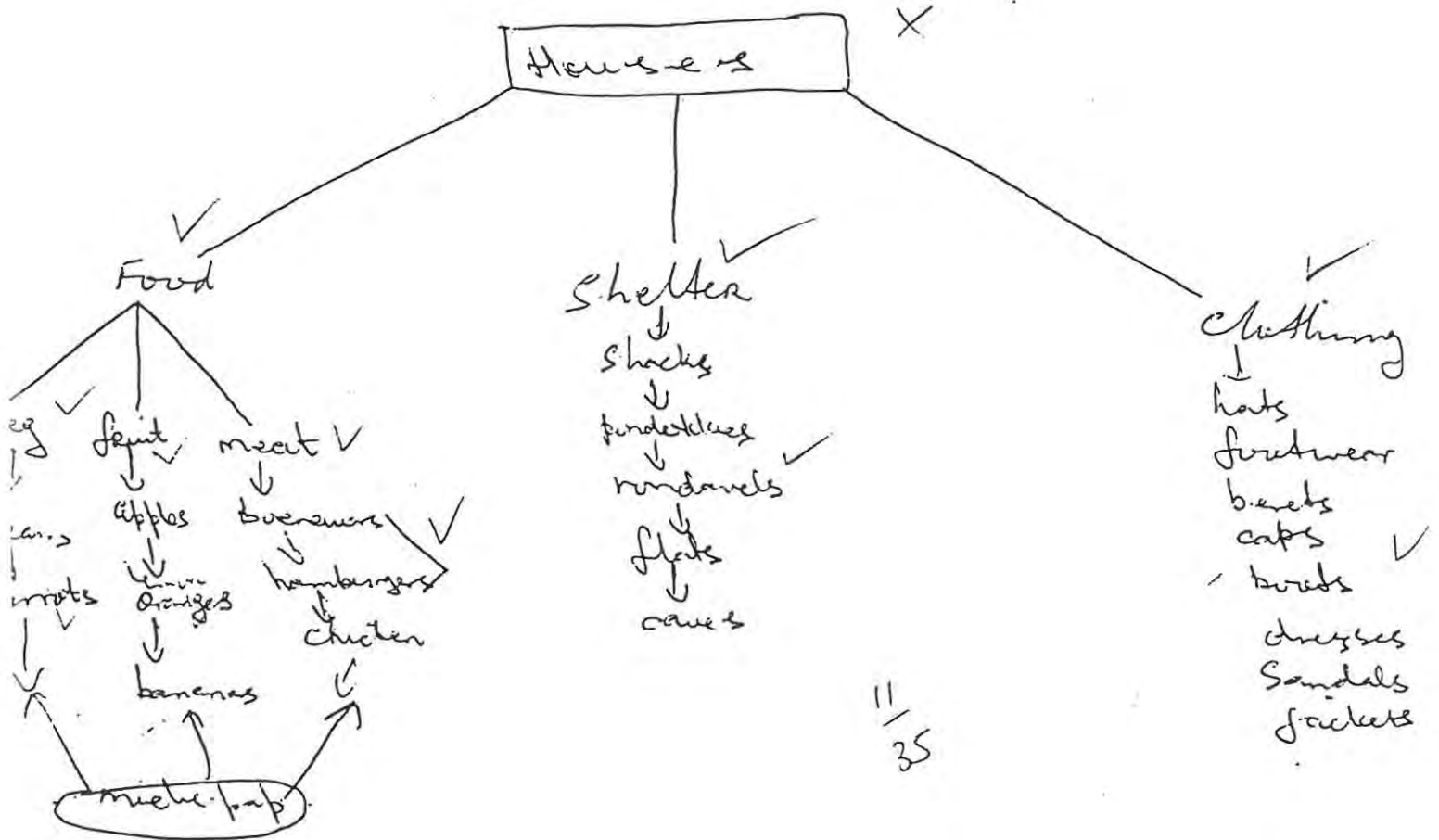


EXAMPLE OF THREE HIERARCHICAL ORDERING EXERCISES DONE BY THE SAME STUDENT

GRATEP ENGLISH LANGUAGE DEVELOPMENT: 25 July 1991

Exercise: Put these words into a hierarchical structure with a main - issue heading.

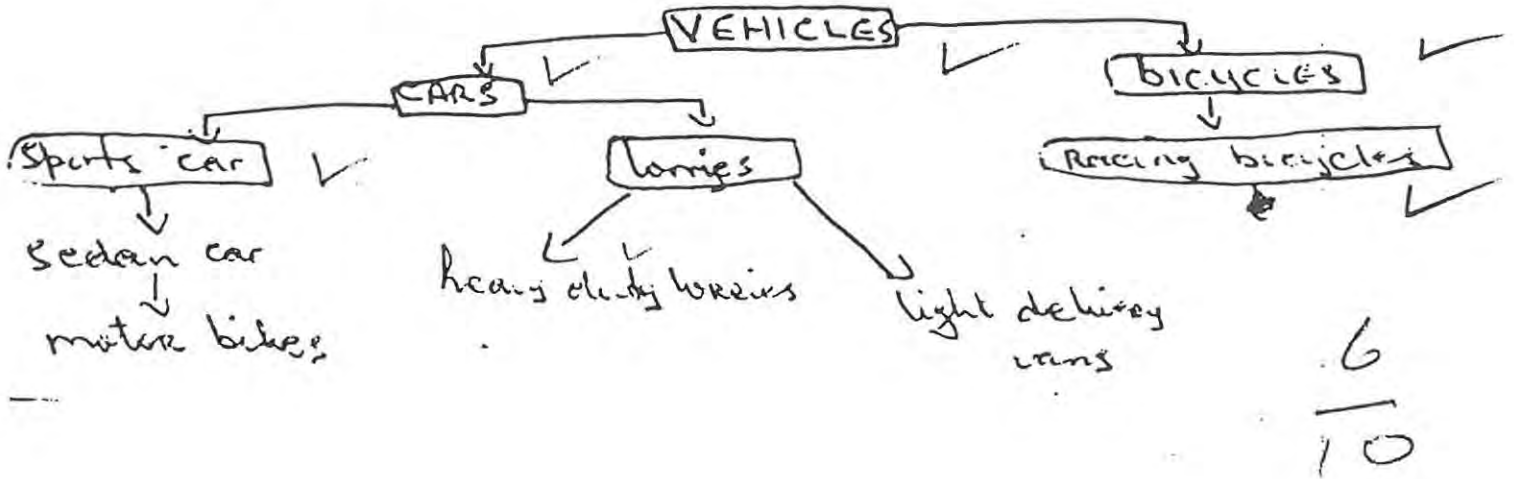
- |            |            |         |
|------------|------------|---------|
| caves      | tents      | flats   |
| clothing   | vegetables | fruit   |
| boerewors  | lemons     | chicken |
| mielie pap | jackets    | shelter |
| food       | houses     | dresses |
| shacks     | pondokkies | carrots |
| apples     | beans      | bananas |
| hats       | sandals    | boots   |
| footwear   | oranges    | caps    |
| meat       | hamburgers | berets  |
|            | rondavels  |         |



## HIERARCHICAL ORDER/ TREE DIAGRAMS

Draw a tree diagram to illustrate the relationships between the items on the following list. (Move from the most general to the most specific.)

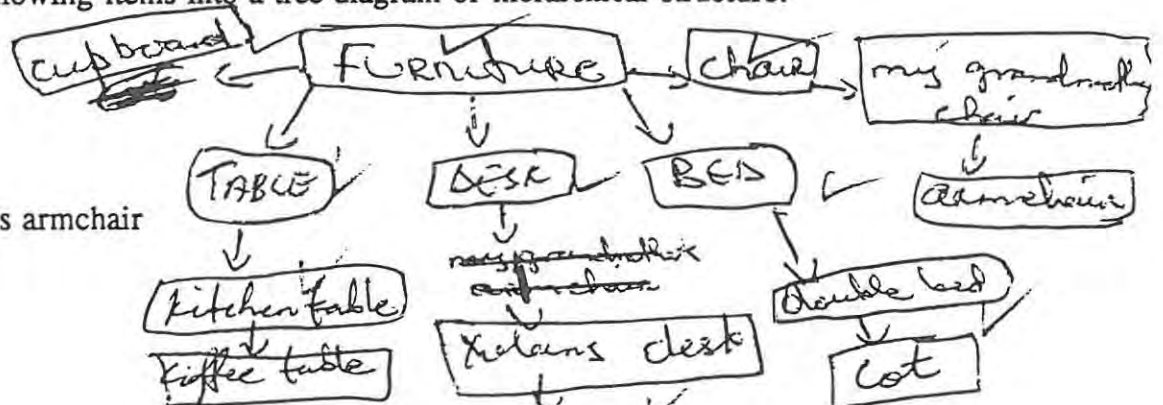
vehicles, bicycles, cars, sports car, sedan cars, lorries, heavy-duty lorries, light delivery vans, racing bicycles, motor-bikes.



### Last Hierarchy Exercise!

Please put the following items into a tree diagram or hierarchical structure.

- table ✓
- cupboard ✓
- cot
- furniture
- my grandmother's armchair
- desk
- kitchen table
- chair
- double-bed
- coffee table
- armchair
- bed
- Xolani's desk



APPENDIX 2.6.  
COPY OF ASSESSMENT PROGRESS WORKSHEET

Grahamstown Tertiary Education Bridging Programme  
English Language Development

September Assessment

NAME: \_\_\_\_\_

1 CLOZE TEST

Please fill in the blanks in the passage below with ONE word only.

**BUYING ON CREDIT**

Before buying on credit consumers should \_\_\_\_\_ whether it is worth buying \_\_\_\_\_ before they have saved enough \_\_\_\_\_ pay for it. Do they \_\_\_\_\_ need the thing? Is it \_\_\_\_\_ the extra price of the \_\_\_\_\_ or "finance charges"?

