

**FACTORS AFFECTING THE POOR
PERFORMANCE IN AFRIKAANS [SECOND
LANGUAGE] IN GRADE 12 – A SURVEY OF
THREE
SCHOOLS IN THE PIETERMARITZBURG
REGION**

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**Factors affecting the poor performance in Afrikaans-
[second language] in grade 12 – a survey of three
schools in the Pietermaritzburg region**

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Declaration of Originality

This thesis, unless indicated otherwise, is my own work and has not been submitted at any other time for another degree.

P.K.Ramnarin

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ABSTRACT

The purpose of this study is to investigate factors that affected the poor performance of students in Afrikaans FAL¹ at grade twelve level in three schools in the Pietermaritzburg region. The critical questions addressed relate to the attitudes of learners and educators towards Afrikaans as a subject; the factors that influenced the choice of Afrikaans FAL as a subject; the influence of teacher qualification on the results; and the effect of assessment techniques on student performance. A preliminary review of related literature suggested that no research has been carried out in Pietermaritzburg with regard to Afrikaans – Second Language or in any other subject in relation to grade twelve results. This research is designed to address these gaps that exist especially with regard to research on performance in Afrikaans – Second Language in grade twelve and to expose areas of weaknesses that contribute to poor performance. Krashen's (1982) Multiple Hypothesis Theory will underpin the theoretical framework of this study. I will also draw on Cook's (1991) theory about the role motivation plays in the learning of an additional language. This study employed both qualitative and quantitative techniques for data collection. This involved the use of structured interviews and questionnaires that were administered to educators, questionnaires that were administered to learners and checklists that were filled in by the principals to indicate the level at which their schools were resourced. An interview with learners and a weeklong observation schedule with educators would have added valuable data. Data analysis was carried out with the aid of a computer package called SPSS (Statistical Packages for Social Science). Pre-coded questionnaire responses were entered into a computer spreadsheet file and sorting and statistical comparisons of responses were carried out as appropriate. The study concluded with the finding that the use of a mother tongue and its impact on the acquisition of an additional language plays a major role in performance. In addition to this, the negative attitudes of African learners towards Afrikaans also had a disastrous impact on the results in grade twelve. Thirdly, the fact that learners did not study Afrikaans – Second Language prior to entering grade 10 made it difficult to grasp the

¹ Afrikaans FAL [First Additional Language] is also referred to as – Afrikaans Second Language.

language without any grounding that is normally acquired in primary school. Furthermore, students are fixed into course streams from grade 10 and Afrikaans – Second Language is forced upon them if they choose certain subject packages. Finally in spite of one of the educators not being suitably qualified to teach Afrikaans – Second Language in the secondary school they were not exposed to professional development courses. Having identified certain factors that led to the poor performance of learners in Afrikaans – Second Language at grade 12 level, I hope that this information will be useful to the subject advisors, district managers and educators to address areas of concern. My recommendations are based on language policy, and professional development of educators. In terms of language acquisition, a second language should be introduced at grade three level. Secondly, I recommended that the Department of Education support the educators of Afrikaans FAL in the form of workshops and in service training and development. I suggest further research should be carried out with African learners but in different learning environments so that a comparison could be made between the two groups. A limitation of my study has reference to research tools.

CHAPTER ONE

AN INTRODUCTION TO THE STUDY

This chapter deals with the choice of the research topic, how Afrikaans became an established language that is currently one of the official languages, the role that Afrikaans plays in education and the survey of related literature. The related literature will concentrate on both parallel research as well as seminal studies that are associated with acquisition of a second language.

1.1 Motivation to the study

I am currently an educator of Afrikaans FAL in a secondary school and developed an interest in this research when I was confronted with the statistics revealing the low pass rates in Afrikaans FAL.

I have been involved in the grade twelve examinations since 1988, both as a marker and moderator of Afrikaans L2. Prior to 1996 I was involved in the grade twelve examinations under the ex-House of Delegates, which was the body controlling education of all "Indian" schools in the country. In 1996 I was appointed as a marker of Afrikaans FAL scripts under the KwaZulu Natal Department of Education and Culture. In 1997 I was appointed as a moderator under the same department.

In subsequent years I observed a substantial drop in the percentage pass rate in Afrikaans FAL. Prior to 1996 I was aware of schools that achieved pass rates of 100%. When common examinations were written some schools were achieving pass rates as low as 10 % in Afrikaans –second language. Consequently I became interested in identifying the causes of this decline in learner performance. I could

only make a judgment on performance when all learners wrote a common paper, thus I focused on the matric results in Afrikaans from 1997 to 2001.

The above factors influenced my choice of the research topic and I thus focused on the following research questions:

1. What are the attitudes of learners and educators toward Afrikaans L2 and how does this influence performance?
2. What influences the learners' choice of Afrikaans as a subject? (If they have any choice.)
3. What are the modes of, and practices underlying the assessment of learners in Afrikaans FAL and how does this influence their performance?
4. What are the qualifications of educators in Afrikaans and how could this influence the performance of Afrikaans FAL in the examinations?

I anticipated that answers to the above questions would provide some understanding of factors that influenced learner performance. This would form a basis for recommending strategies for improving student performance in Afrikaans FAL in grade twelve.

1.2 A Brief History of Afrikaans in South Africa

My intention in including this aspect is to ensure that the reader has an understanding of how Afrikaans became part of the history of South Africa.

In 1905, the Boer society was in a crisis. After the discovery of gold, there was widespread migration of unskilled and illiterate Afrikaners to towns. This created a moral dilemma because of the poor quality of life that they lived. For the Whites, worst of all there was increased social contact between White families and members of the Black communities. The leaders of the volk (the Afrikaner people) searched for something with which the Afrikaner could identify and so unite them. Preller provided the answer: the reinvention of a white man's language, pure Afrikaans.

Gustav Preller (1905) published a series of articles pleading for the "professionalisation" of the Afrikaans language. Very few took him seriously. Afrikaans was a mish – mash of bastardised Dutch, English, Xhosa and Malayan words and according to Preller was therefore fit to be spoken only by Coloured servants and very poor Whites. This attitude remained unchanged for approximately thirty years, until Preller began a crusade for the official recognition of the Afrikaans language.

The first strategy was to remove traces of the Coloured taint by infusing more Dutch into Afrikaans. Preller started a newspaper, "Die Brandwag", in which Afrikaner heroes were created and the Blacks were depicted as barbarians.

A language movement was born, to campaign for the recognition of Afrikaans as a second language. Many magazines and books were published in Afrikaans, the most significant was the "Huisgenoot" which in 1922 was regarded as the most popular Afrikaans magazine in South Africa. Afrikaans eventually became an official language of the Union in 1925. (Preller: 1905)

Intrinsically intertwined with the history of Afrikaans, is the effect of attitudes and resistance to Afrikaans from African² learners. In 1976 African learners from schools in Soweto began a protest march against the decision by the government that Afrikaans be used as a medium of instruction at all African secondary schools. Mathematics, History and Geography were the subjects that were to be taught in Afrikaans.

These protests spread throughout the country in a short space of time. The photograph of Hector Peterson, a student at a high school in Soweto, being carried away after being shot by the police, became a symbol of the tragedy that was June 16. Since then Afrikaans has been viewed by many as the language of the oppressor. Today, however, Afrikaans enjoys the status of being one of the eleven official languages of South Africa. It is also offered in almost all of the public schools in all provinces, including African schools, as an additional language. Those schools that do not offer Afrikaans as an additional language offer either isiZulu or English as an additional language. Many African schools offer Afrikaans as an additional language. However from the statistics reflecting the number of learners that write Afrikaans FAL in Grade 12, it is evident that there is marked decline in the number of schools that offer Afrikaans FAL. The only explanation that I can provide is that the principals are opting to offer African learners isiZulu as an additional language because of the high failure rate in Afrikaans FAL in the Grade 12 examination. [See table 3.2]

² In this study the focus is specifically on African learners. Black learners include African, Indian and Coloured.

