

**TITLE :**

An evaluation of the Language Integration Programme (LIP) for English  
Second Language pupils at Eastwood Secondary School in Pietermaritzburg.

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**DECLARATION OF ORIGINALITY**

I hereby declare that this entire thesis, unless otherwise indicated in the text, is my own original work. It has not been submitted before for a degree at any other university.

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Pietermaritzburg, 1996

## ABSTRACT

The end of the apartheid era in the history of South Africa resulted in many black pupils being admitted to schools which were previously used exclusively by either coloureds, Indians or white pupils. However, the newly admitted black pupils spoke English as a second language in schools where the medium of instruction was English. Consequently, the black pupils' inability to cope with English as a first language meant that they were at risk of failing at school. In an attempt to reduce the risk of the black pupils failing, Eastwood Secondary School introduced the Language Integration Programme. The school hoped that the programme would accelerate the black pupils acquisition of the English while simultaneously making academic progress in their other subjects. The aim of this study was to gain insights into the results of the Language Integration Programme.

The research questions focused on the views of the parents of the pupils who were in the programme, the teachers at the school, the pupils who were in the Language Integration Programme, as well as the principal and deputy principal of the school. Both closed and open-ended types of questions were used in the questionnaires that were administered to the parents, teachers and pupils, as well as in the interviews that were conducted with the principal and deputy principal. The findings from the questionnaires and interviews were supplemented by information that was obtained from the school's VRE-52 academic records.

The findings of the study revealed that there was an improvement in the Language Integration Programme pupils' English language and communication skills. The findings also showed that there was a positive relationship between the pupils' performance in English and their performance in their other subjects while they were in the Language Integration Programme.

Recommendations that arose from the study of the Language Integration Programme were that there is a need for placement tests to identify the background knowledge of the pupils so that the material in future programmes is not too easy for the pupils in the programme. The study also revealed that the class size in programmes similar to the Language Integration Programme should be kept as small as possible if the programme was to achieve maximum effectiveness because weaker pupils generally need more attention.

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## CHAPTER ONE

### Background to the research problem:

#### **Historical background :**

When the National Party came into power in 1948, they instituted a policy of apartheid. Under this policy the population of South Africa was divided into different groups along racial lines. The reason for this was that it would allow each racial group to pursue and develop its own culture. However, this was to be mere political rhetoric designed to camouflage a much more sinister agenda. In accordance with this policy was a system of separate education for the different racial groups. Each population group had its own department of education and control, but ultimate control was in the hands of central government. Christie(1985) demonstrates how this control was achieved by the government ;

- Bantu Education Act was passed in 1953. All African schools had to be registered with the government. Consequently most mission schools closed.
- Extension of University Education Act was passed in 1959. Consequently, blacks could no longer freely attend white universities.
- The Coloured Person's Act was passed in 1963. All coloured schools had to be registered with the government.
- The Indian Person's Act was passed in 1965. The control of Indian education was placed under the control of the Department of Indian Affairs.
- The National Education Act was passed in 1967. This act set out the principles of Christian National Education for white schools.

The resources allocated to the various population groups were along the lines of the apartheid philosophy. Under the apartheid system, patterns of educational inequality were entrenched. The

result was a system which saw the white system of education very well resourced while the coloured and Indian system was less resourced and the black system was very poorly resourced. The table below indicates this clearly;

**Table 1: Per Capita Expenditure on Education in South Africa : 1953 -1987**

Year	African	Coloured	Indian	White
1953-4	R17	R40	R40	R128
1969-70	R17	R75	R81	R282
1975-76	R42	R140	R190	R591
1977-78	R54	R185	R276	R657
1980-81	R139	R253	R513	R913
1982-83	R146	R498	R711	R1211
1986-87	R477	R1021	R1904	R2508

(Source: Christie 1985)

The result of these unequal provisions was a reproduction of the status quo which was masterminded by the National party. It gave total power and control of all political, economic and social activities to the whites, while the blacks had very little if any power. This system remained in place for almost another fifty years.

However, continued pressure from within the country as seen by the Soweto boycotts of 1976, the nation-wide boycott of schools by black, coloured and Indian pupils in 1980 and the boycott action by pupils in 1984 were obvious signs of rejection by the non-white pupils of the education system which they saw as unfair and discriminatory. There was also tremendous pressure from abroad by way of economic, political trade and cultural sanctions imposed on South Africa in an effort to force the South African government into repealing its apartheid philosophy and policy. In an attempt to

alleviate these pressures, the government passed the National Policy for General Education Affairs Act (1984). According to this act, education in South Africa was split into four separate education departments along racial lines, the education of white pupils was run by the House of Assembly, the education of coloured pupils was run by the House of Representatives, the education of Indian pupils was run by the House of Delegates, while the education of black pupils was run by the Department of Education and Training. However, these four education departments remained under the centrally controlled Department of National Education. These changes in the control of education were interpreted as cosmetic and did not have the effect of alleviating the pressures placed upon South Africa. The sanctions remained intact and had a grave impact of isolating South Africa and bringing it to a point of economic disaster. On February 2, 1990, South Africa's president announced the birth of a "New South Africa."

#### **Political Changes related to South African Education :**

The year 1990 was to be a year of tremendous change for South Africa for the following reasons:

- Nelson Mandela who was the African National Congress' leader in the fight against apartheid was released from prison.
- The government unbanned the African National Congress and other previously banned political parties.
- The government announced changes that would open up all state schools to people of all race groups. In particular, the former white schools could choose from three models to see how they would admit other racial groups.

Lemon(1994) describes the three admission models introduced in September 1993;

*Model A: Private schools established after the closure of state schools.*

The state subsidy would be reduced over a four-year period to 45 percent of operating costs, the level obtaining in existing private schools. Buildings and equipment could either be hired at nominal cost or purchased from the state.

*Model B: State schools wishing to change their admission policy*

This model had no financial implication for parents, but simply devolved power in respect of admissions policy, within the provisions of the constitution. No provision would be made for additional facilities, accommodation or transport schemes, but provision would be made for white parents who did not wish their children to attend schools of this type.

*Model C: State - aided schools*

The management council would be dissolved and replaced by a managing body. The state would pay full salaries of administrative and teaching staff, but not for equipment and the maintenance of buildings and grounds.

Most white schools adopted the Model B format before 1992 because it had no financial implications for parents, but simply devolved powers in respect of admissions policy within the framework of the constitution. However, in February 1992, driven by budgetary considerations in a time of economic recession, new staffing provision scales were introduced. Subsequently, the Department of Education and Culture's budget was reduced by 17%. Thus, to minimise teacher retrenchment, the government proposed that all Department of Education and Culture schools should adopt the Model C. Failure to do so would result in fewer teachers and reduced maintenance funding. In Model C schools the government would continue to pay the salaries of teachers and administrative staff, but

the school became responsible for the maintenance costs. Buildings and grounds, furniture and equipment were all transferred free of charge to the school. The Department of Education and Culture proclaimed the advantages of Model C to be:

- \* Freedom to set admissions policy
- \* Freedom to make additions to the curriculum
- \* Shared authority and community involvement.

Although this move by the Government to open up all state schools was a milestone in the history of education in South Africa, the effect of apartheid education could not be erased as easily. South Africa now faced a situation of a well-skilled minority white population group, with the coloured and Indian groups not far behind, but the majority black population was far behind in terms of education and skills. When the schools opened up to all population groups there was a tremendous influx of black pupils to white, coloured and Indian schools which had been, historically, better resourced. Schools now faced the dilemma of coping with students who had to be admitted to the school under law, but who did not have equal prior educational provision to their peers.

#### **Eastwood Secondary School :**

Eastwood Secondary School in Pietermaritzburg, Kwazulu-Natal was one of the schools faced with such a problem, and as such served as the researcher's site for the purpose of this study..

Established in 1983, Eastwood Secondary School, was a coloured school whose initial enrolment did not include any black pupils in standard six, (Refer to table 1).

The school's subsequent development has seen the number of black pupils increase even before the schools were officially 'opened' by the government partly because "a clear cut separation of racial groups had never been totally achieved", (Penny., et al. 1993: 414). According to Lemon(1994),

schools controlled by the House of Representatives were allowed to admit pupils of other race groups on certain criteria from 1983 onwards.

This was permissible in terms of schedule 1, item 14 of the constitution which allowed coloured schools to freely admit pupils of other races once preference had been given to pupils living in the residential areas officially served by the school,

(Lemon, 1994: 202).

The number of black pupils enrolled at Eastwood Secondary School for standard 6 increased from 0 in 1983 to 206 in 1994. Initially, the black pupils who were enrolled at the school were small in number and were selected by the school management because they showed that they were able to cope well at the school in which all of the subjects are taught at the level of English First Language. Those who were found not to be sufficiently skilled to cope with the subjects' demands at the school were asked to reapply the following year with no guarantee of their acceptance. As the years proceeded, the number of black pupils increased, but unfortunately so too did the failure rate amongst the black pupils increase, from 25% in 1987 to 63% in 1993. A further analysis of the subjects taken by the pupils reflects that the most problematic subjects proved to be History, Geography, Mathematics and English.

Up to and including 1993, the school still had control over which pupils it chose to enrol at the school. Entrance for pupils from the "feeder" coloured schools was guaranteed provided they passed the standard 5 examination. Entrance for pupils from the Ex Department of Education and Training was subject to their passing a test set by the school, irrespective of their passing standard 5 at an Ex DET school, and admission was possible if there was any place available after all coloured pupils from the "feeder" schools had been admitted.

However, during 1993, the government embarked upon strict rationalisation measures whereby the number of teachers was to be reduced. A memorandum detailing the staff establishment scales for secondary schools was sent to each secondary school controlled by the House of Representatives with the date of implementation given as 1 July 1993. The method whereby a school such as Eastwood Secondary would determine its staffing establishment would be according to the following formula;

$$A+B+C$$

A = Staff establishment for the junior secondary phase (standards 6 and 7).

B = Staff establishment for the senior secondary phase (standards 8, 9 and 10).

C = Adjustments to normal courses (standards 6 to 10).

The 1993 memorandum was to form what would later become phase 1 of a 10 phase proposal by the government for the rationalisation of teachers. Each subsequent phase would see a reduction in the number of teachers if the number of pupils registered at the school did not increase. The table below shows how the number of teachers would be reduced according to the rationalisation phase programme.

**Table 2: Staff Provision Scales-Proposed by the 1995 Departmental Memorandum**

Pupils	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10
745	39,0	35,3	33,7	32,1	30,5	29,1	27,7	26,4	25,1	23,9

In 1993, Eastwood Secondary School had 891 pupils registered which allowed the school to acquire a staff establishment of 49. If the school wished to maintain such a staff establishment in the subsequent phases, it would have to increase the number of pupils being admitted to the school. Consequently, the number of pupils registered at Eastwood Secondary School grew as follows:

**Table 3: Pupil numbers at Eastwood Secondary School : 1993 -1996**

Year	Junior Secondary Phase	Senior Secondary Phase	Total
1993	469	422	891
1994	536	430	966
1995	701	418	1119
1996	787	568	1355

The new staffing ratios were to be 1 teacher per 35 pupils in secondary school according to phase 4 of the rationalisation programme which was to be implemented by 1996. Simultaneously, a large number of pupils who had traditionally been fed into Eastwood Secondary school was now moving to alternate model C schools and Indian schools in the greater Pietermaritzburg region. Although admissions tests were administered at the beginning of the 1994 school year to black pupils, the results were irrelevant to the decision taken. In order to maintain staff numbers, thus preventing teachers from losing their jobs, the staff of Eastwood Secondary School chose to enrol large numbers of black pupils into standard 6, irrespective of whether they passed the entrance test or not. Thus, many of the pupils in standard 6 and 7 as seen in the table above were black pupils from black schools. The tests showed that only about 5% of the pupils who wrote the tests which included English, Afrikaans and Mathematics, had sufficient background skills to cope with the demands which would be expected of them, if enrolled for the standard 6 course at Eastwood Secondary School.

The management and staff of Eastwood Secondary School faced a dilemma; they had no option but to admit large numbers of black pupils to maintain staff numbers, but the entrance tests showed that the incoming black pupils would be unable to cope with the prescribed form of the standard 6



curriculum. A decision was taken by the management and staff that a special programme aimed at accommodating the incoming black pupils to standard 6 be implemented - hence, the conception of the Language Integration Programme(LIP).

### **Language Integration Programme (hereafter referred to as LIP).**

The LIP was developed for English Second Language learners, to enable them to cope with lessons in an English First Language environment after standard 6. The LIP was based upon a thematic approach to teaching, emphasising language across the curriculum. Thus English was to be a pivotal subject in the programme. The subjects included within the themes are English, Afrikaans, Mathematics, History and Geography. It was hoped that the intervention of the programme would reduce the risk of failure by black pupils entering the school in standard 6.

Originally the LIP was to run until the end of the second term (out of a possible four), but an assessment at the end of the allotted time period found that the programme had not nearly achieved the aims for which it was intended and was thus extended to the end of the year. During the second part of the year Accounting also became part of the LIP. A group evaluation at the end of the year found that it was necessary for there to be an adaptation of the standard 7 mainstream course to accommodate the pupils from the LIP in standard 6. The pupils would be examined at the end of their standard 6 year and based upon that performance they would either be allowed to proceed into the modified standard 7 course in 1995 or they would remain in LIP standard 6..

### **Staffing of the LIP :**

Originally there were 5 teachers who carried the load of teaching across the curriculum. The English teachers were responsible for teaching English, Geography and History. Mathematics and Afrikaans were taught by subject specialists. These teachers had volunteered to teach in the LIP. These

teachers teaching in the LIP were not limited to standard 6 teachers only, but included teachers from standard 6 to 10. Besides teaching English across the curriculum these teachers were also responsible for developing themes and the materials to complement the themes. The teachers received no assistance from the Ex-House of Representatives which was in charge of the school, nor did they receive any assistance from professionals skilled in curriculum development, nor was there any space in the timetable for these LIP teachers to plan and exchange ideas. The teachers decided upon the content and method of teaching in the LIP on their own. The formal syllabus' role in the programme was used as a general guide to an orientation for the selection of material for the themes. The curriculum that was created was to be supportive and continuous.

#### Content of the LIP :

The LIP was based upon a thematic approach to teaching with topics decided upon on a weekly basis. Although other subjects such as Geography, History and General Science would be included within the themes, the intention was to give a basic outline into some of the concepts of the subject. The teachers were to emphasise the skills rather than the content of these subjects. There was an emphasis upon English within the LIP because it was felt that fluency in English would lead to improved performance in other subjects whose content is in English. In order to give as much time to focus upon English the timetable for the LIP was very different from that of the mainstream standard 6 timetable.

**Table 4: Subject Period Allocation for LIP and Mainstream Std. 6 classes**

Subject	Mainstream	LIP - Terms 1 and 2	Lip - Terms 3 and 4
English	8(16%)	23(46%)	23(46%)
Afrikaans	7(14%)	13(27%)	7(14%)
Mathematics	7(14%)	13(27%)	13(27%)
General Science	7(14%)	0(0%)	0(0%)
Geography	3(7%)	0(0%)	0(0%)
History	3(7%)	0(0%)	0(0%)
Accounting	6(13%)	0(0%)	6(13%)
Woodwork/Needlework	4(7%)	0(0%)	0(0%)
Physical Education	2(4%)	0(0%)	0(0%)
Guidance	1(2%)	0(0%)	0(0%)
Music	1(2%)	0(0%)	0(0%)
Total	49(100%)	49(100%)	49(100%)

The teachers were initially uncertain as to the level they should be teaching at in the programme. It was decided that by regular testing the level at which they ought to teach would be revealed. The teachers met on a regular basis to plan and develop material appropriate for the level of the pupils. The LIP pupils were not allowed to do practical subjects in standard 6 due to a shortage of facilities at the school.

The modified standard 7 course differed from the mainstream standard 7 course in that it was designed to accommodate linguistic differentiation. In this course there were more periods allocated for English, but essentially the material covered in all of the subjects was approximately the same as that of the mainstream standard 7.

**Table 5: Subject Period Allocation for Modified std. 7 and Mainstream Std. 7 classes**

Subject	Mainstream	LIP - Terms 1 and 2
English	7(14%)	10(21%)
Afrikaans	6(12%)	6(12%)
Mathematics	6(12%)	9(19%)
General Science	6(12%)	5(10%)
Geography	6(12%)	5(10%)
History/Typing/	6(12%)	5(10%)
Accounting	6(12%)	6(12%)
Physical Education	2(5%)	1(2%)
Guidance	2(5%)	1(2%)
Library	1(2%)	0(0%)
Music	1(2%)	1(2%)
Total	49(100%)	49(100%)

The intention was that by the end of the year the pupils in the modified standard 7 programme would be at par with the mainstream pupils in terms of content covered, but not necessarily ability. The LIP worked closely with the local library service who had purchased specific series of books for the LIP pupils to be kept at the Eastwood library. It was the task of the English teacher to ensure that the LIP pupils went to the library during one of the English lessons.

Passing requirements for the LIP :

The pupils in the standard 6 LIP would write different examination papers from that of the mainstream pupils. If these pupils passed the final examination, they would be allowed to enter the standard 7 modified programme. The pupils in the standard 7 programme wrote examination papers that were common to the mainstream standard 7 classes. The teachers were told to be aware of the

fact that the pupils from the modified course would not have completed as much subject content, thus the examination papers should be more skills based.

#### Selection of pupils for the LIP :

Initially, the LIP was made up of pupils from historically black schools whose mother-tongue was not English. These pupils were grouped in classes separate from the parallel mainstream classes which consisted chiefly of coloured pupils. There was a decision taken that if a black pupil in the LIP showed fluency in English, then he/she would be moved out of the LIP and placed into the mainstream standard 6 class. There was also the possibility that if a black pupil was mistakenly placed in a mainstream class and found not to be able to cope, he/she could then be transferred into the LIP. This did not apply to coloured pupils in the mainstream standard 6 course.

When the modified standard 7 programme was initiated the following year, it comprised pupils who had passed from the standard 6 LIP, pupils accepted into standard 7 from historically black schools, as well as coloured pupils who had failed the mainstream standard 7 course the previous year.

A decision was taken that irrespective of how far the programme had progressed towards achieving its desired goals, it would be terminated at the end of standard 7 and not extended into standard 8. Consequently, all pupils in the standard 8 course would share a common curriculum, irrespective of their being from the LIP or the mainstream courses.

#### Statement of the research problem:

The research is an evaluation of the Language Integration Programme at the Eastwood Secondary School in Pietermaritzburg. The study sought to determine whether the programme was justified in

being continued by examining the aims and objectives of the course. Specifically, the following aspects of the programme were examined:

- What was the original purpose of the programme?
  - What was the original design of the programme and how did its subsequent growth compare with the original design?
  - How were the different stakeholders of the school involved in the implementation of the programme?
  - What effect did the LIP have upon the self-concept of the learners?
  - Was there a reduction in the drop-out rate of the ESL pupils?
  - How did the academic performance of the ex LIP pupils compare to that of the ex Non-LIP pupils when they were mixed in std.8?
  - To what extent had the LIP met its original objectives?
-

## CHAPTER TWO

### REVIEW OF RELEVANT LITERATURE

#### 2.1. INTRODUCTION :

The desegregation of schools in South Africa and the accompanying difficulties are new experiences for the education system in South Africa. Although new, they are not unique to South Africa. Other countries such as the United States of America and Great Britain are but two countries which have faced situations similar to those presently being experienced in South Africa. A large amount of the literature which was reviewed was drawn from these two countries; as well as from other countries which have experienced difficulties with pupils of limited language proficiency attending schools where the language of instruction at the school is not their mother-tongue.

Ogbu (1978), studied the pre-integration period of schooling in the USA and found that the segregated black schools had inferior resources such as: school buildings, laboratories, textbooks, professional qualification of teachers, the curriculum courses and medium of instruction which resulted in inferior education and hence, lower black schools' performance. The integration of the schools was then advocated with the rationale that it would eliminate the academic differences between blacks and whites, thus, raising the academic achievement of blacks. The integrationists regarded compensatory education as a necessary part of the programme to achieve equalisation of academic achievement. The programmes were either remedial or preventative. The compensatory programmes were intended to "rehabilitate or redeem the children from the influences of their home

environment by resocialising them to develop those skills essential for success in the public schools : language or communication skills, reasoning ability, motivation, pride in achievement, perceptual skills and feeling of self-worth,”(Ogbu, 1978 : 84). The programme called Head Start in 1965 was an example of one such programme.

The Head Start programme in the USA referred to a number of nursery school level programmes which were designed to give the children of the poor a “head start” in the educational race so that they might compete on equal terms with the children from the higher socio-economic classes. The children from impoverished homes lacked an understanding of the language, an acceptable self-concept, robust health and intellectual curiosity, and were thus destined to failure in school even before they began, (Wynn. et. al, 1977). The Head Start programme was based on the idea that if the process of socialisation for children was started early, then it can influence what effects the school had upon the poor child or minority group child. By socialising the child at an early age, the ill effects of the child’s home environment would be neutralised. As a result of the Head Start programme, many of the first-grade teachers found that the Head Start pupils made a much faster and better adjustment to the first-grade. The purpose of the LIP was to give rise to a situation similar to that reported by the first-grade teachers, in that the teachers hoped that the pupils in the LIP would make a much better and faster adjustment to std. 6 which would then continue into the higher standards of their schooling career. However, studies of the Head Start programme showed that although the children made substantial gains in the first year of the programme, by the first and second years after completion of the programme the gains declined. By the third year after the programme, the children had fallen back into the problem range. The analysis of the LIP in this study investigated the duration to which the gains (if any) of the LIP lasted after the pupils exited the



programme and entered the mainstream classes. The Head Start programme was started the year before the Coleman Report which investigated the effects of inequalities in education on equality of opportunity in the USA was released.

The Coleman Report was released in 1966 and one of the report's findings was that in developed countries although the schools could not do as much as the family background and peers when it came to improved educational achievement and equal opportunities for advancement in the American society, the schools did have a positive influence upon the achievement and opportunities of minority pupils. The report stated that the achievement of minority pupils depended more upon the schools they attended than does the achievement of majority pupils. This is because in intermediate industrial economies (such as most less developed countries), the effects of the school on achievement were greater than those of the home background of the pupils. This would be similar to the situation of most poor pupils in developed countries. The findings were that for most disadvantaged children, improvement in school quality will make the most difference in achievement. The Coleman Report stated that for equality of educational opportunity through the schools, it was necessary for the schools to have a strong effect that was independent of the child's immediate social environment. This raised the question of whether it was possible for schools, through modification of their programmes and methods to foster the educational development of children from all backgrounds? The LIP at Eastwood Secondary school was an attempt to address the issue of fostering the educational development of children from backgrounds which were very different to the ones of the coloured pupils who used to frequent the school. This study investigated whether their attempt was successful.

In Britain during the period 1952-1965, the schools were expected to perform the important social role of helping the immigrant pupils to become 'integrated' or 'assimilated' into the British society by teaching them the English language, British values and social conventions. The emphasis was upon developing better social and race relations rather than on improving the academic achievements of the immigrant pupils. The post 1965 period saw Britain embark upon remedial education programmes for the immigrant pupils with attention focused more upon the specific needs of immigrant pupils, particularly their language difficulties.

The Supreme Court decision in the case of *Lau versus Nichols* in 1974 in the USA was to the effect that equality of educational provision was not achieved merely by providing black and non-English-speaking pupils with the same school facilities, textbooks, teachers and curriculum as their English-speaking peers, (Mills, 1982). The integration of pupils should be combined with other efforts such as strengthened and sensitive curricula, improved teacher techniques, better trained teachers, reduced class sizes as well as meaningful involvement of parents and members of the community in the schools.

## **2.2. Language and Learning :**

Seifert (1991 : 408) states : "Children who do not speak English as a first language can perform poorly in school simply because they understand a little of what is going on: directions from teachers mean a little, and questions in tests look like nonsense." This idea is supported by van der Walt (1990) who stressed that the underlying ability to develop in language learning is the ability to negotiate meaning. Peitzman and Gadda (1991) highlighted the point that teachers should remember that Limited English Proficient pupils in secondary schools were not cognitively limited. It would be up to the teachers in schools with Limited English Proficient pupils to modify the curriculum and

materials to offer the pupils comprehensive access to cognitively challenging ideas and concepts. Early (1990) emphasised the need to bring the teaching of language and the teaching of subject matter together in a way that both empowered pupils and fostered a positive attitude towards their own abilities and to language. Seifert (1991) stated that for pupils whose native language was not English, a teacher's explanation of a lesson might not only have been unclear, but the pupil might also have had trouble phrasing the questions needed to clarify their confusion. Over time these pupils might have found it convenient to ask fewer questions than they needed to. Communication gradually decreased and learning eventually suffered.

Edelsky and Halliday (cited in Freeman and Freeman : 1992) proposed that language is best learnt when there is a functional need and use for it. It is important for teachers to remember that "most second language learners do not learn a language for its own sake; they learn it in order to learn subject matter through the medium of that second language," (Mohan: in Blanton, 1992: 285). The "functional need" as suggested by Edelsky and Halliday (cited in Freeman and Freeman : 1992) would be for academic success in high school by Limited English Proficient pupils. However, academic success in high school, according to Peitzman and Gadda (1991) requires:

- the mastery of challenging **concepts**, and possibly unfamiliar ones.
- the pupils understanding the **language** of the academic classroom.

The LIP incorporated the ideas of Pietzman and Gadda (1991) because it emphasised the need for the pupils to learn concepts, while simultaneously phrasing the subject material in such a manner that promoted understanding amongst the pupils so that they could bring meaning to the subject material.

Bernstein (1973) found that the cognitive styles of lower class families were characterised by a **Public or Restricted language code**. Their language was used in a way that discouraged the speaker from verbally elaborating upon subject intent and progressively orientated him to descriptive

rather than analytical concepts. It is a language of implicit meaning. Bernstein found that middle class families, while having access to this restricted code, have access to a **Formal or Elaborated language code** in which the formal possibilities for sentence organisation are used to clarify meaning and make it explicit. Bernstein saw the restricted code as a major cause of educational difficulty for the lower-class children. Bernstein (1973) found that the child who has incorporated these restricted syntactical structures will, when he encounters the elaborate language code of the middle-class school, be unable to respond to the language, unable to communicate, less able to learn and will become frustrated and defeated. The black pupils who attended Eastwood Secondary school when the school was opened to all race groups brought with them a home language which was very different to the one being used as the medium of instruction at the school. Consequently, the pupils vocabulary was found to be "restricted" and teachers complained that they could not answer simple questions, and when they did, they did so in very basic language sentences. The teachers responses were similar to Bernstein's ideas of a restricted language code used by the pupils in their homes, and an Elaborate language code used in schools for academic purposes.

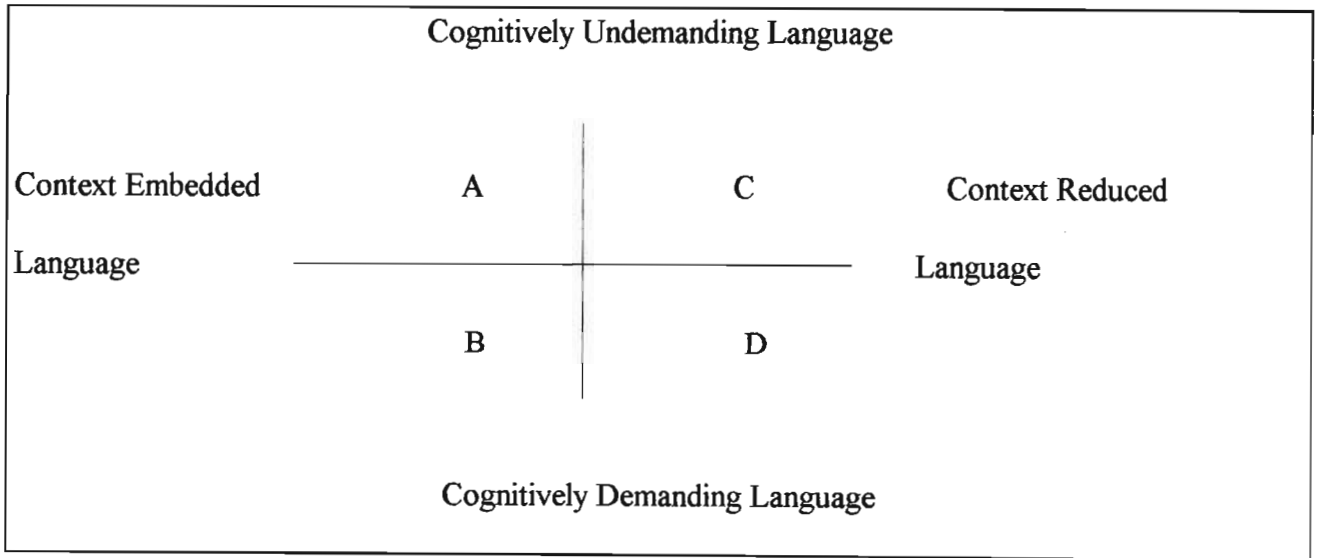
Cummins (cited in Peitzman and Gadda, 1991) distinguished between what he called Social Language and Academic Language. Cummins also referred to Social Language as **BICS** which stands for Basic Interpersonal Communicative Skills. This referred to the language which pupils used among themselves on the school playgrounds and in the classroom. He also referred to Academic Language as **CALP** which stood for Cognitive Academic Language Proficiency. This referred to the language of the secondary content area classroom. According to Cummins, Limited English Proficient pupils who developed only BICS would not advance in the curriculum that measured success through CALP. Cummins further suggested that secondary programmes for Limited English Proficient pupils should help them to successfully develop CALP; anything less than

that would target Limited English Proficient pupils for failure. Support for Cummins' idea would seem to have come from Gibbons (1991) when she said that any effective language programme

should take as its starting point the existing language competencies of the child, and work towards developing the language which the child still needed to acquire. Clearly, most black English Second Language pupils would have varying degrees of BICS, and it would be up to the teacher to build upon those BICS in order to develop the CALP which the pupils required.

Cummins (cited in Freeman and Freeman , 1992) made a further distinction between “content reduced” and “content embedded” language. He distinguished between the two by proposing that content embedded communication occurred when participants actively negotiated meanings while content reduced language relied on linguistic cues for meaning. Thus, successful interpretation of the message depended heavily upon knowledge of the language itself.

**Cummins' view of Language Acquisition**



Adapted from Freeman and Freeman (1992: 23).

Cummins suggested that it took immigrant students (who were the equivalent of English Second Language pupils) 2 years to develop conversational proficiency (quadrant A), but

5 - 7 years to reach academic proficiency (quadrant D). Cummins suggested that in order to facilitate the development of CALP, teachers should begin by providing context-embedded instruction that validated the pupils' background experiences. Because most of the black pupils were from an educationally disadvantaged background in South Africa, they were having to cope with tasks that were both context-reduced and cognitively demanding simultaneously. The cognitive demands were intensified for many black pupils because the language of study was not their first language. If such an approach such as Cummins' were to be adopted in South African schools, it would imply an immediate restructuring of curricula and materials to meet the currently racially heterogeneous nature of the post-apartheid classroom. Black pupils in schools were highly deficient in the BICS area of Cummins terminology, let alone the CALP area of his theory. If the old apartheid curriculum which was designed for racially homogenous classrooms was still adhered to in this post apartheid era, then the move by black English Second Language pupils towards the development of CALP would be very slow. Developing the language of learning which was the purpose of the LIP was similar to Cummins idea of developing CALP. However, Cummins estimated that it would take Limited English Proficiency pupils five to seven years to reach academic proficiency. The LIP hoped to achieve this academic proficiency within a two year period. This study investigated whether the LIP was successful in achieving their aim of academic proficiency in the black pupils in two years.

Shannon (cited in Freeman and Freeman, 1992) stated that:

Unless educators take a new look at the diverse students in our schools and give them meaningful learning experiences using authentic materials, the alarmingly high dropout rate for students will continue to rise, leaving education serving only the needs of a small elite group (Freeman and Freeman, 1992 : 214).

This study also investigated the effect which the LIP had upon the number of English Second Language pupils who passed, failed or dropped out of school, because the number of pupils dropping out of school should be low because the needs were being catered for by the LIP.

## **2.3. INSTRUCTIONAL MODELS FOR ENGLISH SECOND LANGUAGE**

### **PUPILS :**

The following models are derived from numerous sources, but the main sources are (Blanton, 1992), (Freeman and Freeman, 1992), (Gaffield-Vile, 1996).

#### **1. Adjunct Model :**

This model according to Blanton (1992) links English second language courses with content courses in a literal way. The teachers teaching the English second language course co-ordinate their curriculum with that of the content course curriculum very closely so that they complement each other. Such an approach requires willing interaction and co-ordination among teachers in different disciplines and across academic units. According to Blanton (1992) such a model “may be administratively difficult to arrange,” (Blanton, 1992 : 285).

#### **2. Tutoring Model :**

This model assigns English second language pupils to small tutored groups focused on the content of the different subjects. While in the groups, the tutors assist pupils to write and talk about the subject content, thus improving the pupils’ understanding of the subject matter while working upon language related skills simultaneously. Such a model can prove to be expensive because of the cost of tutors which are most likely to be non-teachers.

### 3. Skills Model :

According to this model pupils concentrate on reading, writing, listening and speaking skills , with each skill area usually constituting a separate course. A criticism of this model made by Blanton (1992) is that because it does not take into consideration the pupils' purpose for learning English, it is inappropriate for academic purpose-orientated programmes.

### 4. Holistic Model :

This model is based upon the idea of Mohan (1986), that for most of the English second language pupils, English is only a means to an end. Thus, teachers must make the best use of the pupils' time by concentrating on the kind of English and English-related skills that will best serve their academic needs. Consequently, courses for English second language pupils should fit linguistically and content-wise into English for varied academic purposes, (Blanton, 1992). Further justification for integrating language and content for pupils of limited English proficiency (LEP) is that a focus on subject matter connected and promoted language acquisition (Krashen, 1981). English second language pupils in such situations need to "acquire English, learn how to read it and write it as an academic discourse, and develop the cognitive and academic skills required for learning still more academic subject matter," (Early, 1990). As pupils listen to others, discuss their ideas, read various texts and write about various aspects of the topic - their command of English grows, as does their sophistication in working with ideas and texts.

### 5. Sheltered English Model :

There are stages to this model : the Initial stage, the Intermediate stage and the Advanced stage. During the **Initial stage**, pupils may be mainstreamed in the subjects that are the least English intensive, such as physical education. They are simultaneously "sheltered" in their English courses,



meaning that only other English second language(ESL) pupils are in the class with them. They do not compete academically with native English speakers, and the core subjects such as mathematics, science and social studies are taught in the pupils' first language. At the **Intermediate stage** of the sheltered program, mathematics and science are taught in English while social studies are still taught in the pupils' native language. At the **Advanced stage**, social studies is taught in English for all the classes and the pupils become mainstreamed.

Peitzman and Gadda (1991) suggested that the purpose of the sheltered content classroom is to deliver the concepts essential to the course in a way that is appropriate to the pupils' English language development. The sheltered content classes are intended for students who have attained a degree of intermediate fluency in English. They have acquired the listening and speaking skills to permit them to understand questions and answer orally. "The sheltered classes offer LEP pupils some protection from the storm of concepts, contexts and language, thus giving them the opportunity to attain concept goals and progress academically as they acquire English language proficiency," (Peitzman and Gadda: 1991). If the pupils are found to have lower levels of English proficiency in the sheltered classroom, they and their teacher are likely to struggle according to Peitzman and Gadda (1991) and that their chances of failing academically are great. However, Blanton (1992) would respond by suggesting that this should not necessarily be the case, and that such pupils are merely at the initial stage of the sheltered program and that as the cycle of the program continues, the pupils will improve and slowly progress academically and into the mainstream classes.

Gaffield-Vile (1996) stated that ; "a sheltered content-based course is taught by a content specialist to a group learners who have been segregated or "sheltered" from native-language speakers," (Gaffield, 1996 : 109). According to Gaffield-Vile (1996), the difference is necessary because;

- I. The ESL pupils' educational background may not have prepared them for the relative autonomy of the "new" school, many of them come from education systems which do not encourage individual expression or originality, but instead aim for rote learning.
- II. Pupils are expected to cope with large amounts of complex reading which is often theoretical and abstract.
- III. It is assumed that pupils in std. 6 have mastered certain skill aspects of written work.
- IV. ESL speakers may not be prepared to contribute in a thoughtful and articulate manner to classroom discussions.
- V. Pupils run the risk of failing the final examination.

#### **6. CALLA (Cognitive Academic Language Learning Approach) :**

The rationale behind the CALLA approach is that "learning and language has more in common with learning complex cognitive skills than it does with learning facts, isolated pieces of information, or even meaningful texts," (Chamote and O'Malley in Freeman and Freeman, 1992 : 231). The idea is that ESL pupils will learn English as they simultaneously work through the content subjects which they need to study in the regular classroom.

With CALLA, the pupils :

- I. First study content materials in science and mathematics because these subjects are least language dependent. Later, pupils begin to work in social studies, which involves more language.
- II. Explore the various content areas and simultaneously develop the academic language they need.
- III. Develop a learning strategy instruction, designed to help them consciously develop techniques for working with content area materials.

The goal in a CALLA lesson is to provide pupils with different ways to practice language and learn content simultaneously.

### **7. Immersion Model :**

The Immersion model was adopted in the Quebec school system in 1966. The idea behind this method was to immerse English-speaking pupils in a 'language bath' of French in order to effect a home-school language switch. This programme was successful in Quebec to such an extent that it was adopted throughout Canada. Freeman and Freeman (1992) looked at the reasons for the success of the Canadian immersion program in Canada, and found that the success could be attributed to the following factors:

- Parents initiated and supported the programs.
- Teachers were carefully prepared to work with the children.
- All the pupils in the class were at about the same level of French ability.
- The English pupils did not have to compete with the native speakers of French.
- There was no danger of losing their mother-tongue language (English), since it was the prestigious language of the larger community.
- The Canadian program was additive.
- The program's goal was to produce pupils who were bilingual and bicultural in both French and English.