Many people \_\_\_\_\_ credit but do not know \_\_\_\_\_ it costs more to buy \_\_\_\_\_ credit than for cash. This \_\_\_\_\_ because sellers charge for credit. \_\_\_\_\_ is also why sellers encourage \_\_\_\_\_ to buy on credit. "Easy credit" \_\_\_\_\_ that consumers pay more in \_\_\_\_\_ long run.

Consumers who buy \_\_\_\_\_ credit not only pay more, \_\_\_\_\_ may lose: a) what they have \_\_\_\_\_, b) what they have paid, and c) \_\_\_\_\_ financial reputation, if they do \_\_\_\_\_ pay their instalments. Consumers who \_\_\_\_\_ to miss payments to cover \_\_\_\_\_ expenses, or who have to \_\_\_\_\_ out new loans to pay \_\_\_\_\_ loans, have used too much \_\_\_\_\_. This could lead to a \_\_\_\_\_ case and financial ruin. Consumers \_\_\_\_\_ think very carefully before using \_\_\_\_\_.

2 DICTIONARY SKILLS

Please answer the following questions referring to the dictionary entries below.

- 1 Could cider cause cirrhosis? (Why not/why?)
- 2 Does a coat of arms have sleeves? (Why/why not?)
- 3 When your eyes dilate, does the size of your pupils diminish? (explain)

**cider** /saɪdə/ is an alcoholic drink made from N UNCOUNT apples.  
**cigar** /sɪɡə/, cigars. Cigars are rolls of dried N COUNT tobacco leaves which people smoke.

**cirrhosis** /sɪrəʊsɪs/ is a serious disease which N UNCOUNT destroys a person's liver. It is often caused by Medical drinking too much alcohol.

**coat of arms, coats of arms.** A coat of arms is N COUNT a design in the form of a shield that is used as an emblem by a family, a town, or an organization.

**dilate** /dɪˈleɪt/, dilates, dilating, dilated. When V INTRANSITIVE your eyes dilate, the pupils of your eyes become wider or bigger. ◊ dilated. NO She smiled, her eyes ◊ ADJ QUALITY bright and dilated.

**diminish** /dɪˈmɪnɪʃ/, diminishes, diminishing, V INTRANSITIVE diminished. When something diminishes or is diminished, it becomes reduced in size, importance, or intensity. NO As she turned the knob, the sound diminished. ◊ diminished. NO ...clear evidence of diminished social tension. ◊ diminishing. NO ...the diminishing importance of ◊ universities.

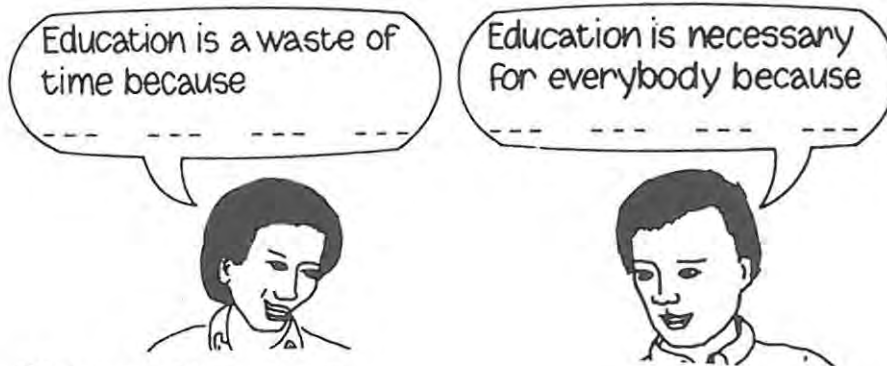
- 3 HIERARCHICAL ORDER / TREE DIAGRAMS  
Draw a tree diagram to illustrate the relationships between the items on the following list. (Move from the most general to the most specific.)

vehicles, bicycles, cars, sports car, sedan cars, lorries, heavy-duty lorries, light delivery vans, racing bicycles, motor-bikes.

4 CRITICAL THINKING

**Sort out the argument**

Look at the two people arguing. Find out what each one's opinion is. Then read the jumbled up reasons in the list below. Decide which reasons each person gave to support his argument. Then write the number of each reason given by each speaker in the space provided to complete his argument.



**Who uses which reason?**

- 1 \_\_\_\_\_ it gives people the knowledge they need to understand the world around them.
- 2 \_\_\_\_\_ practical experience is far more useful.
- 3 \_\_\_\_\_ what you learn in books can't help you to solve the problems of life.
- 4 \_\_\_\_\_ there are many things you can learn quickly from books that you would take a long time to learn from experience.
- 5 \_\_\_\_\_ many people without any education have become rich and famous.
- 6 \_\_\_\_\_ it can help you to get a better job.
- 7 \_\_\_\_\_ it broadens your mind and teaches you to think.
- 8 \_\_\_\_\_ you learn independence when you go out to work at an early age.

Write down two premises and one conclusion from the puzzle above.

- a) Premise:
- b) Premise:
- c) Conclusion:

5 ORIGIN OF WORDS

- 1 Where does the word 'toi-toi' come from? \_\_\_\_\_  
2 What did it mean originally? \_\_\_\_\_

6 WRITING LETTERS

Please write a short note of thanks to Mr Peter Glover from the Rhodes Education Dept thanking him for the workshop on Education.

DETAILED STATISTICAL ANALYSIS OF THE SCORES GIVEN BY THE  
WRITER AND THREE INDEPENDENT SCORERS

**Statistics**

<b>A CJ-Vdk</b>		<b>Sample Size: 12</b>
	r - value	p - value
Grammar	0,7302	0,0070
Vocabulary	0,5867	0,0449
Cohesion	0,6445	0,0237
Rhetorical Organization	0,6606	0,0194
Register	0,3015	0,3409
Cultural Reference	0,2768	0,3838

<b>B CJ-DG</b>		<b>Sample Size: 14</b>
	r - values	p - values
Grammar	0,6482	0,0122
Vocabulary	0,6209	0,0178
Cohesion	0,7581	0,0017
Rhetorical Organization	0,6839	0,0070
Register	0,5368	0,0478
Cultural Reference	0,9692	0,0000

<b>C CJ-JB</b>		<b>Sample Size: 14</b>
	r - values	p - values
Grammar	0,7670	0,0014
Vocabulary	0,7681	0,0013
Cohesion	0,7426	0,0023
Rhetorical Organization	0,8341	0,0002
Register	0,6060	0,0216
Cultural Reference	0,6678	0,0091

The values for 'naturalness' have not been included in this detailed breakdown of statistics because my scoring for this category was uniformly '1'.

APPENDIX 2.8.  
EXAMPLE OF SCORING GIVEN BY FOUR SCORERS FOR TWO WRITING  
SAMPLES

A Student 49EN

Scores

	Final score 100%	Gram	Voc	Cohes	Organ	Regis	Nat	Cul ref 4
		6	4	4	4	3	4	4
CJ	73%	4.5	3	3.5	3.5	3	1	2.5
VdK	69%	4	2.5	3	3	2	3	2.5
DG	86%	5.8	3.5	3.6	3.6	2.6	3.3	2.5
JB	62%	4	3	3	3	2	3	2.5

B Student 57NO

Scores

	Final score 100%	Gram	Vocab	Cohes	Organ	Regis	Nat	Cul ref 4
		6	4	4	4	3	4	4
CJ	33%	2.5	2	1.5	1.5	.5	1	.5
VdK	56%	3	2	2.5	2	2	2	2.5
DG	58%	3.4	3.1	2.2	2	2.5	3	.5
JB	42%	3	2	2	2	1	1	1

I feel that during the six months of being at GRATEP I have not only kept myself busy, but also have developed my mind. It seems to me that I am more mature now than I was six year months before.

There are a number of set-backs that I had to endure during this time. For instance having to be in the same class with people who have passed matric while, though I trust I should have, I have not. There was also the attitude of my colleagues who seem to be still children at heart, that embarrassed me more than once. But the manner in which our tutors and co-ordinators seemed to handle it, proved to me that there are things about life that one should not let get into him.

On the positive side, GRATEP has been a milestone. I mean, I never thought, in the beginning we were going anywhere in particular. But here we are, or I am rather, developed by this 'nonsensical' institution (that's what people in the township see it).

I would like to develop my creative skills, GRATEP has strengthened this wish. Kevin's Charlotte's encouragements have made me more determined to go to University — or put it another way — to believe more in myself

I was born and bred here in Grahamstown in 1969. I am somebody who love argument with other people And also I am a guy who is acting as a mediator in times of disputes. I am a nice guy and many people do loves me because of my good Conduct.

By 1976 I started my lower education at N.V Cenn primary school until I passed Std 4. By 1982 I was doing Std 5 and failed. I repeated it in 1983 and I passed with excellent. In 1985 when I was doing Std 7 at Nombulelo high school and also failed. By 1986 in the middle of June doing the same Standard when I was visiting to Transkei at that time state of Emergency was still existing I and the others were taken into custody because of moving up and down in midnight we were kept there until December after the policeman released us.

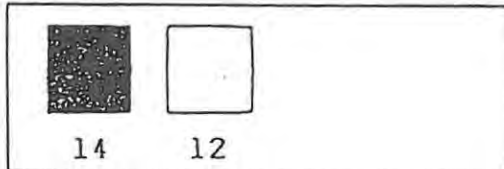
I resume my studies in 1987 and I passed Std 7. until now I am a guy of 23 years old passed Standard 10 in the year 1990. That time I was not here in Grahamstown I was in Transkei that's where some of my relatives are. In the beginning of this year I told my parents that. I want to go to College or university and they responded by

Saying they had no means to further my studies. I also persuaded them to borrow it somehow but all in vain. In all funds became very problematic to me. I was searching a work but my ambitions was curtailed. In 1991 I am attending courses which was offered by Masifunde under the supervision of Grahamstown Tertiary Education Bridging Program. I want to be a lawyer because I want to liberate the Africans from distressing. My hobbies are listening radio, reading novels, newspapers and watching Television.