1.3 Afrikaans in Education

Taking into account the nature of this study, it is essential that the reader has an understanding of the important role that Afrikaans plays in the education system. This aspect is discussed through:

- a focus on the different acts that governed education.
- the pass requirements of Afrikaans in the grade twelve examinations.

Missionaries carried out early African schooling in South Africa and they used English as the Medium of Instruction (MoI) in their schools. Grants were only given to the English – medium schools. However, a number of teachers called for the introduction of African languages in these schools. From as early as 1885, isiZulu was introduced into African schools in Natal, and in 1922 an African language was made compulsory in the Cape, followed by the other provinces. By 1935, it was compulsory to take a vernacular language at primary school level nationally.

In 1948 when the National Party came into power, a policy of apartheid was introduced which affected the lives of all citizens of South Africa. This policy was introduced because the government felt that different racial groups needed to pursue their own culture and it was thought to be impossible for different racial groups to have any common interests. When one looks at this policy of apartheid more closely, it is clear that the National Party had a hidden agenda as to the implementation of such a policy: to keep different racial groups in isolation from each other in all facets of life. Only after democracy was introduced in South Africa, were the citizens exposed to the injustices that prevailed during the apartheid years and the injuries that such a policy inflicted on the population of this country.

In terms of education, prior to 1994 there existed in South Africa a unique situation where different race groups belonged to different education departments. Each population group had its own department of education, but the central government had overall control. Amongst the Africans there existed eleven different education departments because of the large number of learners that existed in African schools.

The following table illustrates the various acts that were passed indicating under whose jurisdiction education of the various race groups fell:

Table 1.1 Table indicating the acts passed controlling education of the different race groups.

YEAR	ACT THAT WAS PASSED	CONTROLLING BODY
1953	Bantu Education Act	National government education department
1963	Coloured Persons Act	National government education department
1965	Indian Persons Act	Department of Indian Affairs
1967	National Education Act	National government education department

The hidden agenda behind the move for education to be controlled by the national government was that the government could monitor and control all schools in South Africa. It was evident that the education department served the interests of the schools under the auspices of the National Education Department; viz. the

White schools. In 1967 the National Education Act was passed ensuring a policy of Christian National Education for all schools under the jurisdiction of the National Department of education. Subsidies for learners in the different races were indicative of the bias towards the White learners. [Refer to table 4.2]

In 1996 all previously racialised education departments amalgamated to form one national department of education. Under this amalgamation different provinces were given the authority to set up provincial departments of education under the jurisdiction of the Department of Education and Culture. This change in the education policy made it possible for learners to attend schools of their choice. As a result of this, schools could not refuse entry to learners based on their race.

Education policy also described an additional language as any language other than the first language learned by a given learner or group of learners irrespective of the type of learning environment and of the number of other non-native languages possessed by the learner. This includes languages that are not one's mother tongue (Smith: 1994). In the context of the policy of the Department of Education, Afrikaans will be regarded as an additional language although to most of the learners in this study, Afrikaans is really a third language: isiZulu is the mother tongue, English the second with Afrikaans effectively becoming the third.

In December 1996 all students irrespective of race or colour, wrote common examinations in grade twelve in the provinces where they attended schools. The grade twelve Afrikaans FAL examination consisted of two aspects: an oral component that comprised one third of the final mark; and a written component (comprising two papers) that made up the other two thirds. In 2002 a new component (portfolio) was introduced in grade twelve Afrikaans FAL.

The following table illustrates the components and the mark for Afrikaans FAL in grade twelve [2002]:

Component	Mark
Oral	60
Portfolio	80
Paper one	80
Paper two	80
Total	300

Table No. 1.2

Afrikaans is offered on both the higher and standard grades. The prerequisite for a pass on the higher grade is 34% and 25% percent for a converted pass.³ The continuous assessment aspect of the total mark of 300 is 140 [oral:60 and portfolio:80]. The policy of the Department of Education and Culture is such that a learner cannot pass the matriculation examinations if s/he does not pass two languages. It stipulates that one language must be studied as first language and the other as an additional language. Because Afrikaans is offered as a language in the grade twelve examinations, failure in this subject means total failure.

Taking into account the composition of the final mark and the seemingly obtainable mark needed to pass (34% HG; 25% for conversion), it is alarming to find that there are a high percentage of learners that do not pass. The rationale behind this assumption is that the learner has the opportunity to accumulate 140 marks of total of 300 marks prior to sitting for the final examination.

3. A converted pass refers to a pass that is lower than the pass that was entered for by a learner. A learner writes on the higher grade, fails but has the mark converted to a standard grade pass.

Although many factors may contribute to the high failure rate, these can only be verified with research. Hence this study aims to determine what are the factors that influence the performance of learners that take Afrikaans as an additional language in the grade twelve examinations.

1.4 Review of Related Literature

Related literature to the research study will be discussed under two sub-headings:

1.4.1 Parallel research

1.4.2 Seminal research

1.4.1 Parallel Research

In my survey of relevant literature I discovered that much of the parallel research was underpinned by the theories of Krashen (1982). His theory is seminal too much of the research conducted in the area of language acquisition. My research is no exception – the data from my survey is informed by the theories of Krashen (1982), Morris (1986) and Cummins (1996), to name a few. Consequently I will flag their work in this section and extend the discussion in Chapter Two. I will also include a brief review of parallel research carried out.

During my reading, I became aware of the lack of research focusing on Afrikaans performance among African learners. However, I did locate some parallel research, although these projects were characterized by several limitations that constrained my ability to replicate them. In addition, many of them are dated, but nevertheless proved to be quite useful in terms of methodology and contextualization.

Morris (1986) researched social class and matriculation results. He investigated the link between social classes among Colored and White pupils and the matriculation results that were produced in the Cape area. In this study African schooling was merely made mention of. The findings were interesting since they concluded that both White and Coloured pupils' social classes did influence matriculation results. The question of age provided some interesting thoughts as to whether the younger the learner the better you are. However, African learners were not included in this study. The gap that exists in the research with regard to social class and performance among African learners would be narrowed with the investigation undertaken in this research study. Very little research so far has been carried out on the effects that social class has on the performance of Black students in the matriculation examinations.

According to Morris, those learners from a middle class background produced better results than those that belonged to a working class background. In terms of my research, I decided to survey the parent's employment to determine the socio-economic status of the learners

Morris' study, although limiting to me in terms of context, provided valuable data and corroborated the need to focus on the African learner.

Slavin (1994) supports Morris in his assertion that "understanding the background from which a learner emerges, is critical for effectively teaching them". As a result of apartheid, most of the Black South Africans were placed at the bottom end of the socio – economic ladder during the apartheid years. Many Black families are unable to provide the stimulus for learning that families in a middle class upbringing can provide.

Attitudinal factors also proved to be invaluable in language acquisition. Lattor (1998) and Ross (1984) investigated the factors that influence Black matriculants' attitudes to English as a second language (English L2) in KwaZulu Natal. Although their study has some resemblance to the current research topic where a second language is being researched, it does not fully reflect all the issues that I wanted to research. They were involved in researching English L2 attitudes whereas I concentrated on Afrikaans as a second language.

However, Lattor's study adopted the qualitative method of research and this informed the proposed research with regard to determining attitudes of learners and educators toward Afrikaans L2. The methodology used by Lattor was adapted to suit my research on second language acquisition. The reason for the adaptation was that English did not have the same historical background that Afrikaans had in South Africa.