On the surface, the success of the Canadian programme would seem to justify it as a method for ESL pupils in English medium schools as is the case in countries such as Australia and The United States of America. The reasoning is that the French immersion model worked in Canada, so why not

elsewhere? The USA attempted such a program for the minority language pupils attending English medium schools and found that, unfortunately, the program was unsuccessful. Freeman and Freeman (1992) looked at the reasons for the lack of success of the Canadian immersion programme in the USA, and found that the failure could be attributed to the following factors:

- Minority language pupils were in direct competition with native English speaking peers from the beginning.
- Minority language pupils' parents had not chosen the immersion program for their children.
- The first language and culture of these minority pupils was not valued by the larger community, and it was clear from the start that the goal was not to produce bilingual and bicultural pupils but rather to produce pupils who were monolingual English speakers.
- No first language support was given to the language of minority pupils and teachers were seldom prepared to be sensitive to the needs of the second language learners. Consequently, these pupils did not receive comprehensible input and soon fell behind academically.
- Unlike the Canadian programs which were additive in that pupils came out of the program with proficiency in two languages, the immersion programs in the USA were subtractive in that students/learners were losing their first language at the expense of their second language.

The LIP did not seem to be a carbon copy of any one of the aforesaid models, although there were characteristics of the LIP which were common to most of the models. The one model which the LIP had a lot in common with was the Sheltered English model because it isolated the English Second Language pupils from the mainstream pupils and gave them special instruction. However, the Sheltered English model does speak about the effects which the isolation had upon the English Second Language pupils. This study into the LIP investigated what effect the isolation of the English Second language pupils had upon their self-perception and esteem of the pupils in the LIP. Arising

form this, the researcher also investigated the pupils commitment to the programme because it would have influenced the success or failure of the LIP. Following on from Freeman and Freeman's (1992) assessment that the success of the Immersion model in Canada was due to the parents' support of the programme, it was decided to investigate the commitment to, and role played by the parents in the LIP

#### **2.4. Programme Constraints :**

Garton (1980) alluded to some of the administrative and organisational constraints on the success of the best of the ESL programmes. They would include:

- whether the pupils have to be withdrawn from their usual language classes for special language classes at an English language centre, or
- whether the pupils are to be taught in small groups by peripatetic ESL teachers visiting the school? Or both?
- whether it is preferable to design language programs run within the ordinary school.
- the sort of facilities made available - are there enough classrooms and teachers at the school to organise classes correctly?
- what criteria should be used to decide when a child should return to his/ her class if a decision is taken to withdraw him/ her regularly from their usual class.
- whether only oral work should be concentrated on, or whether a basic standard in reading or writing should be a major aim? (Garton, 1980: 255-256).

The above administrative and organisational constraints were investigated in this study especially because the LIP was implemented at a time when the South African government was cutting back upon its educational budget and had began to retrench teachers. The study investigated how possible it was for the school's administration to reorganise their limited resources to accommodate the LIP.

A further constraint which might prevent the successful implementation of an ESL programme was proposed by Smyth and van der Vegt (1993) who found that the implementation activities had an unsettling effect on the power- and influence- relationships in the organisation. The writers suggested that during implementation there was a tension which developed between centralisation and decentralisation. Increased centralisation, they felt, was essential to co-ordinate the implementation and avoid fragmentation. The fragmentation they felt was due to various sub-groups following different priorities, operating on different time scales, or producing incompatible outputs. Yet simultaneously, there was the need by the staff to be free to experiment, to make mistakes, and the need for freedom of expression as the programme was made concrete. The observations made by Smyth and van der Vegt (1993) were addressed in the study which explored the impact which the LIP had upon the unity of the school's staff members. Did the LIP result in fragmentation of the staff as suggested by Smyth and van der Vegt (1993), or were the teachers drawn closer because they saw the task of meeting the needs of the LIP pupils a goal which should be common to all staff members? Smyth and van der Vegt's (1993) concern as to the freedom of the teachers to experiment as opposed to the school's administration retaining central control of the LIP was investigated in this study. This study investigated how prescriptive the administration was in the structuring, implementation and methods used in the LIP. The study also investigated how the teachers were prepared for their roles in the LIP.

Harley. et.al, (1990) found that a characteristic problem of most bilingual programmes in the USA had been the establishment of entry and exit criteria, whereby pupils had to be declared of limited proficiency in English to enter the programme, and they had to be of sufficient proficiency in English to exit the programme in order to follow regular all-English instruction classes. The problem did not

seem to be what constituted sufficiently limited proficiency in order to enter programmes, but rather what constituted sufficient proficiency to survive academically in a regular English language classroom. This concern expressed by Harley. et.al, (1990) would seem to be one which faced all programmes similar to the LIP, and was explored during the course of this study.

## **2.5. Second Language Pupils and the Classroom :**

In this section the role played by the classroom environment upon the success or failure of English Second Language pupils is discussed.

Fraser and Walberg (1991) found that student outcomes might be improved by creating a classroom environment conducive to learning. Littlewood (1984) suggested that in an environment where learners felt anxious or insecure, there was likely to be psychological barriers to communication. Also, he pointed out that if anxiety rose above a certain level, it would be an obstacle to the learning process. Unfortunately, one of the environments, the classroom, where second language learning takes place, can easily generate situations where the learners feel anxious. In the classroom, second language learners are often asked to perform in a state of ignorance and dependence which can engender feelings of helplessness. Littlewood (1984) suggested that the second language environment can cause learners to feel anxious and constrained. With their limited communicative competence, they can have difficulties in relating to others and presenting themselves adequately. Unless they have firm confidence in themselves, they may feel that they project a silly, boring image, and become withdrawn.

Nyandoro (1990) said that there were two factors influential in the acquisition of a second language, namely, affective factors and social factors. According to Nyandoro (1990), two of the affective

factors are **culture shock** and **language shock**. Language shock impedes second language acquisition because learners fear that they would appear comical when they speak in the second language. Culture shock arises when the learner feels out of place on entering a new cultural environment. This results in disorientation, fear and stress on the part of the learner. A black pupil entering a Model C environment is likely to experience both the cultural and language shock, which can constrain him/her from doing anything freely. Although the black pupils who came to Eastwood Secondary School were also likely to experience the cultural and language shock referred to by Nyandoro (1990), it was hoped that the LIP would reduce the shock by placing the black pupils in separate classes where they would feel more comfortable and less threatened by the new school environment.

Chaudron (1988) said that evidence suggested that a mismatch between the teachers' and pupils' cultural norms results in a differential in teacher interactions with pupils in the classroom. Chaudron (1988) argued that "teachers in academically, socially, or ethnically heterogeneous classrooms behave differently towards students who are perceived to be low-achieving or belonging to a minority ethnic group" (Chaudron, 1988: 114). Chaudron (1988) argued further that this tendency towards differential treatment results in fewer educational advantages for minority language pupils who are mainstreamed in regular majority classrooms. The lack of attention or negative treatment does not promote, or might even inhibit pupils' progress. The role played by the teacher in creating a supportive classroom environment was investigated in this study when it addressed the LIP teachers' knowledge and fluency of the LIP pupils' home language, as well as the teachers' assessment of whether there were any behaviours by the pupils which they found to be unusual. The study also investigated what it was about the teachers which the pupils liked or disliked. This was cross referenced with the subjects which the LIP pupils said that they liked or did not like in order to



identify what it was about certain teachers that promoted a class environment which promoted the pupils' interest, and what it was about other classroom environments which were not conducive to the LIP pupils feeling sufficiently secure to risk participating in lessons.

This debate of whether the academic performance of English Second Language pupils was better when they were placed in classes which were separated from the English First Language pupils, or whether it was better to mix the two sets of pupils in one class has not been settled yet. Pillay (1995) found that in a classroom of mixed Indian and black pupils there was very little to no peer interaction between the race groups, unless it was specifically orchestrated by the teacher. He found that there was an absence of participation by the black pupils, with teachers not paying any special attention to their needs. The black English Second Language pupils were having to manage on their own, doing their best with the materials or lesson content. The findings by Pillay (1995) suggested that the English Second Language pupils isolated themselves voluntarily when they were mixed with English First Language pupils, and tried their best amongst themselves to cope with the work. The LIP forced the English Second Language pupils to be separated from the English First Language pupils. Unlike the study by Pillay (1995), this study investigated whether the LIP pupils believed that their academic performance was better because they were separated from the English First Language pupils, or whether their performance was being retarded by their being placed in separate classes?

## **2.6. South African scenario for Black (English Second Language) pupils entering**

### **English First Language schools :**

Slavin (1994) found that by the time children entered school, they would have absorbed many aspects of the culture in which they were raised. Since the culture of the school reflects the mainstream middle-class values, and since most teachers are from middle class backgrounds

themselves, the pupil from a different culture is likely to be at an immediate disadvantage.

“Understanding the background from which students come is critical for effectively teaching them both academic material and the behaviours and expectations of the school,” (Slavin, 1994: 115). As a result of apartheid, black South Africans occupied the lowest rungs of the socio-economic ladder during the years of apartheid. Consequently, black families are unable to provide their children with the stimulation and academic preparation typical of a middle-class upbringing. Added to this the black pupils have had to face the following debilitating conditions:

- They have attended poorly equipped, overcrowded schools.
- They have had inferior resources such as laboratories and textbooks (as discussed earlier).
- The instruction they received was inconsistent with their cultural background.
- They were taught generally by under-qualified black teachers.
- In most black schools in South Africa, the pupils’ mother-tongue was used as a medium of instruction up to standard 2 (Grade 4). From standard 3 (Grade 5) the majority of the black pupils received their schooling through the medium of English which was done by black teachers who could barely speak English themselves.

Thus, it was not surprising to find that the teachers and principals of the newly opened white, coloured and Indian schools had low expectations of the black pupils. Bot (1987) found that two headmasters said that initially, if a child came from a black school, the teacher expectations would be lower and more sympathy would be shown. But, as Ogbu (1987) found, the simple integration of schools did not eliminate the differences between black and white pupils, nor necessarily improve the academic achievement of black pupils in schools in the USA.

Walters (1993) found that pupils who entered standard 6 Grahamstown schools from a Department of Education and Training (DET) (i.e. black pupils) schools were handicapped by their lack of

competence in English, which also prevented them from reaching their potential level in most other subjects. Walters (1993) also found that:

- The average English Second Language pupils from a DET primary school entering a Model C school at standard 6 had a general proficiency in English approximately equivalent to that of English First Language pupils in standard 2.
- English Second Language pupils from a DET primary school had an attitude to learning that resulted in their being passive recipients of knowledge rather than being active shapers.
- English Second Language pupils from a DET primary school had a patchy and insecure understanding of what Model C standard 6 teachers were likely to regard as base-line concepts and subject-specific knowledge.
- English Second Language pupils from a DET primary school had a grossly inadequate vocabulary and little idea of how to go about vocabulary-building.
- English Second Language pupils from a DET primary school found difficulty in understanding their textbooks and using them independently, especially where the deployment of “high-order skills” was required by context-reduced, cognitively demanding tasks.

The findings of Walters (1993) seemed to be supported by the words of one of the headmasters of an Open school: “We prefer children from the DET as young as possible because the standard of education is so pathetic. Even by standard 3 they’re lost already. One standard 4 girl couldn’t do standard 2 work,” (Christie and Butler, 1988: 48). The LIP was started for pupils in std. 6 which was much later than the std. 3 level at which the headmaster said that the black pupils were lost. This study investigated to what extent the pupils from the ex DET were behind their fellow pupils academically, and whether or not it was possible to successfully intervene at a std. 6 level to overcome the ex DET pupils’ academic deficiencies.

Ogbu (1987) went on to say that the integration process has to be combined with other efforts such as “strengthened curriculum, improved teaching methods, better training of teachers, reduction in class size and meaningful involvement of parents and members of the community,” (Ogbu, 1987: 80). Unless that is done, the formal equity of the education system will actually be used to protect social privilege, (Christie and Butler, 1988). The article further suggested that to penalise the underprivileged and favour the most privileged pupils, the school has to neglect to take into account the cultural inequalities between children of social classes when making academic judgements. In other words, by treating all pupils, however unequal they might be in reality, as equal in rights and duties, the educational system would be led to give de facto sanction to initial cultural inequalities.

Slavin (1994) found that students whose usual language was not English were more than twice as likely to perform below grade level than students from similar cultural backgrounds whose language was English. So what has been done in South African to accommodate black pupils in schools that have become integrated so as to meet the needs of all the pupils at the school? This study addressed one such intervention-the LIP.

### **South African Interventions :**

Although the integration of state controlled schools is still a relatively new experience in South Africa, the process of integration in private/ open schools has occurred for quite a while. What follows are the experiences of 42 open schools run by the Catholic Church in South Africa. Christie and Butler (1988) found that there were four different sets of curriculum practices employed amongst these Catholic open schools. The four sets were:

**Set 1:**

The competitive academic curriculum of their former white school days prevailed, i.e., the schools followed the syllabus set down by the white state education department with subjects within the established range offered in white state schools. There was no serious consideration given to the possibility of changing the existing curriculum arrangements. Christie and Butler (1988) summed up the approach in these schools by stating that “it could be argued that in these schools the dominant curriculum practices, linked as they are to assimilation, operate as effective gatekeepers to change,”( Christie and Butler, 1988: 59).

**Set 2:**

These schools incorporated some alterations alongside the existing established curriculum practices, but essentially the curriculum remained the same as that in the other white schools. These curriculum adjustments included things such as:

- Teaching an African language as a third language alongside English and Afrikaans;
- Using different textbooks, particularly in History and English;
- Bridging courses introduced in some schools.

Christie and Butler (1988) summed up the approach in these schools by stating that “Again, the orientation towards white schooling signifies assimilation; black children are expected to conform to existing curriculum practices, while small modifications acknowledge their presence in the schools” (Christie and Butler, 1988: 60).

**Set 3:**

In these schools there were activities developed which challenged the “common-sense racial compartmentalisation of apartheid education” (Christie and Butler, 1988: 60). There was a recognition that the broader education struggles in South Africa impinged upon the open schools. But usually those curriculum activities took the form of enrichment and awareness programmes which operated on the peripheries of the school day, while the standard curriculum continued to occupy the day. As Christie and Butler (1988) found, while assimilation continued to dominate, its position was not unquestioned by activities within the school.

#### **Set 4:**

A fourth set of curriculum practices involved adjustments within the dominant competitive curriculum itself. There was a deliberate attempt to alter the established curriculum content to respond to the open nature of the school.

At one school there was a full-scale curriculum development project embarked upon which had:

- an integrated studies curriculum with team teaching in two of the lower secondary classes;
- a teachers'-based curriculum development project,

(Christie and Butler, 1988: 62).

Both of these initiatives specifically recognised the racial and ethnic mixing of the school, and were different in that they were not as assimilationist as the former curriculum practices in the open schools.

Although state schools in South Africa have only been “opened” since 1994, there has been a range of academic “support” programmes used in some English First Language schools. The following are

examples of “support” programmes which have been attempted in South Africa. These programmes include:

- A. Grouping the newly admitted English Second Language pupils together into a separate class with a programme tailored to suit the abilities of those specific learners such as the LIP;
- B. English Second Language pupils were provided with a separate additional set of classes conducted outside the regular set timetable of the school. These classes were usually held during school break-time or after school.
- C. English Second Language pupils were released from attending certain courses in the school programme and were offered a special upgrade programme.
- D. English Second Language pupils did not follow the set timetable of the whole school. They were involved in a programme which focused on only particular subjects: e.g. English and Mathematics. The programme served as a means of more accurately determining the pupils’ appropriate placement in the regular school programme.
- E. All pupils in the school were involved in some form of second language learning: e.g. A parallel programme of English second language teaching was used; both groups were thereafter brought together in a mainstream English first language programme.
- F. All pupils were involved in a Language Activities class that focused on forging positive attitudes towards acquiring second language competencies; the thrust of the programme was towards reducing hierachial relationships between different languages in a multi-linguistic setting.
- G. All pupils were offered a programme based on Integrated Studies which combined several of the existing disciplinary boundaries of History, Geography and Languages. The programme focused on the development of all pupils’ linguistic and cognitive abilities through a focus on group work and collaborative project work as in the LIP.

It was evident that options A, B and C served to ensure no disruption to the kind of time- tabling and programming of the school's activities. They are evidence of the academic support variety. Option D attempted to offset the difficulty of ensuring that some kind of intervention was made before placing the English Second Language pupils into the school programme. Where this model was in operation, there was a full time teacher appointed to serve that function and deal with pupils with a wide range of linguistic abilities. Her responsibility was both to intervene in upgrading the pupils' linguistic and academic abilities as well as to ensure appropriate placement.

Options E and F attempted to reduce the power dominance of any one linguistic group of speakers by having focused upon the phenomenon of acquiring multiple languages as a desired goal. The aim was to promote the appreciation of acquiring a language other than one's own mother tongue.

Option G is evidence of an academic programme serving to reconstruct and transform the curriculum experiences of the entire school.

Although the above-mentioned options might have created the impression of wide spread programmes having accommodated English Second Language pupils, the fact of the matter is that in many English first language schools the academic programme of the school had been largely unaltered. It was believed that admitting black pupils to the school was evidence of realising the goal of democratic education. It was believed that the mere exposure to such an environment would provide the necessary stimulation for English language acquisition. The underlying philosophy of such a curriculum practice was that the responsibility of acquiring the English language was transferred to the language learners themselves. The principle was one of "sink or swim".



Walters (1993) suggested that the solution to the problems which English Second Language pupils were likely to encounter in Model C (and other English first language schools) lay in its dependence upon the willingness of individual teachers and their schools to apply Recommendation 4 of the Bullock Report of 1975 timeously and with dedication. This report recommended that:

Each school should have an organised policy for languages across the curriculum, establishing every teacher's involvement in language reading development throughout the years of schooling, (Walters, 1993: 25).

However, this recommendation was yet to become well established in schools because of the "mutual blame syndrome" (Walters, 1993: 25) between content subject and English teachers. English teachers were blamed for pupils who could not read, write and spell, while English teachers tended to use the Bullock Report to highlight the content subject teachers' unwillingness to teach the language of their respective disciplines.

Walters (1993) suggested further recommendations to assist in solving the problem of English Second Language pupils in Model C (and other English first language schools) as:

- Small cells of teachers (comprising of at least one English and one content subject teacher) should begin collaboratively producing teaching and learning materials.
- Serious attention should be given to developing teams of resource people who can offer a curriculum development constancy service to all schools at a regional, provincial and national level.

This chapter has highlighted some of the literature that informed programmes such as the LIP which catered for English Second Language pupils in schools that have English as the medium of instruction. The literature, although informative, did have some gaps which were highlighted in this

chapter and which were investigated in this study. The literature has shown that the experiences from which the LIP arose, were not unique to South Africa. The experiences in the USA and Britain, although informative, were not identical to those of South Africa. The South African experience arose from years of apartheid which marginalised all the black population groups in terms of their language and culture in society and in schools. The abolishment of apartheid policies created many situations in schools where the schools did not know how best to meet the needs of the newly admitted, academically “deficient” black pupils. The LIP arose out of this uniqueness and it was hoped by the researcher, that an investigation of this programme would add to the literature on meeting the needs of black pupils in South African schools. The researcher also hoped that the results of this study would fill in some of the gaps in the literature relating to the education of English Second Language pupils in general. The plans whereby the research into this study was taken will be explained in detail in the following chapter.

## CHAPTER THREE

### **Research Methodology**

#### **3.1. Research Setting:**

The research was conducted at the Eastwood Secondary School, situated in the residential suburb of Eastwood in Pietermaritzburg. Pietermaritzburg is the provincial capital of Kwazulu-Natal. The city is also part of the Pietermaritzburg region which includes the African township of Sobantu, the Edendale complex ( an African residential area which includes Edendale, Slangspruit, Ashdown and Imbali) and the Vulindlela area. The African residential area of Sobantu was the only black residential area that fell within the Pietermaritzburg borough. The city was thus seen as a “white” city because the majority of the city was used for white residential purposes. The coloureds and Indians were situated in residential areas in the northern part of the city. The population figures for Pietermaritzburg in 1990 were:

White	66550
Coloured	17200
Indian	80000
African	19118 (Mostly in Sobantu).

Another approximately 350 000 Africans lived in the Greater Pietermaritzburg area which included the Edendale complex and the Vulindlela area. (Adapted from Truluck (1990: 10).

The residential area of Eastwood was established during the apartheid period for use by coloured people only. Eastwood Secondary School was built to provide education for coloured children from the area. However, with the demise of the Group Areas Act and subsequently apartheid, many black families moved into Eastwood. Due to a lack of formal housing in the Pietermaritzburg borough for black people, many were forced to live in informal settlements on the outskirts of the city. One such

site was immediately adjacent to Eastwood. As a result of the large number of black families who moved into Eastwood, combined with the many black families who lived in the adjacent informal settlement, there was a tremendous influx of black pupils into Eastwood Secondary School. Besides the black pupils who lived in immediate area around the school, there were many black pupils who travelled to the school daily from the Edendale complex and Vulindlela area which is approximately twenty to thirty kilometres away from the school, (Eastwood Secondary School). At the time of the study Eastwood Secondary School was a co-educational school that catered for approximately 1300 pupils from std. 6 to std. 10. Approximately 60% of the pupils were black and the other 40% were coloured.

### **3.2.1. Research Populations:**

The research populations included:

1. The parents of the pupils in the LIP.
2. The teachers at the school; this included the teachers who taught in the LIP as well as the teachers who did not teach in the LIP.
3. The pupils who were in the Std. 6 LIP as well as the pupils who were in the modified Std. 7 course which is also referred to as the Std. 7 LIP in this study.
4. The Principal of the school; and
5. The Deputy Principal of the school.

These populations were selected because the researcher believed that they could adequately address the objectives of the study. The parents were selected because the researcher believed that they could give information about their role in the LIP, as well as information about the amount of English spoken in the LIP pupils' homes. The teachers were selected because they were intimately involved with the LIP and could offer information about aspects to the LIP which nobody else could.

The teachers were valuable sources when it came to assessing the LIP pupils' performance as a result of their being in the LIP, as well as evaluating the success of the LIP from the perspective of the teachers. The pupils were selected because they were the people most affected by the LIP. The pupils were the only ones who could truly describe the feeling of being placed in a programme such as the LIP. The Principal and Deputy Principal were used because they could provide useful information about the administrative issues relating to a programme such as the LIP.

### **3.2.2. Sample Size and Sampling Procedures:**

- Except for the parent population, the research populations were located at Eastwood Secondary School. The sample size of each population was determined by the research tool used.

According to Behr (1983), Cohen and Manion (1980), a sample size of 30 is the minimum number of cases that a researcher requires if the researcher plans to use some form of statistical analysis on his data. Using their idea of sample size, the sample size for the parent and pupil populations were selected because the entire populations were too large to be tested. The sample size and sampling procedure were structured as follows:

- From the parent population, a sample of 30 respondents was chosen from among the parents of the pupils of the original LIP who had progressed to the modified std. 7 course and then moved into std. 8. The random method of sampling was used, whereby every third pupil was selected from the school's VRE-52 records. Each of the pupils' parents was then used as part of the sample. No particular attention was paid to the age and sex of the parents who were selected by this random procedure.
- The entire population of 42 teachers at the school was utilised and not a sample because the number was sufficiently small for the researcher to cope with.

- From the pupil population, a sample of 45 (15%) of the pupils in the Std. 6 LIP, and 37 (15%) of the pupils in the modified Std. 7 course were chosen. These pupils were randomly selected from the school's VRE-52 records. Every seventh pupil from the Std. 6 LIP was chosen, while every sixth pupil from the modified Std. 7 course was selected. No particular attention was paid to the age and sex of the pupils who were selected by this random procedure.

The one Principal and one Deputy Principal were each included in the study.

### **3.3.1. Research Techniques:**

The chief research technique used by this researcher was the **survey technique**. The survey technique is a type of Descriptive Research that is designed to obtain information about “prevailing conditions and practices, beliefs and attitudes that are held, processes that are going on, and trends that are developing” on a planned basis (Behr, 1983: 90). This technique was chosen because it was an effective way of gathering information from a large number of sources relatively cheaply and in a relatively short time. The survey technique also allowed for statistical analysis from which abstractions and conclusions could be drawn. The results of surveys could also be analysed quickly and reported in precise and unequivocal terms with the necessary explanations to support the findings. The quantitative and qualitative research techniques were used by the researcher. A description of the method used in selecting the sample size from the different research populations has been addressed in the previous section dealing with sample size and sample procedure.

The primary **Research Tools** were the **questionnaire** and **interview schedule**. These two tools were used because they complemented each other. The questionnaire was used because it has a number of advantages which were beneficial to this study. These advantages included the fact that the questionnaire:

- Permits wide coverage at minimum expense of both time and money.
- Permits more candid answers.
- Permits the collection of answers which can be classified.
- Permits the gathering of information contained in the responses which can be quantified.

The research populations for this study were large, thus using questionnaires enabled the researcher to deal with larger samples without much difficulty. The questionnaires also enabled the researcher to classify and quantify the findings of the study. The Closed form and Open form of questions were used in the questionnaires. The Closed form of questions were used because it allowed for the responses to be quantified and analysed easily. The Open form of questions was used because it allowed the researcher to explore the attitudes and motives of the respondents. The words of the respondents were used by the researcher as examples or illustrations that added credibility and interest to the final report.

However, Mouly (1978) suggested that questionnaires do not allow the investigator to follow through on misunderstood questions, inadequate answers or willingness of the respondent to provide the information required. This is where the interview can complement the questionnaire because “it is flexible, which permits the investigator to pursue leads that appear fruitful, to encourage elaboration of points that the respondent has not made clear or has partially avoided, and to clarify questions the respondent has apparently misunderstood,” (Mouly, 1978: 202). The interview was used by the researcher in this study because of its flexibility in obtaining in-depth information from the respondents from issues which arose as a result of the questionnaires, as well as an investigation into the information which only the administration had knowledge of.

### 3.3.2. Parents Questionnaires :

#### Design of the questionnaire :

The questionnaire ( Appendix A ) was administered to five parents as part of the pilot study to identify any possible problems associated with the questionnaire. There were no problems with the pilot questionnaire. Consequently, it was administered to the sample of parents.

#### Purpose of the questionnaire :

To determine:

1. Whether they knew about the LIP;
2. Whether they were informed about the LIP;
3. Whether they were aware that their children were in or out of the LIP;
4. Whether they were given an option of whether or not to enter their children in the LIP;
5. Whether or not the LIP actively involved them;
6. Whether they felt that the LIP would benefit their children more as opposed to their children being placed in the mainstream classroom.

The literature has shown in chapter two, that the role played by the parents in a programme such as the LIP can be crucial to its success or failure.

#### Administration of the questionnaires :

Due to the violence in the residential areas in which many of the LIP pupils stayed at the time of the research, the questionnaires were given to the pupils to take to and ask their parents to complete. A letter explaining the purpose of the questionnaire accompanied the questionnaire. Prior to the pupils taking the questionnaires home, the researcher went through the questionnaire item by item with the pupils in English and in Zulu so that the pupils could gain a better understanding of the questions



because all of the pupils were English Second Language pupils and Zulu was their mother-tongue. The parents were allowed to respond in Zulu if they so desired. Although this was the only method whereby the researcher could collect data from this sample, this procedure presented a problem for the researcher because it was impossible to be certain that the responses were those of the parents and not those of the children. This is a limitation of the study.

### **3.3.3. Teachers' Questionnaires :**

#### Design :

The questionnaires ( Appendix B and C ) were built around the one used in the doctoral thesis of Pierce (1994). The thesis of Pierce was used because it researched a topic that was very similar to the one being investigated by this researcher. Pierce (1994) investigated the effects of an accelerated programme concentrating on the upgrading of Literacy and Numeracy skills on std. 6 pupils in a black secondary school in Kwazulu-Natal. The setting for Pierce's thesis was also very similar to the one being investigated in the study. Thus, the researcher found it most suitable to utilise the unpublished thesis by Pierce (1994). Separate questionnaires were administered to the teachers who had taught in the LIP and/or modified standard 7 course, and the teachers who had not taught in either the LIP or the modified standard 7 course. The LIP teachers and Non-LIP teachers were administered different questionnaires because the researcher believed that the teachers would have certain information based upon the contact which they had with the LIP pupils. The questionnaire for the teachers who had not taught in the LIP or the modified standard 7 course was an abridged version of the questionnaire administered to the teachers who taught in the LIP and/or the modified standard 7 course. The questionnaires were piloted using two teachers who had taught in the LIP in standard 6 and the modified standard 7 course, and two teachers who had not taught in either the LIP or modified standard 7 course. There were no problems revealed by the pilot

questionnaires. Thus, the questionnaires were administered in the same form (as in the pilot) to the sample of teachers.

Purpose of the questionnaires :

The teachers' questionnaires were designed to:

- A. Collect information on the teachers' background;
- B. Collect information on the teachers' background knowledge and involvement with the LIP;
- C. Collect information to help assess teachers' attitudes towards the LIP;
- D. Collect data to use to gauge the teachers' opinions as to the relevance of the LIP in the school;
- E. Collect information to help ascertain whether according to the teachers' perceptions there was an improvement in the LIP's or modified standard 7 pupils' ability to speak and write English;
- F. Collect data to use to gauge the level of competence attained in the subjects other than in English by the pupils in the LIP or modified standard 7 course;
- G. Gather information to enable the researcher to determine if the teachers perceived the LIP as a legitimate form of curriculum in comparison to the syllabus handed down by the Department Of Education;
- H. Gather information on assumed frustrations and rewards of the programme;
- I. Collect data to assess the perceived limitations of the programme and to obtain suggestions for possible improvements to the LIP as perceived by the teachers;
- J. Collect data to allow the researcher to determine how the teachers rated the overall success or failure of the programme;
- K. Collect data to allow the researcher to determine the role of staff involvement in such a programme.

#### Administration of the teacher questionnaire :

The purpose of the questionnaires were typed onto the questionnaires. The questionnaires were administered to the teachers in the school's staffroom during their non-teaching periods. It was not possible to assemble all of the teachers and administer the questionnaire in an "exam type" setting with the researcher as invigilator. Due to this fact, the questionnaires were administered to separate groups of teachers at different times, but the researcher was present at all times to answer any questions relating to the questions in the questionnaire. The teachers were requested not to discuss the questions amongst themselves before they responded in order for them to give responses that reflected their own feelings and perceptions and not that of the sample as a whole. Although the teachers were requested not to discuss the questions amongst themselves, the researcher can not be certain that there was absolutely no discussion amongst the teachers, and this was a limitation of the questionnaire administration procedure. The entire administration of the questionnaires took five days to allow for sufficient time for the teachers to answer each question fully.

#### **3.3.4. Pupils' Questionnaires :**

##### Design :

The questionnaires for the pupils ( Appendix D and E ) were built around the one used in the doctoral thesis by Pierce (1994). Although different questionnaires were used for pupils in the standard 6 LIP and modified standard 7 course, the differences were slight. The questionnaires were piloted using ten pupils from the LIP in standard 6, and ten pupils from the modified standard 7 course. The problems and difficulties highlighted by the pilot questionnaires led to modifications of the questionnaire which was then administered to the standard 6 LIP and standard 7 modified course pupils.

Purpose of the questionnaires for the standard 6 LIP and modified standard 7 course pupils:

The pupils' questionnaires were designed to:

- I. Collect information to determine the home background of the pupils;
- II. Collect data to determine the pupils' knowledge of the LIP;
- III. Collect data to determine the pupils' reaction to being placed in the LIP;
- IV. Collect data to determine whether the pupils felt that they were being made to feel different from the other pupils at the school;
- V. Collect data to determine whether the pupils felt that the teachers made them feel special and confident, or whether they felt that they were made to feel inferior by the teacher ;
- VI. Collect data to determine whether the pupils felt that the subjects, and subject material covered by the LIP were appropriate to their level of academic development;
- VII. Collect data to determine whether the pupils felt that their experience from being in the LIP and modified course was of benefit to them;
- VIII. Collect data to determine the extent to which pupils felt confident about passing their exams when they were mixed with the other pupils in the mainstream classes;

Administration of the questionnaires :

- I. The questionnaires were administered separately to the pupils in the standard 6 LIP and to those in the standard 7 modified course.
- II. The standard 6 LIP pupils to whom the questionnaires were administered, were assembled in a classroom on 29 November 1995, while those from the modified standard 7 course were assembled on 30 November 1995. The std. 6 LIP pupils were administered their questionnaires on a different day to the modified std. 7 course pupils because the classroom was too small to

accommodate both sets of respondents simultaneously. There were different questionnaires for the two groups of respondents were different.

- III. The purpose of the questionnaires was explained to them in both English and Zulu, and they were encouraged to answer as freely and accurately as possible in Zulu or in English.
- IV. The pupils were taken through the questionnaire item by item in English and in Zulu in order to promote a greater understanding of the questions by the pupils who were not sufficiently fluent in English.
- V. The researcher as well as a Zulu translator were present at all times to clarify any doubts which the pupils had as regards the intention of the questions.

The pupils were permitted to answer in the language of their choice because the researcher believed that the pupils may not have been sufficiently proficient in English to answer some of the questions if they were required to do so only in English.

### **3.3.5. Principal and Deputy-Principal Interviews :**

#### Purpose of the interviews :

The purpose of the interviews with the principal and deputy principal was to obtain answers to the following questions:

- A. What was the circumstances that gave rise to the LIP at the school?
- B. How was the LIP planned and implemented at the school?
- C. How were the school's resources adjusted in order to accommodate the LIP at the school?
- D. Did the management prepare the staff for the programme?
- E. What were some of the problems associated with the implementation of the programme?
- F. How did the programme impact upon the ethos of the school?

- G. What were their perceptions as regards the results yielded by the LIP i.e. were they pleased, or not?
- H. What were their views concerning the future which the programme has at the school?

#### Administration of the interviews :

The principal and deputy principal were interviewed separately at the school. A tape recorder was used during the interviews, to which the principal and deputy principal had agreed. The principal and deputy principal were interviewed on the same day because there was sufficient time in both of their schedules to accommodate the duration of the interviews.

The questionnaires for the parents, pupils and teachers as well as the interviews of the Principal and Deputy Principal were the **primary** sources of data for the study. Data were collected from all of these samples of respondents before other **secondary** sources of data were investigated.

Quarterly tests and examination results which were obtained from the school's VRE-52 Academic Records, were also used by this researcher as secondary sources of data that could not be obtained from the primary data sources. The data from these secondary sources were necessary because they tested certain hypotheses which were important to the study and which complemented the findings generated by the primary sources of data.

#### **3.3.6. VRE -52 Academic Records :**

##### Purpose of the academic records :

The purpose of reviewing/analysing the academic records was to:

- A. Obtain information to allow the researcher to trace the academic record of the pupils' English results in the programme as they passed from standard 6 into standard 7 and then into standard 8.

This was done by looking at the pupils' English results from std. 6 through std. 7 to std. 8 ( Appendix F ); then categorising the pupils' results to identify possible trends in the pupils' performances. The mean scores of the pupils' results were also calculated for comparative purposes between the standards.

- B. Collect data to help identify how their performance in English had impacted upon their performance in their other subjects. The pupils' results in English and their other subjects were analysed using Simple Linear Regression ( Appendix G ), combined with calculation of the Pearson's Product Moment Correlation Coefficient for each of the comparisons.
- C. Collect data to determine how the test and examination results of the pupils from the Ex LIP and modified standard 7 programme compared relative to the results of the pupils from the mainstream when they amalgamated in standard 8 in 1996. This was done using Histograms, Unpaired t - Tests and Kolmogorov - Smirnov Tests ( Appendix H ) to compare the results obtained by the two groups of pupils for the various subjects done by them in std. 8.

### **3.4. Data Analysis:**

The data that were collected from the various questionnaires, test and examination marks were subjected to the following statistics:

- Frequency Distributions.
- Percentages.
- Simple Linear Regression.
- Pearson's Product Moment Correlation Coefficient.
- Unpaired t-Test.
- Kolmogorov-Smirnov Test.

#### **3.4.1. Questionnaire data analysis:**

In each of the sets of questionnaires that were administered to the parents, teachers and pupils, frequency distributions were used to group the respondents' answers to the various questions. The frequencies were calculated manually and then expressed as percentages using a calculator because the sample size was small enough for the data to be manipulated manually. In this way the responses which were identical were summarised, grouped and displayed in frequency tables or as percentages to make the data more interpretable and convenient. The results yielded by the group frequencies and frequency tables were then supported by the respondents statements so as to add interest to the final report.

#### **3.4.2. Data analysis to investigate the English performance of the LIP pupils:**

Grouped frequency distributions were used to analyse the term-ending English test and examination results of the LIP pupils as they passed from std. 6 through std. 7 into std. 8 (see Appendix F). The examination and test results were grouped and displayed in frequency tables to make the data more interpretable and convenient. The frequencies were calculated manually and then expressed as percentages using a calculator because the sample size was small enough for the data to be manipulated manually. The researcher grouped the LIP pupils' results within four categories so as to compare the number of pupils that were within each category at the end of each term. By doing this, the researcher established whether the LIP pupils were progressing in their English performance, or whether they were retrogressing as they moved to the higher standards. The mean value for each of the term-ending results was calculated so that comparisons could be drawn about the overall progress by all of the LIP pupils as they passed from standard to standard.



### **3.4.3. Data analysis to investigate the relationship between English and the LIP**

#### **pupils performance in other subjects:**

The December term-ending results of the LIP pupils in std. 6 (1994) as well as their March and June term-ending results in std. 8 (1996) were tabulated and converted into percentages. The data were then entered onto computer using the statistics software programme called Statview. The data then underwent Simple Linear Regression Analysis using the Statview programme which gave a visual impression of the relationship between English and the LIP pupils' other subjects as they were plotted relative to a regression line which was calculated by the computer software. The Simple Linear Regression Analysis Line was used because it was a useful way of showing to what degree the LIP pupils' English scores and their other subjects scores covaried.