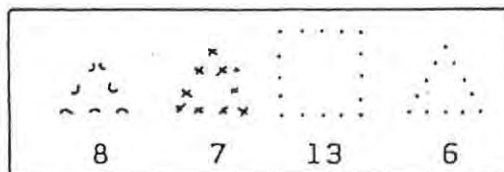
APPENDIX 3.1.  
 AN EXAMPLE OF A PARTICIPANT'S RESPONSE IN THE RESEARCH DONE  
 BY GILBERT (GILBERT, 1988: 242-243)

PARTICIPANT 18

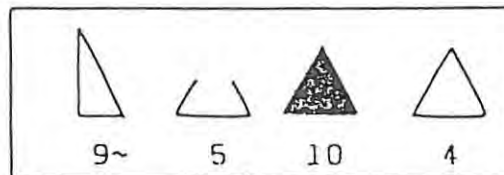
Male, aged approximately 50. Full-time farmer. Only went up to Standard 2 at school. Has lived in area for many years but spent about 10 years working on farms and in towns.



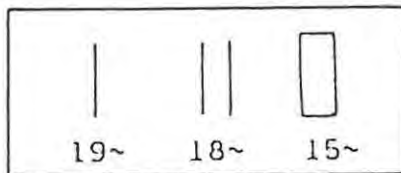
These are the same as they have four corners.



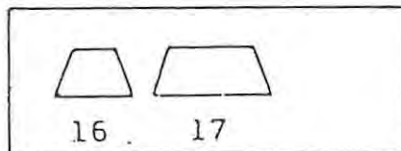
All these have dots.



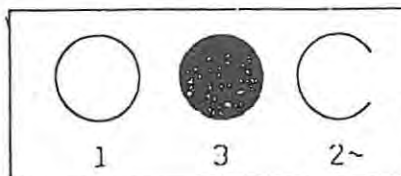
These all have three sharp corners.



All these are sticks.

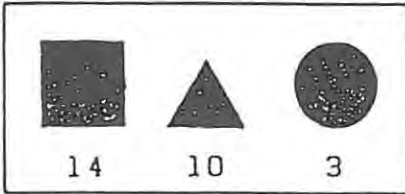


All these are like bowls.



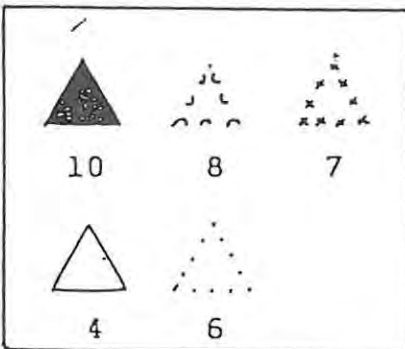
These are all round even though one is open

Question: Another person put these together. Why do you think they did that?



The only reason why a person could do that is that they were thinking of the earth (P. points to 14 and refers to the four points of the compass). Within the earth there are weapons (10). The people, therefore, think they have everything. But then the sun rises (3) and it is an empty world, even though they have weapons.

Question: Is it possible to put these together?



(Thinks for a while) I can't do it. (Daughter intervenes and says "it is simple, you are thinking too deeply over these things". He replies "Yes, I am a deep thinker" and then continues while sorting the cards into the order shown.) They are people - black and white people. (10) and (8) are white ethnic groups, (4) and (6) are black ethnic groups. (7) forms part of the whites and they meet with (4) to form another group. The real black people are (6).

\*--\*--\*--\*--\*

APPENDIX 4.1.  
EXAMPLE OF A STORY WRITTEN BY A GROUP OF STUDENTS

*Sdeku, The Boy's Child*

Once upon a time there was a family of three, a father, mother and their son called Sdeku. Sdeku's mother wanted to have another baby, so she sent Sdeku to her brother who lived on a farm to collect a medicine that would make her pregnant.

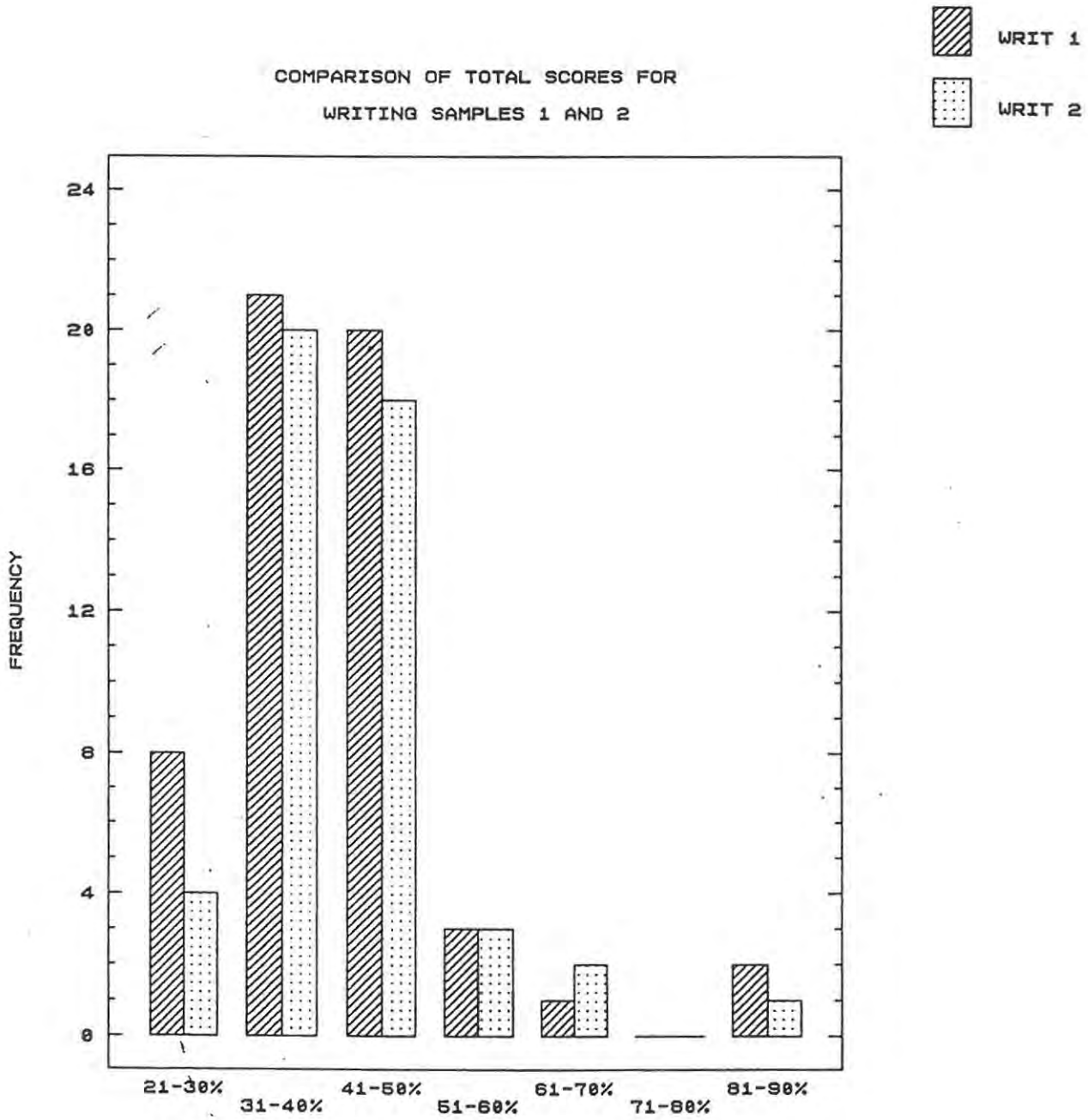
She advised him not to drink the medicine but she didn't tell him the reason why. On his way back Sdeku drank the medicine and he became pregnant. He gave birth to a baby boy and he hid him beneath the bushes.

When he arrived at his home he lied to his mother and said that the medicine had spilt. At that moment a bird appeared and told his mother that Sdeku had drunk the medicine and had become pregnant. He had given birth to a baby boy and had hidden him beneath the bushes.