Ross (1984) gives an overview on the difficulties faced by learners acquiring second languages. These difficulties, which included the effect of mother tongue and negative learning environments, are relevant to my study. Because of the results obtained by learners, it is safe to assume that learners are finding Afrikaans as a second language difficult. The methodology employed by Ross in his research was a useful combination of both research techniques: qualitative and quantitative. His methodology was adapted to assist me when drawing up research instruments to collect qualitative and quantitative data.

Gardner and Lambert (1972) carried out extensive studies to examine effects of attitudes on language learning. They stated that the most important is the attitude that the learner has toward members of the cultural grouping whose language s/he is learning. In their study they found that there existed a high motivation to learn

French in Canada. This was due to the positive attitude that the Canadians had toward the French.

An example of negative attitudes and the effect this has on second language learning is why Jews would not want to learn German, unless it is for an ulterior motive. Because of the history associated with the treatment of the Jews by the Germans, the acquisition of German as a second language by the Jews would not be successful because of the negative attitude that the Jews have toward that language.

In this study the attitudes of both the learners and educators toward the study of Afrikaans L2 will be underpinned by the research of Gardner and Lambert. Bearing in mind the history attached to Afrikaans in South Africa, it is safe to predict that attitudinal factors will play a large role in performance.

1.4.2 Seminal Studies

The works of Krashen, Spindler, and Cummins were identified as important theories that framed the research. Similarly, the works of Brown (1988), Fraser and Walberg (1991), Titone (1995) and Spindler (1995) will play an equally important role in the discussions of the findings.

The creation of a positive learning environment is crucial for second language acquisition. 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. In the research that is being

undertaken, second language learning is taking place in a classroom that was visited by the researcher.

According to Titone (1981: 73) there are some obvious differences between first and second language learning.

- First language (L1) acquisition is spontaneous and rarely planned, whereas second language learning is planned and to a large extent intentional.
- L1 learning is conditioned by primary reinforcers - the need to communicate needs and wants etc. L2 is often conditioned by weaker reinforcers such as the need to pass a test or exam.
- Unlike the infant who progresses from no knowledge through definite identifiable stages, the L2 learner already knows his/her native language. S/he can use this to transfer some of his knowledge to the learning of L2.
- The L2 learner has the ability to discriminate sounds and structures.
- The L2 learner already has certain perceptions and attitudes of the second language culture that may influence the learning culture.

It is clear that Titone's theory is useful in this research specifically due to the distinction that he places between acquisition and learning.

Much has been written about how native language (mother tongue) is used in the home and yet the learner is expected to be use a second language in school. The recognition of this sort of discontinuity between the home and the school is known as the Cultural Discontinuity Hypothesis (Spindler: 1995). This hypothesis suggests that second language learners acquire different ways of talking and communicating when they enter school. He also suggests that to add to the

problem the influence of the native language on second language learning, there exists a gap in the understanding of the learners' culture by the educators. This was true in the study that he carried out using the Native Americans as samples in his study in America.

Spindler's theory is very apt to this research because the discontinuity theory is applicable to the learners in this study. Once the learner leaves school, the home takes over and the language used in school is discontinued until the next day in school. The limitations of his study are that he carried out his study with Native Americans and the teachers did not understand the cultures of the learners. The educators at the three schools used in this research were from similar cultures to the learners.

To add to the perspective on the influence of mother tongue in second language learning, Cummins' theory on bilingualism provides an excellent rationale as to why learners find it so difficult to learn a second language. He refers to two different kinds of bilingualism:

- Subtractive bilingualism
- Additive bilingualism

Cummins' distinction of two levels of language acquisition is invaluable in terms of learning and teaching languages in our multilingual society. He refers to:

- **BICS – Basic Interpersonal Communication Skills**
This refers to basic oral proficiency with which a person will be able to communicate in undemanding situations for e.g. informal face-to-face everyday conversations.
- **CALP – Cognitive Academic Language Proficiency.**
This refers to the literate skills needed to succeed with more complex academic tasks.

These concepts will be discussed in detail in Chapter 2.

Krashen's Multiple Hypothesis consists of five hypotheses that are important for language learning. His research is based on the development of competence in an additional language. The five hypotheses are: the acquisition learning hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis and affective filter hypothesis.

This literature survey highlighted some of the literature and research that informs second language acquisition and learning. Although much has been written on the acquisition of other additional languages, it is evident that very little has been written on Afrikaans as an additional language. Thus, the literature, though informative, was limited in terms of my research. However, the researcher is of the opinion that the literature based on the other additional languages can be adapted to suit his needs for the research that was carried out in Afrikaans as an additional language.

The following chapters in this thesis will focus on:

- The Theoretical Framework**
- Research Methodology**
- Analysis and Interpretation of Data**
- Conclusions and Recommendations**

CHAPTER TWO

THEORETICAL FRAMEWORK

The purpose of theory is to permit us to summarize relatively large amounts of information, and to bring meaning to what is otherwise chaotic (Mclaughlin, 1987:7). At the beginning of the research, the critical questions were formulated and then literature reviewed for theories applicable for the subject. This chapter will bring meaning to the issues being discussed by reviewing the various theories and providing a theoretical framework that will facilitate an understanding of the topic. The following theories underpinned this research:

- Krashen's Multiple Hypotheses
- Spindler's Cultural Discontinuity Theory
- Cummins' Additive and Subtractive Bilingualism.

One of the best-known and most influential theories of second language acquisition is Krashen's **Multiple Hypotheses Theory**. Stephen Krashen (1987) views theory as consisting of a set of hypotheses that are consistent with experimental data. This theory consists of five different hypotheses:

- The Acquisition Learning Hypothesis
- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis.
- The Affective Filter Hypothesis.

2.1 The Acquisition Learning Hypothesis

According to Krashen there are two distinct ways in which people develop competence in a language:

2.1.1 The Acquired System and

2.1.2 The Learned System

2.1.1 The Acquired System

For language acquisition to be successful the following is required:

- meaningful interaction in the target language,
- natural communication and
- conveying and understanding the message.

Krashen regards the acquired system as a natural process of acquiring a language. He based his idea of acquisition on the way children acquire proficiency in their first language. He observed that they acquired proficiency in natural language settings, or while playing or interacting with peers and various adults such as parents and caretakers. In these natural contexts, the focus of the language interaction was on meaning and communication for real purposes. Children sub-consciously developed their accuracy, fluency and language proficiency. (Krashen: 1982)

“Language acquirers are not consciously aware of the grammatical rule of the language, but rather develop a feel for correctness. In non-technical language, acquisition is “picking up” a language. In “picking up” a language, no deliberate attempts are made to correct errors in rules of grammar, but rather correct errors in meaning.” (Krashen: 1982)

2.1.2 The Learned System

Krashen regards learning as a completely different process. According to him learning refers to the “conscious knowledge of a second language, knowing the rules, being aware of them and being able to talk about them.” (Krashen, 1982) This implies that the emphasis lies in the learning of grammatical rules from textbooks and from formal contexts such as the classroom.

The environment where I carried out research was at schools and they are regarded as formal contexts. Thus the implication here is that learners are trying to learn a second language, which is Afrikaans in a formal environment. The informal or natural settings, which the learners are exposed to, are mainly the playground and their home environment. From the statistics obtained none of the learners speak Afrikaans outside the classroom. Thus, the learners only encounter Afrikaans via the “learned system” in the classrooms where the educators teach it formally.