The Statview programme also calculated a Pearson's Product Moment Correlation Coefficient which determined both the nature (positive or negative) and the magnitude of the relationship between the LIP pupils' English marks and their marks in other subjects. The closer the Pearson's Product Moment Correlation Coefficient is to +1,0 or -1,0 the closer is the relationship to being a perfect linear relationship. The results of the computer's Simple Linear Regression Analysis and the calculation of the Pearson's Product Moment Correlation Coefficient can be found in Appendix G, with an elaboration of the results in chapter four.

### **3.4.4. Data analysis to compare the std. 8 academic performance between the ex LIP**

#### **pupils and ex Non-LIP pupils in 1996:**

The std. 8 March and June term-ending results for all of the subjects that were done by all the pupils who had proceeded into std. 8 at Eastwood Secondary School were collected, tabulated and converted into percentages. The results were then divided into two groups, namely, the ex LIP

pupils and the ex Non-LIP pupils. The data were then entered onto computer using the statistics software programme called Statview. The computer then analysed the data using:

- A. Histograms.
- B. Unpaired t-Tests.
- C. Kolmogorov-Smirnov Tests.

#### A. Histograms:

Histograms were produced because it gave a graphical impression of the pupils' results in each of the subjects. A separate histogram was drawn for each of the two groups of pupils per subject, and then placed alongside each other. The visual impression allowed for a comparison of the ex LIP and ex Non-LIP pupils' performances in each of the different subjects (see Appendix H).

#### B. Unpaired t-Tests:

According to Jaeger (1990), the t-Test compares the averages of two samples that are selected independently of each other, and then asks whether the two samples differ enough to believe that the population from which they were selected also have different averages. Jaeger (1990) also stated that the t-Test is used to examine the null hypothesis that the means of two populations are not equal to each other. The researcher used the t-Test in this study to test the null hypothesis :

There is no significant difference between the means of the of ex LIP pupils' performance and the ex Non-LIP pupils' performance in the different subjects studied by the two groups in standard 8.

The Unpaired t-Test was performed for each of the different subjects. Detailed results of the Unpaired t-Tests can be found in Appendix I, while the t-value and its probability value at the 0,05 level of significance can be found with a report on the findings in chapter four.

### C. Kolomogorov-Smirnov Test:

According to Willemsen (1974), the Kolomogorov-Smirnov Test is used to investigate the similarity of two independent frequency distributions. The two frequency distributions for the purpose of this study were the term-ending test results for the LIP pupils, and the term-ending results for the Non-LIP pupils. The Kolmogorov-Smirnov Test, tests for the degree of agreement between the two distributions and by so doing, gives a reading of what is the chance that the two samples could have come from the same population. The Kolomogorov-Smirnov test for the purpose of this study, tested the following null hypothesis:

There is no significant difference between the frequency distributions of the of ex LIP pupils' performance and the ex Non-LIP pupils' performance in the subjects studied by the two groups of pupils in standard 8.

The Kolmogorov-Smirnov Test was performed for each of the different subjects. A detailed result of the Kolmogorov-Smirnov Tests can be found in Appendix I. The Kolmogorov-Smirnov Chi Square value, the Z score and the probability value at the 0,05 level of significance can be found with the report on the findings in chapter four.

### **Summary**

This chapter has detailed the researcher's plans for the study of the Language Integration Programme at Eastwood Secondary School. While the researcher is sure that the broad analysis of the LIP would answer the research questions, it was not possible to explore some of the research questions directly. Inferential statistics were used to investigate those questions which could not be answered directly. The statistics which were used varied from percentages and frequency distributions to more

involved statistics such as Regression, Pearson's Product Moment Correlation Coefficient, t-Tests and the Kolmogorov-Smirnov tests (which were each used to test null hypotheses). The validity of some of the responses by the parents, teachers and pupils has to be questioned because it was impossible for the researcher to isolate each of the respondents and administer the questionnaire on an individual basis. The fact that many of the parent and pupil respondents did not speak English as their mother tongue might have also affected the type of data collected, even though the researcher did everything possible to get as accurate a response as was possible from all of the respondents.

## CHAPTER FOUR

### Data analysis and presentation of the Results/Findings

#### 4.1. Results of questionnaires for the parents of the LIP pupils.

##### 4.1.1. Questionnaire findings.

1. Questions 1, 2, 3 and 4 sought data on the background characteristics of the sample of parents of the LIP pupils. Question 1 sought data on the age of the parent sample population, question 2 sought data on the sex of the respondents, question 3 gathered information on whether the respondents were married or unmarried while question 4 sought data on the relationship between the respondents and the pupils. The findings of the questions have been summarised in table 6 below.

**Table 6 : Demographics of the Sample of Parents of the LIP Pupils.**

Age Category	Sex		Marital Status		Relationship to Pupil			Total	
	Male	Female	Married	Unmarried	Father	Mother	Guardian		
-30	6(19%)	1(3%)	5(16%)	3(10%)	3(10%)	1(3%)	1(3%)	4(12%)	6(19%)
31-40	15(49%)	3(10%)	12(36%)	7(23%)	8(26%)	3(10%)	10(35%)	2(6%)	15(49%)
41-50	6(19%)	1(3%)	5(16%)	4(12%)	2(6%)	1(3%)	5(16%)	0(0%)	6(19%)
51+	4(13%)	1(3%)	3(10%)	3(10%)	1(3%)	1(3%)	2(6%)	1(3%)	4(13%)
<b>Sub-total</b>		6(19%)	25(81%)	17(55%)	14(45%)	6(19%)	18(58%)	7(23%)	
<b>Total</b>	31(100%)	31(100%)		31(100%)		31(100%)			31(100%)

Analysis of the results revealed that at the time of the study, the majority of the parent respondents were mothers (18 or 58%), and only 6 (19%) were fathers. The majority of the respondents were between the age groups 31-40 (15 or 49%). There was a fairly equal number of respondents who were married (17 or 55%) and who were unmarried (14 or 45%).

5. Questions 5a, 5b, 5c, 5d , 5e and 5f sought data on the parent's ability to understand

and communicate in English.

**Table 7: Respondent Parent's English language abilities.**

Question.	Yes	No	Always	Regularly	Very Seldom	Total
5a. Can you understand English?	28 (90%)	3 (10%)				31 (100%)
5b. Can you speak English?	27 (87%)	4 (13%)				31 (100%)
5c. Can you read in English?	28 (90%)	3 (10%)				31 (100%)
5d. Can you write in English?	27 (87%)	4 (13%)				31 (100%)
5e. Do you speak in English to your children at home?	18 (58%)	13 (42%)				31 (100%)
5f. If you do speak in English to your children, how often do you do so?			1 (6%)	11 (61%)	6 (33%)	18 (100%)

The data analysis of the table above revealed that the majority of the parent respondents could understand ( 28 or 90%), speak (27 or 87%), read (28 or 90%) and write (27 or 87%) English. However, even though the parents were reasonably fluent in English, only 18 (58%) of them communicated in English with their children. Of these 18 (58%) parents only 1(6%) spoke in English to her children all the time, while 11(61%) spoke English regularly to their children. However, 6 (33%) of the parents who were reasonably fluent in English said that they very seldom spoke in English to their children. Thus, a large portion of the LIP pupils came from English deficient households even though there were people who were functional in English.

6. Question 6 asked the parents whether the concept of the Language Integration Programme (LIP) at Eastwood Secondary School was explained to them when their children were first enrolled at the school.

The parents responses indicated that the majority (21 or 68%) of them had no knowledge of the LIP at Eastwood Secondary school while only 11 (32%) of the parents said that they knew about the LIP at the school. The reason for this lack of prior information could possibly be ascribed to the poor attendance by the parents at the meeting which was arranged by the school on a Saturday afternoon to explain the concept and reasoning behind the LIP.

7. Question 7 sought data on whether the parents supported the original concept of the LIP at Eastwood Secondary School.

The responses by the parents showed that 17 (55%) supported the original concept of the LIP, while 14 (45%) did not support the LIP concept originally. The results revealed that initially there was no overwhelming support by the parents for the original concept of the LIP. However, it is difficult to state emphatically that the parents did not support the LIP because of its concept or because of their prior lack of knowledge of the LIP, since 68% of the respondents said in question 6 that the concept of the LIP was not explained to them when their children were first enrolled at the school..

8.a. Question 8 (a) sought data on whether the parents knew that their children were placed in the LIP at Eastwood Secondary School.

Analysis of the results showed that only 11 (35%) of the parents knew that their children were to be placed into the LIP. There were 20 (65%) parents who said that they did not know, which was consistent with the 21 parents who said that the concept of the LIP was not explained to them. It is possible that those parents who did not know of their children's placement in the LIP failed to do so as a result of their not having attended the initial meeting between the LIP co-ordinators and the parents at which they were informed that their children were going to be placed in the LIP.

8. b. Question 8 (b) asked the parents to explain how they felt when they knew that their children were placed in the LIP at Eastwood Secondary School.

The results showed that the 11 parents who said that they knew that their children were going to be placed in the LIP were inclusive of the 10 parents who said that the concept of the LIP had been explained to them at its inception. The 10 (91%) parents who said that they were happy about their children being placed in the LIP were the very same 10 who knew about, and supported the concept of the LIP. Thus a greater knowledge of and an understanding of the LIP could possibly have seen more parents being happy about that fact that their children were in the LIP. This was necessary for the success of the LIP as the literature survey showed.

8.c. Question 8 (c) asked the parents to explain why they felt either happy or sad when they knew that their children were placed in the LIP.

All of the free - response answers to this question showed that the parents felt positive that the LIP would improve their children's English skills and learning opportunities. Some of the parents responses are listed below:

- "I appreciated it because I knew that they will get to know English better one day".
- "Because he was going to learn more".
- "Its because our children were having an opportunity of learning better in a easy way.
- "And I appreciated it very much because my child can speak English fluently".
- "That made me feel happy, because I knew my child was going to get help in English".

9. In question 9 the parents were asked whether they ever found out that their children



were placed in the Language Integration Programme (LIP) at Eastwood Secondary School?

The results showed that 28 (90%) of the parents did find out that their children were placed in the LIP. This was as a result of letters sent by the school informing them, as well as the numerous Parent Evenings/days which were held by the school whereby the parents met with teachers to discuss their children's progress. Of interest is that 3 of the parents never knew at all that their children were placed in the LIP. It is not surprising to find that these 3 parents also did not know about the LIP or support the original concept of the LIP.

10. Question 10 sought data on whether the parents were actively involved with their children for the duration of their children's' involvement in the LIP at Eastwood Secondary School.

The results showed that the majority (25 or 81%) of the parents said that they were actively involved with their children in the LIP. This response indicates that even though the parents may not have known about, or supported the original concept of the LIP, they were not acting in a way that would have purposefully jeopardised the success of the LIP. In this way of parental involvement, many of the parents became aware of the methods and intentions of the LIP and how they were directed towards increasing their children's chances of academic success.

11. Question 11 sought data on whether the parents thought that their children had a better chance of passing because they were in the LIP at Eastwood Secondary School.

Analysis of the results showed that the majority (21 or 65%) of the parents said that their children benefited positively from the LIP because there was more attention and time to improve their children's English skills which were originally lacking because the children were from black schools. As a result of this special attention to English, their children would have a better chance of making progress. Some of the parents responses are listed below:

- "Because he came from the black school so he should have more understanding of the English".
- "Because he had more time to learn English perfect".
- "Because the child is showing good progress".
- "That gave them the chance to learn English well so that they wont have the problem as they mixed with the coloureds".
- "Because she learn easy things. They were making things easy which means there is hope".
- "Because they were taught clearly and they were taken care of in their lessons".
- "Because my child had received the basics of the English".

However, the 10 parents who believed that their children had not benefited from the LIP expressed apprehension about the long term effects of the LIP. Even though their children were passing while they were in the LIP, they feared that the LIP was too easy and not providing their children with an academic background that was sufficiently strong for their children to cope with the mainstream courses at the end of the LIP. Some of the parents responses to question (11) are listed below:

- "Because when she was in the LIP everything was made easy for her and now everything is harder she cannot get that pass symbol she got in the LIP".
- "Because she cannot improve her English in LIP classes".
- "The child can learn well for a while but will meet up with problems when moving forward in standard because some of the work they do not learn".

- “The English was in the low standard”.

12. Question 12 asked the parents whether they would send another one of their children to Eastwood Secondary School if they knew that the child was going to be placed in the LIP.

The results showed that the majority (21 or 68%) of the parents had a positive attitude towards the LIP and would send another child to the school to be placed in the LIP. The positive attitudes seem to have arisen out of an understanding that the LIP and its teachers were geared towards assisting the children to be the best that they can be given their limited earlier education. The parents felt that as a result of this special attention by the LIP and its teachers, their children’s rate of academic progress and exploration into new areas was greatly improved. Some of the parents responses to question 12 are listed below:

- “Because they get to know more about English and they will be able to perform well”.
- “The teachers who teach them have tolerant in teaching them”.
- “Because they understand the things that they are taught”.
- “Its because they have patience to teach the children that don’t understand English”.
- “So that he/she can get maximum attention from the teachers”.
- “Because I see that LIP has a good progress in the child”.
- “Even there is LIP, the standard of education is still high”.

However, 10 (32%) parents said that they would not send their children to Eastwood Secondary School if they were going to be placed in the LIP because the LIP was a discriminatory practice.

These parents felt that the LIP discriminated against, and victimised children by placing them in all

black classes and offering them subjects that were different from and easier than those the mainstream pupils were given. Some of the parents responses to question 12 are listed below:

- “Because the child would not learn the subject which the other coloured children learn and the child would not know English”.
- “Because the other children would not be learning the subject that the other children are learning in the LIP classes”.
- “It pointed out that some people are clever and some stupid, blacks and whites”.
- “Because I believe in one education in one school, not to differentiate pupils”.
- “Because I think that it will take time for a child to learn English language”.
- “Because the standard of education will be very low”.

#### **4.1.2. Conclusion on Results of Parent Respondents:**

The findings from the parents’ questionnaires showed that all of the parents who said that they would not send another child of theirs to Eastwood Secondary School all claimed to have had no knowledge of the LIP as they all responded that the original concept of the LIP was not explained to them. Consequently, none of them supported the original concept of the LIP since they had no knowledge of it. Except for one of these parents( who gave no response to question 12), all of them claimed to never having found out that their children were to be placed in the LIP before this happened. The one who did know said that she was upset when she found out. Except for one parent, all of these parents said that their children did not have a better chance of passing because their children were in the LIP, and would prefer that their children were not be in the LIP.

Only 50% of the parents who said that they would send another child to the LIP knew about the original concept of the LIP and that their children were to be placed in the LIP. Once the other

parents became involved in the LIP and found out about it, they all perceived that their children had a better chance of passing because their children were in the LIP. Consequently, they all said that they would send another one of their children to Eastwood Secondary School if he/she was to be placed in the LIP.

## **4.2. Questionnaires for the LIP and Non-LIP teachers.**

### **4.2.1. Introduction:**

The LIP and Non-LIP teachers were asked to complete questionnaires which were slightly different from those completed by the other two groups. Certain questions in the LIP teachers' questionnaires ( see Appendix B ) were omitted from the Non-LIP teachers' questionnaires ( see Appendix C ) because it was believed that only the LIP teachers could answer them based upon their interaction with the LIP pupils. Where the questions were common to both the LIP and Non-LIP teachers, the answers are discussed simultaneously in an attempt to identify any observable similarities and differences between the LIP and Non-LIP teachers' perceptions.

### **4.2.2. Questionnaire findings.**

1. Questions 1 A, 1 B and 1 C sought data on the background characteristics of the sample of LIP teachers and Non-LIP teachers. Question 1 A sought data on the ages of the sample, question 1 B sought data on the sex of the respondents while question 1 C sought data on the marital status of the respondents.

The answers to the questions have been summarised in two tables, table 8 denoting the background characteristics of the LIP teachers, and table 9 denoting the background characteristics of the Non-LIP teachers.

**Table 8: Background characteristics of LIP Teachers**

Age Category		Sex		Married Status		Total
		Male	Female	Married	Unmarried	
-30	7 (33%)	2 (10%)	5 (23%)	3 (14%)	4 (19%)	7 (33%)
31-40	12 (57%)	4 (19%)	8 (38%)	12 (57%)	0 (0%)	12 (57%)
41-50	1 (5%)	0 (0%)	1 (5%)	0 (0%)	1 (5%)	1 (5%)
51+	1 (5%)	1 (5%)	0 (0%)	1 (5%)	0 (0%)	1 (5%)
<b>Sub-total</b>	21 (100%)	7 (33%)	14 (67%)	16 (76%)	5 (24%)	21 (100%)
<b>Total</b>	21 (100%)	21 (100%)		21 (100%)		21 (100%)

**Table 9: Background characteristics of Non-LIP Teachers**

Age Category		Sex		Married Status		Total
		Male	Female	Married	Unmarried	
-30	7 (33%)	3 (14%)	4 (19%)	4 (19%)	3 (14%)	7 (33%)
31-40	12 (57%)	5 (23%)	7 (34%)	11 (52%)	1 (5%)	12 (57%)
41-50	2 (10%)	1 (5%)	1 (5%)	1 (5%)	1 (5%)	2 (10%)
51+	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Sub-total</b>	21 (100%)	9 (43%)	12 (57%)	16 (76%)	5 (24%)	21 (100%)
<b>Total</b>	21 (100%)	21 (100%)		21 (100%)		21 (100%)

The results in table 8 and 9 showed that at the time of the study there was not much difference in the overall background characteristics of the teachers who taught in the LIP and the teachers who did not teach in the LIP. In general, the staff comprised of younger teachers between the ages of 26 to 35, with the 26 (14 LIP and 12 Non-LIP) female teachers being nearly twice as large as the 16 (7 LIP and 0 Non-LIP) male teachers.

Questions 1 D, 1 E and 1 F sought data on the academic background characteristics of the sample of LIP teachers and Non-LIP teachers. Question 1 D sought data on the professional qualifications of

the respondents, question 1 E sought data on the teaching experience of the respondents while question 1 F sought data on the whether the respondents had any experience in teaching English in an English second language school. The answers to the questions have been summarised in two tables, table 10 denoting the teaching qualifications and experience of the LIP teachers, and table 11 denoting the teaching qualifications and experience of the Non-LIP teachers.

**Table 10: Teaching Qualifications and Experience of LIP Teachers.**

Teaching Qualifications		Teaching Experience			Experience in English Second Language teaching		Years experience in English Second Language teaching	
Teaching Diploma	Degree and Teaching Diploma	Years	General	Eastwood Secondary School	Yes	No	Years	Number of teachers
17 (81%)	4 (19%)	-5	4 (19%)	8 (38%)	3 (14%)	18 (86%)	0	18
		6-10	8 (38%)	6 (29%)			1-3	2 (67%)
		11+	9 (43%)	7 (33%)			4-5	0 (0%)
							6+	1 (33%)
<b>Totals:</b>								
21 (100%)			21 (100%)	21 (100%)	21 (100%)			21 (100%)

**Table 11: Teaching Qualifications and Experience of Non LIP Teachers.**

Teaching Qualifications		Teaching Experience			Experience in English Second Language teaching		Years experience in English Second Language teaching	
Teaching Diploma	Degree and Teaching Diploma	Years	General	Eastwood Secondary School	Yes	No	Years	Number of teachers
13 (62%)	8 (38%)	-5	3 (14%)	4 (19%)	3 (14%)	18 (86%)	0	18
		6-10	9 (43%)	10 (48%)			1-3	2 (67%)
		11+	9 (43%)	7 (33%)			4-5	1 (33%)
							6+	0 (0%)
<b>Totals:</b>								
21 (100%)			21 (100%)	21 (100%)	21 (100%)			21 (100%)

The results showed that at the time of the study (see table10), the majority (17 or 81%) of the LIP teachers were teacher college graduates, with 13 (76%) having 3 years teachers training, and 4 (24%) having 4 years teachers training qualifications. There were 4 (19%) LIP teachers with degrees and teachers diplomas, one of whom had an honours degree in English. In terms of general teaching experience the majority (17 or 81%) of the LIP teachers had more than 5 years experience, with two teachers having 20 years or more teaching experience. The average general teaching experience for the LIP teachers was 10,4 years. The results also showed that 7 (33%) of the LIP teachers had been at Eastwood Secondary School for most of the school's 13 years of existence, with 14 (67%) of the LIP teachers having taught at no other school in their teaching careers. Only 3 (14%) of the LIP teachers had any prior experience in teaching English as a second language.

The results also showed (see table11) that the majority (13 or 62%) of the Non-LIP teachers were teacher college graduates, with 8 (62%) having 3 years teachers training, and 5 (38%) teachers having 4 years teachers training. There were 8 (38%) teachers who had degrees and teaching diplomas. In terms of general teaching experience, the average for the Non-LIP teachers was 10 years. The majority (14 or 67%) of the Non-LIP teachers had 10 years or less teaching experience at Eastwood Secondary School, with 13 (62%) having taught at no other school. There were 3 (14%) teachers who did not teach in the LIP but had some experience in teaching in an English second language school, but chose not to teach in the LIP.

Thus, it would seem that the teachers who had slightly more general teaching experience and who had more experience at Eastwood Secondary School were involved in the LIP. This indicates that



the more competent teachers were involved in the LIP, thus giving the programme a better chance of succeeding.

2. Question 2 sought data on whether the concept of the LIP was explained to the teachers before it was introduced at Eastwood Secondary School.

The results showed that in total, 35 (85%) of the teachers said the concept of the LIP was explained to them before its introduction into the school. This was largely due to the numerous staff meetings that were held to plan and structure the LIP. The 7 (15%) teachers who did not know of the plans to introduce the LIP were on leave from school at the time for various reasons.

3.a. In question 3 (a), the teachers were asked whether or not they were in favour of the LIP being adopted at Eastwood Secondary School.

The results showed that although 19 (90%) of the LIP and 16 (76%) Non - LIP teachers were in favour of the LIP being adopted at the school, there were 3 (14%) more Non - LIP teachers who were not in favour of the LIP being adopted. Although the number of teachers who were not in favour of the LIP being adopted was the same as the number who claimed that the LIP was not explained to them prior to its introduction, there was only one of the teachers who said that the LIP was not explained to him, and he was not in favour of the LIP being adopted at the school. Thus, 2 (10%) of the LIP and 4 (20%) of the Non - LIP teachers were opposed to the adoption of the LIP as a result of informed opinion. A discussion of the teachers responses is dealt with in question 3 (b).

3.b. In question 3 (b) the teachers were asked to explain why they either favoured or

did not favour the LIP being adopted at the school.

The results showed that the teachers favoured the LIP being adopted out of concern for the black pupils' ability to cope with the mainstream std. 6 which was taught in English. This they felt was problematic because English was not the mother-tongue of the black pupils, and the best way to meet the black pupils' needs in a supportive environment was to implement the LIP. Some of the teachers' responses are listed below:

- “The LIP allowed the teacher to work at a level suitable to English second language pupils and then work them towards the level they initially were supposed to be for std. 6”.
- “The English second language pupils were slower than the rest of the pupils. By adopting the LIP they could work at their own pace”.
- “Previously, second language learners in the mainstream classes lacked the confidence to speak as they feared ridicule from first language speakers”.
- “The large number of Zulu speakers in each class made me realise that the existing teaching methods were ineffective, and that syllabi would have to be restructured and teaching methods changed”.
- “Pupils are drawn from different language groups and need to have a solid basis in the language which forms the medium of instruction at the school”.

The LIP teachers who were not in favour looked at it from the perspective of the teacher, saying that it was too demanding of the teacher; “These LIP pupils received too much attention, draining one for the rest of one's classes.” The Non-LIP teachers who were not in favour based their feelings upon the perspective of the pupil. These teachers believed that the isolation of the black pupils

would be discriminatory and would take the black pupils longer to acquire English language skills.

Some of the teachers' responses are listed below:

- "It isolated and separated children from the mainstream hence, they took longer to adjust. The children also felt demeaned and ostracised".
- "In the LIP, pupils will be isolated and have no reason to improve their English skills because they will continue to speak Zulu with their classmates".

4.a. In question 4 (a) the teachers were asked if they were opposed to the LIP when it was first implemented at Eastwood Secondary School.

Analysis of the results revealed that 18 (86%) of the LIP and 15 (71%) of the Non-LIP teachers were not opposed to the original implementation of the LIP. The numbers were consistent with those teachers who said that they were in favour of the LIP being adopted at the school. One (33%) of the 3 LIP teachers and 4 (67%) of the 6 Non - LIP teachers who were opposed to the original implementation of the LIP were also not in favour of the LIP being adopted at the school. Their reasons are discussed in question 4 (b).

4.b. In question 4 (b) the teachers who were opposed to the LIP being implemented at Eastwood Secondary School were asked to explain why they felt that way about the LIP.

The results showed that the LIP teachers were concerned that because of the time span of the LIP, coupled with the slow pace at which the LIP pupils worked, the objectives of the LIP would not be realised. Some of the teachers responses are included below:

- “We took practically one week or more to do one lesson”.
- “I was concerned about the gap between mainstream and LIP, because I could not see how this gap could be bridged over a short period of time”.

The results also revealed that the Non -LIP teachers were concerned that the isolation of the LIP pupils, coupled with the perceived different standard of work between the LIP and mainstream classes, would result in a problematic reintroduction of these LIP pupils to the mainstream classes at the end of the LIP. Some of the teachers responses are listed below:

- “It isolated the pupils from the mainstream pupils”.
- “The standard at which the LIP was pitched was too low”.
- “It would not have helped the pupils to successfully bridge the gap. Thus, they would not be able to be incorporated into the mainstream successfully”.

5.a. In question 5 (a) the LIP teachers were asked if they felt anxious or upset when they first learnt that they were going to teach in the LIP.

The results showed that the majority (13 or 61%) of the LIP teachers said that they were not anxious or upset, while 8 (39%) of the teachers said they felt anxious when they first heard that they would be teaching in the LIP. A discussion of the teachers reasons is dealt with in question 5 (b).

5.b. In question 5 (b) the teachers were asked to explain why they did or did not feel anxious or upset when they first heard that they would be teaching in the LIP.

The results showed that the teachers who were not upset or anxious saw the LIP as a positive challenge and an opportunity for personal growth. The teachers who were anxious were

apprehensive because they felt ill-equipped as a result of their lack of prior training in the field of English Second Language teaching. Some of their responses are listed below:

- “I doubted my ability to do justice to these pupils”.
- “The teacher training institutions did not prepare teachers fully to handle the situation in the class between the teacher and the English second language pupils”.
- “I had no prior training , so I felt incompetent”.
- “I had never been exposed to English Second Language pupils before. I don’t speak Zulu”.

Thus, the teachers were anxious because they felt that their own lack of experience and training would have prevented them from best meeting the needs of the LIP pupils.

6. Question 6 was made up of 3 questions which together sought data on the LIP teachers training and assistance which they received in meeting the academic needs of the LIP pupils. Question 6 (a) sought data on whether the LIP teachers had any prior training in teaching pupils with Limited English Proficiency. Question 6 (b) sought data on whether the LIP teachers were sent on any training courses to assist them in coping with the Limited English Proficient pupils in the LIP. Question 6 (c) sought data on whether the LIP teachers thought that there was a need for assistance for the teachers who were trying to meet the academic needs of the Limited English Proficient pupils.

**Table 12 : Competence of LIP Teachers.**

QUESTION NUMBER	YES	NO	TOTAL
6a. Did you have any prior training in dealing with pupils having Limited English proficiency.	1 (5%)	20 (95%)	21 (100%)
6b. Were you sent on any training courses to assist you in dealing with the LIP pupils.	1 (5%)	20 (95%)	21 (100%)
6c. Do you feel that there is a need for assistance in how to best meet the needs of the LIP pupils.	21 (100%)	0 (0%)	21 (100%)

The results showed that 20 (95%) of the LIP teachers had no prior training in teaching pupils with Limited English Proficiency. There was an obvious lack of experience and expertise amongst the teachers who undertook the task of initiating the LIP. Although all 21 (100%) of the LIP teachers indicated the need for assistance to undertake their task, only 1 (5%) teacher was sent on a training course. The principal later explained that most of the teachers lacked prior training in this field because the teachers had trained at local provincial institutions which did not cater for methodology in coping with pupils having Limited English Proficiency. The principal also said that the school could not afford the time or money that was necessary to send all of the LIP teachers on training courses.

7.a. In question 7 (a) the LIP teachers were asked if they could understand any of the mother-tongue languages of the LIP pupils.

Analysis of the results revealed that 13 (62%) of the LIP teachers could not understand any of the mother-tongue languages of the LIP pupils, while only 8 (38%) of the LIP teachers could understand the mother-tongue language of the LIP pupils. Thus, just as the Immersion programmes failed in the USA because there was no first language support given to the language of minority pupils (Freeman and Freeman: 1992), the LIP could also have similar results because of the LIP teachers' ability to communicate in the LIP pupils first language.

7.b. In question 7 (b) the LIP teachers who said they could understand the mother-tongue of the LIP pupils, were asked if they were able to speak the mother-tongue of the LIP pupils.

The results showed that 7 (88%) of the teachers said they could speak the LIP pupils mother-tongue language, while 1 (12%) of the teachers who said she could not speak the language. This resulted in a language barrier between the LIP teachers and the LIP pupils.

7.c. Question 7 (c) sought data on the fluency of the LIP teachers who said they could speak the mother-tongue of the LIP pupils.

The results showed that only 3 (43%) of the teachers said that they were fluent in the speaking of the LIP pupils' mother-tongue, while 4 (57%) of the LIP teachers were not fluent in the LIP pupils mother-tongue.

The results of questions 7 (a), 7 (b) and 7 (c) showed that communication between the LIP pupils and their teachers must have been very limited, especially during the initial stages of the LIP because the pupils were very limited in the English language, and only 3 (14%) of the LIP teachers could understand and speak the mother-tongue language of the LIP pupils fluently. Consequently, it would have been difficult for the LIP teachers to offer words of encouragement and support that might have reduced the fears and stress which the LIP pupils might have experienced in their new, English First Language school environment.

8. In question 8 (a) the LIP teachers were asked if there were any behaviours of the LIP pupils which the teachers found to be different from that of the mainstream pupils.

The results revealed that 20 (95%) of the LIP teachers agreed that there were behaviours of the LIP pupils which were different from those of the mainstream pupils. Only 1 (5%) of the teachers saw

no difference between the behaviours of the LIP pupils and that of the mainstream pupils. Some of the LIP pupils behaviours are listed in question 8 (b) below.

8.b. In question 8 (b) the LIP teachers who said they observed different behaviours by the LIP pupils were asked to list some of the behaviours.

The results revealed the following responses by the teachers:

- “They were extremely polite and humble did not offer any answers or opinions”.
- “Not confident when it comes to answering questions”.
- “Withdrawn, would not communicate readily with the teacher”.
- “Nervous in class”.
- “Pupils never questioned anything the teacher said”.
- “They had to wait for one of the other pupils in the class to explain the instruction”.
- “The LIP pupils were withdrawn and would not speak unless they were directly spoken to or asked a question”.

The responses listed above are mostly related to the confidence of the pupils, which must have been low especially given their new environment, previous learning experience and medium of instruction.

It is likely that the teachers would find these behaviours out of the norm because they were used to dealing with English First Language pupils who were not intimidated by their new school environment.

9.a. In question 9 (a) the LIP teachers were asked to give their opinion on the LIP pupils’ initial reaction to their being placed in the LIP.



Analysis of the results showed that the majority (20 or 95%) of the LIP teachers were of the opinion that the pupils reacted negatively to their being placed in the LIP.

9.b. In question 9 (b) the LIP teachers were asked to decide whether the initial attitudes of the LIP pupils changed through time.

The results showed that all 21 (100%) of the LIP teachers believed that the pupils' initial attitudes changed through time with the pupils becoming more enthusiastic towards the programme. Their reasons for suggesting this will be discussed in question 9.C.

9.c. In question 9 (c) the LIP teachers were asked to explain why they thought the LIP pupils' attitudes had changed through time.

The results showed that the teachers said that much of the LIP pupils' negative attitudes towards the LIP was caused by a lack of understanding of the LIP by the pupils. Once the pupils came to understand the objectives of the LIP, combined with the sympathetic attitude towards them by the teachers, their negative attitudes towards the LIP were eliminated.

10. Questions 10, 11 and 12 sought data from the LIP teachers on the improvement of the LIP pupils use of English. The questions and their results are grouped together in Table 13 below.

**Table 13: Teachers assessment of the improvement in the LIP pupils' English.**

Question	A Little	Moderately	Largely	Total
10. Improvement in the pupils spoken English	6 (29%)	11 (52%)	4 (19%)	21 (100%)
11. Improvement in the pupils written English	8 (38%)	10 (48%)	3 (14%)	21 (100%)
12. Improvement in the pupils ability to follow instructions in English.	6 (29%)	11 (52%)	4 (19%)	21 (100%)

The responses to questions 10, 11 and 12, showed that 21 (100%) of the teachers indicated that there was some form of improvement in the English-related abilities and skills of the LIP pupils. Unfortunately, the majority of the teachers felt that this improvement was “moderate to weak”, although there were teachers who felt that there was a large improvement in the English skills of the pupils. Interestingly, there were 2 (10%) more teachers who believed that the pupils' written English had improved at a slower rate as opposed to their spoken English.

13. Question 13 sought data on how the LIP teachers thought the LIP pupils would perform in their other subjects based upon the pupils' performance in English.

The results showed that the majority (18 or 86%) of the LIP teachers were positive that the LIP pupils' performance in English would result in the pupils' passing their other subjects. This was consistent with the teachers' overall perception of the pupils' improvement in the spoken, and written English, and the pupils' ability to follow English instructions.

14.a. In question 14 (a) the teachers were asked how they thought the LIP pupils would

perform academically when they joined the mainstream classes.

The results showed that the majority (15 or 71%) of the LIP teachers believed that the LIP pupils would pass. However, 5 (24%) teachers indicated that they thought that the pupils would fail, which is 2 (10%) more than those who thought that the LIP pupils' English performance would cause them to fail other subjects. This would seem to suggest that the teachers believed that the standard of English in the LIP was good enough to enable the pupils to cope as long as the pupils were in the LIP, but the standard was not high enough for the pupils to cope with the demands of subjects in the mainstream classes.

The majority (12 or 57%) of the Non-LIP teachers believed that the LIP pupils would not meet the academic requirements needed to pass in the mainstream classes. A discussion of their reasons is dealt with in question 14.b

14.b. In question 14 (b) the teachers were asked to explain why they thought the LIP pupils would pass or fail in the mainstream classes.

Analysis of the teachers responses showed that the Non-LIP teachers were negative about the LIP pupils passing their subjects in the mainstream classes. The Non-LIP teachers said that the pupils' level of English competence was still not of a standard that would allow them to keep pace with the mainstream classes. This idea was coupled with the fact that these teachers believed that the standard of the work in the LIP was too low and did not provide the pupils with sufficient background knowledge required in the mainstream courses; "Their language skills are inadequate and the level at which they are taught was below par", said one of the Non-LIP teachers.

15. In question 15 the LIP teachers were asked to identify some of the problems which they encountered with the LIP.

Analysis of the teachers responses showed that there was a wide range of problems identified by the teachers, a summary of which is listed below:

- Cultural differences.
- Language barriers between teachers and pupils.
- The slow pace of the work which resulted in fears that the syllabus may not be completed.
- Classes were too large and noisy.
- Not having a syllabus from which to work combined with a lack of guidance.
- Teacher frustration.
- Financial constraints combined with a shortage of visual material and teaching aids.

The problems highlighted by the teachers are serious enough to limit the success of the LIP. This researcher feels that a combination of teacher frustration, large, noisy classes, and language barriers between teachers and pupils are most likely to jeopardise the continuation of the LIP in the long run at the school.

16. In question 16 the LIP teachers were asked to identify some of the fulfilling experiences which they found while teaching in the LIP.

The results showed that all 21 (100%) of the LIP teachers found some experience which was fulfilling for them. The majority (19 or 90%) of the teachers found fulfilment in the increase in confidence, enthusiasm and effort shown by the LIP pupils. Some of their responses to the question above are listed below:

- “Witnessing the emerging self-confidence of many pupils which transformed their attitudes and academic work”.
- “Even though they lacked language proficiency, they displayed an enthusiasm not often found in mainstream classes”.
- “When the pupils began speaking and responding freely in the classroom”.
- “To see those LIP pupils stand up in front of the class and do their orals was most fulfilling for me. I had a new zest for my work and began to enjoy it more than when I came to teach”.
- “The improved self-esteem of the majority of pupils”.

The LIP showed that it had the ability to inspire and rejuvenate teachers who were looking for a new challenge in their teaching careers.

17.a. Question 17 (a) sought data on whether the LIP teachers thought the LIP had realised its full potential.

The results showed that 18 (86%) of LIP teachers said that the LIP had not realised its full potential, while 3 (14%) said that the LIP had reached its potential. The reasons for the feelings are discussed in question 17.B.

17.b. In question 17 (b) the LIP teachers were asked to explain why they thought the LIP had, or had not realised its full potential.

The results showed that the majority (18 or 86%) of the teachers who believed that the LIP had not realised its full potential said this was because it was a new initiative and the school was unprepared for it; “Teachers were not prepared for this programme. Given more time for planning in strategy and methodology a greater effect could have been achieved”, said one of the LIP teachers. The LIP

teachers who believed that the LIP had realised its full potential said they felt this way because the pupils were showing more confidence in their work and in themselves.

18.a. Question 18 (a) sought data on whether the teachers thought that the LIP pupils had benefited more from being in the LIP as opposed to being mixed with the English mother-tongue pupils in the mainstream classroom.

Analysis of the data revealed that 19 (90%) of the LIP teachers and 13 (62%) of the Non - LIP teachers agreed that the LIP pupils had benefited from being in the LIP classes. Thus, there were 6 (28%) more LIP teachers than Non-LIP teachers who believed that the LIP pupils benefited from being in the LIP classes. This can be attributed to the LIP teachers having more intimate knowledge of the abilities of the LIP pupils which the Non - LIP teachers did not have.

18.b. In question 18 (b) the teachers were asked to explain why they said that the LIP pupils had, or had not benefited from being in the LIP as opposed to being mixed with the English mother-tongue pupils in the mainstream classroom.