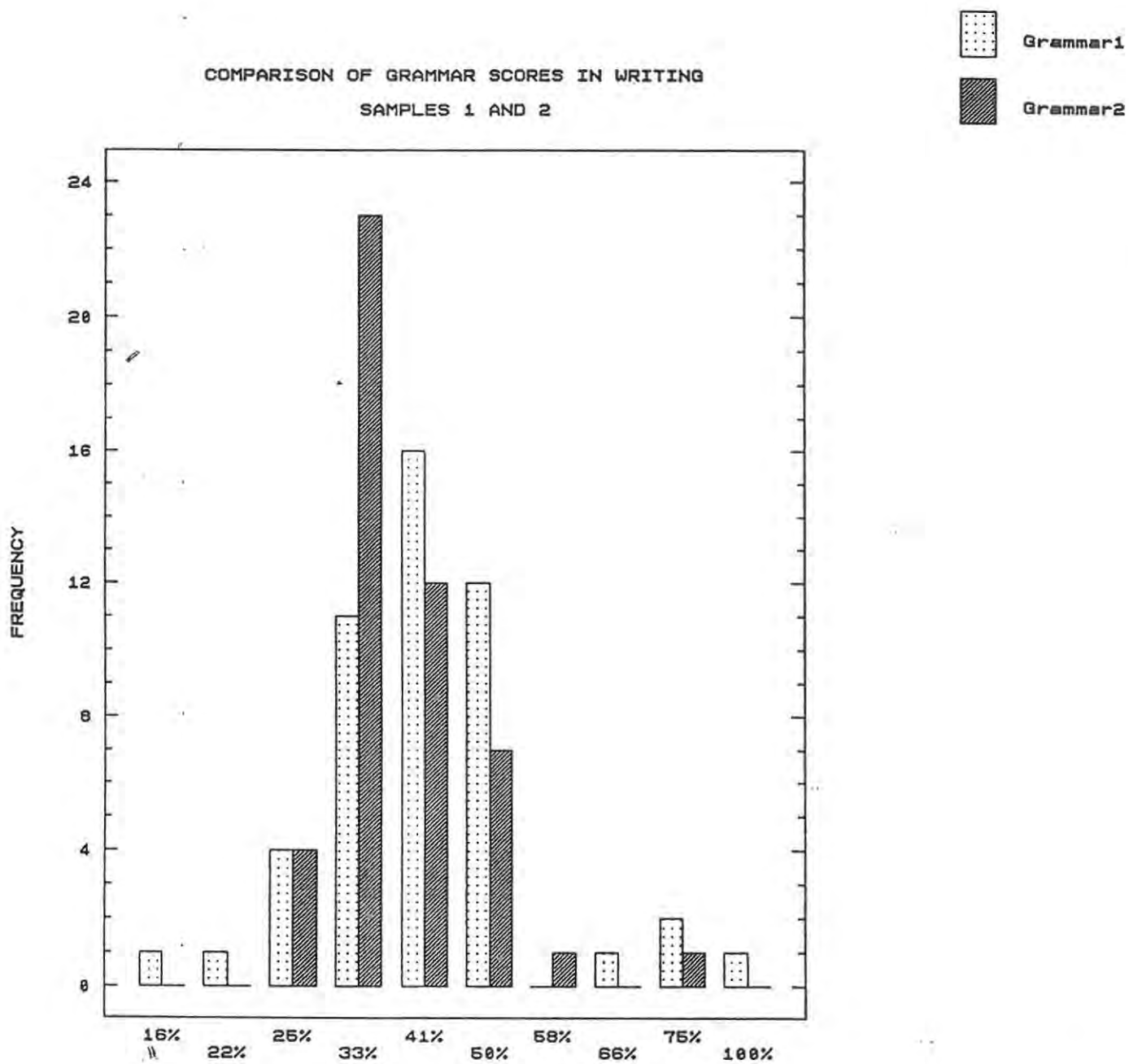
His mother went to take the baby from the bushes. When he was recovered he was named Sdeku, the boy's child.

Written by Group C  
5 June 1991

APPENDIX 5.1.  
GRAPH OF THE OVERALL SCORES OBTAINED IN WRITING SAMPLES 1  
AND 2

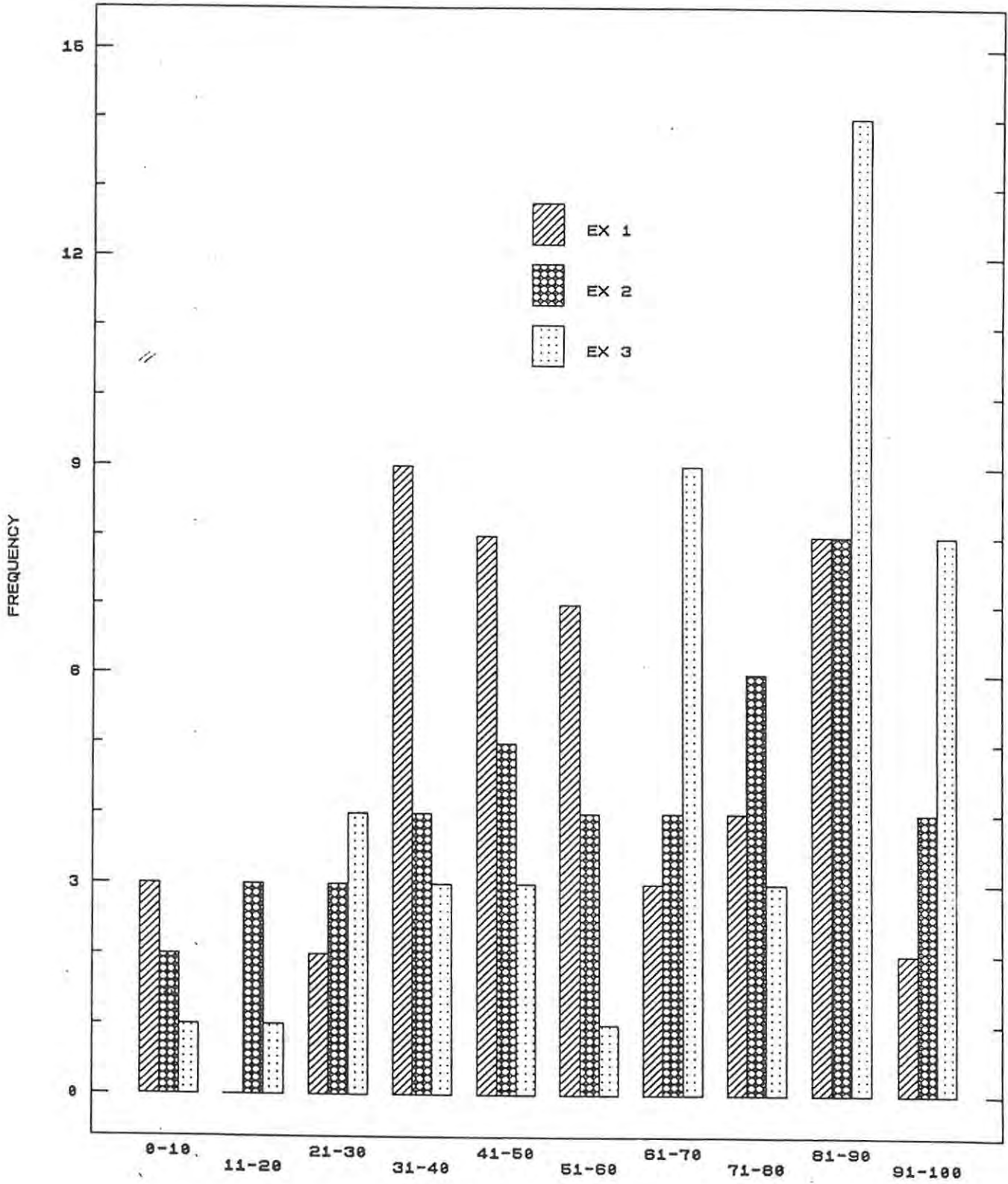


APPENDIX 5.2.  
 GRAPH OF THE SCORES OBTAINED FOR GRAMMATICAL COMPETENCE IN  
 WRITING SAMPLES 1 AND 2



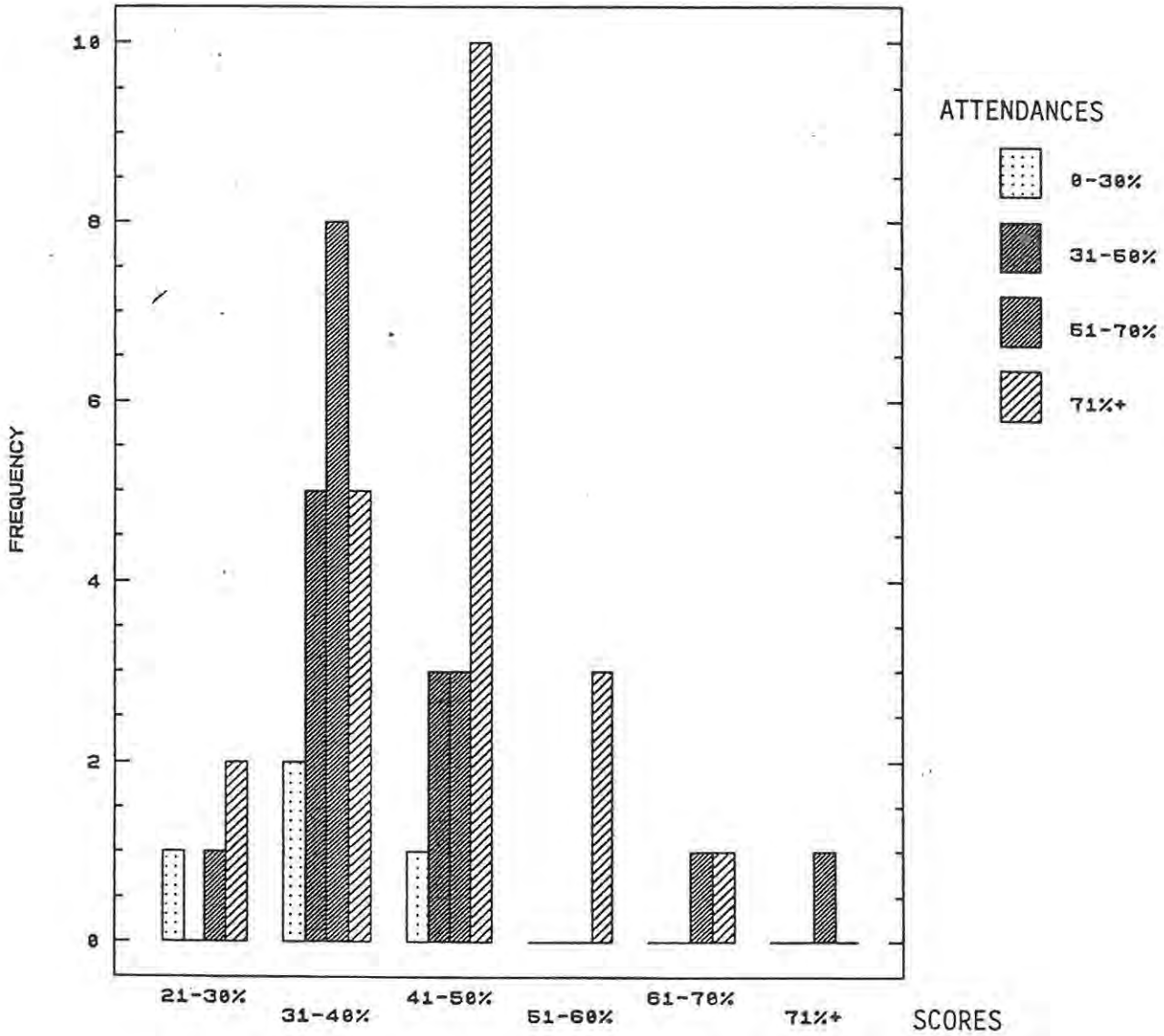
APPENDIX 5.3.  
 GRAPH OF THE SCORES OBTAINED IN 3 HIERARCHICAL ORDERING  
 EXERCISES

COMPARISON OF PERCENTAGES ON THREE  
 HIERARCHICAL STRUCTURING EXERCISES



APPENDIX 5.4.  
 GRAPH DEPICTING CORRELATION BETWEEN SCORES FOR WRITING  
 SAMPLE 2 AND STUDENT ATTENDANCE.