African learners acquire their mother tongue and other native languages in a natural way from their parents and elders. Afrikaans FAL is taught to them in a formal environment. Although Afrikaans is important and integral to their passing grade twelve, they still rely on their mother tongue to converse with their friends and even educators during their Afrikaans lessons. If learners use Afrikaans more often, then they might improve their proficiency to an extent.

To add further, Splinder’s Discontinuity Theory (1995) states that the moment learners leave the formal learning environment, their mother tongue takes over. It becomes difficult for learners to learn a second language if the only place for them to do this is in the classroom. Splinder’s theory suggests that if the learners interact with people that speak Afrikaans fluently outside the classroom, then the possibility of the learners acquiring a second language is greater.

2.2 The Monitor Hypothesis

Krashen believes that the Monitor hypothesis forms a vital role in second language acquisition. According to this hypothesis, when children acquire a second language, there is a system called a monitor, (a conscious editor) (Krashen: 1982), which edits and corrects the language as it is spoken. The focus in language teaching, or teaching in any subject using a second language, should be on using the language in a meaningful, communicative way, rather than only formal teaching of rules. However, this monitor only helps the learner if the language has been acquired through real communication contexts, like a natural language setting and not through formal rules or conscious learning. Acquisition is in charge of generating statements that will eventually be corrected by the Monitor.

Different individuals use their monitors in different ways, with different degrees of success. "Monitor over-users" try to always use their monitor and end up concerned with total correctness resulting in a lack of fluency. "Monitor under-users" either have not consciously learned or choose not to use their conscious knowledge of the language that they are learning.

2.3 The Natural Order Hypothesis

According to this hypothesis, second language learners learn rules including grammatical structures in a natural order or sequence that is predictable irrespective of the order of presentation. This means that the learner may not be at the right developmental stage to acquire a rule or learn a structure.

Krashen argues that in the natural order hypothesis, language is acquired without any conscious form to organize it. The natural order hypothesis accommodates

mistakes and errors that learners make in their acquisition of a second language in a natural way. This means that learners will internalize structures at their own pace and not in competition with a syllabus.

2.4 The Input Hypothesis

Krashen (1982) sees the input hypothesis as a means where second language learners acquire language by receiving comprehensible input and by understanding messages. The input hypothesis answers the question of how a language acquirer develops competency over time. Provided that the learner attaches meaning to what s/he has heard, acquisition will occur. If a learner fails to make sense of what is said, then second language acquisition has failed. In the classroom second language learners often concentrate more on the form of the language, than on the meaning, thus hindering acquisition.

The input hypothesis states that a language acquirer who is at “level i ” must receive language and input that is slightly beyond their level of understanding ($i + 1$). This is referred to as Comprehensible input. Krashen argues that if there is enough of it, learners will progress along the stages of language development and fluency. If the language is too easy, then the learners’ vocabulary will not develop. If it is too difficult, no learning will take place.

Evidence for the input hypothesis can be found in the effectiveness of caretaker speech from an adult to child or of teacher-talk from a teacher to a learner. One result of this hypothesis is that language students should be given a period of grace, an “initial silent period” where they build up competence in a language before they use it.

In terms of research that was carried out with grade twelve learners' where their main aim was to pass the final examinations, the aim of the educator was to prepare the learners sufficiently for this task. To determine the language (i) level of the learners at that stage would have been of any benefit. The reason for making this statement is that both the educators and the learners were working towards one goal that was the exams. Because of this objective Afrikaans was just a means to gain a pass. Afrikaans was taught at a level for grade twelve. I am of the opinion that this was more difficult than their level i, thus making it especially difficult for language acquisition to occur.

2.5 The Affective Filter Hypothesis

The Affective Filter Hypothesis embodies Krashen's view that a number of affective variables play a facilitative role in second language acquisition. He refers to the importance of emotions and attitudes in the second language acquisition process. The Affective Filter Hypothesis also explains that the way a child feels can either promote or hinder language acquisition. If fear and anxiety disappear, then the learning process becomes much easier.

He places emotional variables that affect language in three categories:

- Motivation
- Self –confidence and
- Anxiety

According to Krashen success in the acquisition of a second language is dependent on the following:

- high motivation,
- self confidence,
- a good self image and
- a low level of anxiety.

Adversely, the following factors combine resulting in the affective filter being raised and a mental block being formed. This block inadvertently prevents comprehensible input from being used for acquisition. These factors are:

- low motivation,
- low self esteem and
- debilitating anxiety. (Krashen:1982)

According to Krashen (1982) the learner must not only understand the message, but must also be open to the message. In other words, the learner must not resist the message that s/he is being exposed to. In this way the message will reach the Language Acquisition Device (LAD). This LAD is a filter that acts as a gateway that controls the amount of input that the learners receive. The moods of learners also determine the amount of input that is allowed to pass through the filter. This has a direct bearing on the acquisition of Afrikaans FAL in classrooms.

Judging by the attitude of learners towards Afrikaans FAL, the deduction is that their moods, motivation and self-confidence are low. This would result in very little input passing through the affective filter, thus making the acquisition of Afrikaans difficult.

2.5.1 Motivation

Motivation plays a pivotal role in everybody's life. The more highly motivated people are, the more likely they are to succeed in the task that they are performing. Krashen (1982) refers to the two types as intrinsic and extrinsic motivation.

Cook (1991) also believes that motivation plays a vital role in the learning of a second language. Some second language learners do better than others because they are better motivated. He talks about motivation in second language learning in terms of two types:

- Integrative and
- Instrumental motivation (Gardner and Lambert: 1991).

The integrative motivation reflects whether the learner identifies with the target culture or rejects it. The more s/he admires the culture, reads its literature and practises the language, the more successful s/he will be in a second language classroom. The instrumental motivation on the other hand reflects whether the learner is learning the language for an ulterior motive – to pass an examination, or to get a job. In the research study currently being undertaken, learners who study Afrikaans FAL would not be able to pass the examination if they fail Afrikaans FAL, therefore motivation is instrumental, but it is still motivation. Another reason for not being motivated was that they were forced to study Afrikaans and this language was not their favourite language taking into account the political history behind it. Motivation is always an integral part of language acquisition and learning. One has to be motivated for the right reason to successfully learn a second language.

2.5.2 Self –confidence

Self-confident people with high self-esteem will be in a better position to acquire language than those who feel disempowered and have a low self-image and low confidence. The only way the learners at the three schools could be confident in a second language, Afrikaans, was if they had acquired it to such a degree that they would be able to read, write and speak it. If low levels of motivation and the absence of self-confidence exist, the acquisition of a second language is much more difficult.

2.5.3 Anxiety

High levels of anxiety, which might stem from personal problems or from a classroom situation where a teacher is stern and forbidding, might create serious barriers to effective language acquisition.

If one has to ponder how these categories contribute to the Affective Filter Hypothesis, one has to compare these to a sieve. Certain objects do not pass through while others pass through easily. When we speak of a filter in terms of language acquisition, we refer to objects that can be referred to as an obstacle that retards successful learning. Conversely we get objects that encourage successful learning.

When learners' affective filters are strong then barriers to language acquisition are created. On the other hand when the filter is weak acquisition is made easier. Usually for children acquiring their first language, the affective filter is weak making it easier for them to acquire the language. There is no fear and anxiety when speaking and they are unafraid to make mistakes. However the same is not

true of learners learning a second language. There are many obstacles that make the acquisition of a second language very difficult.

2.6 Critique of Krashen's theories

Criticism based on the theories of Krashen has been mainly based on the following:

- Krashen emphasizes his research using Spanish/English bilingualism while overlooking the other ethnic minority students in the world.
- His research hinges on the use of the quantitative paradigm, while there could have been valuable data from using qualitative research methods as well.