The results showed that 19 (90%) of the LIP teachers said that if the LIP pupils had been placed in the mainstream classes they would have become swamped by the English First language pupils, causing them to become withdrawn and not realising their full potential: "In mixed classes these LIP pupils tend to hide behind the more language proficient pupils, thus their potential is never realised", said one of the LIP teachers. The teachers also feared that the mainstream teachers would not have been sufficiently sensitive and sympathetic to the needs of the Limited English Proficient pupils.

These sentiments were shared by the Non - LIP teachers .

The LIP teacher who said that the LIP pupils would have benefited more from mainstream classes believed that the LIP pupils would have made a greater effort to improve their language skills if they were in the mainstream classes because they would have been interacting with pupils who could speak English fluently. Thus, by being “immersed” in an English environment the LIP pupils would have learnt English quicker.

The results also showed that 8 (23%) of the Non - LIP teachers viewed the LIP negatively because of the racial stigma attached to the LIP, coupled with the slow pace of the LIP. Some of the teachers’ responses to the question 18 (b) are listed below:

- “It created problems with integration into the school, and did not help existing racial tensions”.
- “The standard of the subjects taught in the LIP is low”.
- “Because the LIP classes are predominantly black, there is a sense of segregation which the pupils perceive in a negative light”.

19.a. Question 19 (a) sought data on whether the LIP teachers thought there should have been any changes made to the LIP.

The results showed that 16 (76%) of the LIP teachers said that there should have been changes made to the LIP, while 5 (24%) of the LIP teachers thought that the LIP should have remained unchanged. A discussion of the teachers suggested changes is dealt with in question 19 (b).

19.b. In question 19 (b) the LIP teachers who said that they thought that changes should have been made to the LIP, were asked to suggest some changes to the LIP.

The results revealed that the majority (16 or 76%) of the LIP teachers believed that changes should occur which would bring greater structure to the LIP as well as generating greater contact between all staff members to plan and integrate the subjects into the LIP. There were also calls for smaller classes and In-Service training for teachers that would increase the effectiveness of the LIP. The suggestions made by the teachers showed that they were not against the LIP, but that there were areas where the LIP could be improved. The teachers suggestions were additive to the existing LIP, showing that the existing LIP was a useful platform for further developments for programmes such as the LIP.

20.a. In question 20 (a) the teachers were asked whether they thought the LIP should have been allowed to continue at the School.

The results showed that there was a difference between the perceptions of the LIP and Non-LIP teachers with respect to the continuation or termination of the LIP. Whereas the majority (17 or 81%) of the LIP teachers were in favour of its continuation, the Non - LIP teachers were deeply divided over the LIP's continuation, with 11(52%) saying that it should be continued and 10 (48%) saying that it should be terminated. The reasons for their feelings are discussed in question 19.B.

20.b. In question 20 (b) the teachers were asked to explain why they thought that the LIP should have been allowed to be continued or be terminated at the school.

The results showed that the 17 (81%) LIP teachers who were in favour of the LIP's continuation at the school felt that the school had a moral obligation to meet the academic needs of the large influx



of black pupils into the school, and believed that the LIP was the best way to meet their needs. Some of the teachers responses to question 20 (b) are listed below:

- “With the influx of black pupils we are experiencing learning and language problems, therefore the LIP should continue”.
- “We have willingly accepted pupils into our school who have English as a foreign language to boost our enrolment at school, therefore we should make every effort to make their schooling career a meaningful one”.

The Non - LIP teachers expressed similar sentiments and felt that the LIP was the best way to overcome language problems and establish English fluency.

Four of the LIP teachers who said the LIP should be terminated felt that the LIP was disadvantaging the pupils and serving no purpose. The Non - LIP teachers who were not in favour of the LIP being continued at Eastwood Secondary School were concerned that the LIP was doing the LIP pupils more harm than good. They felt that the standard of the LIP was too low and was consequently not preparing the pupils for the mainstream courses. Some of their responses to question 20 (b) are listed below:

- “Does more damage than good because the basics which these pupils are taught are not sufficient to cope in high school”.

“There are too many problems when the pupils are placed in the mainstream classes. The standard is too low in the LIP”.

21. a. Question 21 (a) sought data on whether the teachers thought that the entire staff should be involved in the LIP.

The results showed that there was an overwhelming feeling amongst the LIP and Non-LIP teachers that the entire staff should be involved with the LIP, with 19 (90%) of the LIP teachers and 16 (76%) of the Non-LIP teachers agreeing to this involvement.

However, there were 2 (10%) LIP and 5 (24%) Non - LIP teachers who did not support the idea of whole staff involvement. The reasons for the teachers feelings are discussed in question 20 (b) below.

21.b. In question 21 (b) the teachers were asked to explain why they thought that the entire should or should not be involved in the LIP.

The results revealed that the support for the entire staff's involvement was based upon the teachers' belief that the problem of coping with Limited English Proficient pupils was not confined to the junior secondary phase only. Thus, by having all of the teachers involved, it would create a platform for all teachers to learn how to best meet these pupils' needs when the pupils advanced to higher levels. A greater involvement by all of the teachers would also mean that the workload would be shared more widely and more ideas contributed to the planning of the programme:

“LIP pupils are pupils of the whole school and as such are the responsibility of the entire staff . No teacher is formally trained to teach the LIP pupils and if everyone becomes involved the task would become a lighter one”, said one of the LIP teachers.

The teachers who felt that not all of the staff should be involved felt this way because they believed that only the teachers who were trained in the field should be involved in the programme.

Unfortunately, there was only one teacher at Eastwood Secondary School who had any prior training in the field relating to the LIP. Thus, if these teachers reasoning was to be followed then there

would not have been a LIP at Eastwood Secondary School, and the black ESL pupils would have had to cope with the English First Language mainstream classes.

22. In question 22 the LIP teachers were asked how much assistance did they receive from the teachers who were not working in the LIP.

The results showed that 12 (57%) of the LIP teachers said they received no assistance, while the other 9 (43%) of the LIP teachers said that they received assistance upon request. Thus, the LIP was largely the sole responsibility of the LIP teachers even though 16 (76%) of the Non-LIP teachers said that the entire staff should be involved in the LIP. Consequently, the LIP teachers' workload was much larger than that of the Non-LIP teachers because they had the same number of teaching periods as the Non-LIP teachers, and they still met regularly during their personal time to plan the new syllabus and develop teaching materials to accompany the new syllabus. Thus, unless the teachers are committed to the making a programme such as the LIP successful, they are likely to become very stressed by the demands made by the programme.

23. Question 23 sought data from the Non-LIP teachers on whether they thought that the curriculum followed by the LIP was as legitimate as the curriculum that was followed by the mainstream classes.

The results showed that 14 (67%) of the Non-LIP teachers did not see the curriculum of the LIP as legitimate as the one followed by the mainstream, and only 7 (33%) of the Non-LIP teachers saw the curriculum of the LIP as being legitimate. This response by the Non-LIP teachers verified their earlier responses, when two of the Non-LIP teachers said:

- “the standard of the subjects taught in the LIP is too low.”

- “the standard is too low in the LIP.”

However, this would not necessarily influence the implementation of the LIP negatively because the curriculum could always be adjusted until it met with the demands of the teachers and the pupils.

24.a. In question 24 (a) the teachers were asked whether they would send one of their children to Eastwood Secondary School if they knew that he/she would be placed in the LIP.

The results showed that 12 (57%) of the LIP teachers and 6 (29%) of the Non-LIP teachers said they would send their children to Eastwood Secondary School to be placed in the LIP. The reason why more LIP teachers would send their children may be due to a greater understanding of the merits of the LIP by the LIP teachers which were more apparent to the LIP teachers than to the Non-LIP teachers.

However, the results showed that there were 15 (71%) of the Non-LIP teachers and 9 (43%) of the LIP teachers who said they would not send their children to Eastwood Secondary School if they were going to be placed in the LIP. A discussion of the teachers' responses is found in question 24 (b) below.

24.b. In question 24 (b) the teachers were asked to explain why they would, or would not send their children to Eastwood Secondary School if they were going to be placed in the LIP.

The results showed that the 6 (29%) of the Non-LIP teachers who said that they would send their children to be placed in the LIP, said they would do so if they felt that their children could not speak English correctly and were having problems acquiring English language skills. Although this feeling was shared by the 12 (57%) LIP teachers, the LIP teachers also said that the LIP classrooms also had: “a creative, warm and exciting environment which can only enrich a pupil”, said one of the LIP teachers.

The 9 (43%) LIP and 15 (71%) Non-LIP teachers who were not in favour of sending their children said that their children could speak English and as such would become bored, held back and not attain their full potential if placed in the LIP.

#### **4.2.3. Conclusion on Results of questionnaire responses by the LIP and Non-LIP teachers.**

Although there were differences between the LIP and Non-LIP teachers in terms of their feelings towards the LIP, there seemed to be an overall belief that the LIP was a good Programme aimed at meeting the needs of the pupils with Limited English Proficiency at Eastwood Secondary School. While the researcher generally believes this to be so, there were pertinent critical points raised by the teachers regarding the LIP. These criticisms included:

- The black pupils were isolated which may be seen as discriminatory.
- The isolation of the black pupils would result in them taking longer to acquire or improve their English language skills.
- The standard at which the LIP was pitched was too low and would not help the pupils to bridge the gap into the mainstream classes successfully.

The researcher felt that many of the teachers' criticisms can be overcome by a greater involvement by more teachers in the planning and modification of the LIP and any programmes similar to it.

### **4.3. Questionnaires for the LIP pupils.**

#### **4.3.1. Introduction:**

The std. 7 LIP pupils who were the first intake of LIP pupils, responded to questionnaires which were slightly different from the ones given to the std. 6 LIP pupils who were the second set of LIP pupils. The majority of the questions in these questionnaires were similar and the findings are presented in a combined form where the questions are common to both sets of questionnaires.

#### **4.3.2. Questionnaire findings.**

1. Question 1 sought data on what standard the LIP pupils applied for admission to when they first applied for admission to Eastwood Secondary school.

The results showed that 76 (93%) of the LIP pupils applied for admission to standard 6 or 7. The 6 (7%) who applied for admission to higher standards were given the ultimatum of entering the LIP in standard 6 or finding an alternative school.

2. Question 2 asked the LIP pupils to explain why they thought they were admitted to std. 6 and not to any other standard higher than standard 6.

The results showed that 36 (44%) of the pupils said they were placed in std. 6 because they had passed std. 5 the previous year, while 29 (35%) said they were placed in std. 6 because they could not speak or understand English well enough. None of the pupils said that their parents thought that it was better for them to begin in std. 6. Thus, it was the school management's decision and not that of the parents or pupils that the pupils be admitted into std. 6. The school thought that by admitting

the pupils into std. 6 they would have more time to “catch up” with the English First language pupils at the school.

3. Question 3 sought data on the LIP pupils feelings when they first heard that they were admitted to Eastwood Secondary School.

The results showed that the majority (72 or 88%) of the LIP pupils were happy when they knew that they were admitted to Eastwood Secondary School. The results also showed that although 10 (12%) of the pupils were afraid when they heard of their admission to the school, none of the pupils were sad about their admission to Eastwood Secondary School.

4. In question 4 the LIP pupils were asked if they knew about the LIP before they were admitted to Eastwood Secondary School.

The results revealed that none of the first intake of LIP pupils knew about the LIP before they were admitted to the school. This was most likely due to the fact that the LIP was a new programme that was initiated and implemented when the first intake of LIP pupils were already sitting in the classrooms in 1994. Only 9 (20%) of the second intake of LIP pupils knew about the LIP when they applied for admission to the school.

- 5.a. In question 5 (a) the respondent pupils were asked if the std. 6 LIP was explained to them before they were admitted to the programme.

The results showed that only 19 ( 23%) of the LIP pupils said that the LIP was explained to them prior to their admission into the LIP. The other 63 (77%) of the LIP pupils said they had no knowledge of the LIP prior to their admission into the LIP. There was thus a low level of understanding of the programme by the pupils for whom the programme was intended. This was bad for the LIP because a lack of clarity or knowledge about the programme could have resulted in a lack of commitment by the LIP pupils to the programme.

5.b. In question 5 (b) the LIP pupils were asked how they felt when they were told that they were going to be part of the LIP. This question was only for the LIP pupils who said that they did not have the LIP explained to them before they were admitted to the programme.

The results showed that the majority (26 or 96%) of the std. 7 LIP pupils were angry or upset when they were told they were going to be placed in the LIP. Their feelings arose out of perceptions of discriminatory practices by the school against the LIP pupils who were all black. The LIP pupils said they were angry because they thought that the teachers did not want them to mix with the coloured pupils at the school. Some of the pupils' responses to question 5 (b) are listed below:

- “Because I thought they have “apartate” sic (apartheid) why they don’t want us to be in the mainstream classes.”
- “Because I thought the teachers were discriminating us from the coloureds ‘cause we were black.”
- “I was angry because I thout that in this school they got upaltad sic (apartheid).”

These sentiments were shared by the std. 6 pupils who were also upset about being in the LIP.



There were 17 (30%) more std. 6 LIP pupils who were happy about being placed in the LIP than the std. 7 pupils. These pupils were happy because they believed that the LIP would help them to improve their English, as one of the LIP pupils said:

“Because I know that I cannot understand English. I can try to speak English then next I can understand English then I can go to mainstream class.”

The std. 7 pupils who were happy also believed that the LIP would serve their need to learn English.

6. In question 6 the respondent LIP pupils were asked if they were given the choice between being in the LIP or the mainstream at the beginning of std. 6, which one would they have chosen?

The results showed that 28 (62%) of the std. 6 LIP pupils, and 15 (41%) of the std. 7 LIP pupils said they would have chosen to be in the LIP. The std. 6 pupils said they would have chosen to be in the LIP because they were from black schools and did not understand English. Consequently, the LIP would have been the best way to help them to “catch up” with the mainstream pupils because the teachers in the programme were understanding and knew what was necessary for the task. Some of the pupils’ responses are listed below:

- “Because in LIP the teachers teach you how to speak and say everything in English.”
- “Because I want to speak English properly. It would be better for me to catch up English.”

The std. 6 pupils who chose to be in the mainstream believed that being in the mainstream would have mixed them with coloured pupils, and this would have improved their chances of learning

English. This feeling was common to the std. 7 pupils who said that too much Zulu was spoken in the LIP classes. Some of the std. 6 and 7 pupils' responses are listed below:

- "It is easy to learn English if it included the coloureds in your class because you talk to them and you learn more English."
- "When they put us in mainstream we talk a different language."
- "Because I want to improve my English I couldn't improve it if we were blacks we talk Zulu most of the time unless there is a teacher."
- "Because in the LIP class there only black people so they speak Zulu but in mainstream you can't speak Zulu if you want to ask some thing you ask in English."

7.a. In question 7 (a) the LIP pupils were asked for their opinions on how they perceived the other mainstream pupils reacted towards them because they were in the LIP and modified std. 7 course.

The results showed that 17 (46%) of the std. 7 LIP pupils and 14 (31%) of the std. 6 LIP pupils said that the mainstream pupils reacted as if they were better than the LIP pupils. The results also showed that the majority (31 or 69%) of the std. 6 LIP pupils were of the opinion that the mainstream pupils were warm and supportive of them. This could have been due to a lack of understanding of the LIP by the Non-LIP pupils during the first year of the LIP.

7.b. In question 7 (b) the LIP pupils were asked how they felt when they thought the mainstream pupils acted as if they were better than the LIP pupils.

The results showed that the negative reaction by the Non - LIP pupils served to motivate the LIP pupils, making them more determined, as all 14 (100%) of the std. 6 LIP pupils and 10 (58%) of the std. 7 LIP pupils wanted to try harder to show that there was no difference between the LIP and Non - LIP pupils. Some of their responses are listed below:

- “I want to show them that they are not better than me.”
- “It make me want to try harder so that I can be more better than them.”
- “My aim was to speak English well and show them that I can do something which they can do as the English speakers. And now there is no difference between I and them.”

The results also showed that the 4 (24%) of the std. 7 LIP pupils who felt stupid or the 3 (18%) who wanted to leave school said they felt that way because of the insults hurled at them by some of the Non - LIP pupils:

“Because they to laugh at me, and they also use to say we are not in std. 6 they said we are in std. 5”, as was said by one of the std. 7 LIP pupils.

8. In question 8 the respondent pupils were asked to choose a word from a given list which they thought best described the teachers that taught them in the LIP. The words were “helpful”, “strict”, “kind”.

The results showed that 80 (98%) of the LIP pupils described their teachers as being helpful or kind. Some of the pupils responses are listed below:

- “They were help you to speak proper English and how to read book and understanding it. I’m say that they were helpful because they were explain to us everything and help

us by giving more English.”

- “Because when we didn’t understand what was going on they always tried their best to make us understand the work that they were giving us.”
- “They try harder to help us. They also motivate us and they advise us to fulfil our purpose.”

9. In question 9 the respondent pupils were asked what it was about the teachers who taught them in the LIP and modified std. 7 course they disliked most.

The results showed that the majority (50 or 61%) of the pupils said they found nothing about the LIP teachers which they did not like. The results also showed that 15 (18%) of the std. 6 pupils said that the harsh tones of the teachers and their ridicule were the things which they disliked most about the teachers:

- “English swearing - Sometimes she swearing with a big swear because she knows that we don’t understand.”
- “They punish us and shout at us. They also laugh when a student is trying for instance when he had a problem in English.”
- “The teacher they shouted at us they not talk politely”, said some of the LIP pupils.

This sentiment of the std. 6 pupils was endorsed by the std. 7 pupils who said:

- I didn’t like when the teachers said we are animals.
- They were shouting too much for no good reason because they were shouting even if you asking something.
- They swear us and some of them said that when we were not here Eastwood High was good and some call us dogs.

- They call us stupid when we don't understand something and tell us that they don't understand it too.

As a result of this, many of the LIP pupils expressed a feeling of being made to feel inferior. Early (1990) said that there is a need to empower and foster positive attitudes towards their own abilities amongst LEP pupils. However, the feelings expressed by the LIP pupils of being made to feel inferior by some of the teachers was unlikely to develop characteristics referred to by Early (1990). Consequently, communication between the teachers and pupils was mostly to decrease with learning beginning to suffer.

10. In question 10 the respondent pupils were asked to name the subject they liked most in the LIP and modified std. 7 course.

**Table 14: Subjects liked by LIP pupils.**

	English	Maths	Accounting	Science	Afrikaans	Total
<b>STD. 6 LIP</b>	27(60%)	11(25%)	3(7%)	2(4%)	2(4%)	45(100%)
<b>STD. 7 LIP</b>	13(34%)	5(14%)	6(16%)	5(14%)	8(22%)	37(100%)

The results showed that 27 (60%) of the std. 6 LIP pupils liked English because English was an important international language that helped them to communicate with other people. Some of the pupils responses to question 10 are listed below:

- "English is important to us."
- "Because it is an international language."
- "It helps me communicate with other peoples and country."
- "Because it was the most important language to me as a black child and it taught me how to speak not to be shy."

The results also showed that English was also the subject favoured by 13 (34%) of the std. 7 LIP because of the caring and understanding manner of the teacher towards them. They said:

- “My teacher that was teaching me the English she was explain things very good.”
- “The teacher is very kind and caring if you don’t understand.”

The other subjects were favoured because the pupils said the teachers were kind and took time to explain the subject matter to them. These feelings are likely to increase the chance of a favourable implementation of the LIP because it would promote communication between the pupils and teachers, and the pupils were aware of the efforts of the teachers to assist them in improving their grades.

11. In question 11 the respondent pupils were asked to name the subject they disliked most in the LIP and modified std. 7 course

**Table 15: Subjects disliked by LIP pupils.**

	<b>History</b>	<b>Afrikaans</b>	<b>Maths</b>	<b>Geography</b>	<b>Science</b>	<b>Total</b>
<b>STD. 6 LIP</b>	20(45%)	10(22%)	5(11%)	5(11%)	5(11%)	45(100%)
<b>STD. 7 LIP</b>	9(24%)	0(0%)	20(54%)	5(14%)	3(8%)	37(100%)

The results showed that 20 (45%) of the std. 6 LIP pupils said they disliked History largely because of the teachers’ attitude towards them and the subject. The results showed that 16 (80%) of the pupils who did not like History said that the teacher did not exert sufficient effort to make the subject matter accessible to them. Consequently, they lost interest in the subject and had poor results. Some of the pupils’ responses are listed below:

- “History teacher don’t explain all the work and she explain it when is the last day tomorrow we going to write a test.”

“Because the History teacher is sitting down and said to us go over your work I’m busy with something, at the end we fail History.”

- “Because the teacher does not teaching the children all days.”

The 25 (55%) of the std. 6 pupils who disliked Afrikaans, Mathematics, Geography and Science said they disliked the subjects because they did not understand the way the teachers spoke in the class during the lessons. The 10 (22%) std. 6 pupils said they also disliked Afrikaans because they had not been taught Afrikaans before and found it difficult to speak.

The majority of the std. 7 LIP pupils said they disliked Mathematics because they felt that the teacher did not explain the subject matter fully to them and as a result of this they did not understand the content of the subject. Some of the pupils said:

- “It was not because that I was not like maths the one thing that made me not like it was the teacher who was teaching us.”
- “Because the teacher who teach us maths she don’t know how to explain.”
- “The teacher she shout at us.”

The std. 7 pupils said they felt that History and Geography had no utility value, and they did not favour Science because they felt that they wrote too many notes and it was difficult to study.

Although the LIP pupils disliked certain subjects, this researcher does not feel that it would hinder the process of integration because the teachers were given as the reason why the pupils disliked the subjects. When the LIP pupils become integrated in std. 8 they are likely to have different teachers who could change the pupils attitudes towards the subjects, which could result in the LIP pupils performing as well as the Non-LIP pupils.

12.a. In question 12 (a) the pupil respondents were asked whether they thought that what they learnt in the LIP was different from the mainstream classes.

The results showed that in both of the std. 6 and std. 7 LIP groups, the pupils were sharply divided about their perceptions of the LIP and mainstream courses. Amongst the std. 6 LIP pupils, 24 (53%) of them thought that there was no difference between the LIP and mainstream, while 21 (47%) of the pupils thought there was a difference. The results also showed that amongst the std. 7 LIP pupils, 18 (49%) of the pupils thought that there was no difference while 19 (51%) of the std. 7 LIP pupils thought that there was a difference between the LIP and mainstream.

12.b. In question 12 (b) the pupils who thought that there were differences between the LIP and mainstream classes were asked to explain the differences.

The results showed that the std. 6 LIP pupils said that because the mainstream classes were made up of pupils who could speak English, they felt that the English which was taught in the mainstream was “better”, and the pupils learnt more in the mainstream because the standard of work was higher than that of the LIP classes. Some of the pupils responses are listed below:

- “I think that in the mainstream they learn more than we learn in the LIP classes.”
- “The difference is that they are learning hard subject and now they can speak better English than us.”

The results also showed that the std. 7 LIP pupils said that although the LIP classes and the mainstream classes did the same subjects, they were different because the subject matter which they



learnt and the difficulty of the subject matter was not the same between the two streams. They believed that what they learnt in the LIP was easier than that learnt in the mainstream. Some of the pupils' responses are listed below:

- “The mainstream classes are much more work than the LIP.”
- “It was easier than the other mainstream course.”
- “We do not do the same grade.”
- “The language is more easier than the mainstream.”

12.c. In question 12 (a) the respondent pupils were asked to explain if there should be any changes made to the LIP and modified std. 7 course.

The results showed that although 24 (53%) of the LIP pupils in std. 6 and 18 (49%) of the std. 7 LIP pupils believed that the content of the LIP was different to that of the mainstream; 42 (51%) of the LIP pupils were of the opinion that the situation should remain as such and not be altered. The std. 7 LIP pupils said that if the subjects were changed they would get left behind because of their deficiency in English. Consequently, the pupils said that they would fail or develop problems. The std. 6 LIP pupils who did not want changes were under the impression that the material and the standard of the material was the same for the LIP and the mainstream.

Those LIP pupils in std. 6 and 7 who opted for change felt that the standard of work done in the LIP should be raised to be at par with what was done in the mainstream classes.

13. In question 13 the respondent pupils were asked to explain where they thought their academic performance would have been better: if they were in the LIP or if they were in the mainstream classes.

The results showed that 25 (56%) of the std. 6 LIP pupils and 27 (73%) of the std. 7 LIP pupils said that their academic performance would have been better because they were in the LIP. Only 20 (44%) of the std. 6 LIP pupils and 10 (27%) of the std. 7 LIP pupils said that their academic performance would have been better if they were in the mainstream. The std. 7 LIP pupils' responses to question 5 (b) showed that 26 (69%) of them were angry or upset about being placed in the LIP. But after spending some time involved in the LIP, these pupils showed a positive response to the programme by saying that their academic performance was better because of them having been in the LIP. Although these pupils acknowledged that the work which they did in the LIP was easier than that done in the mainstream, they believed that the major cause of their success in the programme was due to the teachers in the LIP who taught slowly and explained the subject matter in such a way that the pupils understood the work. Some of the pupils responses are listed below:

- "I would past better in the LIP class because we are taught slowly not fast we are taught slowly so we can understand the work clearly but in the mainstream I would got bad result."
- "Because I get everything explained till I understand it."
- "I say in the LIP because they were teach us slowly. In mainstream the thing bad if you are slowly."
- "The LIP teachers are spending their time explaining and showing us what we must do."

The respondent pupils highlighted the role which the teachers played in programmes such as the LIP. The teachers were shown to make a difference between the pupils performing well or failing in the programme.

The 10 std. 7 LIP pupils who believed that their academic performance would have been better had they been in the mainstream were from the initial group who said that they knew nothing about the LIP and were angry when they discovered that they were going to be in the programme. They were of the opinion that they would have been exposed to a better English environment in the mainstream classes, and this would have benefited their learning of the English language more than being in the LIP classes because “too much Zulu is spoken by the pupils in the LIP classes”, as was said by one of the pupils. This sentiment was shared by 25 (56%) of the std. 6 LIP pupils who also preferred the mainstream option.

The 20 (44%) std. 6 LIP pupils who preferred the LIP option said they would fail in the mainstream because it was too difficult. The LIP they said was easier and they could attain high marks and thus move to the next standard. Some of their responses are listed below:

- “I think is better marks because the subjects is not difficult if you study all the time.”
- “Because I get max. from the work that I wrote.”
- “In the LIP it is not too difficult. And the English is right for me.”
- “Because in LIP class they did not do harder subject.”

14. In question 14 the std. 7 LIP pupils were asked if they thought they were going to be part of the mainstream classes when they passed into std. 7.

In response to the question, 25 (68%) of the pupils thought that they were going to be part of the mainstream, while 12 (32%) thought they were going to be part of the LIP. This was most likely to have been because the pupils were told that the LIP was only going to be run over one year which was the equivalent of their std. 6 year.

15. In question 15 the std. 7 LIP pupils were asked to explain how they felt when they heard they were going to be placed in a modified std. 7 course for pupils from the std. 6 LIP, and not mixed with the pupils from the mainstream classes of the previous year.

The results showed that 23 (62%) of the pupils said they were upset and 9 (24%) said they were being discriminated against because they were not being mixed with the mainstream pupils in std. 7. There were 5 (14%) of the pupils who were happy when they heard that they were going to be placed in a separate course for the pupils from the std. 6 LIP classes. These responses by the pupils confirmed that the LIP was realising its objectives because the LIP pupils were confident that they were now ready for mainstream classes, and no longer required special attention.

16. In question 16 the std. 6 LIP pupils were asked to explain if they would like to go into a mainstream std. 7 class, or a modified std. 7 course for pupils from the std. 6 LIP classes.

The results revealed that 35 (78%) of the pupils said they preferred to go into the mainstream classes. These pupils included those who were initially happy about being placed in the LIP. These pupils said that after having spent a year in the LIP, their English would have improved to the extent that they would have felt confident about tackling the mainstream courses. They also said that they had the basics in English, and the best way from there for them to improve their English was to be in the mainstream classes. Some of the pupils responses are listed below:

- “Because now it is better than the beginning of the year. Now I speak English.”
- “Because I know I can fit in there next year.”

However, the 10 (22%) who preferred the modified stream were of the opinion that they were still ill-equipped to cope with the demands of the mainstream classes, and because of this they would fail the examinations if placed in the mainstream classes. These responses by the pupils showed that they were aware of the short-comings of the LIP. While the pupils acknowledged that the LIP had improved their English, they said that if they wanted to improve their English further they needed to mix with the English speaking pupils in the mainstream pupils. The LIP pupils were aware that the work which they did in the LIP was easier than that of the mainstream, and consequently, would find it difficult to cope in the mainstream classes.

17.a. Question 17 (a) asked the std. 7 LIP pupils if they were aware that there was not going to be a modified course in std. 8 in 1996.

The results showed that 28 (76%) of the pupils were aware, while 9 (24%) were not aware that there was not going to be a modified course in std. 8. Consequently, the LIP pupils were aware of the duration of the course and could prepare themselves to become integrated into the mainstream classes.

17.b. In question 17 (b) the std. 7 LIP pupils were asked to explain how they felt about going into the mainstream course in 1996.

In response to the above question, 25 (68%) of the pupils said they felt confident, and were looking forward to being in the mainstream std. 8 course. However, 12 (32%) of the pupils said they were afraid because they thought that the work in the mainstream classes was going to be too difficult for them to cope, and the teachers would not explain the lessons in a way that they would understand.

18. In question 18 the std. 7 LIP pupils were asked if they would have preferred to have a modified programme for them in std. 8, and to give reasons for their preference.

The results showed that 36 (97%) of the pupils said they preferred not to have a modified programme in std. 8. These 36 pupils included the 25 pupils who said in question (17.b) that they felt confident about going to the mainstream std. 8 classes. The results showed that there was 1 (3%) pupil who preferred to be in a modified course in std. 8 because the pupil said that unlike the mainstream classes, the LIP “is not working hard and fast.”

19. In question 19 the std. 7 LIP pupils were asked to explain if they thought they would pass the following year in the mainstream std. 8.

The results showed that 29 (78%) of the pupils said they would pass in std. 8 because they believed that they could speak and understand English well enough to cope with the demands placed upon pupils in the mainstream classes. Coupled with this was a high intrinsic motivation amongst the pupils to work hard and succeed. Some of their responses are listed below:

- “Because now I understand English and try to speak it.”
- “Because I feel I can make it, I can work hard, I can understand English.”
- “The other children can help me as well the teachers. I will work hard to succeed.”
- “I think I’ve been trained enough to be in a mainstream.”
- “I can pass if I do my work and study it not just sit and play.”
- “When I study hard because I will know I not a LIP class.”

The 8 (22%) pupils who said they would not pass were of the opinion that they were not as “clever” as the mainstream pupils, and that they might do subjects which they had not done in the LIP if they were placed in the mainstream std. 8 classes. Generally, the responses by the pupils confirmed the suggestions made by Peitzman and Gadda (1991) that sheltered classes gives LEP pupils the opportunity to attain concept goals and progress academically as they acquire English language proficiency. The majority (29 or 78%) of the respondent pupils said that they would continue to pass because their English had improved. The 8 (22%) respondent pupils who said they might fail had not overcome “their old education system which did not encourage encourage individual expression or originality, but instead aimed for rote learning,”(Gaffield-Vile: 1996). Thus, when these LIP pupils compared themselves to the mainstream pupils who were able to express their opinions openly, the LIP pupils perceived themselves as not being as “clever” as the mainstream pupils.

20. In question 20 the LIP pupils were asked to explain whether they would encourage their brothers, sisters or friends to come to Eastwood Secondary School if they knew they were going to be placed in the LIP.

The results revealed that 35 (78%) of the std. 6 LIP pupils, and 23 (62%) std. 7 LIP pupils said they would encourage their brothers or sisters to come to the school to be placed in the LIP. The pupils said they felt this way because the LIP would teach them English in a more patient manner than would the mainstream. This they felt was necessary because their siblings were from black schools and did not know English well. Some of the pupils responses are listed below:

- “Because they come from the black school so that they cannot know well English.”
- “Because they can’t go in mainstream class if they don’t understand or speaking

English.”

- “Because I can tell that person how the LIP class help me to improved my English.”

The 10 (22%) std. 6 LIP pupils and 14 (38%) std. 7 LIP pupils who were not in favour of encouraging their siblings to attend the school if they were going to be placed in the LIP, said that the standard of the work in the LIP was too low and would inhibit their chances of success. They also said that they would not like their brothers or sisters to be separated from the coloured pupils at the school and be ridiculed because they were not part of the mainstream classes. This researcher feels that overall, there were positive feelings amongst the LIP pupils that the LIP was beneficial to black ESL pupils. Although there were 24 (29%) LIP pupils who would not encourage siblings or friends to come to Eastwood Secondary School to be placed into the LIP, the future for programmes such as the LIP is encouraging. The pupils acknowledged that programmes such as the LIP were the best way for pupils from black schools to learn English. However, programmes such as the LIP should be aware of the standard of the work that is taught in the programme, ensuring that it is not too easy or difficult for the pupils for whom the programme is intended to assist.

The researcher also investigated the home background of the LIP pupils via the questionnaires in an attempt to identify if the domestic environment jeopardised the LIP in any way.

The results revealed that 78 (95%) of the LIP pupils lived in formal houses which were electrified, with 76 (93%) of the pupils having a room in the house which was quiet enough for them to study and do their homework. Although only 18 (22%) of the pupils had a library close to their homes which they used, 77 (94%) of the pupils had access to information sources such as magazines, books, televisions and radios in their homes. The majority (25 or 81%) of the respondent parents in their



questionnaires said they were actively involved with their children in the LIP. The researcher thus feels that the home environment of the LIP pupils were supportive of the pupils' studies and would have in no way jeopardised the aims of the LIP.

### **Summary:**

The LIP pupils generally came from homes that were supportive of the studies. The findings showed that few of the pupils were aware of the existence of the LIP when they applied to the school, and were angry and upset when they found out they were going to be placed in the LIP. The pupils' anger stemmed from the fact that they thought they were being discriminated against, and as such were made to feel different from the other pupils at the school, although some of the LIP pupils who felt happy about being in the LIP. The LIP pupils were full of praise for the majority of their teachers because they felt that the teachers made them feel special. Although many of the LIP pupils were initially angry about being placed in the LIP, they felt that their time spent in the LIP benefited them because their English was good enough for them to cope with lessons in the mainstream classes, and they were confident about passing in the mainstream classes, even though they said that the work that they did in the LIP was not as difficult as that of the mainstream classes.

## **4.4. PRINCIPAL AND DEPUTY-PRINCIPAL INTERVIEWS**

### **4.4.1. Introduction:**

The questions in the interview guide for the principal and deputy-principal were designed to collect data to investigate the role played by the school's administration in the planning and implementation of the LIP. The same set of questions was asked to the principal and deputy-principal and the findings are presented in a combined form here.

### **4.4.2. Findings:**

1. The first question asked the principal and deputy to explain how the LIP idea came about.

According to the respondents' responses, the LIP developed as a result of the large intake of black pupils who were unable to communicate in English into the school. It was not thought of at the time of the admission of the black pupils to the school, but was later implemented to accommodate them. It grew from the principal's experience of what was done in Zambian schools when the pupils could not communicate in English. The Zambian idea of having only English and Mathematics for the first three months in std. 6 formed the basis of the LIP.

2. The second question asked the principal and deputy to explain how the idea of the LIP was proposed to the staff.

The respondents said that the idea was put forward during a staff meeting. Subsequent to this meeting a working group was formed by the teachers who then developed the proposal further into the LIP as it became known.

3. The third question asked the principal and deputy to explain the role of the staff during the initial planning phases of the LIP.

The respondents said the teachers were intimately involved with the LIP from its inception, with the teachers doing almost all of the planning. The function of the school's administrators was to coordinate the teachers ideas, and see if they could be accommodated in the timetable.

4.a. In question 4 (a) the principal and deputy were asked which pupils were placed into the LIP.

According to the respondents, only black pupils who had difficulty with English were initially placed into the LIP. But in the second year of the LIP, some of the coloured pupils who had failed in the mainstream std. 7 examination the previous year were also placed into the std. 7 LIP. The respondents said this was done to show that the LIP was not a discriminatory practice, and because the teachers thought that the failures in the mainstream might benefit more from being in the LIP. The respondent LIP pupils did not refer to the coloured pupils in std. 7 because there were only 5 coloured pupils that were placed into the std. 7 LIP classes. These coloured pupils were seen as a token gesture by the black LIP pupils, who consequently did not see them as real LIP pupils.

4.b. In question 4 (b) the principal and deputy were asked to explain how were the parents notified of the LIP?

The respondents said the parents were informed after their children's entrance examination that their children were going to be placed in classes where there was going to be more opportunities for them to learn English. The structure of the LIP grew from this idea, thus the black pupils were placed in special classes where they could learn more English. Once the LIP was developed, a meeting was held between the schools administrators and the parents at which the parents were informed about the structure and purpose of the LIP at Eastwood Secondary School. However, this meeting was poorly attended by the parents. Consequently, 21 (68%) of the respondent parents said they had no knowledge of the LIP, but their lack of knowledge could not be blamed on the school for trying to keep the LIP a secret, rather, it could have been due to their not attending the meeting.

4.c. In question 4 (c) the principal and deputy principal were asked to explain if the parents had any input in the planning of the LIP.

The respondents said that because the LIP was an intervention measure developed in response to the large number of black pupils who were sitting in the classrooms, there was no time to engage the parents in the planning of the LIP. Consequently, there was no input by the parents in the planning of the LIP.

The fact that the parents were omitted from the planning phase of the LIP could have had negative impact on the success of the LIP at the school. Freeman and Freeman (1992) found that the success of programmes to assist Second Language speakers at school were successful if the parents initiated and supported the programme. Marsh (1992) said that parents should be active decision makers in schools because it fosters the development of common purpose between teachers, parents and pupils. The findings of Marsh (1992) and Freeman and Freeman (1992) were supported by the findings of the LIP where the parents' initial support for the programme was not overwhelming (55%). The lack of consultation between the school and the parents of the LIP pupils during the planning phase of the LIP could have reduced the parents commitment to the LIP, thus jeopardising the success of the LIP at Eastwood Secondary School. However, the subsequent involvement by the parents in the LIP gave them a greater insight into the LIP which resulted in more parents (68%) endorsing the programme by saying they would send another child to be placed in the LIP. Thus, even though parental participation might have been absent during the planning of the LIP, their subsequent participation increased their commitment of the programme. This had results that were the same as those highlighted by Marsh (1992) and Freeman and Freeman (1992).