COMPARISON OF PERCENTAGES OF ATTENDANCES  
 WITH WRITING SAMPLE 2 SCORES



FIGURES 5.1. - 5.22.  
(RESPONSES TO THE QUESTIONNAIRES)

I UNDERSTAND MOST OF THE THINGS  
ENGLISH PEOPLE SAY (question 1)

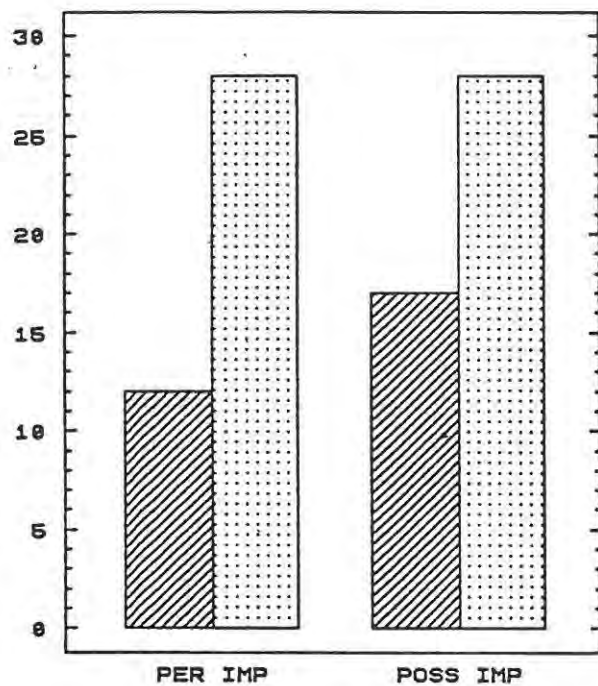


Figure 5.1

ENGLISH SPEAKERS TALK TOO FAST  
FOR ME (question 2)

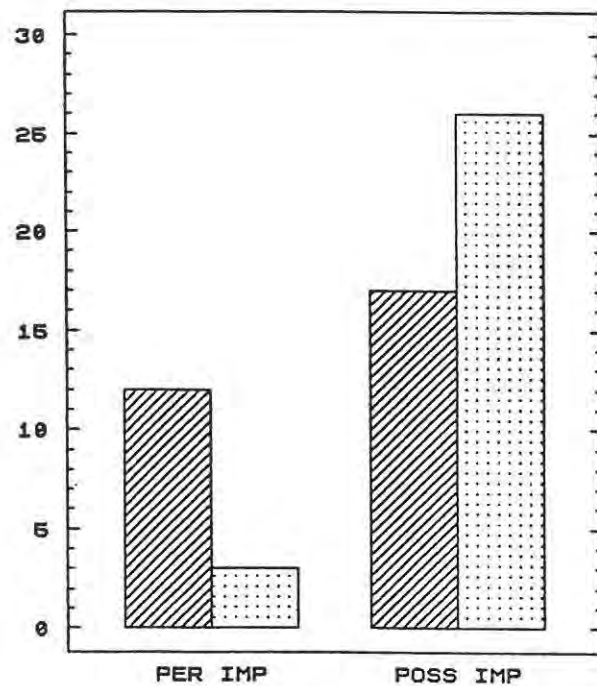


Figure 5.2

I UNDERSTAND THE PRONUNCIATION OF  
MOST ENGLISH SPEAKERS (question 3)

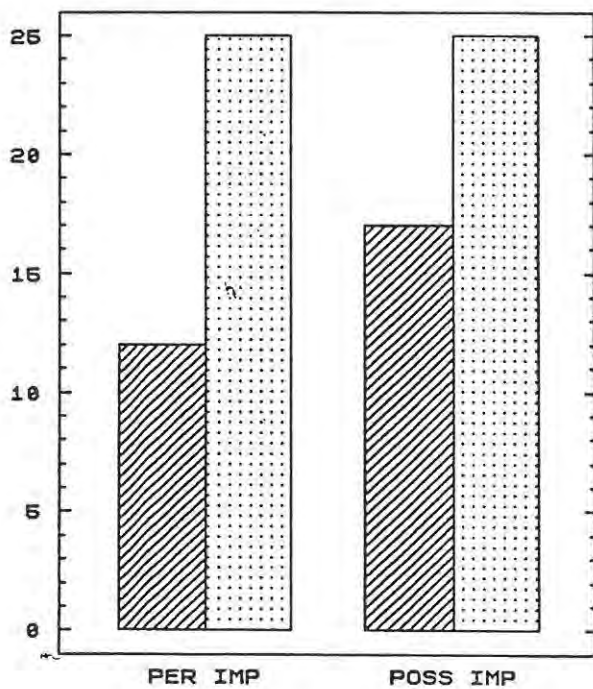


Figure 5.3

I FIND IT EASIER TO TAKE NOTES  
FROM LECTURES/TALKS (question 4)

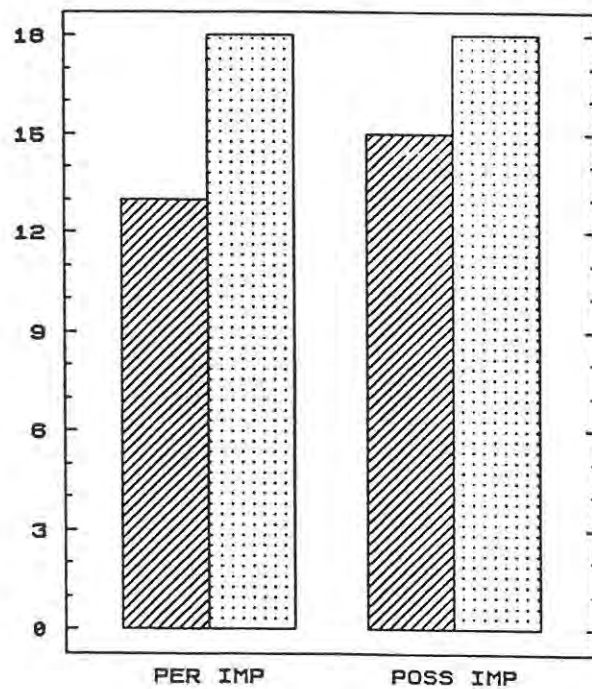


Figure 5.4

I FEEL I CAN COMMUNICATE MORE  
WITH ENGLISH PEOPLE IN TOWN (q 5)

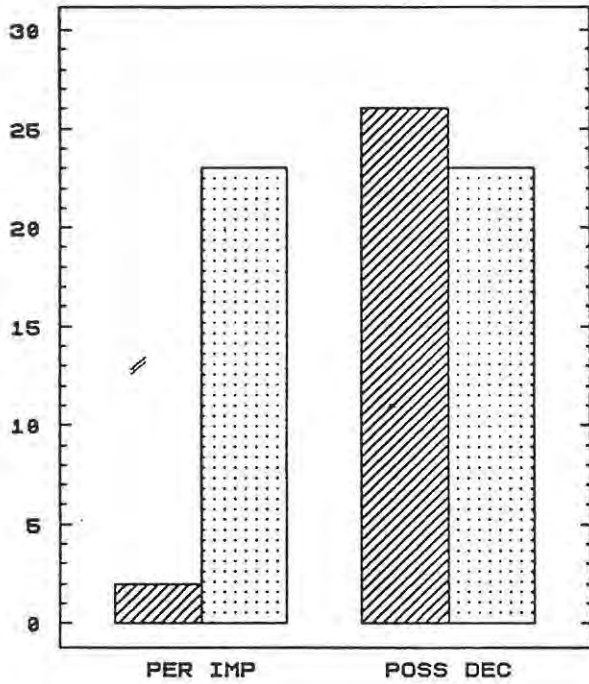


Figure 5.5

I DON'T FEEL SHY IN GROUPS BECAUSE I'M  
MORE CONFIDENT OF MY ENGLISH (q 6)

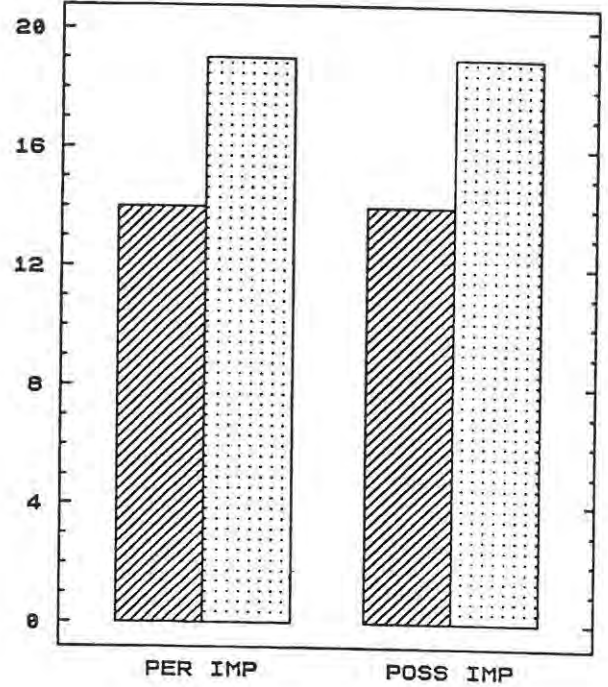


Figure 5.6

I DON'T FEEL SHY SPEAKING ENG IN GROUPS  
WITH XHOSA SPEAKERS (question 7)