Despite the contextual and methodological constraints, Krashen's research has proved to be very beneficial with regard to data analysis. Although his research is quantitative in design, it has not detracted from my own research, since I have employed both the qualitative and quantitative paradigms. In terms of ethnic and contextual constraints, I found this unproblematic since I was able to extrapolate essential theory to my contextual and ethnic groups.

2.7 Implications of Krashen's Hypotheses for schools in which second- language is taught

Krashen's theory would be informative to educators by helping them understand the process of acquiring an additional language. They must understand the factors that promote language learning if they are to develop effective language policies and strategies in their classrooms. An awareness of Krashen's Hypotheses will help in creating an environment where:

- it is safe and non threatening and learners feel free to take risks and experiment with language;
- it is suitable for communicating for real purposes in relevant, meaningful and authentic situations;
- comprehensible input is provided.

(Krashen:1982)

Any policy developed at school should facilitate the creation of the conditions that Krashen mentions. When learners learn an additional language, the negative factors that were mentioned under the Affective Filter Hypothesis, must be borne in mind.

In Krashen's Hypotheses (1982) the integral component that is emphasised is that of a "natural" language or mother tongue.

The researcher will base his arguments on how understanding and comprehension found in the Input Hypothesis influences the learners' acquisition of Afrikaans and how this in turn influences their performance in the examinations. The other factors including attitude, choice of a second language, assessment and qualifications of educators will also be highlighted.

2.8 Spindler's Cultural Discontinuity Theory

Another theorist who has an important bearing on this research is Spindler (1995). His theory sheds light specifically on the home language and mother tongue issues. Spindler believes that if learners were to interact with people that spoke a second language fluently, then the possibility of acquisition is strengthened.

Spindler (1995) strengthened this argument that the mother tongue takes precedence in his theory called the “Cultural Discontinuity Theory” where he describes the relationship between mother tongue and second language acquisition. It is called this because the moment the learner leaves the formal learning environment the home environment takes over. The learner speaks in his mother tongue and Afrikaans is discontinued outside the classroom. There is no continuity between school and home.

2.9 Cummins – Bilingualism

Cummins’ theory on bilingualism provides the rationale behind one of the reasons why learners perform poorly in Afrikaans as second language.

Cummins refers to two different kinds of bilingualism.

- Subtractive bilingualism
- Additive bilingualism

Subtractive bilingualism refers to instances where competence in an additional language is developed at the expense of competence in a first language. Subtractive bilingualism occurs in the South African context when learners from previously African schools gained admission to ex-Model C schools.⁴ In these schools they were exposed to English as the dominant language (medium of instruction) and as result of this they can no longer read and write in their mother tongue. Even their speech in their mother tongue has declined. Cummins refers to these learners as immigrants in their own country. The learners are losing their

⁴ This refers to the year in which the researcher carried out his research.-2001

mother tongue in the process of learning another dominant language.
(Cummins:1996)

In these schools referred to above, isiZulu is not offered as an additional language.

The concept of additive bilingualism on the other hand is more beneficial to the learner. Although the learner is educated in a language other than the mother tongue, there is support for their mother tongue thus resulting in them not losing their first language. The two languages are not in competition, but complement each other. This is the new policy that is currently being implemented in schools catering for the overall development of the learner.

The Revised National Curriculum Statement's (RNCS) policy with regard to language is clear. English, Afrikaans and isiZulu are now offered as first and second languages. The learners are now given a choice regarding what languages they want to study. Because of additive bilingualism learners are no longer losing their proficiency in their mother tongue while learning another language.

Cummins (1991) coined two terms that enable us to understand the different levels of language learning. The two terms as follows:

- BICS [Basic Interpersonal Communication Skills] – This refers to basic oral proficiency with which a person will be able to communicate in cognitively undemanding situations, for example, in informal face-to-face conversations. Cummins argues that a person can develop BICS under favourable conditions in about two years.
- Second language learners take up to 6-8 years of learning a second language to acquire CALP [Cognitive Academic Learning Proficiency]

before they can use it as a medium of learning. According to Cummins, CALP is crucial for a learners' academic success and learners that do not attain CALP in the language of learning and teaching [LOLT] will fail in the schooling system. Cummins is also of the opinion that CALP in one language is transferable to another. CALP is developed in the mother tongue first and then in a second language.

2.10 Conclusion

The theories that I have used to explain the acquisition of a second language will impact on the analysis of the data. Krashen's (1982) Multiple Hypotheses adds an excellent dimension to the explanation of the way the factors influence performance in a second language. When looked at individually, Krashen's five hypotheses illustrate the process of second language acquisition. The theories also enlighten us with regard to other dynamics such as motivation, self-confidence and anxiety or the lack thereof influence the acquisition of a second language.

Spindler's (1995) Cultural Discontinuity Theory and Cummins' (1991) views on bilingualism added valuable input on second language acquisition. While Spindler discusses the importance of continuing with the second language from the school to the home, Cummins discusses the importance of additive bilingualism. Both these concepts are crucial for second language acquisition.

Chapter three will discuss research methodology employed in the gathering of data incorporating the choice of research sites.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides details of the research design and the methods used. The research instruments designed by the researcher are presented and discussed. Following this the sample and the research procedure are described in order to contextualise the research design. Data analysis techniques are also found in this chapter.

All the fieldwork took place at the research sites because of convenience to the researcher, learners and the educators involved. Data collection was also easier owing to the situation where the educators and the learners, both of whom were samples in the research, were located in the same school. Although the aspect of academic records were not on any research tool, the researcher decided that this would be an important element in the analysis of the findings. It is included under 3.2.3.

Because of the nature of the research both the qualitative and quantitative methods were employed. The rationale behind the choice of using both methods will be discussed in detail in a sub-section later in this chapter.

3.2 Research Sites

Under this section, a brief description of the areas in which the three schools are located will be discussed. The reason for doing the fieldwork at the research sites

was for the researcher to have first hand experience of the learning environment at these schools.

The table below indicates the locality of the school in relation to the city centre.

Schools⁵ in the sample:

Table 3.1 Showing the locality of schools in relation to the City Centre.

Name of School	Situation	Number of Educators	Number of Learners
Mnandi High	Urban- \pm 5 km from City Centre	1 Educator	37 Learners
Nomfundo High	Peri-urban township \pm 20km from City	1 Educator	24 Learners
Pezulu High	Rural - \pm 35km from City Centre	1 Educator	23 Learners

The study was localized in the Pietermaritzburg Region as demarcated by the KwaZulu Natal Department of Education and Culture. This region encompasses both rural and urban schools and allows for a wider range of sources for data collection. Three African schools located within the region were identified as research sites to carry out the research.

Because of the constraints placed on the researcher, it was decided to use only three schools that have consistently produced poor results in the grade twelve examinations in Afrikaans since 1996 (when all public schools wrote common grade twelve examination papers). I felt that I needed to concentrate on schools

⁵ Names of schools have been changed.

that performed poorly in the examinations and not on schools that had done well. I have indicated in my recommendations for further research that an interesting study will be to investigate schools that have been exposed to similar conditions to the schools in this research study, but have done well. The three schools were selected using the following criteria:

- The results produced in Afrikaans FAL in Grade 12 Afrikaans FAL were poor. (See table 3.2)
- Easy access to the researcher.
- Range of environments (Rural, peri-urban and urban)

Table 3.2

Table showing the percentage pass rates of the schools selected in the respective years in Grade 12 Afrikaans-Second language.

NAME OF SCHOOL	PERCENTAGE PASS				
	1997	1998	1999	2000	2001
Mnandi high school	23%	18%	24%	24%	22%
Nomfundo high school	18%	15%	19%	15%	21%
Pezulu high school	10%	14%	12%	15%	17%

Source: KZN Department of Education and Culture – Examination section.