4.d. In question 4 (d) the principal and deputy were asked to explain what options were available for the parents who did not want their children to be placed into the LIP.

The respondents said the school's administration first explained the idea of the LIP to parents and why their children were to be placed into the LIP. If the parents still did not want their children to be placed in the LIP, then the parents had to find another school which would admit him/her into the mainstream. However, in the real sense this was not an option that was open to the parents of black ESL pupils. These parents were happy that a school such as Eastwood Secondary School had admitted their children, and would not question anything that the school implemented. The chances of these parents finding another school of the calibre of Eastwood Secondary School for their children was also very slim. Thus, even though the principal and deputy principal said that the parents were given a choice, the parents were hardly likely to exercise that choice.

5. The fifth question asked the principal and deputy to explain how resources were made available for the LIP.

The respondents said the LIP required the school to redistribute and reprioritise the school's resources according to the needs of the LIP. Due to the limited school funds, insufficient amounts of money were made available to the LIP for it to function optimally.

Due to limited staff numbers, the administration was unable to make time available for the LIP teachers to meet and plan material for the programme. The LIP teachers ended up with heavier teaching loads than the Non-LIP teachers. Christie (cited in Taylor: 1993) said that unless the schools administration is supportive of an innovation by making space for it in the school, the

innovation is not likely to be sustained at the school. Christie (cited in Taylor: 1993) found that the necessary practical steps included allowing time for programme and resource development as well as for team meetings, and taking the needs of the programme into account when appointing staff.

Initially, this did not affect the implementation of the LIP, but as the LIP progressed at the school, the LIP teachers said that the LIP was becoming too demanding because their teaching load was equal to that of the Non-LIP teachers, and they still had to meet on a regular basis to plan future lessons and develop course material. As a result of this the LIP teachers were unsure as to how long they could cope with the demands of the LIP if there was no special provision made for them to plan for the LIP and develop resource materials for the programme.

6. In question 6 the principal and deputy were asked to explain whether the LIP teachers were sent on any training courses that would have prepared them for, or assisted them in their roles in the LIP.

The respondents said that the school had not sent the teachers on any courses for a number of reasons. These were:

- The LIP was done “very unofficially” because the education department did not give the school permission to run the LIP at Eastwood Secondary School.
- The school could not afford the time or money that was required to send the teachers on courses.
- The problem of having many non - English mother tongue speakers at schools was a new experience for most schools in South Africa, so there were not many courses available for the teachers to attend.

- 7.a. In question 7 (a) the principal and deputy were asked to explain some of the problems

that were associated with the implementation of the LIP.

The respondents saw many problems from an administrative perspective. These included the following:

- The teachers were unprepared for the LIP in terms of their training.
- Balancing the teachers' loads so that their loads were equitable was difficult.
- The LIP placed a great demand upon the teachers in the English department. This resulted in teachers who were not trained as English teachers, teaching English.
- Getting the timetable to accommodate the LIP structure was very difficult.

Marsh (1992) said that problems such as a lack of time to plan and develop criteria, as well as a lack of expertise by the teachers are problems which should not be underrated because they have often been the reasons why school-based programmes have been abandoned.

Christie (cited in Taylor: 1993) found that allowing time for innovation at the school-level brings a tension within the timetabling constraints of the school, since staff in other subjects need time to develop their own material and are interested in classroom innovation. Thus, the administrators at Eastwood Secondary School were faced with the same problems highlighted by Marsh (1992) and Christie (cited in Taylor: 1993) which was having to find time for the LIP teachers in the timetable, yet still be aware of the needs of the other teachers when the timetable was being drawn up. In trying to draw up the timetable, they had to balance the teachers loads so that every teacher had time to develop their own material for their subjects. As was said in question 5, the LIP teachers said that the shortage of time to meet to plan lessons and develop course material for the LIP was becoming too demanding, thus jeopardising the success and continuation of the LIP at Eastwood Secondary School.

7.b. In question 7 (b) the principal and deputy were asked to explain if there were any further problems that were experienced with the LIP after it was implemented at the school.

The respondents identified a number of problems which developed later in the course of the LIP.

These problems included:

- Teachers became despondent through time when the LIP pupils did not progress at the rate which the teachers had hoped.
- There was a stigma which became attached to the LIP since it separated the black pupils from the coloured pupils at the school, even though it was not the intention of the school. As a result of this the LIP was seen as a discriminatory practice.
- The criteria upon which the LIP pupils were evaluated and promoted became problematic because the teachers did not know whether they should have applied the same criteria as that of the mainstream or whether it should have been different.

Christie (cited in Taylor: 1993) said that teachers involved in innovative programmes for English Second Language pupils at schools in South Africa had unrealistic expectations of the programmes, which resulted in overburdening and burnout of some of the teachers. Thus, the complaints of feeling despondent by the Eastwood Secondary School teachers could possibly have been as a result of their inexperience which generated unrealistic expectations. Christie (cited in Taylor: 1993) also said that when a programme involves integrated codes, clarity needed to be established over what is to be assessed and what possible forms of assessment are to be used. This was a problem that was experienced at Eastwood Secondary School, and is one which should have been sorted out before the LIP was implemented at the school because it is an essential part of any school-based programme.



8. In question 8 the principal and deputy were asked to explain how long the LIP was supposed to run initially, and how long the programme ultimately ran at the school.

The respondents said that the LIP was supposed to initially run for only 3 months, but this was later extended to 6 months, then to 1 year and then to 2 years. The LIP was extended at each point because it was believed that the goals of the LIP had not been realised at each stage. The LIP was subsequently extended into std. 7 because “it would have been unwise to drop the pupils off at the end of std. 6 if there was no follow-on into std. 7”, said the deputy principal. The continued extension of the LIP by the principal and deputy created confusion amongst LIP pupils who became increasingly upset as they were uncertain when they would become integrated into the mainstream classes. This had the potential to jeopardise the success of the LIP, but fortunately it did not impede the LIP.

9. The ninth question asked the principal and deputy principal to explain why so many of the LIP pupils were pushed into std. 8 even though they failed the final examination in std. 7.

The respondents said that many of the LIP pupils who had failed but had been pushed to std. 8 had fallen within the “borderline zone” which was close to the pass requirements. This, together with the Education Department’s criteria for Allowing Pupils to Proceed meant that many of the LIP pupils who had failed were then pushed into std. 8. The respondents also said that many of the LIP pupils were already too old for std. 7, and in accordance with the Education Department’s criteria of age and standard at school, many of the LIP pupils were pushed into std. 8. The principal believed that

pushing the LIP pupils into std. 8 was all right because; “ the LIP pupils still had another 3 years at the school, during which time they would improve their English and other subjects”.

The researcher found that neither the principal nor the deputy said that they thought the std. 7 LIP pupils were adequately prepared for std. 8, and were therefore pushed into std. 8. Both of the respondents said that they used departmental regulations to pass the std. 7 LIP pupils into std. 8, even though the situation of the LIP pupils was not the same as that of the mainstream pupils for whom the regulations were intended. The situation of the std. 7 LIP pupils differed from the mainstream pupils in std. 7 because:

- The amount of work covered in the std. 6 and std. 7 LIP was less than that covered in the corresponding mainstream standards.
- The LIP pupils could not communicate well enough in English to cope with the demands of the mainstream curriculum.
- The pace at which the pupils worked in the LIP was much slower than that of the mainstream pupils.

The researcher feels that although the principal and deputy used the departmental regulations to promote the std. 7 LIP pupils who did not meet all of the passing requirements, it is questionable whether the departmental regulations should have been applied so directly for the LIP pupils. This was another area that was not decided upon when the LIP was planned and implemented, and is an issue which has proven to be an area which needs to be clarified before any programme similar to the LIP is implemented.

10. In question 10 the principal and deputy were asked to explain how the LIP impacted upon the ethos of the school.

The respondents viewed the impact from two perspectives, namely: a social and an academic perspective.

The respondents said that from a social perspective, the LIP had a negative impact upon the ethos of the school because it was perceived as being discriminatory by separating the black pupils from the coloured pupils. The findings by this researcher agreed with the statements made by the principal and deputy. This researcher found that the LIP pupils said they felt as if they were being discriminated against, with many of them feeling upset because of this. Many of the LIP pupils said they thought that Eastwood Secondary School still practised apartheid and because of this they were not committed to the school. According to the principal and deputy, from an academic perspective, the LIP had a positive effect upon the ethos of the school because the LIP pupils believed that it was the LIP that enabled them to perform well at the school. The researcher's findings confirmed the principal and deputy principal's belief that the LIP enabled the pupils to perform better at the school. The researcher found that the LIP pupils were passing well while they were in the LIP, and the LIP pupils were also confident about being able to pass well when they joined the mainstream classes in std. 8.

11. In question 11 the principal and deputy were asked to explain whether they thought the LIP was successful at the school.

The respondents said that the LIP was successful for numerous reasons. These reasons are summarised as follows:

- The LIP enabled pupils to stay at school longer than they might have, had there not been the LIP. This thus enabled them to have a greater academic experience.

- The LIP motivated teachers to strive for new goals.
- People were proud to be associated with Eastwood Secondary School because of the attention which it received because of the LIP.
- The LIP pupils progressed well academically while they were in the programme.
- The LIP provided the basis upon which the present std. 6 and std. 7 subject period allocations were made.

The findings of this researcher agreed with the principal and deputy when they said the pupils stayed longer in school because of the LIP. This researcher found that the number of pupils who dropped out of school in std. 6 and std. 7 dropped by 65% when the LIP was introduced at the school. This researcher also agrees with the principal and deputy when they said that the LIP motivated the teachers to strive for new goals. Data obtained from the teachers in their questionnaires showed that all 21 (100%) of the LIP teachers found some experience in the LIP which was fulfilling, as one of the LIP teachers said; "I had a new zest for my work and began to enjoy it more than when I came to teach."

This researcher also found that the teachers at Eastwood Secondary School were proud to be associated with the school because the LIP generated a lot of interest from other schools in Pietermaritzburg which were experiencing problems with black pupils in their schools who could not speak English well enough to cope with the mainstream classes at the school. The teachers were proud because the school was taking the lead in a field where other schools were apprehensive. The LIP pupils also came to feel proud about being in the LIP, even though they were originally disappointed about being placed in the LIP.

12.a. In question 12 (a) the principal and deputy principal were asked to explain if there

were any plans to extend the LIP into std. 8.

The respondents said that there were no plans to extend the LIP into std. 8 because it was difficult to do so. They believed that the subject choice in std. 8 was based upon the pupils' future interests and were aligned with the matric subjects. If the pupils received less tuition in any of the subjects it could jeopardise their chances of passing the subject in matric. The deputy principal expressed the view that the std. 7 LIP also needed to be reviewed if the proposed std. 7 exit examination was to be implemented. But these issues were not explained to the stakeholders, and uncertainty is bad for innovation establishment.

12.b. In question 12 (b) the principal and deputy were asked to explain the future plans for the LIP at the school.

The respondents said that the way in which the LIP was originally planned and implemented at the school would not be continued at the school. They said that the approach to teaching English Second Language pupils which was gained from the LIP, would be applied to all of the std. 6 and std. 7 classes which in future would consist of English mother-tongue pupils and English Second Language pupils. Thus, the LIP provided good knowledge and experience which was applicable to all classes, including the mainstream classes.

#### **4.4.3. Conclusion on the results of the interviews by the principal and deputy:**

The interviews served to answer some of the questions which could not have been answered by the other respondents. These interviews also resolved some issues which resulted from the responses to earlier questionnaires administered to parents, teachers and pupils, such as:

- The parents were unaware of the LIP at Eastwood Secondary School when they applied for admission of their children to the school because the LIP did not exist at the school when their children were admitted to the school in 1994.
- Smyth and van der veegt (1993) said that during the implementation of an innovation in schools, there is a tension that develops between the teachers who need to be free to experiment, to make mistakes for freedom of expression, and the principal who wants to centralise control of the innovation. The researcher found that none of the teachers complained of such a tension at the school. The responses by the principal and deputy showed why this tension did not happen. The principal and deputy said that it was the intention of the school's administration to give as much freedom to the teachers to experiment to find the best way to meet the needs of the English Second Language pupils in their classrooms.
- The responses by the principal and deputy showed that teachers were not sent on any training courses by the school because the school could not afford the time or money required to send them on courses. But the administration of the school knew that this was necessary.
- The principal and deputy showed that there were numerous administrative issues which first have to be sorted out before a programme such as the LIP can be implemented on a large scale. These include: balancing teachers loads, timetabling, seeing if there are teachers who are willing to teach in the programme.
- The principal and deputy explained why Std. 7 LIP pupils who failed were pushed through into std. 8.

Thus, the interviews with the principal and deputy provided useful information which complemented the findings made by this researcher from the other data source.

#### 4.5. Findings of the analysis of the VRE -52 Academic Records:

##### 4.5.1. The LIP and English performance of the pupils:

The LIP was based largely upon the assumption that attention needed to be focused upon English for the pupils in the LIP because of their lack of English proficiency. As a consequence of this attention, the pupils' ability to communicate and understand English would be improved, and the pupils' academic performance in English would improve the longer they remained in the LIP. Data from the VRE-52 were analysed to determine the extent to which this happened with the LIP.

**Table 16 : LIP pupils' English Marks from std. 6 in 1994 to std. 8 in 1996.**

<b>MARKS CATEGORIES</b>	<b>JUNE 1994 STD. 6</b>	<b>SEPT. 1994 STD. 6</b>	<b>DEC. 1994 STD. 6</b>	<b>DEC. 1995 STD. 7</b>	<b>MARCH 1996 STD. 8</b>	<b>JUNE 1996 STD. 8</b>
<b>0 - 34</b>	53 (32%)	38 (23%)	38 (23%)	42 (32%)	30 (39%)	29 (38%)
<b>35 - 39</b>	21 (13%)	22 (13%)	24 (14%)	39 (30%)	11 (14%)	12 (16%)
<b>40 - 69</b>	89 (52%)	98 (58%)	98 (58%)	49 (38%)	37 (47%)	35 (46%)
<b>70 - 100</b>	5 (3%)	10 (6%)	8 (5%)	0 (0%)	0 (0%)	0 (0%)
<b>TOTAL</b>	168 (100%)	168 (100%)	168 (100%)	130 (100%)	78 (100%)	76 (100%)
<b>AVERAGE %</b>	43%	46%	46%	37%	38%	37%

In std. 6 the assumption of the LIP proved to be correct. The number of pupils in the lower categories dropped significantly from June to September and December. The std. 6 LIP pupils' average English mark also increased simultaneously from 43% in June 1994 to 46% in December 1994. The pupils' failure rate also dropped from 32% in June to 23% in December. In other words, the longer the pupils stayed in the LIP the better their marks became.

However, the LIP pupils' English marks dropped sharply from std. 6 through std. 7 and into std. 8.

These findings may be due to the fact that the English paper which the LIP pupils wrote in std. 7 was common to that written by the mainstream pupils. Consequently, their results were far worse than those they achieved in std. 6 when they wrote a special LIP paper. This downward trend continued into std. 8 where the LIP pupils were mixed with the mainstream pupils and wrote common examination papers. In the March examination in std. 8, 41 (53%) of the ex - LIP pupils failed to attain the 40% pass requirement for English. Also noticeable was the fact that none of the pupils who had been able to attain marks within the 70 - 100 % category in std. 6 were able to achieve those marks in std. 7 or std. 8. This downward trend in English continued in the std. 8 June examinations, with the number of ex - LIP pupils who failed the examination increasing to 41 (54%), and the average mark for English dropping to 37%.

The number of LIP pupils who passed from one standard to the next decreased each year, with the number of LIP pupils getting less as they passed into higher standards.

However, although the LIP pupils failed to pass the examinations, they did not drop out of school. The school's admission records revealed that 21 (91%) of the std. 6 LIP failures returned to Eastwood Secondary the next year, 39 (87%) of the std. 7 LIP pupils who failed were also readmitted to the school the following year. Thus, although the number of LIP pupils decreased from standard to standard, the number of LIP pupils who dropped out of school was low.

The above evidence suggests that the LIP was working as long as the pupils remained in the LIP and did examination papers specifically tailored to the programme. However, the LIP programme faltered the moment that the LIP pupils joined with the mainstream pupils or wrote examination



papers not specifically tailored for them. However, it must be remembered that the LIP pupils were writing mainstream papers which were of a higher standard than what they had become accustomed to writing while in the LIP. Thus, in real terms, the LIP pupils were gaining in their English abilities. However, this researcher feels that the improvement in the LIP pupils' English abilities was not as great as their teachers had hoped it would be.. But in accordance with Christie (cited in Taylor: 1993), the inexperience of the LIP teachers may have caused them to have unrealistic expectations of the LIP pupils' improvement in their English abilities.

#### **4.5.2. The relationship between LIP pupils' performance in English and their performance in other subjects:**

The LIP also assumed that the pupils' performance in their other subjects would be directly dependent upon their performance in English. This assumption was investigated using Simple Linear Regression analysis and Pearson's Product Moment Correlation Coefficients ( see Appendix G ).

**Table 17: Pearson's Product Moment Correlation Coefficients between std. 6 LIP pupils' performance in indicated subjects, June and December 1994.**

SUBJECT	CORRELATION COEFFICIENT	
	JUNE 1994	DECEMBER 1994
English/Mathematics	0,62	0,67
English/Geography-History	0,68	0,81
English/General Science		0,69
English/Accounting		0,71

The results showed that in the December examination in std. 6, the Pearson's Product Moment Correlation coefficient (hereafter referred to as PPCC) was high for English/History (0,81) and for

English/General Science (0,69). These high PPCC could have been due to the fact that the same teacher taught the pupils English and their other subjects, and used each subject to reinforce the work done in the other subject (the thematic approach). There were also high PPCC for English/Mathematics (0,67), and for English/Accounting(0,71). The Mathematics and Accounting teachers said that the pupils were not fluent in English, but they were “coached” prior to the examination on how to answer the questions which were asked in the examination.

**Table 18: Pearson’s Product Moment Correlation Coefficients between std. 8 ex LIP pupils’ performance in indicated subjects, March and June 1996.**

SUBJECT	CORRELATION COEFFICIENT	
	MARCH 1996	JUNE 1996
English/Mathematics	0,2	0,26
English/Physical Science	0,67	0,75
English/Biology	0,86	0,55
English/Geography	0,62	-0,10
English/History	0,28	0,50
English/Accounting	0,71	0,31
English/Business Economics	0,46	0,50

However, when the LIP pupils were mixed into the mainstream classes in std. 8, the subjects were taught by subject specialists. Consequently, the close relationship between English and the other subjects diminished to such an extent that judging from the correlation coefficients, it was not possible to predict the pupils performance in other subjects with confidence by looking at their English marks. The PPCC for the std. 8 March tests showed a high correlation between English/Biology (0,86), English/Accounting (0,71), English/Physical Science (0,67) and between English/Geography (0,62). All of these subject teachers said that they taught in the LIP the previous

years of the LIP, and were thus aware of the needs of the ex LIP pupils and the techniques that best met the ex LIP pupils' needs. Thus, these teachers still explained new concepts and ideas in ways that allowed the ex LIP pupils to understand the concepts and the context in which the new concepts and other subject material was based.

The Mathematics teacher explained that the low PPCC between English/Mathematics (0,20) was due to the fact that the ex LIP pupils did not have sufficient background knowledge in Mathematics for them to cope with the std. 8 Mathematics syllabus. The Business Economics teacher explained that the low PPCC between English/Business Economics (0,46) was due to the fact that the ex LIP pupils were doing the subject for the first time and lacked some of the background knowledge that would have been obtained in earlier standards. Both of the Mathematics and Business Economics teachers said that the pupils' English abilities were not an obstacle to the pupils' achievement in their subjects. The History teacher was the only one who said that the ex LIP pupils English was still too poorly developed, thus they experienced difficulty in understanding the History subject material. Consequently there was a low PPCC for English/History (0,26).

The PPCC for the relationship between English/Geography dropped from (0,62) in March to (-0,1) in June. The Geography teacher accounted for the negative Geography average by saying that he gave many of the ex LIP pupils zero for the examination paper in June because they did not stay in for detention when they were supposed to. Thus, even though the ex LIP pupils wrote the examination they were not given marks for Geography, and consequently the relationship between English and Geography dropped to -0,1 in June. Except for the relationship between English/Physical Science, the PPCC for the rest of the subjects showed a sharp decrease from March to June. In most instances the pupils' marks in English were worse than their marks in other

subjects. The English teachers said that this was because the other subject teachers did not take into account the ex LIP pupils' written English when they marked their papers. Thus, many of the technicalities of the English language which English subject teachers observed when they marked the pupils' papers were not observed by the other subject teachers. Thus pupils lost marks for incorrect spelling and grammar in English but not so in their other subjects, thus scoring higher marks in their other subjects. The English teachers said that if they marked in the same way as the other subject teachers when it came to spelling and grammar, then the ex LIP pupils' English marks would have been similar to that of their other subjects.

This researcher feels that the LIP's assumption regarding the positive relationship between the ex LIP pupils' English performance and their performance in other subjects could only be achieved if there is very close collaboration between the English teachers and other subject teachers, and if the subjects observed similar marking practices. The researcher acknowledges that it would be difficult to have identical marking procedures for the different subjects, but as long as the English teachers observe English technicalities when they are marking the pupils' papers, and the other subjects teachers do not, it would be difficult to expect a positive relationship between the pupils' performance in English and their performance in their other subjects. The LIP was intended as a thematic approach, and because of this the teachers marking should have been based on the same guidelines. However, when the teachers began to use different marking procedures they were in fact not applying the thematic approach, and thus not implementing the LIP.

#### **4.5.3. Comparison of the std. 8 academic performance between the ex LIP pupils and the ex Non-LIP pupils in 1996:**

Ultimately, the LIP was designed to enhance the rate at which the LIP pupils would

come to meet the requirements needed to cope with the mainstream classes. Although it was not one of the intentions that the LIP pupils would be as competitive as the Non - LIP pupils when they became integrated into the std. 8 mainstream classes, in this section the analysis investigated how the ex LIP pupils performed academically, relative to the ex Non - LIP pupils. The analysis of this aspect was done using Histograms, the Unpaired t - Test and the Kolmogorov - Smirnov Test ( see Appendix I ).

**Table 19 : Percentage Pass of the LIP pupils from 1994 - 1996**

	<b>Std. 6 December 1994</b>	<b>Std. 7 December 1995</b>	<b>Std. 8 March 1996</b>	<b>Std. 8 June 1996</b>
<b>NUMBER OF PASSES</b>	145 (86%)	86 (66%)	30 (38%)	11 (14%)
<b>NUMBER OF FAILURES</b>	23 (14%)	44 (34%)	48 (62%)	66 (86%)
<b>TOTAL</b>	168 (100%)	130 (100%)	78 (100%)	77 (100%)

The overall percentage pass of the ex LIP pupils in std. 6 was a satisfactory 86% which included 5 pupils who were allowed to proceed into std. 7 without fulfilling all of the pass requirements. One of the possible reasons for the fairly high pass rate was that the LIP pupils wrote examination papers which were specially tailored to the work covered in the LIP. However, the LIP pupils' pass rate dropped drastically to 66% for the std. 7 final examinations the following year as most of the examination papers were common to those of the mainstream classes and not specifically tailored to the LIP. The academic performance of the entire LIP group in std. 8 was disappointing with an overall percentage pass of 38% for March results which dropped to 14% for the June examinations. These results reinforce the findings in 4.3.1. which related to the ex-LIP pupils' performance in English from std. 6 through to std. 8. They showed that far from having an additive effect, staying

longer in the LIP had a detrimental effect on the academic performance of the LIP pupils, using the measure of exam results.

However, to get a clear picture of how the ex-LIP pupils were performing in std. 8, it was necessary to compare their performance in the different subjects to that of the ex Non-Lip pupils who were also in std. 8 with them.

When the Histograms (see Appendix H) for the various subjects of the two groups were analysed, there was a slight difference between the achievements of the ex LIP pupils and the ex Non-LIP pupils. There were fewer ex LIP pupils who reached the higher achievement categories (70%-79%, 80%-89%, 90%-100%) for all of the subjects.

**Table 20 : Mean values for subjects written by ex LIP pupils and ex Non-LIP pupils in March and June 1996.**

SUBJECT	MEAN VALUES MARCH 1996		MEAN VALUES JUNE 1996	
	LIP	NON-LIP	LIP	NON-LIP
English	39%	42%	37%	40%
Afrikaans	41%	43%	31%	43%
Mathematics	45%	46%	31%	27%
Physical Science	45%	38%	51%	39%
Biology	47%	48%	39%	36%
Geography	45%	47%	28%	33%
History	51%	54%	36%	38%
Accounting	51%	55%	49%	50%
Typing	65%	67%	51%	57%

The mean values for the various subjects revealed that except for Mathematics (June 1996), Physical Science (March and June 1996), and Biology (1996), the mean values of the ex LIP pupils were slightly lower than those of the ex Non-LIP pupils. For example these were: English (3%) in March, History (3%) in March, Geography (5%) in June. But, for Mathematics (June 1996), Physical Science (March and June 1996), and Biology (1996), the ex LIP pupils' mean values were greater than those of the ex Non-LIP pupils. The Physical Science teacher said that the ex LIP pupils had no difficulty in understanding the tasks, and worked much harder in his subject because they were afraid that they would fail, and because Physical Science did not require the pupils to explain their answers using a lot of written English. Consequently, the ex LIP pupils' overall performance in Physical Science was 12% better than that of the ex Non-LIP pupils. The Mathematics teacher said the same thing happened in mathematics, and he also thought that because the Mathematics did not require much written English it did not place the ex LIP pupils at a disadvantage because of their lack of English proficiency. Consequently the ex LIP pupils mean value for Mathematics was 4% higher than that of the ex Non-LIP pupils.

However, the mean value for the ex LIP pupils Afrikaans was 12% less than that of the ex Non-LIP pupils. The Afrikaans teacher said that this was because many of the ex LIP pupils did not do Afrikaans before they attended Eastwood Secondary School, and because Afrikaans was not a focal point in the LIP. Thus many of the LIP pupils had only had two years of tuition in Afrikaans, and the teacher said that considering the amount of tuition in Afrikaans, he was surprised that the difference in mean values between the ex LIP pupils and ex Non-LIP pupils was only 12%. He expected the differences to be much more than the 12%. Besides, the LIP is an English language based programme, and because Afrikaans is also a language it would mean that there would have had to be two LIPs in one - which cannot be done.

**Table 21 :Unpaired t-Test results for the different subjects in std. 8 (see Appendix H)**

SUBJECT	UNPAIRED T - TEST March 1996		UNPAIRED T - TEST June 1996	
	t-Value	Probability	t-Value	Probability
English	1,66	1,00	1,50	0,13
Afrikaans	0,97	0,33	6,98	0,00
Mathematics	0,23	0,82	2,07	0,04
Physical Science	1,42	0,16	2,06	0,04
Biology	0,33	0,74	0,88	0,38
Geography	0,86	0,40	1,66	0,10
History	0,96	0,34	0,54	0,59
Accounting	1,09	0,28	0,18	0,86
Typing	0,79	0,44	0,89	0,38

$P < .05$

**Table 22 :Kolmogorov-Smirnov Test results for the different subjects in std. 8 - March and June 1996 (see Appendix H)**

Subject	Kolmogorov-Smirnov Test - March			Kolmogorov-Smirnov Test - June		
	Chi-Square	Z score	Probability	Chi-Square	Z score	Probability
English	8,56	1,46	0,14	6,07	1,23	0,22
Afrikaans	2,46	0,78	0,43	60,24	3,88	0,00
Mathematics	1,35	0,58	0,56	9,13	1,51	0,13
Physical Science	3,70	0,96	0,34	4,09	1,01	0,31
Biology	3,18	0,89	0,37	1,67	0,65	0,52
Geography	1,47	0,61	0,54	7,37	1,36	0,18
History	3,32	0,91	0,36	1,24	0,56	0,58
Accounting	6,34	1,26	0,21	2,82	0,84	0,40
Typing	4,13	1,02	0,31	1,65	0,64	0,52

$P < .05$



The Unpaired t-Test that tests for difference in means, tested the null hypothesis:

There is no significant difference between the performance of the ex Lip pupils and that of the ex Non-LIP pupils in their performance in the various subjects.

The Kolomogorov-Smirnov test, tested the null hypothesis:

There is no significant difference in the performance of the ex LIP pupils and ex Non-LIP pupils in the various subjects. This test used frequency distributions.

When the results of the Unpaired t-Test, Kolmogorov-Smirnov Test, and the pupils test and examination results were analysed, they all pointed to the ex LIP pupils having performed as well as the ex Non-LIP pupils in the integrated std. 8 classes. Except for Afrikaans in June, and to a lesser extent Physical Science and Mathematics in June, we fail to reject both of the null hypotheses at the 0,05 level of significance. This means that there was no significant difference in the performance of the two groups of pupils. Looking at the means and frequency distribution, one would think that they came from the same population. The probability of getting those results by chance are very high except for Afrikaans (,00) Mathematics and Physical Science (,04) in June. The reasons for the difference in performance between the ex LIP and ex Non-LIP pupils in Afrikaans, Mathematics and Physical Science have already been discussed earlier in this section when the mean values for the subjects taken by the ex LIP and ex Non-LIP pupils were compared. The table below compares the pass rates of the two groups in std. 8 for the two term-ending results.

**Table 23 : Percentage Pass of the Ex LIP pupils and Ex Non - LIP pupils in 1996.**

	<b>March Std. 8 Ex LIP Pupils</b>	<b>March Std. 8 Ex Non-LIP Pupils</b>	<b>June Std. 8 Ex LIP Pupils</b>	<b>June Std. 8 Ex Non-LIP Pupils</b>
<b>NUMBER PASSED</b>	30 (38%)	73 (37%)	11 (14%)	45 (23%)
<b>NUMBER OF FAILURES</b>	48 (62%)	124 (67%)	66 (86%)	151 (77%)
<b>TOTAL</b>	79 (100%)	197 (100%)	77 (100%)	196 (100%)

The results from Table 23 showed that the percentage pass for the ex LIP pupils was 1% greater than that of the ex Non-LIP pupils for the March term-ending results. However, the percentage pass of the ex LIP pupils dropped to 9% below that for the ex Non-LIP pupils for the June term-ending results. Although it was observed earlier in this section that the percentage pass of the ex LIP pupils was cause for concern, the similar percentage pass of the ex Non-LIP pupils showed that this problem was a broader std. 8 problem and one which was not confined to the ex LIP pupils. Therefore, explanations for the poor academic performance in std. 8 have to be sought in more areas than just the problem (of lack of English ) addressed by the LIP. The totals for the ex LIP and ex Non-LIP pupils are different for March 1996 and June 1996 because the pupils dropped out of school during the year.

## CHAPTER FIVE

In this chapter a summary of the findings and conclusions of the research are given. This chapter also includes recommendations which have arisen from the research.

### **5.1. Summary of Findings :**

Refer to Appendix I for a list of the findings of the research. The findings that arose from the parents questionnaires revealed that although the parents had no input during the planning phases of the LIP, with the majority of the parents being unaware of the existence of the LIP at Eastwood Secondary School, when they came to understand the purpose of the LIP they believed that their children had a better chance of passing because they were placed into the LIP as opposed to the mainstream classes.

The findings that arose from the teachers questionnaires revealed that although only 5% of the LIP teachers had any prior training in dealing with LEP pupils and only 14% of the LIP teachers could communicate fluently in the mother-tongue of the LIP pupils, the teachers were not upset or anxious when they heard that they would be teaching in the LIP. The findings also showed that all 21 (100%) of the LIP teachers saw some improvement in the LIP pupils English abilities that lead the majority of them to believe that based upon the LIP pupils results in English, the LIP pupils would pass when they became integrated into the mainstream std. 8 classes. Although the majority (86%) of the LIP teachers said that the LIP had not realised its full potential, they felt that the LIP pupils had benefited more from being in the LIP as opposed to the mainstream classes, and because of this the LIP should be allowed to be continued at the school. However, 7 (34%) of the Non-LIP teachers said that the LIP should not be allowed to be continued at the school because the standard of the material that was covered in the LIP was too low.

The findings that arose from the LIP pupils questionnaires revealed that the majority of the LIP pupils said that the LIP was not explained to them before they were admitted to the school, and were angry or upset when they heard that they were going to be placed in the LIP because they felt that the LIP was a discriminatory practice used to keep the black pupils separate from the coloured pupils at Eastwood Secondary School. The findings also revealed that although 51% of the LIP pupils thought that what they learnt in the LIP was different to that of the mainstream, they believed that their academic performance was better because they were in the LIP, and were confident that they would pass when they were integrated into the mainstream std. 8 classes.

The interviews with the principal and deputy revealed that the LIP was planned in response to the large number of ESL black pupils that were seated in the classes at the beginning of the 1994 academic year, with the teachers being given the freedom to plan the LIP. The principal and deputy thought that the LIP was successful because it kept the pupils longer at school, it enabled the pupils to perform better at school, and it motivated the teachers to strive for new goals. The principal and deputy said that the LIP had an unintended negative outcome in that it created the impression that the school discriminated against the black pupils.

The findings of that arose from the analysis of the VRE-52 Academic Records revealed that the LIP pupils results in English and their other subjects were favourable as long as the pupils were in the LIP and wrote examinations that were specifically tailored for the programme, but their performance dropped when they wrote mainstream examinations. The findings also revealed that there was a positive relationship between the pupils' performance in English and their other subjects as long as the same teachers taught all of the subjects. However, the relationship between English and the

other subjects weakened when the subjects were taught by subject specialists, with their English marks being worse than their marks in other subjects in std. 8. The findings also showed that there was no difference in the academic performance between the ex LIP and ex Non-LIP pupils in the mainstream std. 8 classes.

## 5.2. Conclusions :

The results of the study revealed that the LIP resulted in numerous outputs that were intended by the planners of the programme. These outcome were found in the following areas:

- There was a distinct improvement in the LIP pupils' English language and communication skills. This was evident from the pupils' marks and the teachers perceptions (findings number 10), although these gains were lost when the LIP pupils wrote mainstream tests and examinations. These gains were also lost when the LIP pupils were integrated into the mainstream std. 8 classes where the teachers did not pay special attention to the ex LIP pupils' English language difficulties.
- The LIP pupils gained in confidence to such an extent that they were confident they would pass in the mainstream std. 8 classes (finding number 30). The teachers were also confident that the LIP pupils would pass when they were integrated into the mainstream classes in std. 8 (finding number 12).
- While the pupils were in the LIP, there was a positive relationship between the LIP pupils performance in English and their performance in their other subjects (finding number 46). However the strength of the relationship between English and the other subjects was weakened when the pupils were integrated into the mainstream (finding number 47). Thus, if a programme similar to the LIP would like the pupils' English to progress at a rate similar to that of their other subjects, the programme would have to have one teacher teaching the same class English as well

as the other subjects, or the programme would require that subject specialist teachers meet on a regular basis with the English subject teacher, so that the work that is done in the other subjects and English complements each other.

- The LIP pupils' performance in the mainstream std. 8 classes was very similar to that of the ex Non-LIP pupils in std. 8. As evidence, the lack of significant difference in the means of the two groups in the various subjects (finding number 49).
- The LIP empowered the teachers to take charge of the process of change at the school. Evidence of this was when the principal and deputy allowed the teachers to decide upon the format of the LIP (finding number 34).
- Many of the LIP teachers who were involved with the LIP experienced a renewed interest in their profession because of the challenge of the LIP. This was indicated by the teachers' response to question number 16 in their questionnaires, and finding number 41.
- Pupils whose schooling would have been terminated earlier, were given an opportunity to remain in school longer. This was one of the reasons why the principal and deputy thought that the LIP was successful (finding number 41) and was a positive outcome of the programme.
- The duration of the LIP was extended (finding number 38) so as to give the LIP pupils the greatest possible opportunity to improve their English language abilities so that they could cope in the mainstream classes.

However, there were some outcomes of the LIP which the planners had not intended, and which had a negative influence upon the LIP. These outcomes included:

- The LIP had unintentionally developed a stigma of being a discriminatory programme designed to keep the black pupils at the school away from the coloured pupils (finding number 21 and 39).

In South Africa this is a serious problem because of South Africa's history of discriminating

against blacks. No school in the “new” post apartheid South Africa wants to be accused of discriminatory practices.

- The LIP divided the staff into two groups, namely, the “LIP teachers” and the “Non-LIP” teachers. Tensions developed between these two groups of teachers which was detrimental to staff development and morale (finding number 18).

Nevertheless, this researcher feels that the positive outcomes of the LIP outweigh the unintended negative outcomes, thus, the LIP can be seen as a success because it accomplished many of its goals. The LIP can also be seen to be a success because it attempted to find a solution to meet the needs of many English Second Language pupils who were being admitted to English first language schools without much preparation for coping with such situations. Considering the fact that the LIP was a reaction programme with many limitations such as teachers who had little or no prior training in curriculum development or in teaching English Second Language to pupils, shortage of teachers, money and other resources, the results yielded by the LIP are encouraging.

The LIP has shown that schools should not be afraid to undertake change because they do not have suitably qualified staff members. Rather, schools should embrace the opportunity for change because of the growth in staff development that accompanies it. This was demonstrated in this study.

The LIP has shown that the planning and implementation of change at school-level can occur smoothly if all of the teachers, administrative staff, and other stakeholders are clear about the role of each person in the change process. The LIP has shown that the tensions associated with the implementation of innovations as highlighted by Smyth and van der Vegt (1993) can be negotiated so that they do not have a detrimental influence on the innovation.

The LIP has shown that there is a place for programmes similar to it in South African schools, but this researcher feels that the programmes should be initiated in lower grades for the following reasons:

- There would be less work to be made up by the black English Second Language pupils.
- The time available for programmes such as the LIP is restricted in secondary schools because of the subject choices which the pupils must make in std. 8. Thus, starting earlier would help.