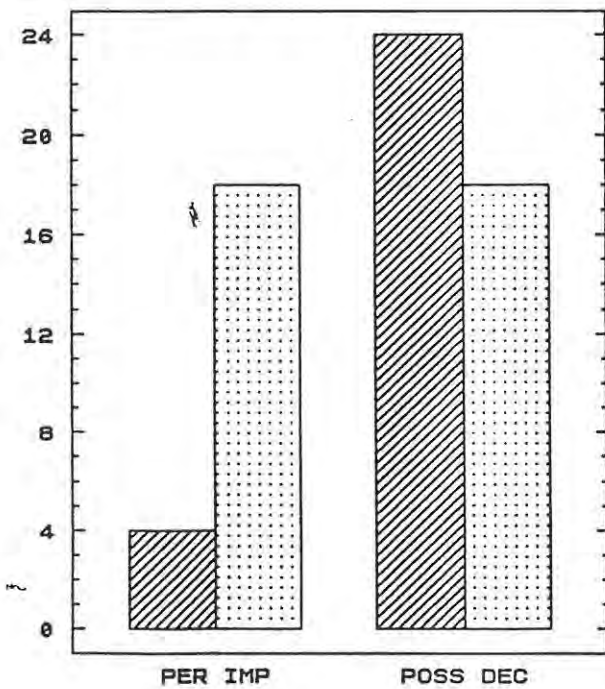


Figure 5.7

I FEEL CONFIDENT ENOUGH NOT TO FEEL SHY  
TALKING TO ENGLISH SPEAKERS (q 8)

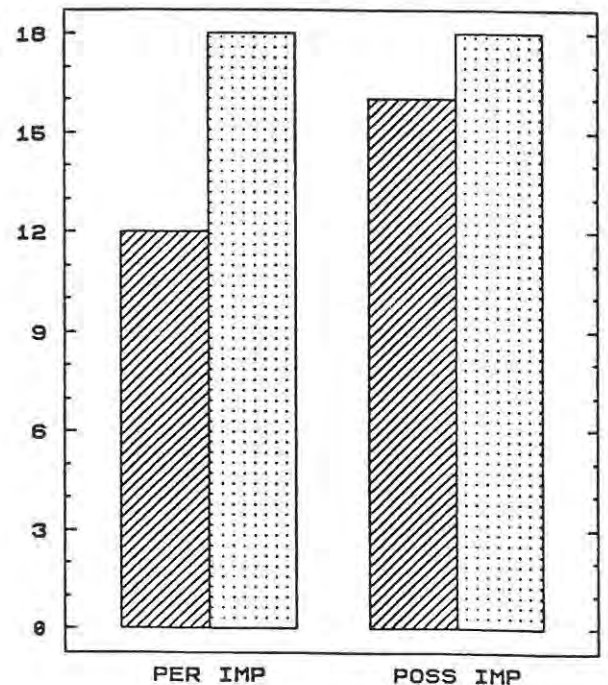


Figure 5.8

I CAN FIND THE RIGHT WORDS TO EXPRESS MYSELF IN ENGLISH (question 9)

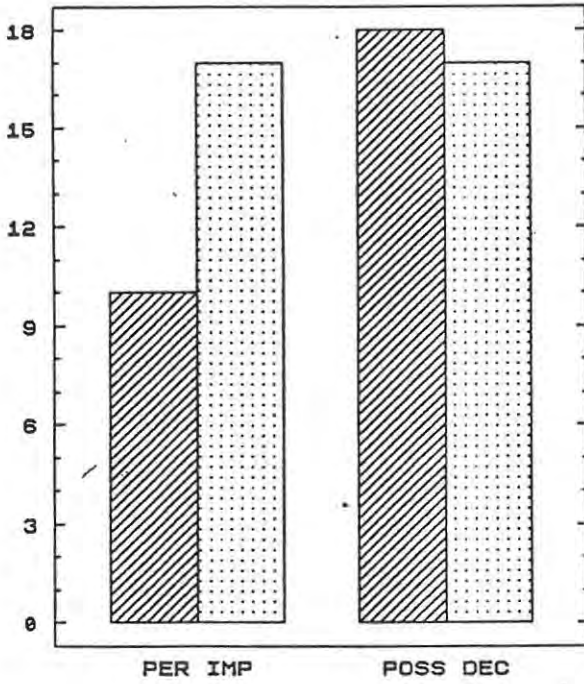


Figure 5.9

MY READING SPEED HAS IMPROVED (question 10)

Q1  
Q2

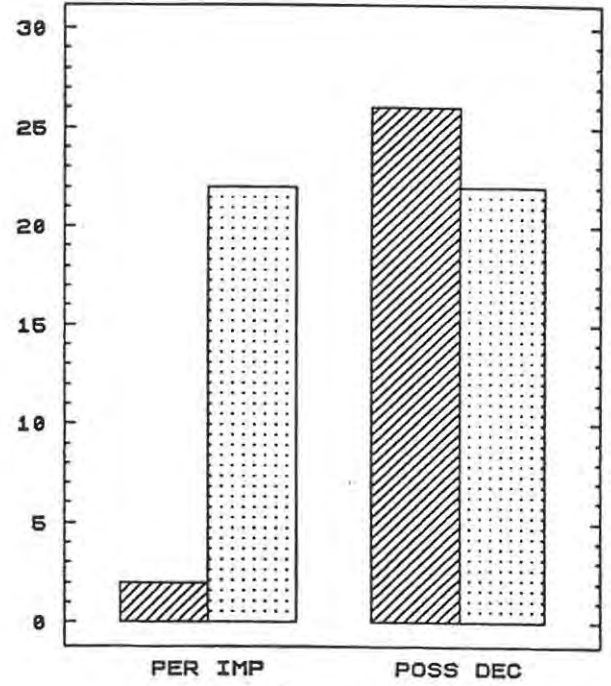


Figure 5.10

MY READING COMPREHENSION HAS IMPROVED (question 11)

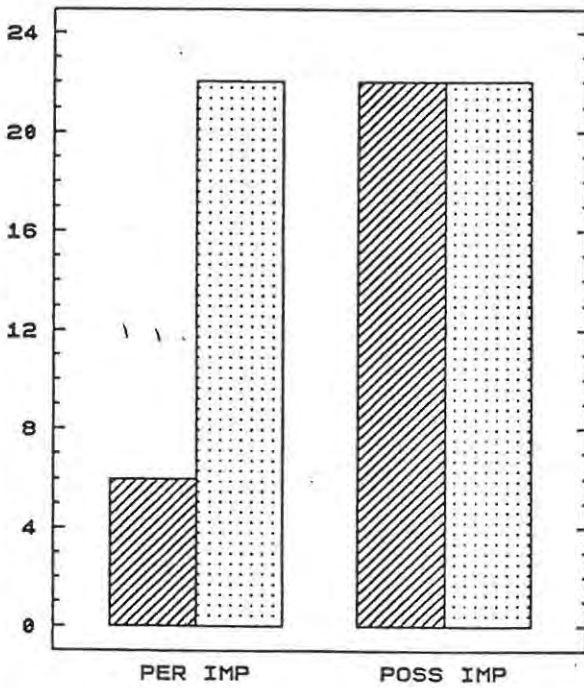


Figure 5.11

Q1  
Q2

I USE A DICTIONARY A LOT WHILE I AM READING IN ENGLISH (QUESTION 12)

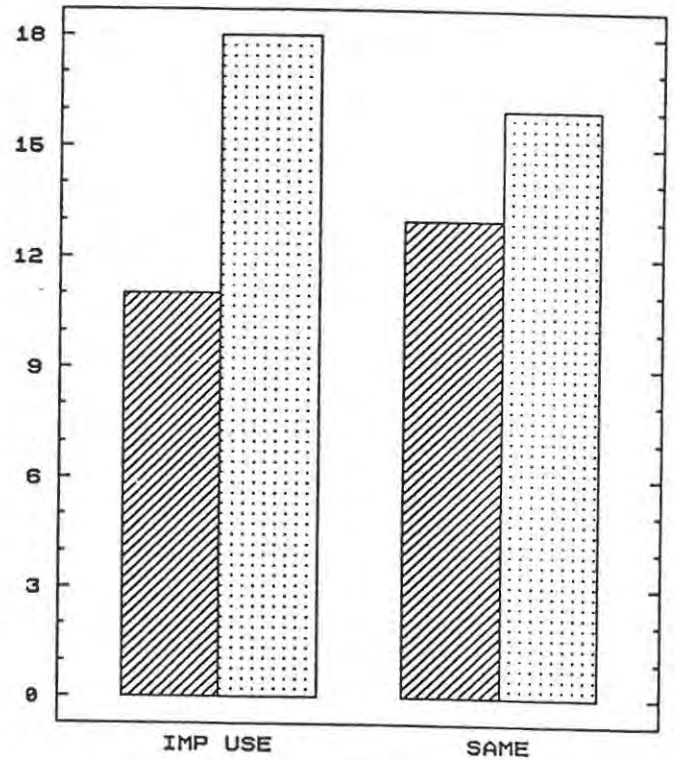


Figure 5.12

USING A DICTIONARY HAS IMPROVED MY  
READING COMPREHENSION (question 13)