3.2.1 Research Population and Sample

The Pietermaritzburg Region, as defined by the KwaZulu Natal Department of Education and Culture, covers a very large area that includes a number of schools that offer Afrikaans FAL up to grade twelve. However, the number of learners that study Afrikaans FAL, as well as educators that teach Afrikaans FAL has declined in recent years (See table 3.3). This is an avenue where further research can be done to ascertain why there is a drop in the number of candidates that sit for the grade twelve examinations in Afrikaans, as well as why there are fewer educators of Afrikaans FAL.

Table 3.3

Figures showing the number of learners registered for Grade 12 Afrikaans FAL.

No. of learners in Afr FAL

NAME OF SCHOOL	1997	1998	1999	2000	2001
Mnandi high school	135	117	41	40	32
Nomfundo high school	154	141	124	114	80
Pezulu high school	116	95	77	65	46

Source: KZN Department of Education and Culture - examinations section.

All grade twelve learners (84 learners from the three selected schools) that are studying Afrikaans as an additional language made up the sample. Taking into account that no learners were interviewed, (only questionnaires were used with the learners), it was possible to include all learners in the sample. The relatively small number of learners also made their selection easier.

There is diversity among learners because of the areas that the different learners come from. This diversity is with regard to rural and urban areas. It is my assumption that the culture of rebellion to authority is stronger in the township, which is urban, rather than in the rural areas. The researcher therefore felt that the rural areas are less politicized than the township and he thus assumed that learners in the township would not want to excel in Afrikaans FAL because of the historical background associated with Afrikaans. However, the learners in both the rural and urban areas did not perform well in Afrikaans FAL. Because of the different locations of the schools (rural and urban), the data collected would elicit a variety of responses, which would give the study a sense of reliability.

3.2.2 Selection of Educators

The process of selection of educators for the study was left to the discretion of the principals of the various schools. The only criterion used was that the educator should be teaching Afrikaans FAL to grade twelve learners in the current year - 2001. Because of the small number of learners studying Afrikaans FAL in grade twelve in Mnandi High, there were two educators that taught Afrikaans FAL. In the other two schools, there was only one educator that taught Afrikaans as a first additional language in each of the schools. The other school had two educators that taught Afrikaans FAL. The three educators made up the sample as well as the population. The initial selection of educators by the principals indicated that there were two females and one male. However, on the day of the interviews the principal informed me that I would have to work with a female member of his staff. Thus three females constituted the sample of educators.

3.2.3 Academic/Assessment Records

The reason for viewing academic records was to:

- ascertain how often tests were administered to grade twelve learners in Afrikaans FAL,
- check whether the standard of testing was in line with the provincial norms and in keeping with the final grade twelve examinations,
- obtain information as to whether all aspects of the syllabus were being taught and tested. (grade twelve and other grades)
- find out whether oral testing was taking place, how often and what aspects were being tested,
- check whether remedial measures were implemented when poor results were obtained in tests,
- briefly examine results of tests of learners from other grades in Afrikaans FAL.
- look at the performance of grade twelve learners in relation to other subjects.

3.3 Gaining Access

Because of the ethics involved in research, it was necessary for the researcher to follow the correct channels of communication so that he would gain access to the research sites.

A letter was sent to the Department of Education requesting permission to use schools under their jurisdiction as research sites. Thereafter the principals of the chosen schools gave the researcher written permission to use the school as a

research site. Arrangements as to the date and time of the visits had to be done telephonically.

It was pleasing to note that both the principals and educators of the chosen schools were willing to allow the researcher into their schools to collect data that could give him insight into how Afrikaans FAL is taught.

3.4 Research Technique and Tools

The type of information required in this study, dictated the use of both the qualitative and quantitative methods of research. The major tools that were used in this research were the interview schedule and the questionnaire. These two were used because they complement each other. Data that was missed in the questionnaire could be recovered in the interview. The questionnaire was used because of the following advantages:

- it enables the researcher to cover a wide spectrum with minimum use of time and expense,
- it allows the researcher the freedom to ask candid questions; it permits more candid answers,
- it allows the researcher to collect answers that can be classified,
- it permits the gathering of responses that can be quantified.

(Nunan:1986)

Owing to the nature of the research being undertaken it was decided to use the survey technique. A survey style of research imposes a structure on what is being researched, rather than allowing the structure to emerge from the data that is being collected. A survey can only collect data about those things that are included in the questionnaire. However, what can occur using the survey technique is that

crucial points can be omitted because this method advocates the use of mainly questionnaires. This technique was chosen because it is an effective way of gathering data. This technique also allows for statistical analysis to be undertaken from which conclusions could be drawn and reports drawn up to support the findings.

Structured interviews as well as questionnaires were used with the educators because certain data is difficult to be extracted from questionnaires only.

3.4.1 Educator Interviews [refer to interview transcripts in Appendix 4, 5 &6]

Interviewing involves the collection of data through direct verbal interaction between the researcher and the researched. It is this interactive nature of interviewing that is seen as an advantage because of “its adaptability”, (Borg and Gall:1979). This means that the responses of the subjects can be used to alter the interview situation because there is immediate feedback, as contrasted to the questionnaire.

In contrast to this view, Borg and Gall (1979) indicate that the interview as a research tool does have limitations. They state that the interaction between the researcher and the respondent may lead to subjectivity and bias. This may result from the eagerness of the respondent to please the researcher. The aspect of bias was eliminated from the interview because the researcher carried out the interviews himself.

Scheduled structured interviews were used with educators to determine attitudes of Afrikaans educators FAL as well as other educators towards Afrikaans FAL in the school. Scheduled structured interviews are where a list of issues to be investigated is made prior to the interview. This method is based on an established questionnaire – a set of open-ended questions with fixed wording and sequence of presentation.

Aspects that were covered in the interview were:

- the involvement of educators of Afrikaans FAL in professional development programmes,
- the assessment practices at the school with regard to Afrikaans FAL,
- the attitudes of the other educators towards Afrikaans,
- the choice of educators in studying to teach Afrikaans.

The researcher used the interview as a method of triangulation incorporating the learner questionnaire, assessment records and the educator interview. Triangulation involves using more than one research method or data collection technique because each one addresses a different dimension of the topic. The reason for using triangulation was to overcome any bias or weakness that could have emerged from a single method of research, thus providing a sense of confirmation and completeness.

Certain issues that were dealt with in the questionnaire administered to the learners were clarified during the interview with the educators. For example, the issue dealing with choice of Afrikaans was cleared up during the interview. Learners had no choice as to whether they wanted to study Afrikaans or not. The other

subjects that they chose dictated to them whether they would study Afrikaans or English as a second language.

The interviews were conducted on the schools' premises by the researcher. A tape recorder was used with the permission of the educator to record responses that were transcribed and analysed later. The use of a tape recorder was necessary because of the nature of the interviews. It would have been very difficult to resort to note taking during the interview. The use of a tape recorder initially caused anxiety in the educators for fear of divulging personal details. Carlgren et al (1994) argue for the establishment of mutual trust between the two parties. After assuring the educators of confidentiality and explaining in detail the purpose of the research, they agreed to be cooperative.

The school profile questionnaire and part of the educator questionnaire was used to ascertain what materials were used in the teaching of Afrikaans FAL. The purpose behind this survey was to compare what was being used at the research sites with what was available at the researcher's school. With the cooperation of the educators, assessment records were viewed. This served as a form of triangulation after the interviews by comparing the responses by the learners in their questionnaire. Educators were hesitant at first, but after explaining that the whole process was a means to help educators of Afrikaans FAL improve results in the grade twelve examination, they were prepared to cooperate and made available the records for the researcher to peruse.