Although this researcher feels that there is a future for programmes such as the LIP in South African schools, there is a need for the entire staff to become involved with the programme, especially when it comes to developing the syllabus to be followed by the programme so that the syllabus is seen as legitimate by the entire staff.

Although this researcher feels that it is more beneficial if programmes such as the LIP were initiated in the lower grades, secondary schools should not be under the impression that the situation with the black English Second Language pupils is too late for secondary schools to try to remedy their educational needs.

### **5.3. Recommendations:**

The shortcomings of the LIP have served to highlight aspects which need to be investigated if any further programmes are to be built around the LIP experience. The following recommendations are made:

- The study of the LIP revealed that many of the Non-LIP teachers thought that the standard of the subjects in the LIP was too low. The LIP pupils also said that they preferred to be in the LIP



because it was easier than being in the mainstream. There is thus a need for placement tests to identify the background knowledge of the pupils so that the programme material is not too easy or beyond the abilities of the pupils for whom the programme is intended. The standard of the programme materials should enable the pupils to work independently and cope with normal stream courses at the end of the programme.

- The majority of the teachers at Eastwood Secondary School had no prior training in teaching English Second Language pupils. Although 83% of the teachers said that all of the teachers should be involved in the LIP, this was not the case in practice. Consequently, the teachers at the school were divided into two groups. The research has shown the need to involve the entire staff in meaningful ways in programmes such as the LIP. The teachers involvement could take the form of planning the syllabus and developing materials to suit the topics covered in the syllabus. Time should be made available in the timetable for the teachers who are teaching in the programme so that they can meet to plan future lessons as a group. Some training for the teachers in curriculum development and English Second Language teaching would be beneficial.
- The LIP teachers complained that 40 pupils in a class made the class too large for meaningful teaching because it made it difficult to give the pupils the personal attention which they need, and because the classes became too noisy and difficult to control. The research has shown that the class size should be as small as possible if the programme is to achieve maximum effectiveness, and weak pupils generally require more attention and the best teachers.
- Some of the LIP teachers complained that the LIP pupils could not visualise objects when they were being discussed in the classroom. This is a result of the pupils' backgrounds. Thus, programmes such as the LIP should have access to as many audio-visual materials as possible in order to promote a greater understanding amongst the LIP pupils. This however requires a

redistribution of resources to afford these, which is an administrative job of which the administration was aware.

- The teachers in the LIP tried to compensate for the past deficiencies of the black English Second Language pupils, but ended up spoonfeeding the LIP pupils. Thus future programmes similar to the LIP should be aware of the needs of the pupils, but the teachers should also be wary of not overcompensating and spoonfeeding the pupils. If the teachers spoon-fed the pupils it would result in the pupils in the programme becoming dependent upon the teachers even at levels beyond the programme. The teachers should rather look at developing strategies whereby the academic needs of the pupils in the programme are addressed, while simultaneously developing abilities within the pupils that will enable them to work independently.

The task of establishing a programme such as the LIP at Eastwood Secondary School is not an easy one and should not be attempted without in-depth planning and research if one has a choice.

Unfortunately, like Eastwood Secondary School, many schools in South Africa do not have the luxury of large amounts of time or money to hire personnel to research and plan programmes such as the LIP. However, the knowledge gained from the experiences at Eastwood Secondary School, coupled with the recommendations made in this study should go a long way in assisting other schools to develop other programmes to meet the needs of the many black English Second Language pupils being admitted to former model C schools throughout South Africa.

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APPENDIX A

LIP PARENT QUESTIONNAIRE



## Questionnaire for LIP parents

### INSTRUCTIONS:

- The purpose of the following questionnaire is to assist me in my evaluation of the Language Integration Programme (LIP) which is a requirement for the fulfilment of my Masters of Education degree.
- Each parent's response will be treated with the utmost confidence.
- When there is an option offered in the question, please place a cross in the appropriate box.
- There is no right or wrong answer.

### SECTION A - PARENT'S BACKGROUND

1. How old are you?

.....years.

2. Sex:

MALE	FEMALE
------	--------

3. Marital status:

UNMARRIED	MARRIED
-----------	---------

4. What is your relationship with the pupil?

Mother	Father	Brother	Sister	Grand mother	Grand father	Aunt	Uncle	Guardian
--------	--------	---------	--------	--------------	--------------	------	-------	----------

5.a. Can you understand English?

YES	NO
-----	----

b. Can you speak English?

YES	NO
-----	----

c. Can you read in English?

YES	NO
-----	----

d. Can you write in English?

YES	NO
-----	----

e. Do you speak in English to your children at home?

YES	NO
-----	----

f. If you do speak in English to your children, how often do you do so?

All of the time	Regularly	Very seldom
-----------------	-----------	-------------

**SECTION B : PARENTS BACKGROUND TO THE LIP :**

6. Was the concept of the Language Integration Programme (LIP) at Eastwood Secondary School explained to you when your child was first enrolled at the school?

YES	NO
-----	----

7. Did you support the original concept of the Language Integration Programme (LIP) at Eastwood Secondary School?

YES	NO
-----	----

8. a. Did you know that your child was to be placed in the Language Integration Programme (LIP) at Eastwood Secondary School?

YES	NO
-----	----

b. If you knew, how did this make you feel?

HAPPY	UPSET
-------	-------

c. Give a reason for your answer.

.....

.....

.....

.....

.....

9. Did you ever find out that your child was placed in the Language Integration Programme (LIP) at Eastwood Secondary School?

YES	NO
-----	----

10. Were you actively involved as a parent with your child in the Language Integration Programme (LIP) at Eastwood Secondary School?

YES	NO
-----	----

11. a. Do you think that your child has a better chance of passing because he or she was in the Language Integration Programme (LIP) at Eastwood Secondary School?

YES	NO
-----	----

b. Give a reason for your answer.

.....

.....

.....

.....

.....

12. a. Would you send another child of yours to Eastwood Secondary School if you knew that he or she would be placed in the Language Integration Programme (LIP)?

YES	NO
-----	----

b. Give a reason for your answer.

.....

.....

.....

Thank you very much for your co-operation.

A.Coleman

APPENDIX B

LIP TEACHER QUESTIONNAIRE

### Questionnaire for LIP teachers

**INSTRUCTIONS:**

- The purpose of the following questionnaire is to assist me in my evaluation of the LIP which is a requirement for the fulfilment of my Masters of Education degree.
- Each teacher's response will be treated with the utmost confidence.
- When there is an option offered in the question, please place a cross in the appropriate box.

**SECTION A - TEACHER'S BACKGROUND**

1.A. What is your current age category?

20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
-------	-------	-------	-------	-------	-------	-------	-------	-------

B. Sex:

MALE	FEMALE
------	--------

C. Marital status:

SINGLE	MARRIED
--------	---------

D. Qualifications:

ACADEMIC : .....

PROFESSIONAL: .....

E. Teaching experience in years:

GENERAL: .....

EASTWOOD SECONDARY: .....

F.i. Do you have any experience in teaching in an English second language school?

YES	NO
-----	----

ii. If Yes, how many years of experiences do you have?

.....

**SECTION B : TEACHERS BACKGROUND TO THE LIP**

2. Was the concept of the LIP explained to you before it was introduced at Eastwood Secondary school?

YES	NO
-----	----

3.a. Were you in favour of the LIP being adopted at Eastwood Secondary school?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

.....

4.a. When the LIP was first implemented, were you opposed to it?

YES	NO
-----	----

b. If YES, give reasons for your answer.

.....

.....

.....

5.a. Did you feel anxious/upset when you first learnt that you would be teaching in the LIP?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

6.a. Did you have any prior training in dealing with pupils having limited English proficiency?

YES	NO
-----	----

b. Were you sent on any training courses to assist you in dealing with LIP pupils?

YES	NO
-----	----

c. Do you feel that there is a need for assistance in how to best meet the needs of the pupils in the LIP?

YES	NO
-----	----

7.a. Can you understand any of the mother-tongue languages of the LIP pupils?

YES	NO
-----	----

b. If Yes, can you speak the language?

YES	NO
-----	----

c. If Yes, how fluent are you in the mother-tongue of the pupils in the LIP?

NOT FLUENT	FLUENT	VERY FLUENT
------------	--------	-------------

8.a. Were there any behaviours of the pupils in the LIP which were different from the mainstream pupils?

YES	NO
-----	----

b. If YES, please list some of the behaviours.

.....

.....

.....

### **SECTION C : TEACHERS ASSESSMENT OF LIP PUPIL PERCEPTION AND PERFORMANCE**

9.a. In your opinion, what were the Lip pupils initial reaction to them being placed in the LIP?

UPSET	INDIFFERENT	ENTHUSIASTIC
-------	-------------	--------------

b. Did their initial attitude change through time?

YES	NO
-----	----

c. What explanation can you give for this?

.....

.....

.....

10. Assess the extent to which the LIP pupils use of spoken English has improved.

NOT AT ALL	A LITTLE	MODERATELY	LARGELY
------------	----------	------------	---------

11. Assess the extent to which the LIP pupils use of written English has improved.

NOT AT ALL	A LITTLE	MODERATELY	LARGELY
------------	----------	------------	---------

12. Assess the extent to which the LIP pupils ability to follow instructions in English has improved.

NOT AT ALL	A LITTLE	MODERATELY	LARGELY
------------	----------	------------	---------

13. Based upon the pupils performance in English, how do you think the LIP pupils will perform in the other subjects?

FAIL	PASS	PASS VERY WELL
------	------	----------------

14. How do you think the LIP pupils will perform academically when they join the mainstream classes?

FAIL	PASS	PASS VERY WELL
------	------	----------------

#### **SECTION D : TEACHER'S PERSPECTIVE OF THE LIP**

15. What were some of the problems which you found with the LIP?

.....

.....

.....

16. What were some of the fulfilling experiences which you found teaching in the LIP?

.....

.....

.....

17.a. Do you think that the LIP realised its full potential?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

18. Do you think that the pupils have benefited more from being in the LIP as opposed to being mixed with the English mother-tongue pupils in the mainstream classroom?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

19.a. Do you think that there should be any changes made to the LIP?

YES	NO
-----	----

b. If YES, list your suggestions.

.....

.....

.....

20.a. Do you think that the LIP should be allowed to continue at the school?

YES	NO
-----	----

b. Give reasons for your answer.

.....  
.....  
.....

**SECTION E : STAFF INVOLVEMENT IN THE LIP**

21. Do you think that the entire staff should be involved in the LIP?

YES	NO
-----	----

b. Give reasons for your answer.

.....  
.....  
.....

22. How much assistance did you receive from teachers not working in the LIP?

NONE	ASSISTANCE ON REQUEST	ENTHUSIASTIC SUPPORT
------	-----------------------	----------------------

23.a. Would you send your child to Eastwood secondary school if you knew that he/she would be placed in the LIP?

YES	NO
-----	----

b. Give reasons for your answer.

.....  
.....  
.....

## APPENDIX C

### NON - LIP TEACHER QUESTIONNAIRE



## Questionnaire for Non-LIP teachers

### INSTRUCTIONS:

- The purpose of the following questionnaire is to assist me in my evaluation of the LIP which is a requirement for the fulfilment of my Masters of Education degree.
- Each teacher's response will be treated with the utmost confidence.
- When there is an option offered in the question, please place a cross in the appropriate box.

### SECTION A - TEACHER'S BACKGROUND

1.A. What is your current age category?

20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
-------	-------	-------	-------	-------	-------	-------	-------	-------

B. Sex:

MALE	FEMALE
------	--------

C. Marital status:

SINGLE	MARRIED
--------	---------

D. Qualifications:

ACADEMIC : .....

PROFESSIONAL: .....

E. Teaching experience in years:

GENERAL: .....

EASTWOOD SECONDARY: .....

F.i. Do you have any experience in teaching in an English second language school?

YES	NO
-----	----

ii. If Yes, how many years of experiences do you have?

.....

### SECTION B : TEACHERS BACKGROUND TO THE LIP

2. Was the concept of the LIP explained to you before it was introduced at Eastwood Secondary school?

YES	NO
-----	----

3.a. Were you in favour of the LIP being adopted at Eastwood Secondary school?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

.....

4.a. When the LIP was first implemented, were you opposed to it?

YES	NO
-----	----

b. If YES, give reasons for your answer

.....

.....

.....

.....

**SECTION C : TEACHER'S PERSPECTIVE OF THE LIP**

5. Do you think that the pupils have benefited more from being in the LIP as opposed to being mixed with the English mother-tongue pupils in the mainstream classroom?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

6.a. Do you think that the LIP should be allowed to continue at the school?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

7. a. How do you think the LIP pupils will perform academically when they join the mainstream classes?

FAIL	PASS	VERY GOOD PASS
------	------	----------------

b. Give reasons for your answer.

.....

.....

.....

**SECTION D : STAFF INVOLVEMENT IN THE LIP**

8. Do you think that the entire staff should be involved in the LIP?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

9. Do you think that the curriculum followed by the LIP is as legitimate as the one followed by the mainstream classes?

YES	NO
-----	----

10.a. Would you send your child to Eastwood secondary school if you knew that he/she would be placed in the LIP?

YES	NO
-----	----

b. Give reasons for your answer.

.....

.....

.....

APPENDIX D

LIP STD.6 PUPIL QUESTIONNAIRE

## Questionnaire for Pupils in Standard 6

### INSTRUCTIONS:

- The purpose of the following questionnaire is to assist me in my evaluation of the Language Integration Programme (LIP) which is a requirement for the fulfilment of my Masters of Education degree.
- Each pupil's response will be treated with the utmost confidence.
- When there is an option offered in the question, please place a cross in the appropriate box.
- There is no right or wrong answer.

- 1 When you first applied for admission to Eastwood Secondary School, which standard did you apply for admission to?

6	7	8	9	10
---	---	---	---	----

- 2 Why do you think that you were admitted to std. 6 and not to any other std. higher than std. 6?

I had passed std.5 the year before.	
I could not speak and understand English fluently.	
I was from a black school.	
The teachers thought that it was better for me to start at the school in std.6.	
My parents thought it would be better for me to start in std.6.	
I thought that it would be better for me to start in std.6.	

3. How did you feel when you first heard that you were admitted to Eastwood Secondary School?

Happy	Afraid	Sad
-------	--------	-----

4. Did you know about the Language Integration Programme (LIP) before you were admitted to Eastwood Secondary School?

Yes	No
-----	----

- 5.a. Was the std.6 LIP explained to you before you were admitted to the programme?

Yes	No
-----	----

- b. If no, how did you feel when you were told that you were going to be part of the LIP?

Happy	Upset	Angry
-------	-------	-------

Please explain.

---



---



---

6. If you were given the choice at the beginning of std.6, which one would you have chosen to be in?

LIP	Mainstream
-----	------------

Please explain.

---



---



---

7. i. In your opinion, how did the other pupils react towards you because you were in the LIP?

Warm and supportive	No Reaction	Like they were better than me.
---------------------	-------------	--------------------------------

- ii. If your thought they acted as if they were better than you, how did that reaction make you feel?

Special	Want to try harder	Inferior	Stupid	Want to leave school
---------	--------------------	----------	--------	----------------------

Please explain.

---



---



---

8. Choose a word from the list below which you think best describes the teachers that taught you in the LIP.; Helpful, strict, racist, kind.

--

Please explain.

---

---

---

---

9. What was it about the teachers who taught you in the LIP which you did not like most?

Please explain.

---

---

---

10. What subject did you like the most in the LIP?

Please explain.

---

---

---

---

11. What subject did you not like the most in the LIP?

Please explain.

---

---

---

12.a. Do you think that what you learn in the LIP is different from the mainstream classes?

Yes	No
-----	----

b. If you said yes, what do you think is the difference. Please explain.

---



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---



---

c. Should there be changes made to the subjects offered in the LIP?

Yes	No
-----	----

Please explain.

---



---



---

13. Do you think that your academic performance would have been better if you were in the LIP or the mainstream classes?

LIP	Mainstream
-----	------------

Please explain.

---



---



---



---

15. Would you like to go into a mainstream class in std.7 or a modified std.7 course made for pupils from the std.6 LIP classes?

Mainstream	Modified course
------------	-----------------

Please explain.

---



---



---



---

16. Would you encourage your brother, sister or friend to come to Eastwood Secondary School if they were going to be placed into a LIP class?

Yes	No
-----	----

Please explain.

---



---



---



---

17. What type of house do you live in?

Formal	Informal
--------	----------

18. Do you have electricity in your home?

Yes	No
-----	----

19. How many people stay in your house?

20. Do you have your own bedroom?

Yes	No
-----	----

21. Where do you do your homework?

---

22. Is the area where you do your homework quiet enough for you to study and concentrate on your homework?

Yes	No
-----	----

23. How much time do you normally have available for you to do homework and study each day?

---



24. Tick off which of the following you have access to in your home?

Books	
Newspapers	
Magazines	
Television	
Radio	
Computer	

25. Is there a library close to your home which you use?

Yes	No
-----	----

Thank you very much for your cooperation.

A.C.Coleman.

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## APPENDIX E

### LIP STD.7 PUPIL QUESTIONNAIRE

## Questionnaire for Pupils in Standard 7

### INSTRUCTIONS:

- The purpose of the following questionnaire is to assist me in my evaluation of the Language Integration Programme (LIP) which is a requirement for the fulfilment of my Masters of Education degree.
- Each pupil's response will be treated with the utmost confidence.
- When there is an option offered in the question, please place a cross in the appropriate box.
- There is no right or wrong answer.

1. When you first applied for admission to Eastwood Secondary School, which standard did you apply for admission to?

6	7	8	9	10
---	---	---	---	----

2. Why do you think that you were admitted to std. 6 and not to any other std. higher than std. 6?

I had passed std.5 the year before.	
I could not speak and understand English fluently.	
I was from a black school.	
The teachers thought that it was better for me to start at the school in std.6.	
My parents thought it would be better for me to start in std.6.	
I thought that it would be better for me to start in std.6.	

3. How did you feel when you first heard that you were admitted to Eastwood Secondary School?

Happy	Afraid	Sad
-------	--------	-----

4. Did you know about the Language Integration Programme (LIP) before you were admitted to Eastwood Secondary School?

Yes	No
-----	----

5. a. Was the std.6 LIP explained to you before you were admitted to the programme?

Yes	No
-----	----

- b. If no, how did you feel when you were told that you were going to be part of the LIP?

Happy	Upset	Angry
-------	-------	-------

Please explain.

---



---



---

6. If you were given the choice at the beginning of std.6, which one would you have chosen to be in?

LIP	Mainstream
-----	------------

Please explain.

---



---



---

7. i. In your opinion, how did the other pupils react towards you because you were in the LIP and modified std.7 course?

Warm and supportive	No Reaction	Like they were better than me.
---------------------	-------------	--------------------------------

- ii. If your thought they acted as if they were better than you, how did that reaction make you feel?

Special	Want to try harder	Inferior	Stupid	Want to leave school
---------	--------------------	----------	--------	----------------------

Please explain.

---



---



---

8. Choose a word from the list below which you think best describes the teachers that taught you in the LIP and modified std.7 course; Helpful, strict, racist, kind.

--

Please explain.

---



---



---



---

9. What was it about the teachers who taught you in the LIP and modified std.7 course which you did not like most?

--

Please explain.

---

---

---

10. What subject did you like the most in the LIP and modified std.7 course?

--

Please explain.

---

---

---

11. What subject did you not like the most in the LIP and modified std.7 course?

--

Please explain.

---

---

12.a. Do you think that what you learn in the LIP and modified std.7 course is different from the mainstream classes?

Yes	No
-----	----

b. If you said yes, what do you think is the difference. Please explain.

---

---

---

---

c. Should there be changes made to the subjects offered in the LIP and modified std.7 course?

Yes	No
-----	----

Please explain.

---



---



---

13. Do you think that your academic performance would have been better if you were in the LIP and modified std.7 or the mainstream classes?

LIP and modified std.7	Mainstream
------------------------	------------

Please explain.

---



---



---

14. Did you think that you were going to be part of the mainstream classes when you passed into std.7?

Yes	No
-----	----

15. If yes, how did you feel when you heard that you were not going to be mixed with the pupil from the mainstream of the previous year, but you were to be put into a modified std.7 class made to cater for pupils from the LIP in std.6?

Happy	
Upset	
Discriminated against	

- 16.a. Are you aware that there will be no modified course in std.8 in 1990?

Yes	No
-----	----

- b. How do you feel about going into the mainstream std.8 course in 1996?

Confident	Afraid
-----------	--------

- 17.a. Would you prefer there to be have been a modified programme for you in std.8?

Yes	No
-----	----

- b. If yes, please explain.

---



---



---

18. Do you think that you will pass next year when you are in mainstream std.8?

Yes	No
-----	----

Please explain.

---



---

19. Would you encourage your brother, sister or friend to come to Eastwood Secondary School if they were going to be placed into a LIP class?

Yes	No
-----	----

Please explain.

---



---



---

20. What type of house do you live in?

Formal	Informal
--------	----------

21. Do you have electricity in your home?

Yes	No
-----	----

22. How many people stay in your house?

23. Do you have your own bedroom?

Yes	No
-----	----

24. Where do you do your homework?

---

25. Is the area where you do your homework quiet enough for you to study and concentrate on your homework?

Yes	No
-----	----

26. How much time do you normally have available for you to do homework and study each day?

---

27. Tick off which of the following you have access to in your home?

Books	
Newspapers	
Magazines	
Television	
Radio	
Computer	

28. Is there a library close to your home which you use?

Yes	No
-----	----

Thank you very much for your cooperation.

A.C.Coleman.

---



APPENDIX F

**ENGLISH RESULTS FOR THE LIP PUPILS FROM STD. 6**  
**TO STD. 8**

SURNAME	NAME	NUMBER	sex	Eng 6Jn	Eng 6S	Eng 6D	eng.7c	ENG.8m	ENG.8J
Sithole	Goodness	3389	f	16	20	15	18		
Mjwara	Eunice	3381	f	17	20	22			
Sokhabase	Sindi	3172	f	17	21	21			
Sithole	Pinky	3390	f	18	35	34	27		
Gwamanda	Phiwokuhle	3376	f	23	23	21			
Makhatini	Brightness	3333	f	25	30	30			
Masango	Nonhlanhla	3423	f	25	39	35	25		
Msomi	Lindiwe	3257	f	26	29	34	21		
Nzama	Thulisile	3165	f	27	35	38	35	41	16
Dlamini	Busisiwe	3247	f	27	32	34	35		
Zondi	Precious	3177	f	27	29	27			
Mazibuko	Sibongile	3252	f	28	40	37			
Mchunu	Nonsikelelo	3334	f	28	34	34	25		
Hlope	Dorcas	3378	f	29	28	27			
Mdunge	Nomthandazo	3337	f	30	38	37	35	20	34
Cele	Antoinette	3372	f	30	24	25			
Gwamanda	Nonkululeko	3231	f	30	27	31			
Bhengu	Ntombifihle	3142	f	31	32	36	28		
Makhaye	Cynthia	3153	f	31	40	38	30		
Dlamini	Janet	3373	f	32	37	26			
Mchunu	Philile	3234	f	32	28	34	29		
Mkize	Prudence	3158	f	32	29	34	27		
Mkize	Ruth	3338	f	32	37	36			
Ndlovu	Rejoice	3163	f	32	45	37			
Ndlovu	Winnie	3259	f	32	42	39	19		
Zondi	Monica	3176	f	32	31	28	22		
Zuma	Moltor	3349	f	32	41	40	22		
Sokhela	Cynthia	3262	f	33	44	40	40	42	19
Nene	Nonhlanhla	3342	f	33	43	48	35	41	47
Mdluli	Thenjiwe	3235	f	34	28	35	32	27	38
Chamane	Sweetness	3246	f	34	28	36	28		
Hlela	Millicent	3377	f	34	46	44	28		
Mchunu	Sanelisiwe	3155	f	34	54	46	35		
Mondweni	Nomfundo	3339	f	34	54	47	28		
Zondi	Khethiwe	3175	f	34	32	32			
Gwala	Faith	3147	f	35	43	46	30		
Mtshali	Elizabeth	3238	f	35	26	25	19		
Zondi	Buyisela	3263	f	35	34	35			
Ngubane	Nontobeka	3343	f	36	45	45	35	31	16
Khoza	Happy	3149	f	37	32	34			
Mchunu	Nonhlanhla	3154	f	37	39	40	35	29	
Ncobeni	Lungile	3385	f	37	40	25			
Ngcobo	Ntwenhle	3243	f	37	50	48	31		
Thwala	Prudence	3173	f	37	39	41	19		
Mvubu	Zanele	3384	f	38	43	43	35	26	27
Dlamini	Funani	3329	f	38	44	46			
Dlamini	Thandeka	3146	f	39	52	45	35	28	25
Zondi	Patience	3391	f	39	46	42	35	39	36

SURNAME	NAME	NUMBER	sex	Eng 6Jn	Eng 6S	Eng 6D	eng.7c	ENG.8m	ENG.8J
Mchunu	Queeneth	3335	f	39	54	46	35	34	39
Shabalala	Nontobeka	3167	f	40	46	47			
Gwala	Nomande	3249	f	41	49	45	35	22	29
Gwamanda	Minah	3375	f	41	35	38	35	41	46
Khumalo	Jabulisile	3150	f	41	53	48	31		
Mwelase	Pretty	3161	f	41	67	68	55		
Hlongwane	Philisiwe	3250	f	42	38	39	24		
Khumalo	Jabulisile	3151	f	42	51	48	36		
Nyandu	Nokuzotha	3261	f	42	53	46			
Hlope	Wendy	3148	f	43	35	36	35	33	38
Ngcobo	Thandi	3416	f	43	42	45	35	39	44
Mwelase	Thandeka	2773	f	43	19	19			
Zondi	Gloria	3392	f	43	36	30	23		
Phetha	Purity	3166	f	44	51	48	36	26	17
Msomi	Audrey	3340	f	45	59	58	16		
Maphumulo	Thobile	3332	f	46	46	41	35	20	16
Jali	True-love	3232	f	46	54	47	38	30	37
Mkize	Thembe	3237	f	46	38	46	35	29	45
Madlala	Peggy	3379	f	46	56	53	40	35	50
Memela	Khanyisile	3253	f	46	59	45	30		
Ndlovu	Carol	3258	f	47	50	54	36	40	34
Ngcobo	Ncamsile	3386	f	47	50	50	35		
Mthembu	Thabile	3160	f	48	59	59	44	40	41
Mkize	Prudence	3182	f	49	43	45	35	36	19
Zimu	Sethembile	3346	f	49	61	59	41	37	25
Mntambo	Maureen	3383	f	49	61	51	35	43	48
Ngubane	Annatoria	3387	f	50	55	62	45	41	29
Mondweni	Nokwazi	3159	f	50	57	55	37		
Nzimande	Thandaza	3344	f	51	51	49	28		
Dlamini	Precious	3248	f	52	69	60			
Mbona	Annatoria	3380	f	53	57	56	42	42	28
Mdluli	Zandile	3336	f	55	54	56	35	41	44
Biyela	Promise	3371	f	55	63	64	53	55	55
Ntombela	Nonhlanhla	3164	f	55	56	62	47		
Dlamini	Portia	3144	f	56	59	60	40	24	30
Gwamanda	Beauty	3374	f	56	57	60	44	32	48
Shelembe	Nondumiso	3168	f	57	62	68	49	36	41
Mahiaba	Brightness	3233	f	57	60	64	53	45	55
Khumalo	Penelope	3152	f	57	64	68	41		
Shange	Precious	3388	f	59	72	67	56	53	27
Vundla	Phumelele	3174	f	59	55	64	49	43	40
Khanyile	Landeka	3251	f	59	68	67	52	43	47
Vilakazi	Nondumiso	3345	f	60	61	68	51	35	26
Nzimande	Phumzile	3245	f	61	61	58	42	26	31
Bhengu	Precious	3229	f	61	44	34			
Dladla	Prudence	3415	f	63	53	62			
Zondi	Ntonbifikile	3347	f	63	59	62	47		
Zuma	Ntonbifuthi	3348	f	64	63	65	40	43	27

english 6-7-8 text

SURNAME	NAME	NUMBER	sex	Eng 6Jn	Eng 6S	Eng 6D	eng.7c	ENG.8m	ENG.8J
Shezi	Eugenia	3169	f	64	61	70	63	57	43
Vezi	Sphelele	3246	f	66	69	69	63		
Ndlovu	Precious	3241	f	67	68	68	55	53	46
Mkize	Pumla	3255	f	67	63	67	60	59	56
Shezi	Lungile	3170	f	68	73	73	67	47	40
Mseleku	Chariotte	3256	f	71	76	73	65	57	44
Mgube	Lindokuhle	3236	f	74	66	70	55		
Sokhela	Ronald	3277	m	16	21	21			
Cebekhulu	Russelle	3264	m	18	23	21			
Ndlovu	Cyprian	3400	m	19	19	26			
Nkala	Mlungizi	3275	m	21	30	27			
Cebekhulu	Thulani	3317	m	22	35	38	26		
Nene	Lucky	3220	m	23	22	30			
Radebe	Benedict	3403	m	23	21	18			
Khuzwayo	Ntobeko	3417	m	24	31	30			
Ndlovu	Mduduzi	3319	m	26	44	37	25		
Zondi	Emmanuel	3224	m	27	27	24	24		
Dambuza	Stembele	3265	m	30	42	34	26		
Dladla	Vusimuzi	3212	m	30	36	34	28		
Mkhabele	Bongekile	3156	m	30	35	34	11		
Ngcobo	Alfred	3424	m	30	24	41			
Sithole	Wiseman	3223	m	30	31	20	26		
Zikhali	Sibusiso	3326	m	31	38	36	29		
Gcwabaza	Simon	3266	m	32	36	37	27		
Gwala	Ephraim	3267	m	33	33	36	26		
Mthembu	Nkululeka	3396	m	35	45	38	35	28	39
Ngubane	Snotty	3274	m	36	46	43	35	36	30
Zwane	Themba	3328	m	37	48	47	35	24	40
Nkosi	Innocent	3221	m	37	47	47	35	34	45
Khoza	Alex	3395	m	37	39	38			
Ndaba	Walter	3407	m	37	41	45	27		
Bhengu	Stembile	3143	m	38	34	31			
Ngobese	Walter	3210	m	40	43	37	35	21	38
Ndlovu	Rockwell	3402	m	40	38	36	35	43	41
Shezi	Eugene	3276	m	40	23	43	31		
Mnguni	Msawenkosi	3272	m	41	44	44	35	27	26
Mvubu	Thulani	3397	m	41	48	47			
Zondi	innocent	3278	m	41	42	44	30		
Sibisi	Raymond	3324	m	42	48	44	40	34	42
Ngilani	Mbongeni	3320	m	42	45	46	28		
Khanyile	Zephrid	3394	m	43	29	33			
Shezi	Mbongiseni	3323	m	43	47	46	30		
Sithole	Xolani	3325	m	43	45	45			
Mkize	Sduduzo	3270	m	44	51	51	46	22	27
Memela	Nkululeko	3269	m	45	54	51	40	34	29
Biyela	Vusumusi	3316	m	45	56	52	35	38	45
Nkwanyana	Thembela	3221	m	46	57	57	32		
Manyani	Zamokwakhe	3268	m	47	53	51	40	26	26

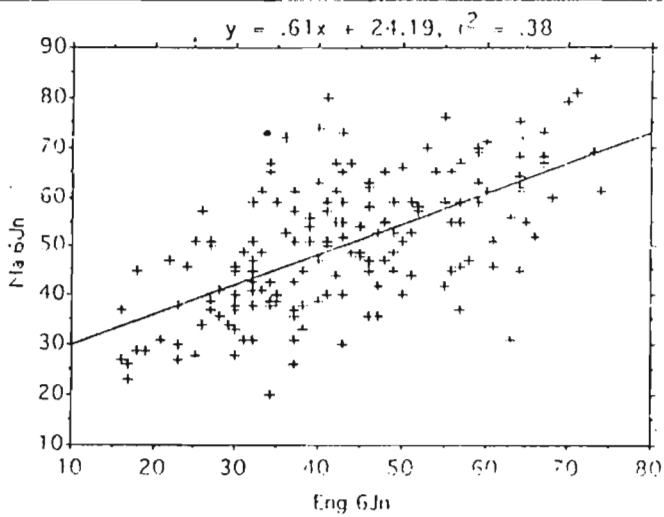


APPENDIX G

SIMPLE LINEAR REGRESSION

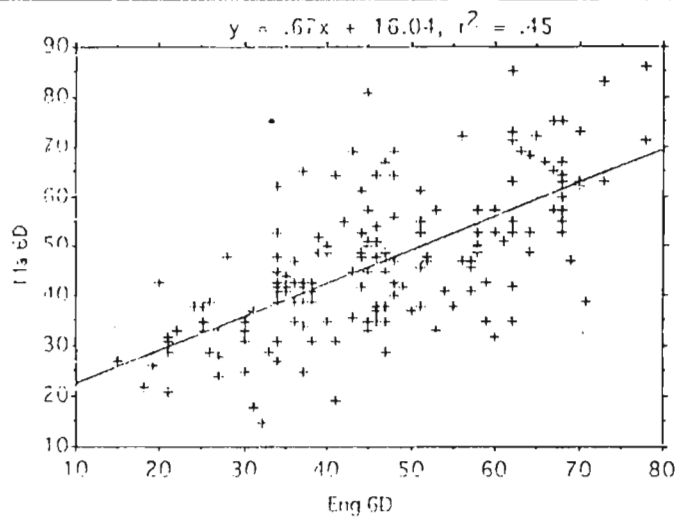
AND

PEARSON'S CORRELATION COEFFICIENT



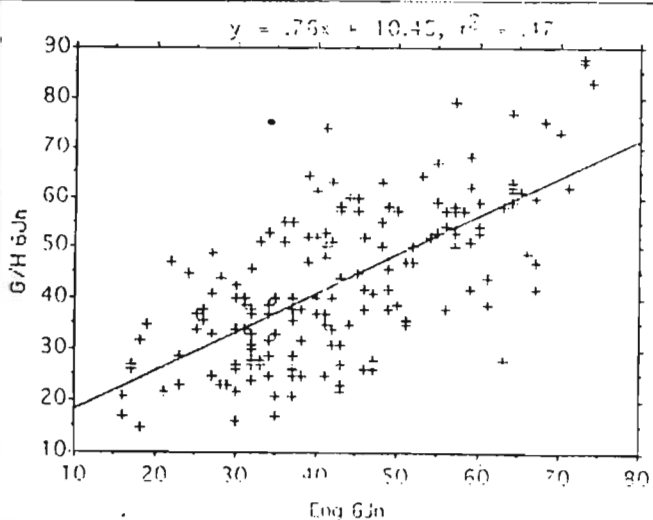
ENGLISH / MATHEMATICS STD.6 JUNE REGRESSION

PEARSON'S CORRELATION COEFFICIENT = 0.62



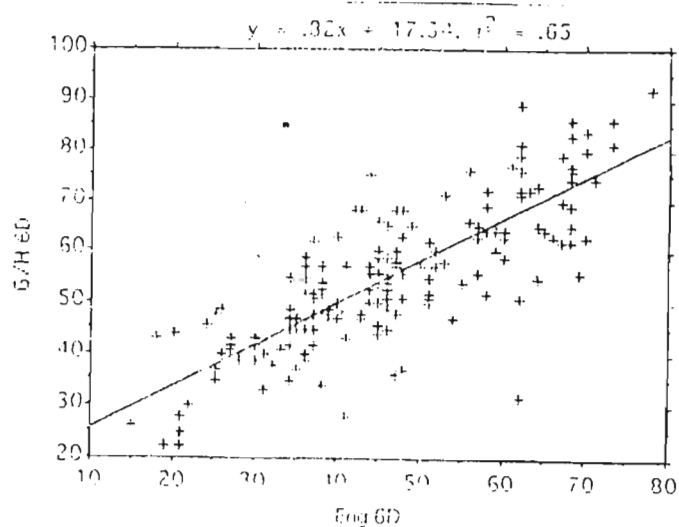
ENGLISH / MATHEMATICS STD.6 DECEMBER REGRESSION