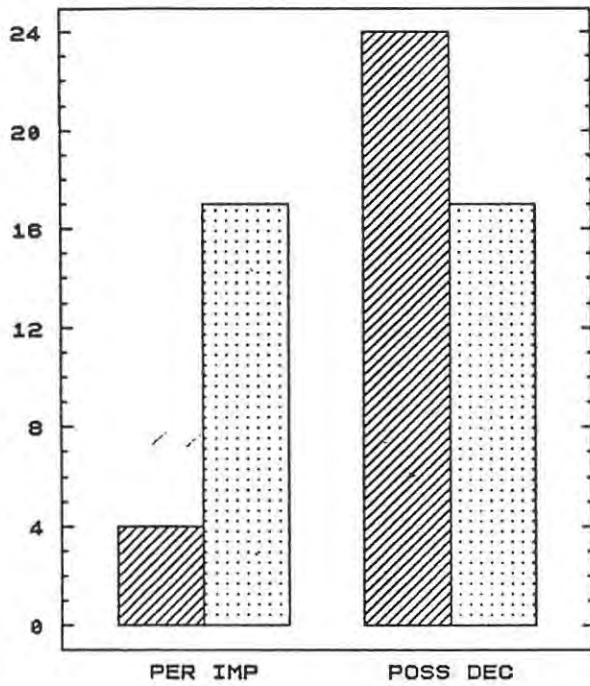


Figure 5.13

Q1  
Q2

I FIND IT HARD TO RELATE TO SOME  
OF THE THINGS IN ENGLISH NOVELS (q14)

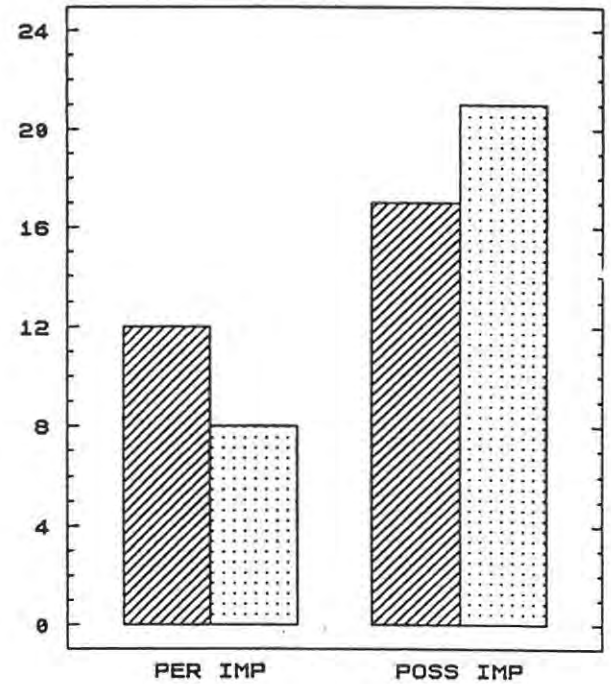


Figure 5.14

I FIND IT EASIER TO RELATE TO THE  
SUBJECT MATTER IN ENG NOVELS (Q 14/15)

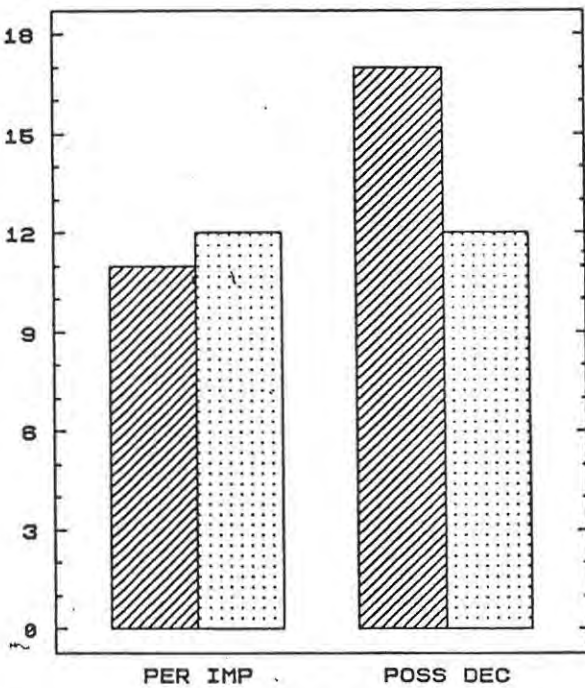


Figure 5.15

Q1  
Q2

I AM READING NOW MORE THAN I WAS  
(Q2 question 16)

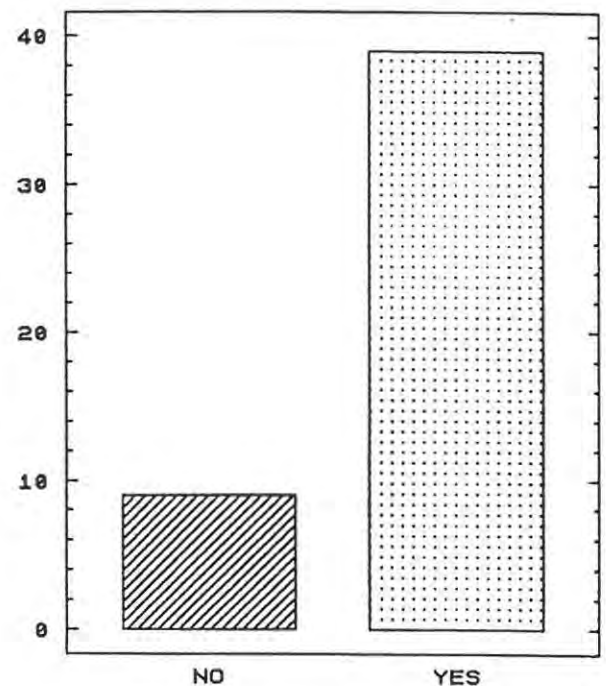


Figure 5.16

I WOULD READ MORE IF I COULD FIND MORE BOOKS ON XHOSA LIFE (question 15/17)

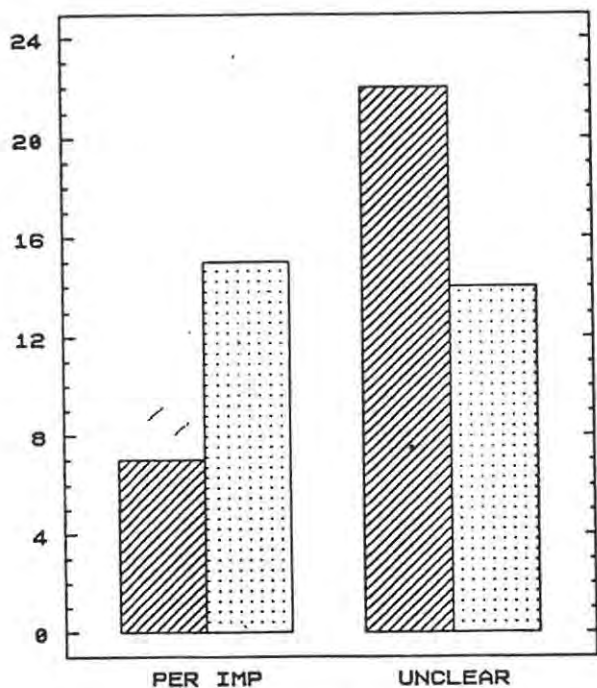


Figure 5.17

Q1  
Q2

MY ABILITY AND CONFIDENCE TO USE THE LIBRARY HAS IMPROVED (q16/18)

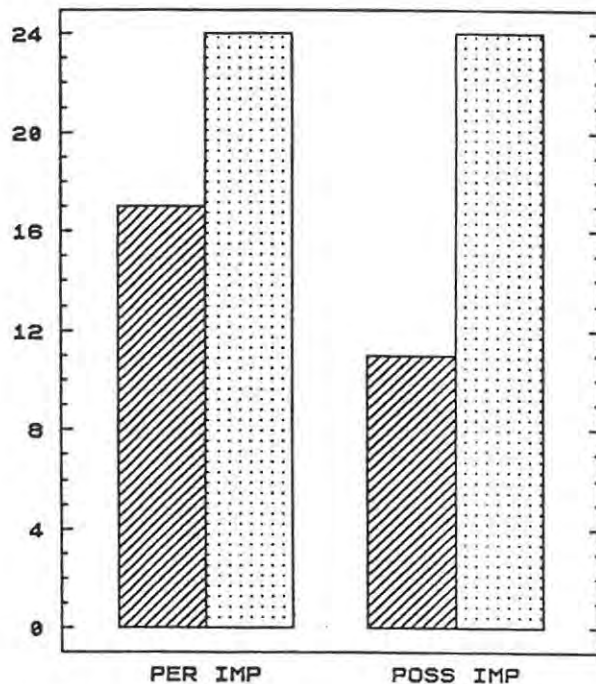


Figure 5.18

MY NOTE-MAKING FROM BOOKS HAS IMPROVED (question 17/19)

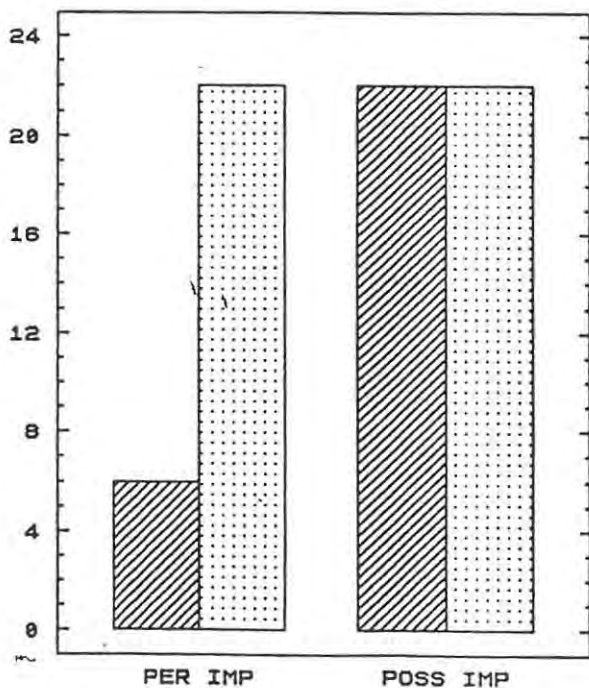


Figure 5.19

Q1  
Q2

WRITING IN ENGLISH OF WITH SPEAKING HAS IMPROVED (question 18/20)