3.4.2 Educator Questionnaire [refer to appendix 2]

The questionnaire that was filled in by the educators was simple and it served the purpose of collecting biographical data of the educators. The important issues covered were the qualifications of educators and their teaching experience. The researcher wanted to investigate the link between these areas and performance of grade twelve learners in Afrikaans FAL.

The questionnaire was filled in in the presence of the researcher prior to the interview being conducted.

3.4.3 School Profile Questionnaire [refer to appendix 3]

The principal or a nominated member of staff had to fill in a school profile questionnaire. This provided information as to the number of learners in the school, the number in grade twelve and what grades that school catered for. A very important part of this document was the section that catered for the listing of resources that were available at their schools, for example, teaching aids as well as other resources such as electricity etc. They also had to state the condition of those resources. This was vital to the study during analysis because one of the assumptions of the researcher was that the availability of resources at schools was one of the factors that influence the results of grade twelve learners in Afrikaans FAL.

3.4.4 Learner Questionnaire [refer to appendix 1]

The questions used with the all grade twelve learners of Afrikaans FAL were in the simplest English possible and were administered in school by the researcher. No questions were translated into isiZulu.

I used a four-point scale to determine the responses of the learners.

Example of the use of the four-point scale:

	Strongly Agree	Agree	Disagree	Strongly Disagree
	1	2	3	4
1. I enjoy doing homework.				✓

The learner questionnaire covered the following themes:

- Attitudes of Learners toward Afrikaans FAL.
- What influenced their choice of Afrikaans FAL?
- Do their teachers use Afrikaans when teaching?
- The different types of assessment used and how often they wrote tests?
- How much time was spent on Afrikaans outside the classroom?

These types of questions would enable the researcher do carry out statistical analysis of the data retrieved from these responses. Cross tabulations were implemented to verify certain responses. For example, if learners responded that they enjoyed Afrikaans, cross tabulations were done to see what percentage read Afrikaans magazines or listen to Afrikaans radio programmes.

Most of the questions in the learner questionnaire required ticks to indicate a yes or no answer. However, the researcher felt that it was necessary to include a few open-ended responses. He tried to avoid questions where explanations were needed after a yes or no response. From past experience respondents often choose the option where a further response is not needed. These types of questions can seriously affect the findings of the research.

Other forms of data analysis were carried out by reading through qualitative responses. Themes generated from these responses were categorized. Once this had been achieved, interpretation of responses was undertaken.

The researcher administered the questionnaire at the school. No other educator or any other members of staff were present at the administration of the questionnaire. The researcher felt it necessary to administer the questionnaire himself to avoid any intimidation by members of the school staff.

The purpose of the questionnaire was explained to the learners. The researcher explained each question and the learners were guided through the questionnaire. All questions were filled in English because the researcher does not have a sufficient understanding of isiZulu, which is the mother tongue of about 90% of the respondents.

3.4.5 Piloting of Learner questionnaire

The first draft of the learner questionnaire was piloted at the researcher's school amongst his students. The reason for the piloting was to test whether the language used in the learner questionnaire was understandable and of a level that suited the target population. The time taken to complete the questionnaire was also of concern to the researcher.

From the responses of the learners there were no ambiguities and no changes were made to the questionnaire. One flaw in the piloting of the questionnaire was that the students in the pilot study were both Indian and African learners while in the main study all respondents were African. Thus the level of the understanding of English between the two groups was different. The pilot group is exposed to more usage of English and the home language of most of the learners in the pilot group is English. The “ideal” would have been to pilot the learner questionnaire with African learners that were exposed to lesser usage of English.

3.4.6 Data Collection

Because of the constraints placed on the researcher [he is a full time educator], and the planned arrangements made with the principals and educators, the integral part of the data collection that was the administration of the questionnaire to the learners, had to be completed first. This gave the researcher an indication of issues that were not clear enough when learners answered the questionnaires. This would have given the researcher the opportunity to clarify the issues with the educator when the interviews were being done, obviously on another day.

The difficulty experienced with the administration of the learner questionnaires was the number of learners that were present at school. This was the period when all high schools were in the process of writing trial examinations. These examinations were vital because it contributed 25% towards the year mark. However, when learners are not writing an exam, they do not generally attend school. They also leave school immediately after completing the exam.

In addition, the weather in the two weeks I intended to carry out the administration of the questionnaires was very inclement. It had rained for a whole week and the temperatures were below twenty degrees. The weather aggravated the situation because the start of such weather meant mass absenteeism.

On two occasions I had to leave the schools without having administered a single questionnaire because of the absenteeism of the grade twelve learners. The other learners in the schools were also not at school. The principals assured a definite date when he could carry out the research. This was a day on which the grade twelve learners were going to write a paper after which he promised that they would remain so that I would be able to administer the questionnaires.

At Mnandi High School only those that wrote mathematics turned up. Of the total number that arrived to write mathematics, the researcher discovered that not all learners study Afrikaans FAL.

Similar problems were experienced at Pezulu High School. The researcher almost had the misfortune of being bogged in the mud because of the poor conditions of the road leading to the school. On a day like that not many learners turned up at school.

The only school where everything went off as planned, was at Nomfundo High School. All the learners that were studying Afrikaans FAL in grade 12 were housed in a classroom where they were taught Afrikaans. The researcher noticed that there were two chalkboards full of Afrikaans notes and explanations for the learners to copy. The researcher found this interesting and wondered whether that was done to impress him, considering the fact that he was going to carry out research on Afrikaans.

Eventually, the questionnaires were administered to learners from all three schools. The number of learners that were involved in the study is as follows:

Table 3.4 Table indicating the number of learners in the research.

Name of school	No. of learners	Percentage of sample
1. Mnandi high school	37	44%
2. Nomfundo high school	24	29%
3. Pezulu high school	23	27%
Total	84	100%

The number of questionnaires that were administered and collected was 84. This was 75% of the total number of learners that study Afrikaans FAL in grade twelve in these three schools. This percentage satisfied the requirements for a valid and reliable study. According to Behr (1983) and Manion (1986), a sample size of at least thirty should be used if the researcher wants to use some form of statistical analysis on his data. This is the reason behind using all learners for the research project. In spite of this the researcher did not manage to attain this number from two schools. The reason for the shortfall will be discussed later.

It is the opinion of the researcher that the missing 25% of learners' responses would not have affected the findings of this research study. To obtain a 100% response from the learners is a very difficult task.

Arrangements were made to meet the educators during school hours to carry out the interviews. All educators were willing to meet the researcher and answer questions. The educator interviews lasted not more than forty minutes. With the permission of the educators concerned a tape recorder was used.

3.4.7 Data Analysis

The statistical analysis of the data from the learner questionnaire was completed utilising the social science package called SPSS. After all the questionnaires were coded, the variables were finalised and entered into the computer spreadsheet file. Thereafter, all responses were entered under the appropriate variables. The sorting and statistical comparisons were done as appropriate. The SPSS programme was also used to draw graphical representations of certain data. Cross tabulations were also done to validify certain responses of the learners as well as to obtain a summary of data.

Example of a frequency⁶ to illustrate the response of **learners that studied Afrikaans only to pass the matriculation examinations:**

Table 3.5 Table showing an example of a frequency from the data.