PEARSON'S CORRELATION COEFFICIENT = 0.67



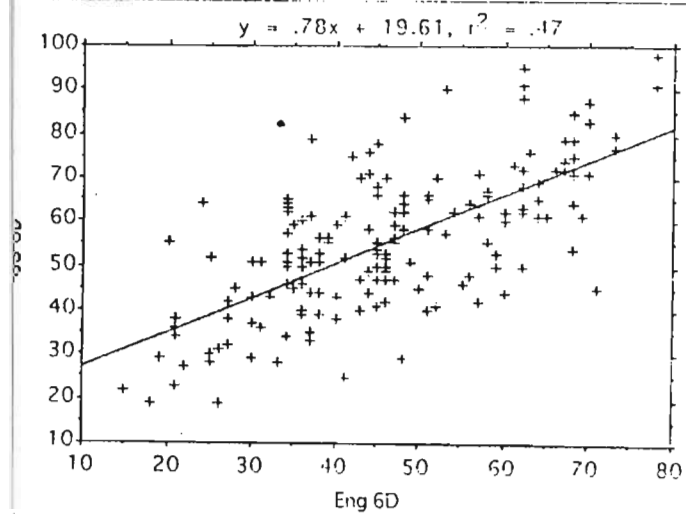
ENGLISH / GEOGRAPHY-HISTORY STD.6 JUNE REGRESSION

PEARSON'S CORRELATION COEFFICIENT = 0.68



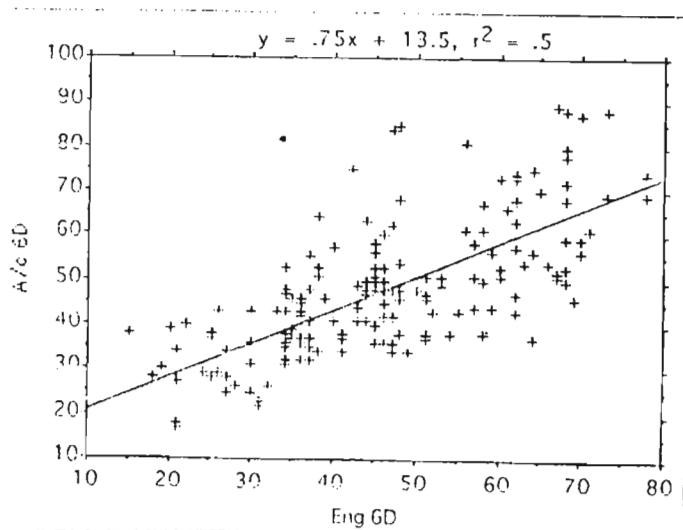
ENGLISH / GEOGRAPHY-HISTORY STD.6 DECEMBER REGRESSION

PEARSON'S CORRELATION COEFFICIENT = 0.81



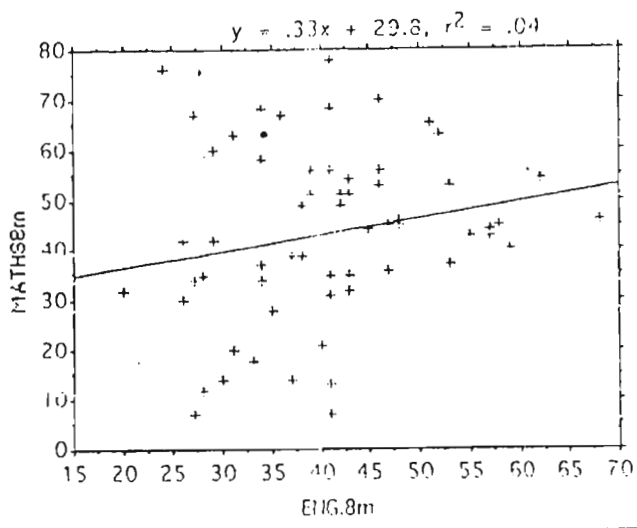
ENGLISH / GENERAL SCIENCE STD.6 DECEMBER REGRESSION

PEARSON'S CORRELATION COEFFICIENT = 0.69

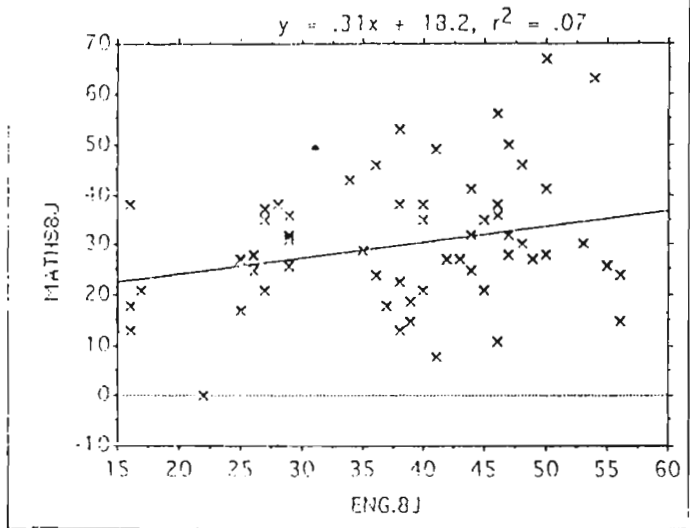


ENGLISH / ACCOUNTING STD.6 DECEMBER REGRESSION

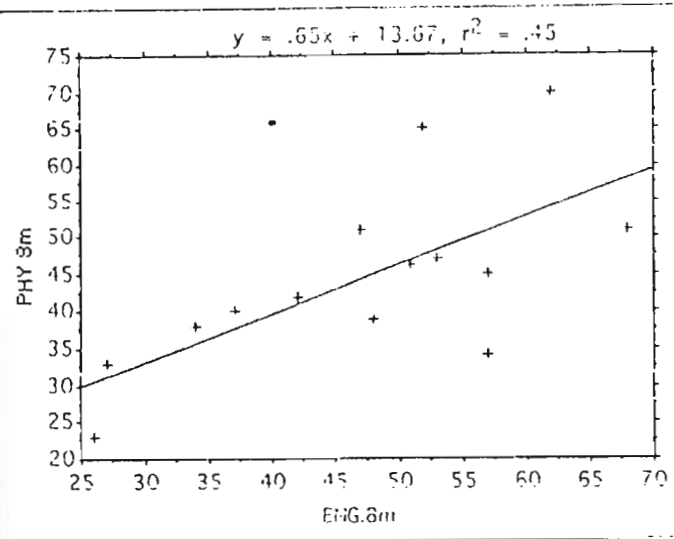
PEARSON'S CORRELATION COEFFICIENT = 0.71



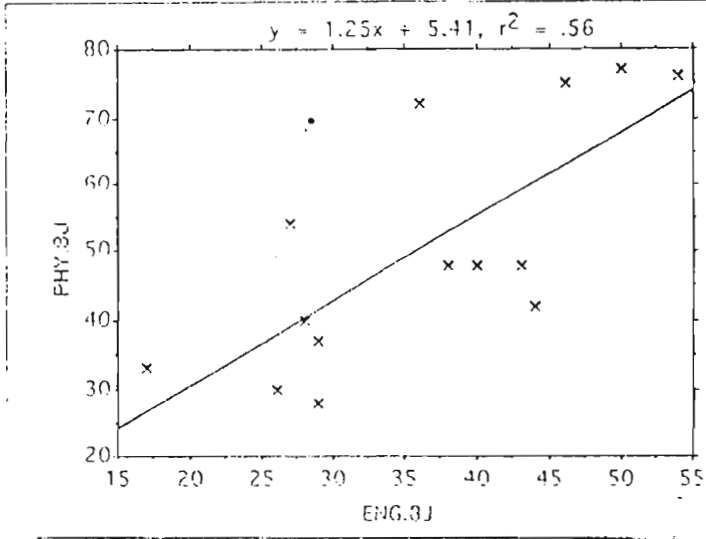
ENGLISH / MATHEMATICS STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.2



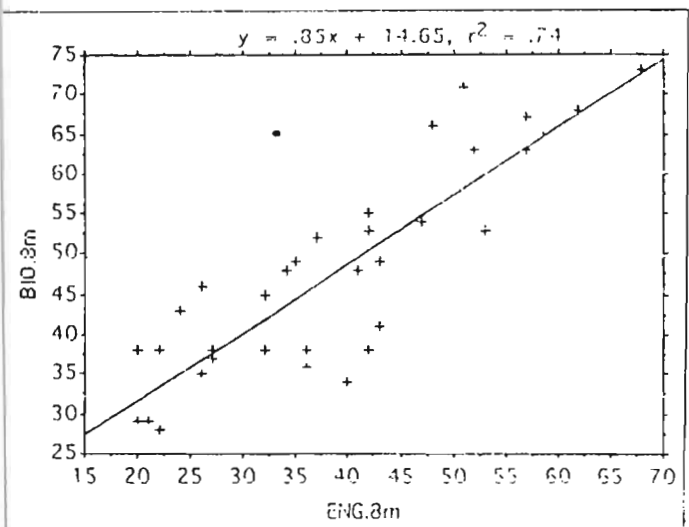
ENGLISH / MATHEMATICS STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.26



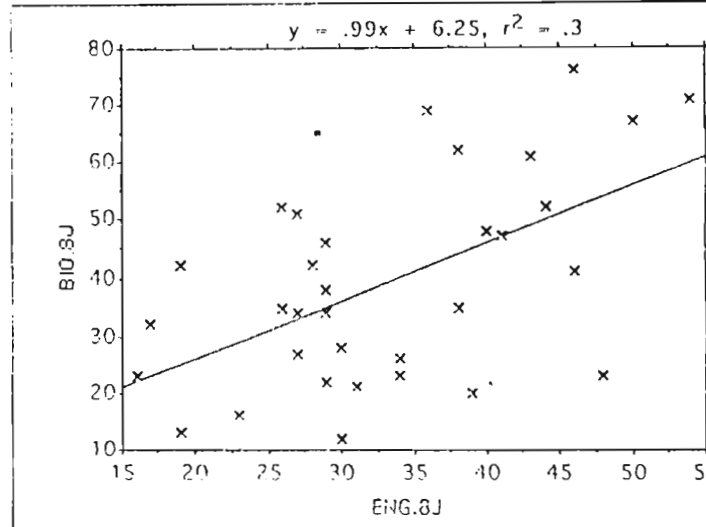
ENGLISH / PHYSICAL SCIENCE STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.67



ENGLISH / PHYSICAL SCIENCE STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.75

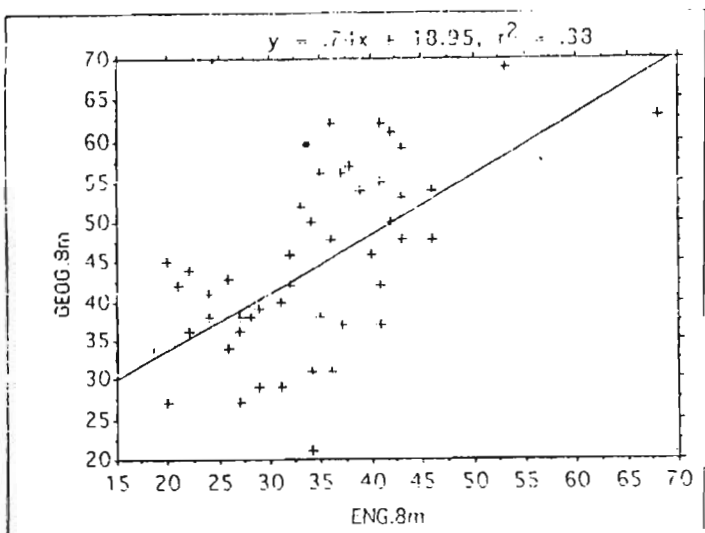


ENGLISH / BIOLOGY STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.86

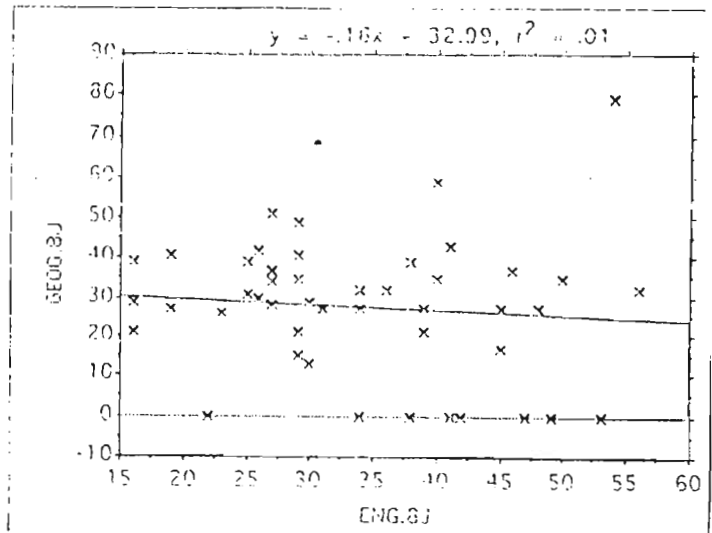


ENGLISH / BIOLOGY STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.55

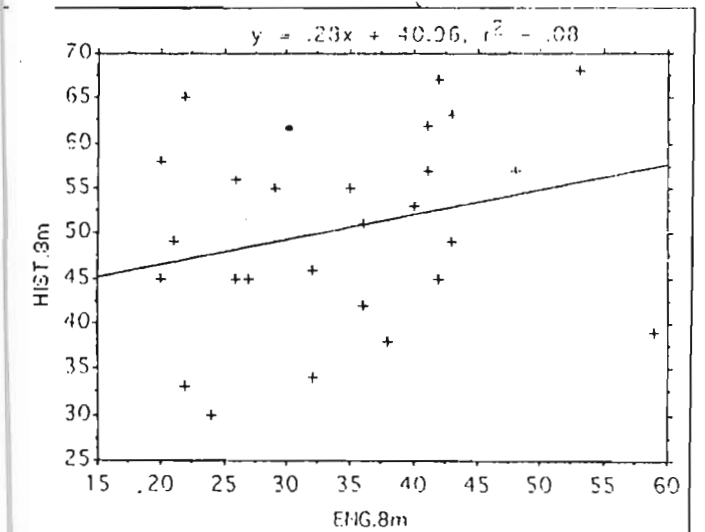




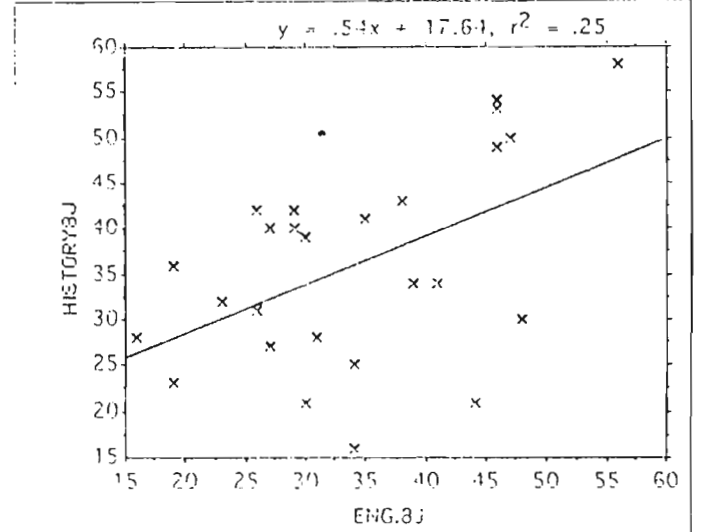
ENGLISH / GEOGRAPHY STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.62



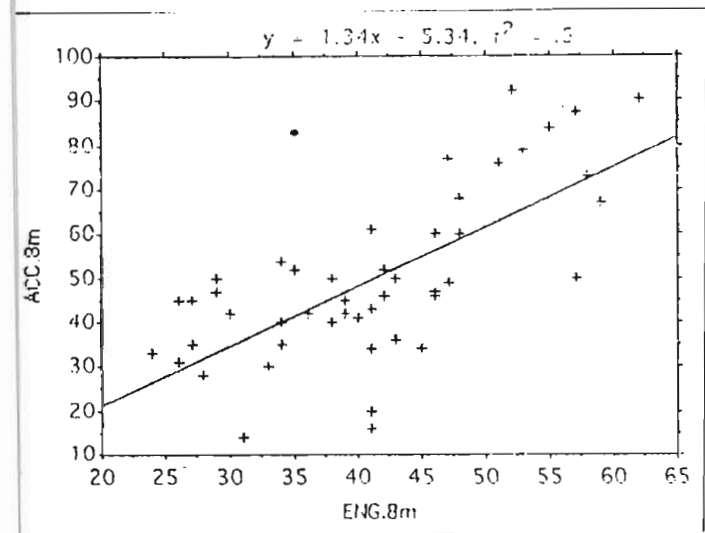
ENGLISH / GEOGRAPHY STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = -0.1



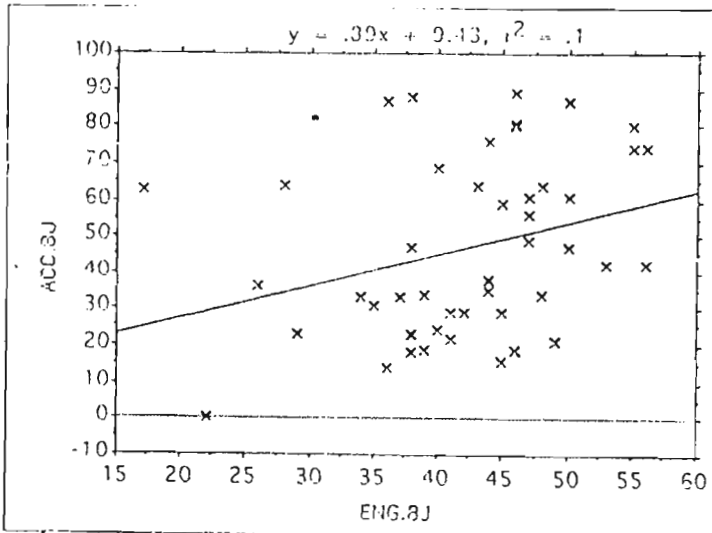
ENGLISH / HISTORY STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.28



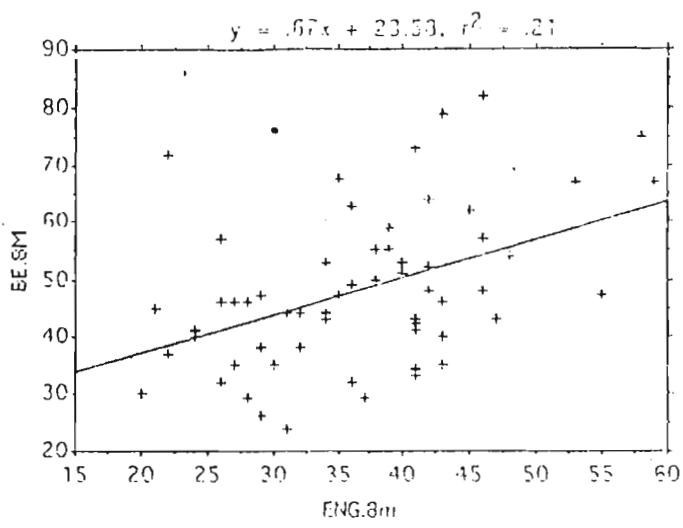
ENGLISH / HISTORY STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.5



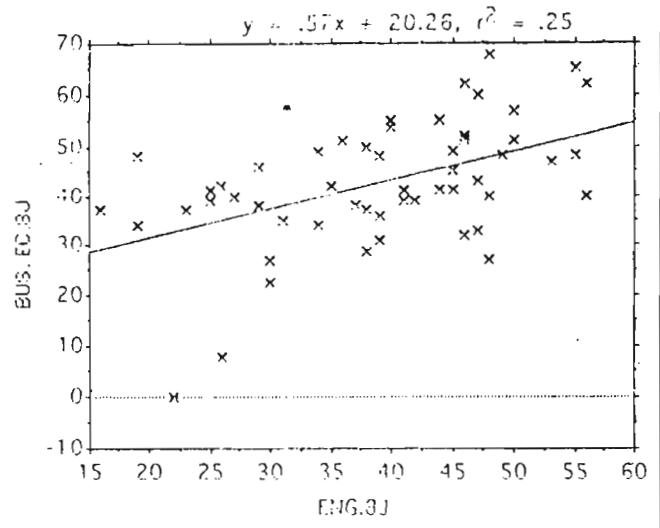
ENGLISH / ACCOUNTING STD.8 MARCH REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.71



ENGLISH / ACCOUNTING STD.8 JUNE REGRESSION  
PEARSON'S CORRELATION COEFFICIENT = 0.31



ENGLISH / BUSINESS ECONOMICS STD.8 MARCH REGRESSION  
 PEARSON'S CORRELATION COEFFICIENT = 0.46



ENGLISH / BUSINESS ECONOMICS STD.8 JUNE REGRESSION  
 PEARSON'S CORRELATION COEFFICIENT = 0.5

## APPENDIX H

**A. HISTOGRAMS FOR THE DIFFERENT SUBJECTS.**

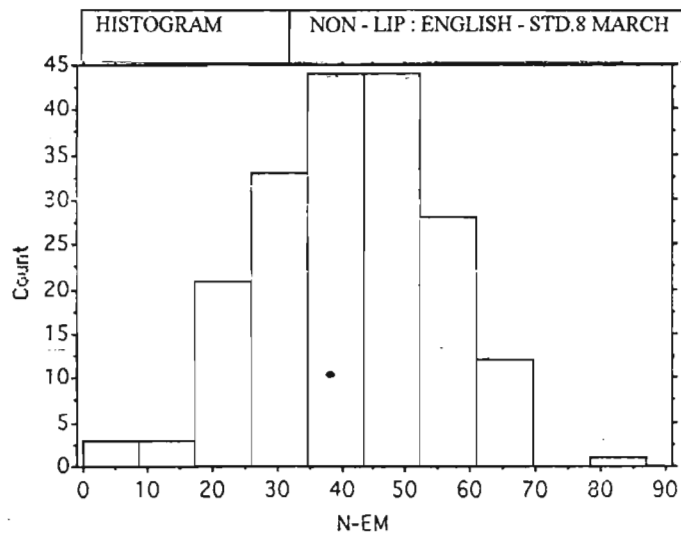
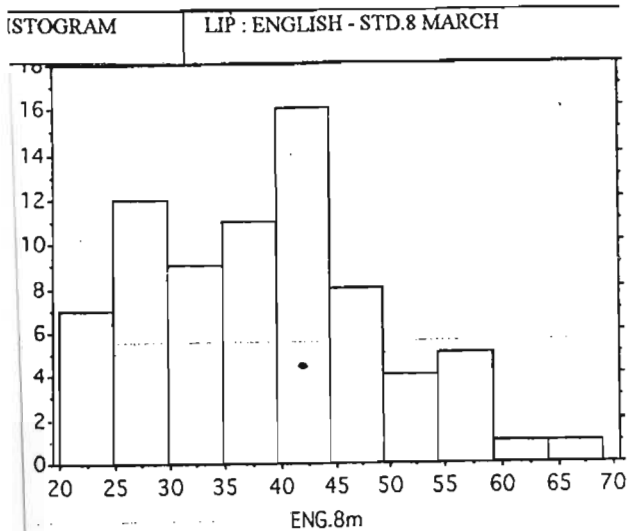
**B. UNPAIRED  $t$  - TESTS FOR THE DIFFERENT SUBJECTS COMPARING THE EX LIP PUPILS TO THE EX NON - LIP PUPILS.**

**KEY :**

**L : EX LIP PUPILS.**

**N : EX NON - LIP PUPILS.**

**C. KOLMOGOROV - SMIRNOV TESTS FOR THE DIFFERENT SUBJECTS COMPARING THE EX LIP PUPILS TO THE EX NON - LIP PUPILS.**



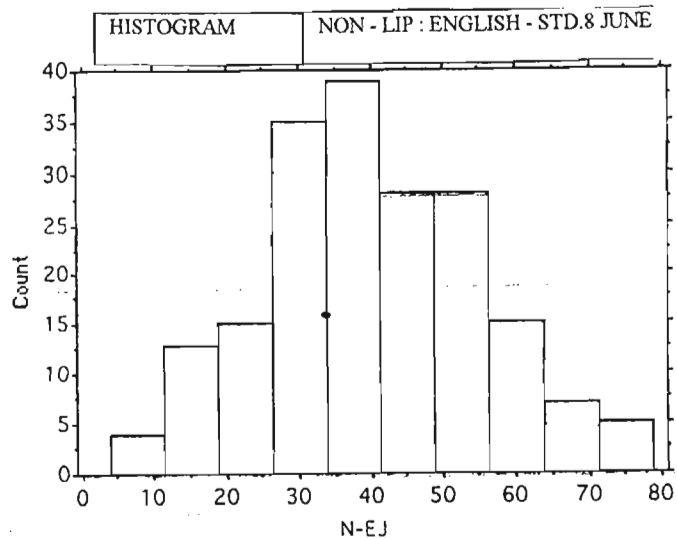
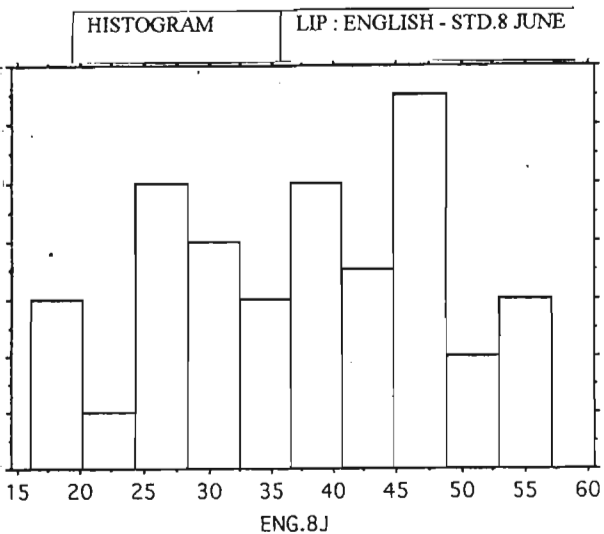
UNPAIRED t - TEST ENGLISH - STD.8 MARCH

DF:	Unpaired t Value:	Prob. (2-tail):
261	-1.66	.0971

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	74	38.5	10.78	1.25
N	189	41.5	13.96	1.02

KOLMOGOROV - SMIRNOV TEST ENGLISH - STD.8 MARCH

DF	2
L cases	74
N cases	189
Maximum Difference	.2
K-S Chi Square	8.56
Z	1.46
	p = .1436



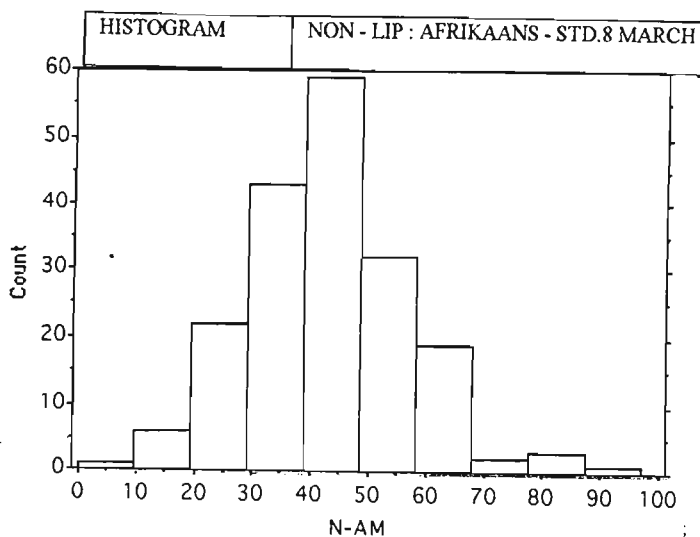
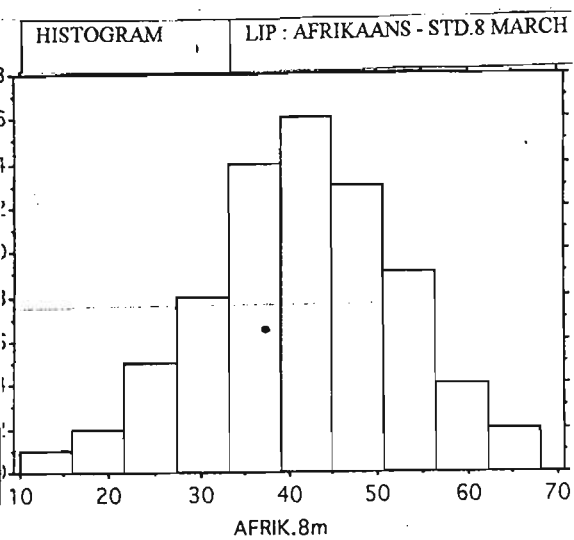
UNPAIRED t - TEST ENGLISH - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
259	-1.52	.1307

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	72	37.18	10.9	1.28
N	189	40.1	14.89	1.08

KOLMOGOROV - SMIRNOV TEST ENGLISH - STD.8 JUNE

DF	2	
L cases	72	
N cases	189	
Maximum Difference	.17	
K-S Chi Square	6.07	
Z	1.23	p = .2179



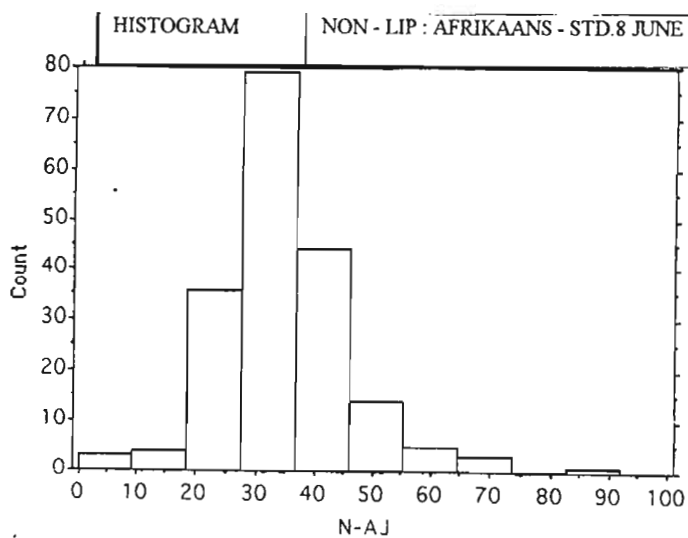
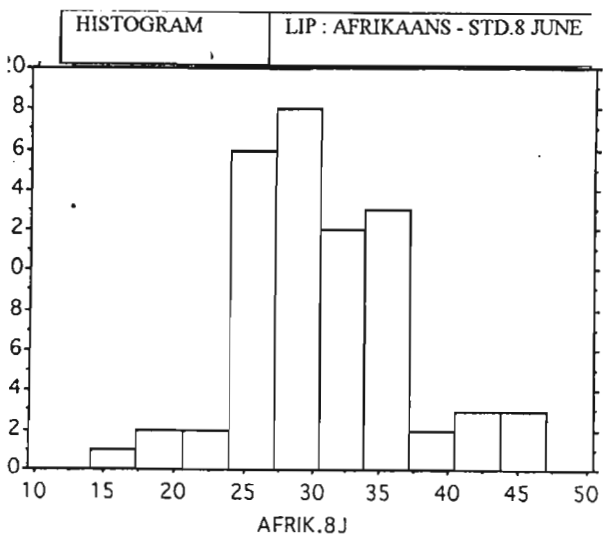
UNPAIRED t - TEST AFRIKAANS - STD.8 MARCH

DF:	Unpaired t Value:	Prob. (2-tail):
260	-.97	.3328

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	74	41.12	11.04	1.28
N	188	42.91	14.3	1.04

KOLMOGOROV - SMIRNOV TEST AFRIKAANS - STD.8 MARCH

DF	2
L cases	74
N cases	188
Maximum Difference	.11
K-S Chi Square	2.46
Z	.78
	p = .4333



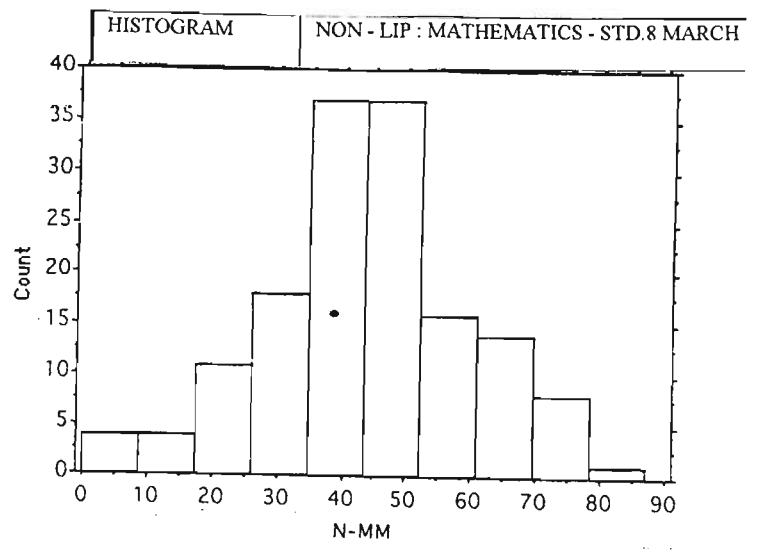
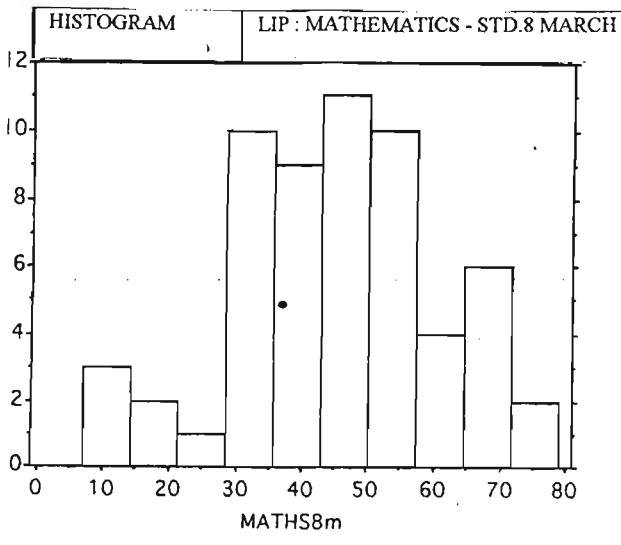
UNPAIRED t - TEST AFRIKAANS - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
258	-6.98	.0001

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	72	30.74	6.08	.72
N	188	42.91	14.3	1.04

KOLMOGOROV - SMIRNOV TEST AFRIKAANS - STD.8 JUNE

DF	2
L cases	72
N cases	188
Maximum Difference	.54
K-S Chi Square	60.24
Z	3.88
	p = .0001



UNPAIRED t - TEST MATHEMATICS - STD.8 MARCH

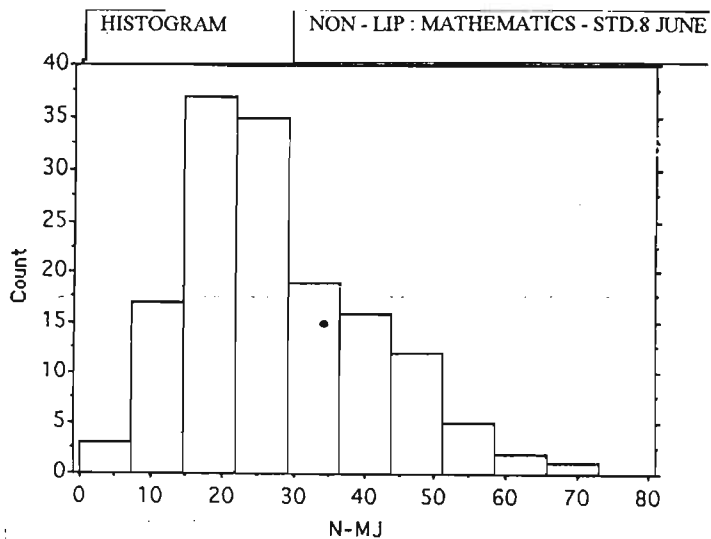
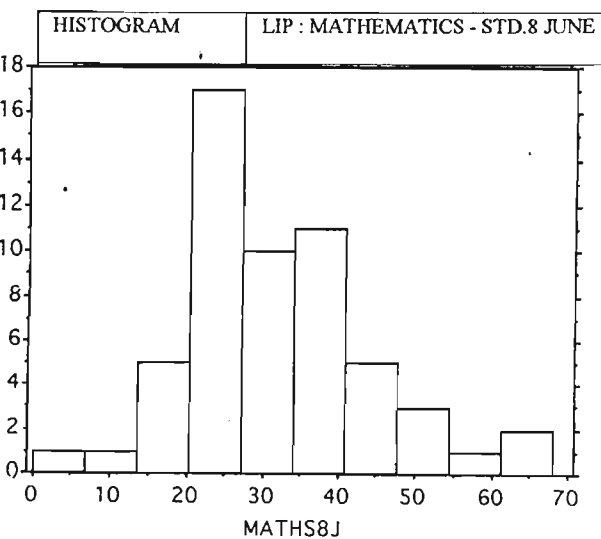
DF:	Unpaired t Value:	Prob. (2-tail):
206	-.23	.8204

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	58	45.14	15.64	2.05
N	150	46.27	36.49	2.98

KOLMOGOROV - SMIRNOV TEST MATHEMATICS - STD.8 MARCH

DF	2
L cases	58
N cases	150
Maximum Difference	.09
K-S Chi Square	1.35
Z	.58
	p = .561





UNPAIRED t - TEST MATHEMATICS - STD.8 JUNE

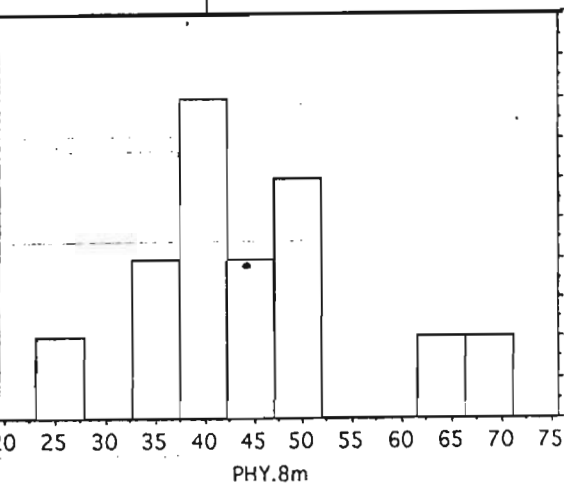
DF:	Unpaired t Value:	Prob. (2-tail):
201	2.07	.0399

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	56	31.57	12.42	1.66
N	147	27.31	13.36	1.1

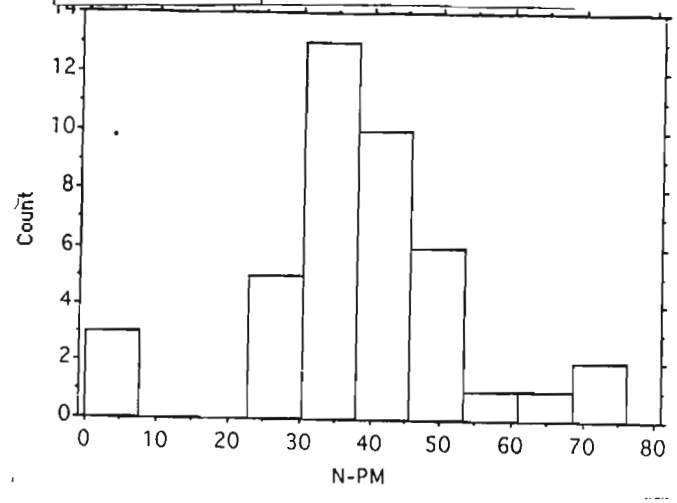
KOLMOGOROV - SMIRNOV TEST MATHEMATICS - STD.8 JUNE

DF	2
L cases	56
N cases	147
Maximum Difference	.24
K-S Chi Square	9.13
Z	1.51
	p = .1308