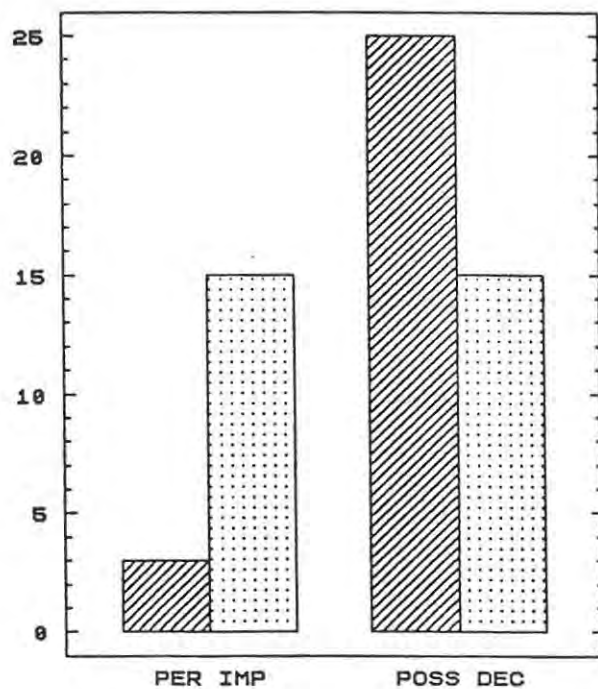


Figure 5.20

WRITING SENTENCES TO EXPRESS MY THOUGHTS HAS IMPROVED (question 19/21)

Q1  
Q2

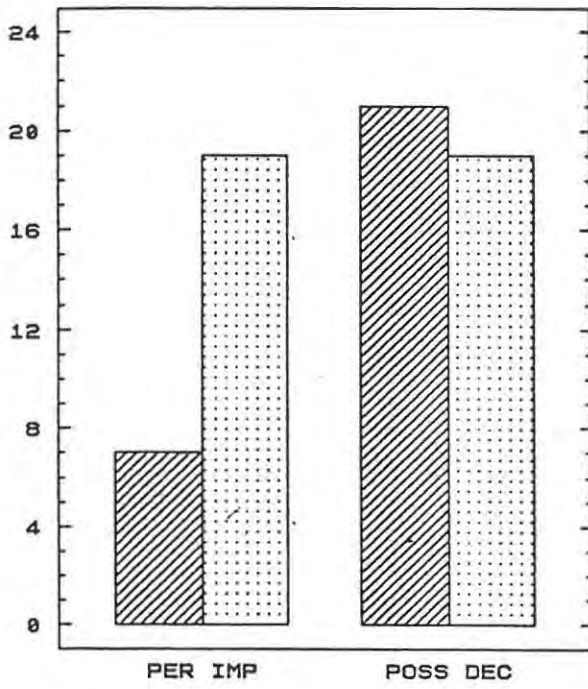


Figure 5.21

MY WRITING HAS A MORE LOGICAL PATTERN OF ORGANISATION (question 20/22)

Q1  
Q2

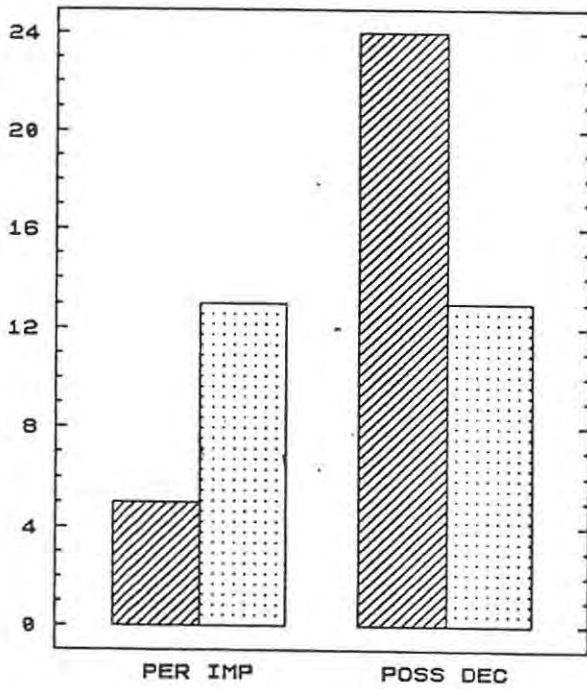

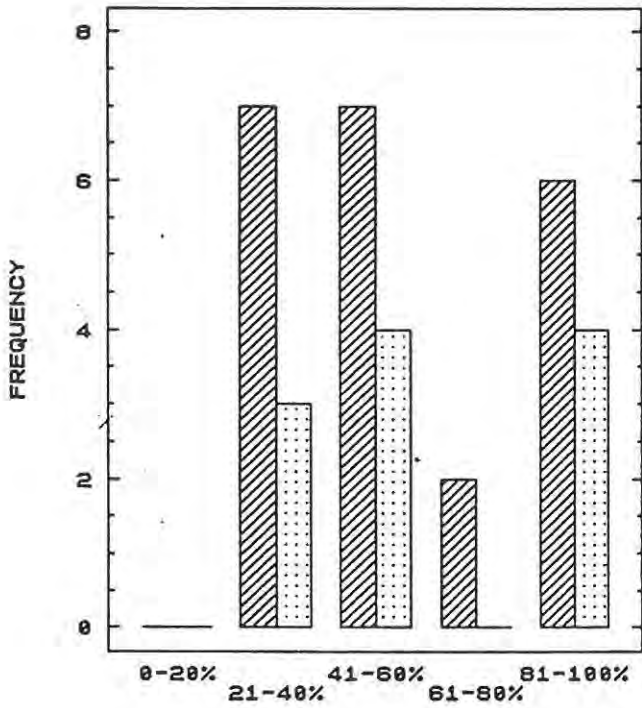


Figure 5,22



(QUESTIONNAIRE 2, QUESTION 22 COMPARED WITH HIERARCHICAL ORDERING EXERCISES 1,2, AND 3)

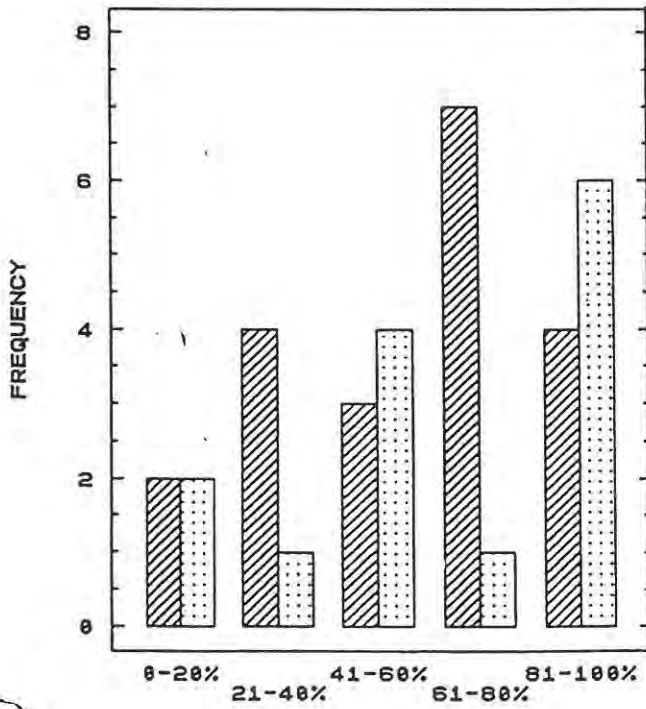
Q2 QUESTION 22 COMPARED WITH SCORES ON HIERARCHICAL EXERCISE 1

 POSITIVE  
 UNMARKED



Q2 QUESTION 22 COMPARED WITH SCORES ON HIERARCHICAL EXERCISE 2

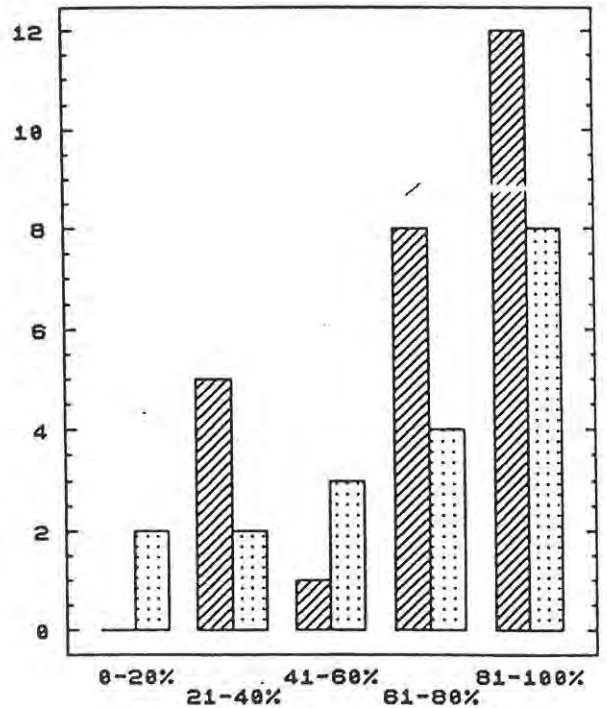
 POSITIVE  
 UNMARKED



172

Q2 QUESTION 22 COMPARED WITH SCORES ON HIERARCHICAL EXERCISE 3

FREQUENCY



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