HISTOGRAM LIP : PHYSICAL SCIENCE - STD.8 MARCH



HISTOGRAM NON - LIP : PHYSICAL SCIENCE - STD.8 MARCH



UNPAIRED t - TEST PHYSICAL SCIENCE - STD.8 MARCH

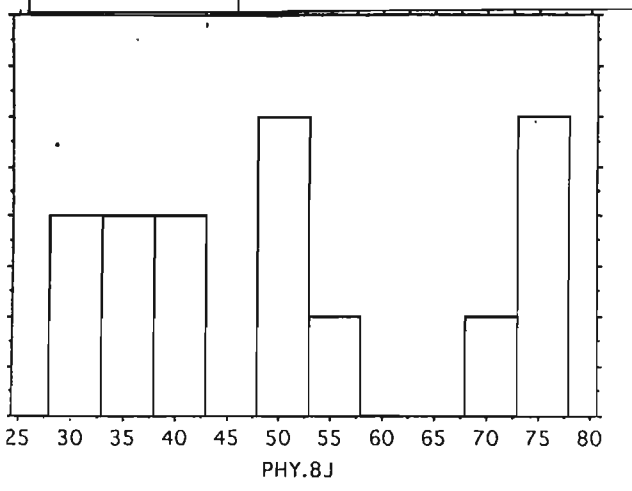
DF:	Unpaired t Value:	Prob. (2-tail):
53	1.42	.1626

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	14	44.57	12.3	3.29
N	41	38.32	14.85	2.32

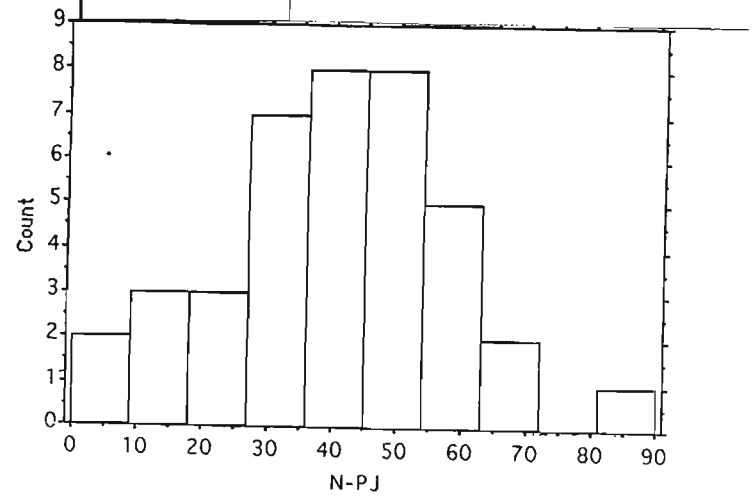
KOLMOGOROV - SMIRNOV TEST PHYSICAL SCIENCE - STD.8 MARCH

DF	2
L cases	14
N cases	41
Maximum Difference	.3
K-S Chi Square	3.7
Z	.96
	p = .3358

HISTOGRAM LIP : PHYSICAL SCIENCE - STD.8 JUNE



HISTOGRAM NON - LIP : PHYSICAL SCIENCE - STD.8 JUNE



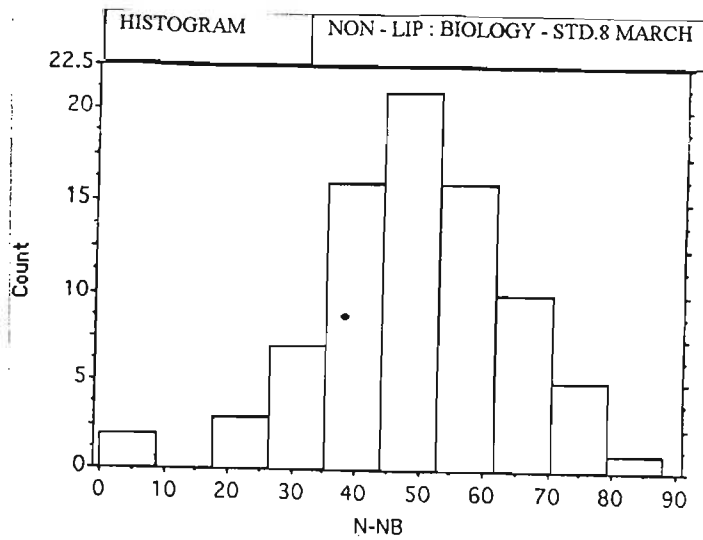
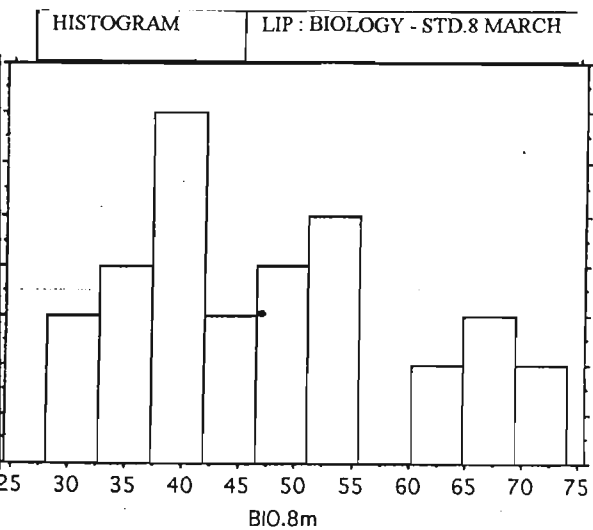
UNPAIRED t - TEST PHYSICAL SCIENCE - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
51	2.06	.0444

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	14	50.57	17.64	4.71
N	39	39.23	17.67	2.83

KOLMOGOROV - SMIRNOV TEST PHYSICAL SCIENCE - STD.8 JUNE

DF	2
L cases	14
N cases	39
Maximum Difference	.32
K-S Chi Square	4.09
Z	1.01 p = .312



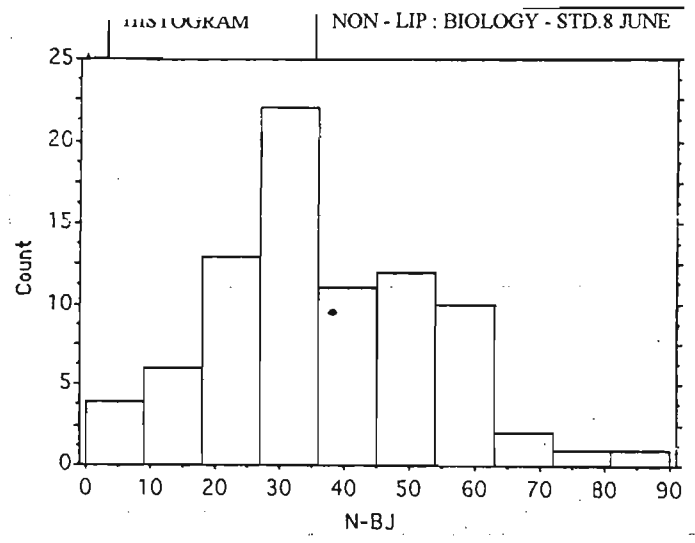
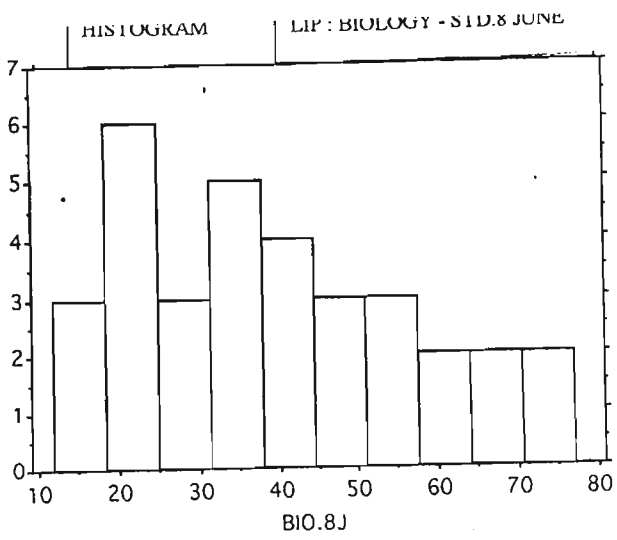
UNPAIRED t - TEST BIOLOGY - STD.8 MARCH

DF:	Unpaired t Value:	Prob. (2-tail):
112	-.33	.7444

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	33	47.36	12.83	2.23
N	81	48.36	15.43	1.71

KOLMOGOROV - SMIRNOV TEST BIOLOGY - STD.8 MARCH

DF	2
L cases	33
N cases	81
Maximum Difference	.18
K-S Chi Square	3.18
Z	.89      p = .3728



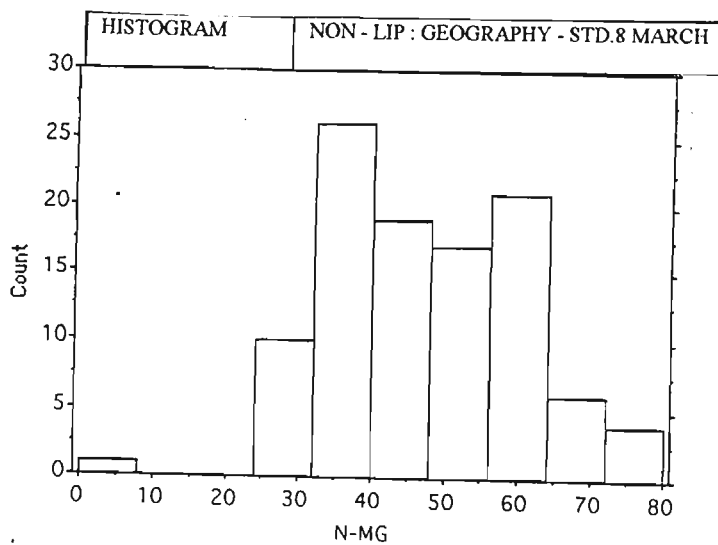
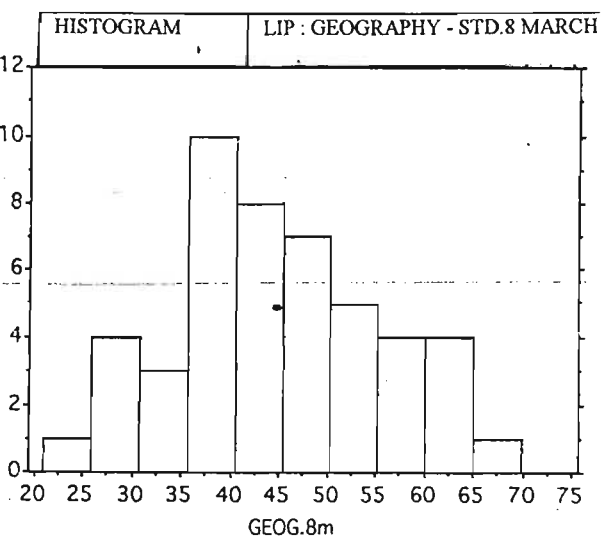
UNPAIRED t - TEST	BIOLOGY - STD.8 JUNE
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DF:	Unpaired t Value:	Prob. (2-tail):
113	.88	.3802

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	33	39.06	17.7	3.08
N	82	35.99	16.6	1.83

KOLMOGOROV - SMIRNOV TEST	BIOLOGY - STD.8 JUNE
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DF	2
L cases	33
N cases	82
Maximum Difference	.13
K-S Chi Square	1.67
Z	.65      p = .5187



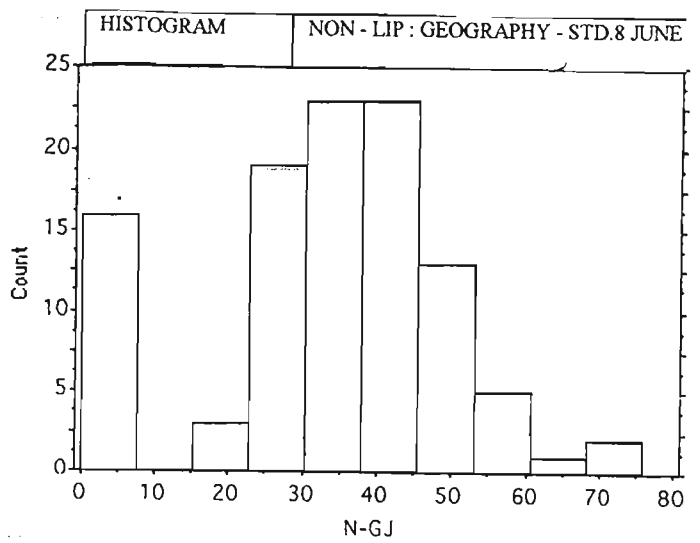
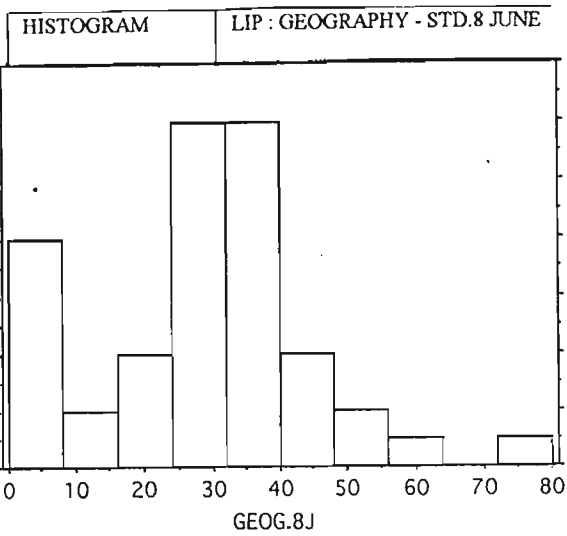
UNPAIRED t - TEST GEOGRAPHY - STD.8 MARCH

DF:	Unpaired t Value:	Prob. (2-tail):
149	-.86	.3904

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	47	44.6	11.05	1.61
N	104	46.53	13.47	1.32

KOLMOGOROV - SMIRNOV TEST GEOGRAPHY - STD.8 MARCH

DF	2
L cases	47
N cases	104
Maximum Difference	.11
K-S Chi Square	1.47
Z	.61
	p = .5442



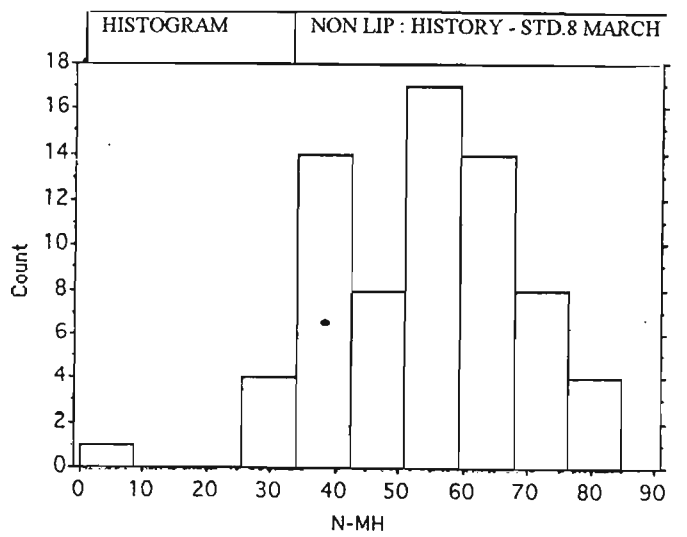
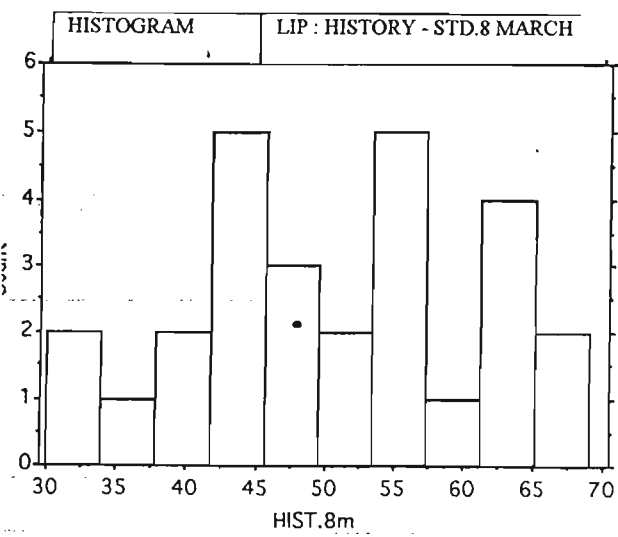
UNPAIRED t - TEST GEOGRAPHY - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
149	-1.66	.0998

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	46	27.7	17	2.51
N	105	32.72	17.25	1.68

KOLMOGOROV - SMIRNOV TEST GEOGRAPHY - STD.8 JUNE

DF	2
L cases	46
N cases	105
Maximum Difference	.24
K-S Chi Square	7.37
Z	1.36
	p = .1747



UNPAIRED t - TEST HISTORY - STD.8 MARCH

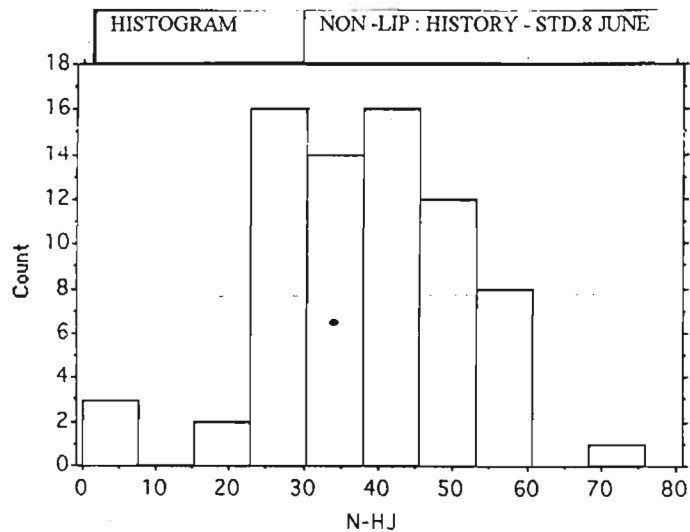
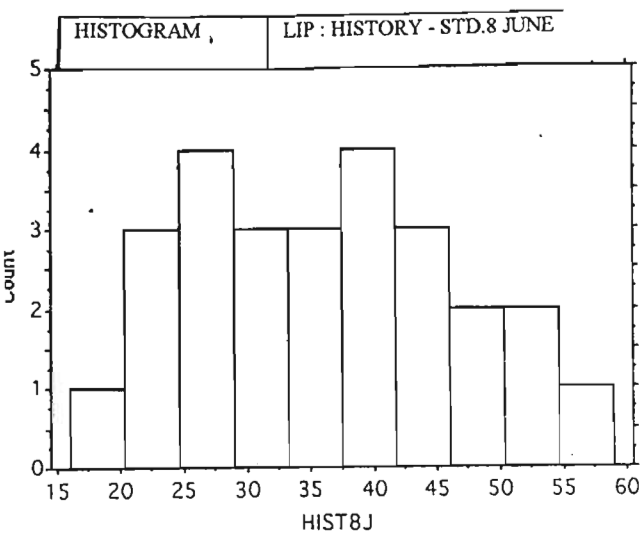
DF:	Unpaired t Value:	Prob. (2-tail):
95	-.96	.3409

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	27	50.74	10.66	2.05
N	70	53.84	15.46	1.85

KOLMOGOROV - SMIRNOV TEST HISTORY - STD.8 MARCH

DF	2
L cases	27
N cases	70
Maximum Difference	.21
K-S Chi Square	3.32
Z	.91
	p = .3624





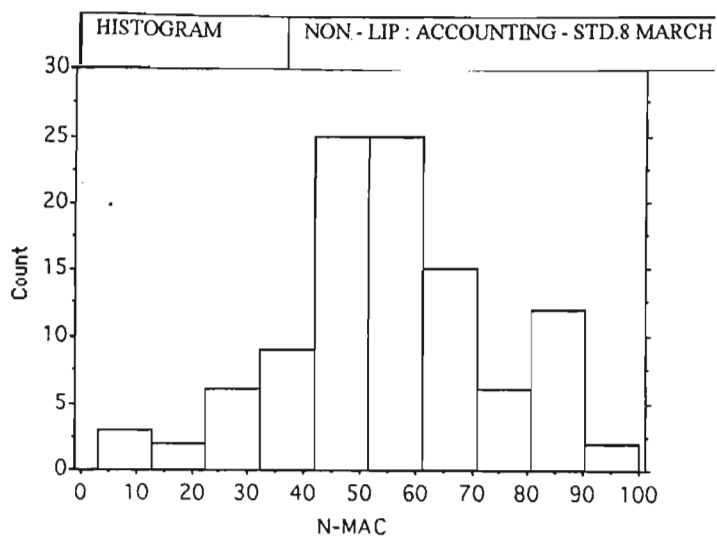
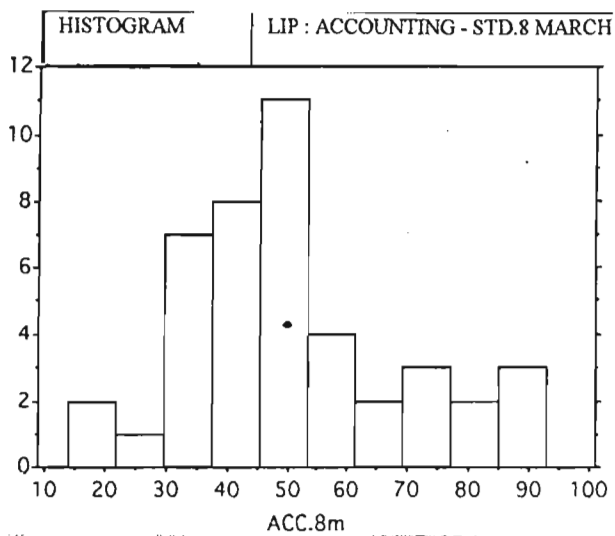
UNPAIRED t - TEST HISTORY - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
96	-.54	.5925

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	26	36.04	11.1	2.18
N	72	37.65	13.78	1.62

KOLMOGOROV - SMIRNOV TEST HISTORY - STD.8 JUNE

DF	2
L cases	26
N cases	72
Maximum Difference	.13
K-S Chi Square	1.24
Z	.56
	p = .5784



UNPAIRED t - TEST

ACCOUNTING - STD.8 MARCH

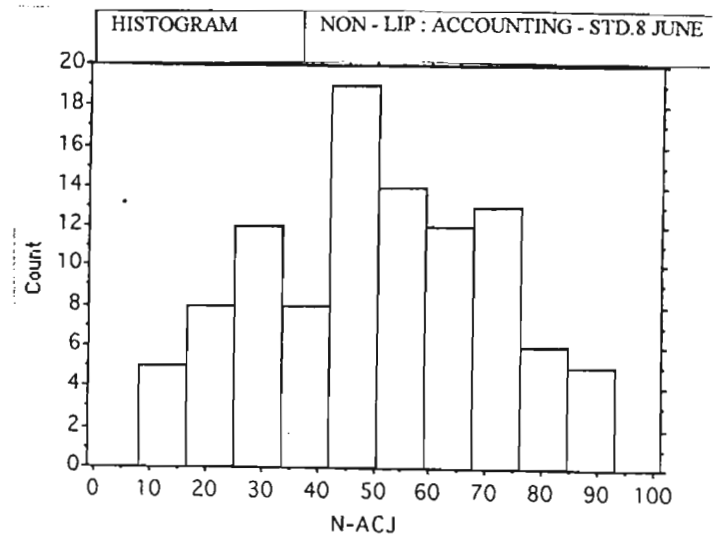
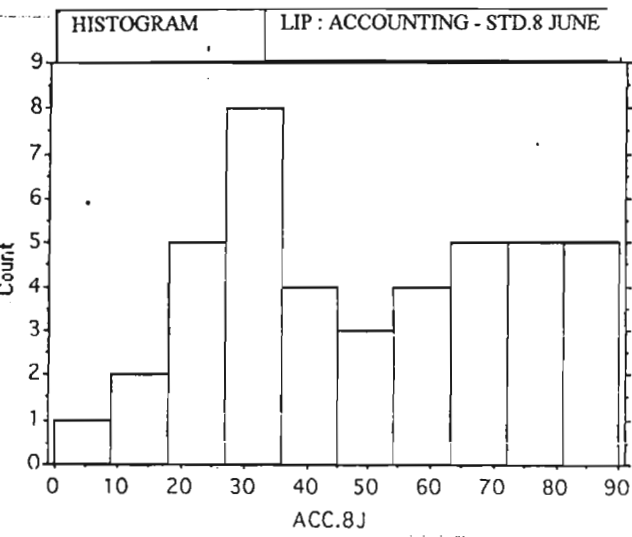
DF:	Unpaired t Value:	Prob. (2-tail):
146	-1.09	.277

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	43	51.16	18.89	2.88
N	105	54.93	19.17	1.87

KOLMOGOROV - SMIRNOV TEST

ACCOUNTING - STD.8 MARCH

DF	2
L cases	43
N cases	105
Maximum Difference	.23
K-S Chi Square	6.34
Z	1.26
	p = .2081



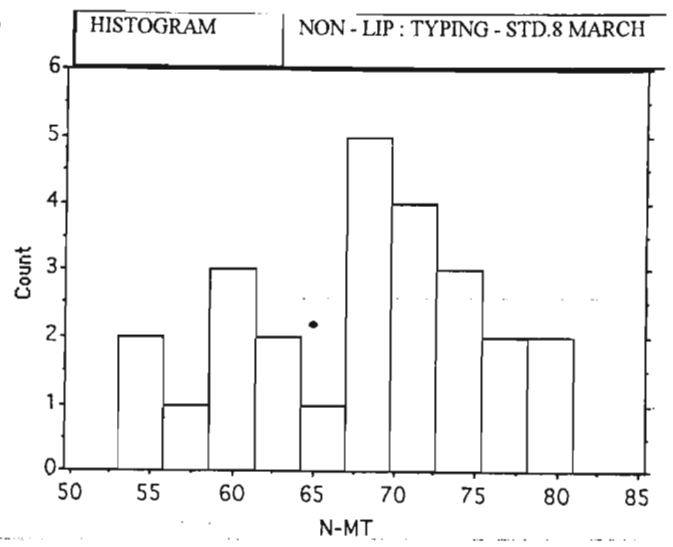
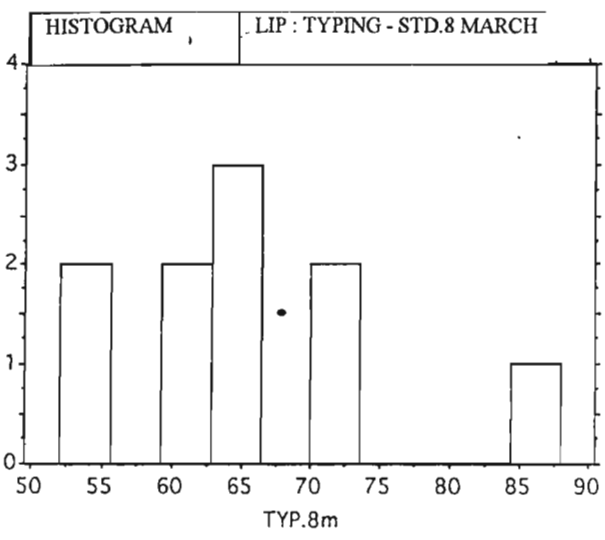
UNPAIRED t - TEST ACCOUNTING - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
142	-.18	.8564

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	42	49.21	24.26	3.74
N	102	49.93	20.38	2.02

KOLMOGOROV - SMIRNOV TEST ACCOUNTING - STD.8 JUNE

DF	2	
L cases	42	
N cases	102	
Maximum Difference	.15	
K-S Chi Square	2.82	
Z	.84	p = .4007



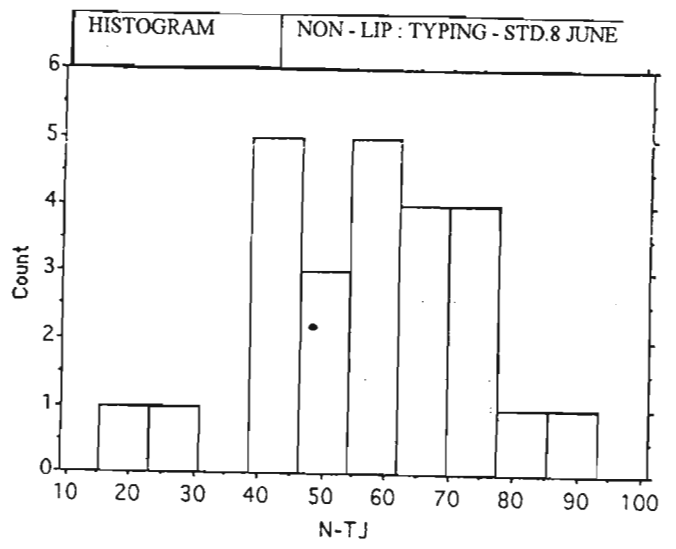
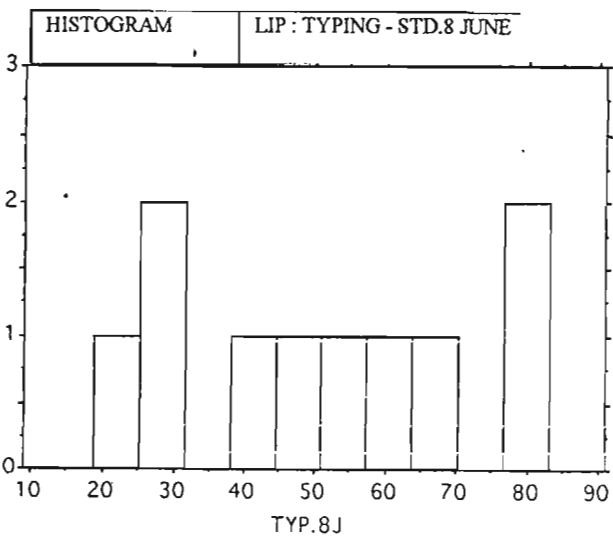
UNPAIRED t - TEST TYPING - STD.8 MARCH

DF:	Unpaired t Value:	Prob. (2-tail):
33	-.79	.4369

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	10	65	9.94	3.14
N	25	67.44	7.57	1.51

KOLMOGOROV - SMIRNOV TEST TYPING - STD.8 MARCH

DF	2
L cases	10
N cases	25
Maximum Difference	.38
K-S Chi Square	4.13
Z	1.02
	p = .3098



UNPAIRED t - TEST | TYPING - STD.8 JUNE

DF:	Unpaired t Value:	Prob. (2-tail):
33	-.89	.3804

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
L	10	50.7	22.11	6.99
N	25	56.96	17.42	3.48

KOLMOGOROV - SMIRNOV TEST | TYPING - STD.8 JUNE

DF	2	
L cases	10	
N cases	25	
Maximum Difference	.24	
K-S Chi Square	1.65	
Z	.64	p = .5212

## **APPENDIX I**

### **SUMMARY LIST OF RESEARCH FINDINGS**

1. Only 6 (33%) of the respondent parents were reasonably fluent in English, thus, 67% of the LIP pupils came from English deficient homes.
2. The majority (21 or 68%) of the parents were unaware of the existence of the LIP at Eastwood Secondary School, and had no idea that their children were placed into the LIP.
3. The majority (25 or 81%) of the respondent parents were actively involved in the LIP.
4. The majority (21 or 65%) of the respondent parents believed that the LIP provided their children with a better chance of passing as opposed to their children being placed into the mainstream classes.
5. The majority (22 or 68%) of the respondent parents showed that they were committed to the LIP when they said they would send another child of theirs to Eastwood Secondary School to be placed into the LIP.
6. The majority (35 or 83%) of the teachers at Eastwood Secondary School knew about the LIP and were in favour of it being adopted at the school.
7. Although only 1 (5%) of the LIP teachers had any prior training in dealing with pupils having Limited English Proficiency, the majority (61%) of the LIP teachers were not anxious or upset when they heard that they would be teaching in the LIP.
8. Only 3 (14%) of the LIP teachers could communicate fluently in the mother-tongue of the LIP pupils.
9. The majority (16 or 76%) of the LIP teachers thought that the LIP pupils were upset when they were placed into the LIP. But all 21 (100%) of the LIP teachers said that the LIP pupils changed towards the LIP, with the pupils favouring the programme.

10. All 21 (100%) of the LIP teachers saw some improvement in the LIP pupils English abilities.
11. The majority (18 or 86%) of the LIP teachers said they believed that the LIP pupils would pass based upon their performance in English.
12. The majority (25 or 60%) of all the teachers said that the LIP pupils would pass when they became integrated into the mainstream std. 8 classes.
13. Although all 21 (100%) of the LIP teachers identified problem areas with the LIP, all 21 (100%) of the LIP teachers also found fulfilling experiences while teaching in the LIP.
14. The majority (18 or 86%) of the LIP teachers said that the LIP did not realise its full potential, with 16 (76%) of them saying that there should be changes made to the LIP.
15. The majority (16 or 76%) of the LIP teachers said that the LIP pupils benefited more from being in the LIP as opposed to being placed into the mainstream classes.
16. The majority (28 or 67%) of the teachers said that the LIP should be allowed to continue at the school.
17. The minority (14 or 34%) of the teachers said that the LIP should not be allowed to continue at the school because the standard of the material covered in the LIP was too low.
18. Although 35 (83%) of the teachers said that all of the teachers should be involved in the LIP, only 12 (57%) of the LIP teachers said they received any assistance from the Non-LIP teachers. This resulted in the division of the staff into two groups, namely, the LIP teachers and the Non-LIP teachers.



19. The majority (14 or 67%) of the Non-LIP teachers did not see the curriculum which was followed by the LIP as legitimate as that of the mainstream because according to them the standard was too low.
20. The majority (24 or 57%) of the teachers at Eastwood Secondary School said they would not send their children to Eastwood Secondary School if they were going to be placed in the LIP because the LIP would "hold back" their children's progress at school.
21. The majority (72 or 88%) of the LIP pupils were happy about being admitted to Eastwood Secondary School, but 96% of them were angry or upset when they found out that they were going to be placed into the LIP because they saw the LIP as being a discriminatory practice which separated coloured pupils from black pupils.
22. The majority (63 or 77%) of the LIP pupils said the LIP was not explained to them before they were admitted to the programme, and if they were given a choice, only 52% of the pupils would have chosen to be in the LIP.
23. The majority (51 or 62%) of the LIP pupils said that the Non-LIP pupils did not behave as if they were better than the LIP pupils.
24. The majority (80 or 98%) of the LIP pupils said that their teachers were kind or helpful, with 61% of the LIP pupils saying that they found nothing about their teachers which they did not like.
25. English was the favourite subject amongst the LIP pupils, while History and Mathematics were the most unpopular subjects amongst the LIP pupils.

26. The majority (42 or 51%) of the LIP pupils thought that what they learnt in the LIP was different to that learnt in the mainstream. 49% of the LIP pupils said that there should be changes made to the subjects offered in the LIP.
27. The majority (52 or 63%) of the LIP pupils said their academic performance was better because they were in the LIP.
28. The majority (25 or 68%) of the std. 7 LIP pupils thought they were going to be integrated into the mainstream classes in std. 7, and were upset or felt discriminated against when they heard that they would be placed into a separate modified std. 7 programme for the LIP pupils from std. 6.
29. The majority (28 or 76%) of the LIP pupils in std. 7 were aware that there was not going to be a modified course for them in std. 8., with 36 (97%) of them saying that they preferred that there was no modified course in std. 8.
30. The majority (25 or 68%) of the std. 7 LIP pupils felt confident about going into the mainstream course in std. 8, with 29 (78%) of them saying they would pass in the mainstream std. 8.
31. The majority (58 or 71%) of the LIP pupils said they would encourage family or friends to come to Eastwood Secondary School if they were going to be placed into the LIP.
32. The LIP pupils home environment were conducive to the pupils studies and did not jeopardise the efforts that were made by the LIP to improve the academic abilities of the pupils.

33. According to the principal and deputy, the LIP was not planned in advance, but was developed in response to the large number of black, English Second Language pupils who were seated in the std. 6 classes at the beginning of the 1994 academic year.
34. According to the principal and deputy, the teachers were given total freedom to plan the LIP. The role of the administrative staff was to see if the teachers ideas could be accommodated in the school's timetable. Thus, the teachers were in charge of the process of change at the school.
35. The parents of the LIP pupils had no input during the planning and implementation phases of the LIP. If the parents did not want their children to be placed into the LIP classes, they had to find another school that would admit their children into the mainstream classes.
36. The school was forced to redistribute and reprioritise the school's limited resources.
37. The LIP teachers were not sent on any training courses because the school could not afford the time or the money that was required to do so.
38. The LIP was supposed to run for 3 months initially, but was subsequently extended to run for 2 years.
39. The LIP had a negative impact upon the ethos of the school because it created the impression that the school discriminated against black pupils.
40. The LIP had a positive impact upon the ethos of the school because it enabled pupils to perform better at school.
41. The principal and deputy thought that the LIP was successful because it kept pupils longer at school, and because it motivated teachers to strive for new goals.

42. There were no plans to extend the LIP into std. 8.
43. The way in which the LIP was originally planned and implemented at the school, would no longer continue at Eastwood Secondary School.
44. The LIP pupils English marks improved the longer they were in the LIP, but dropped sharply as the pupils passed into std. 8.
45. The LIP achieved desired results as long as the pupils were in the LIP and wrote examinations that were specifically tailored to the programme. However, the LIP faltered the moment the LIP pupils joined the mainstream, or wrote examination papers that were not specifically tailored for the LIP.
46. There was a close relationship between the LIP pupils performance in English and their other subjects as long as the pupils were in the LIP where the same teacher taught English and the other subjects.
47. The relationship between the LIP pupils performance in English and their other subjects weakened considerably when the LIP pupils were integrated into the mainstream std. 8 classes which were taught by subject specialist teachers.
48. The ex LIP pupils English marks were often worse than their marks in other subjects in std. 8.
49. The Unpaired t-Test and the Kolmogorov-Smirnov Test showed that the ex LIP pupils were performing as well as the ex Non-LIP pupils in the integrated mainstream std. 8 classes.