	Frequency	Percent	Valid percent	Cumulative percent
Valid Strongly agree	30	35.7	36.1	36.1
Agree	31	36.9	37.3	73.5
Disagree	9	10.7	10.8	84.3
Strongly disagree	13	15.5	15.7	100
Total	83	98.8	100.0	
Missing system	1	1.3		
Total	84	100.0		

When statistical analysis was conducted, the four-point scale was narrowed down to two, being: Strongly agree and agree were combined and disagree and strongly disagree were combined. This was done to get a much clearer picture of the

⁶ Frequency refers to the total number of respondents in this research.

analysis which would determine whether these were factors that influenced the performance of learners in grade twelve Afrikaans L2.

The responses from the open-ended questions were noted and coupled with the statistical analysis those responses will enrich the findings as to the performance of the grade twelve learners.

One important aspect of the analysis of data was the performance of the grade twelve learners of Afrikaans in relation to the other subjects that they are studying. This gave a good indication where Afrikaans second language was placed.

The information from the educator interviews was transcribed and formulated into different themes to make analysis easier.

3.5 Conclusion

As already mentioned, instruments that were used in this research study were adequate. However, an observation schedule and learner interviews would have enhanced this study. The observation schedule would have covered the following:

- teaching methodology
- learner responses
- language usage in the classroom
- use of teaching materials
- assessment

A week - long observation would have been sufficient. This would have also allowed the researcher information with regard to practices during the entire day at these schools.

The research methodology used in this study consisted of both the qualitative and quantitative paradigms. This was done because both were useful in informing and enriching the study. The research tools were sufficient to answer the research questions, however I have mentioned the shortcomings with regard to the observation schedule and learner interviews.

The data collection procedure was carried out at the research sites. The learner questionnaire was administered by the researcher and collected immediately thereafter. The interviews were organized at the convenience of the educators. The school profile questionnaire was filled either by the principal or by some one delegated to do so.

The data analysis included transcribing information from the interview transcripts and the questionnaires. From the data analysis, the researcher was able to answer the critical questions that were posed.

With hindsight, the researcher is of the opinion that a classroom observation schedule could have been used. Classroom visits for a period of two weeks to observe teaching methods and attitudes in an ongoing process would have generated valuable data for research of this kind. However, because of constraints placed on the researcher in respect of time, this was not possible. Furthermore, inclusion of focus group interviews with a few learners would have supplied the researcher with invaluable qualitative data that he could not extract from the questionnaire. However once again time was the issue. The researcher is a full time educator and it was difficult to obtain extended leave. In addition, the principals of the schools involved were willing to participate in the research, but were not very keen to have their schools interrupted for long periods of time.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

This chapter deals with the results and interpretation of the data that was collected with the aid of the research tools viz. The learner questionnaire, the educator interviews, the educator questionnaire, the school profile questionnaire and the assessment records of educators. After having completed the research, the researcher realized that a few aspects that were not part of the instruments needed to be included. These aspects were relevant to the study and he has included them in the analysis. One such aspect is the literature component of Afrikaans FAL syllabus.

At the outset the biographical data of the schools involved in the research will be critically discussed. Included in this discussion will be the aspect of resources because resources are a significant factor in both in second language acquisition and performance in exams. Thereafter, the different aspects of the learner questionnaire will be analysed taking into account the research questions. Following this, data elicited by the educator questionnaire and interviews will be analysed and discussed. The different aspects will be supported by the theories as discussed in the theoretical framework in Chapter Two.

To reiterate, the critical questions are as follows:

- What are the attitudes of learners and educators toward Afrikaans FAL and how did this influence performance?

- What influenced the learners' choice of Afrikaans FAL as a subject? (if they had any choice.)
- What were the modes of, and practices underlying the assessment of learners in Afrikaans FAL and how do these influence their performance?
- What are the qualifications of educators in Afrikaans and how could this influence the performance of Afrikaans FAL in the examinations?

4.2 Biographical data of schools

NB. The names of the schools have been changed to ensure confidentiality.

4.2.1 Context

The three secondary schools that were used in this study were Mnandi High, Nomfundo High and Pezulu High School. The learners and educators of all three schools are African.

Mnandi High School is situated in Imbali, a township approximately five kilometres from the city center and has a population of 1300 learners and 39 educators. It is evident from the learner questionnaire that the home language of 97% of the respondents at Mnandi High is isiZulu. The rest of the students speak isiXhosa at home.

Nomfundo High School is situated in the township of Edendale, which is approximately twenty kilometres from the city centre. This is a relatively new school that was officially opened in 1998 and has been in existence since 1987. The school population is 850 of which 130 are matriculants. There are 28 educators at this school.

Pezulu High School is situated in a rural area about thirty kilometres from the city centre. This school lies about two kilometres from the border of a previously “White” area. It has 610 learners, 54 of which are matriculants. As in the case of the other two schools the medium of instruction at Pezulu High is English.

Pezulu High is built on land that belongs to the tribal chief. In spite of this the Induna plays a passive role in the functioning of the school. He entrusts the principal with the decision-making and the running of the school. The funding that the school received prior to 1996 was mainly from a missionary group, which continues to fund the school today. Although the amount is minimal it helps with the minor expenses at the school.

4.2.2 Resources

Resources play an important part in creating an environment that is conducive to learning. From the school profile questionnaire the following information was made available:

Table 4.1: Resources that are available at these schools.

ITEM	Mnandi		Nomfundo		Pezulu	
	Yes	No	Yes	No	Yes	No
Telephone	X		X			X
Fax machine	X			X		X
Photocopier	X		X			X
Staff room	X		X		X	
Library		X		X		X
Duplicator	X		X		X	
Sports field		X		X		X
Tape recorders		X		X		X
Overhead projector		X		X		X
Chalkboard	X		X		X	
Textbooks		X		X		X

The learning environment in the school also affects the performance of the grade twelve learners. Apartheid in education had serious repercussions for African schools. The system that was operational entrenched inequality in education. Different amounts of money were spent on the different learners of different race groups.

Below is a table from Christie (1994) that indicates this disparity that existed:

Year	African	Coloured	Indian	White
1969-1970	R17-00	R75-00	R81-00	R282-00
1975-1976	R42-00	R140-00	R190-00	R591-00
1977-1978	R54-00	R185-00	R276-00	R657-00
1980-1981	R139-00	R253-00	R513-00	R913-00
1982-1983	R146-00	R498-00	R711-00	R1211-00
1986-1987	R477-00	R1021-00	R1904-00	R2508-00

Table 4.2 (Christie :1994)

Although these figures reflect dates from 1987, this discrepancy in the funding of the different schools resulted in schools that received more funding becoming richer and better resourced than those that received little funding. Because of this unequal funding schools that were disadvantaged are still feeling the brunt of apartheid education. This is why we have the situation today where the ex-model C schools are so well equipped and the African schools are still trying to create an environment conducive to learning with the little that they have. Yet, there have been reports of under-resourced schools in the newspaper that have produced excellent results in grade twelve. These schools are situated deep in the rural areas without electricity and water. This is also another area for further research to

determine the factors that contribute to good results in spite of the lack of resources.

The situation was exacerbated when the KwaZulu Natal Department of Education and Culture took a decision to reduce funding to all schools. The supply of textbooks and stationary has become the responsibility of the schools. Those schools that charge high school fees are able to supply these necessities to their learners. Those schools that are not able to collect school fees because the learners cannot afford to pay are placed in an unfortunate situation where they have to cope with minimal resources.

The three schools that were used in this study are situated in a lower socio-economic area. In an informal discussion with the principal of two of the schools it was clear that the schools were struggling to collect school fees from the learners because they could not afford any fees. Non-collection of fees impacts on the running of the school with regard to the availability of resources, which in turn has a direct bearing on effective teaching. Teaching which is ineffective will influence the performance of learners.

Fraser and Walberg (1991) emphasised the importance of having a classroom environment that is conducive to learning so that the educators and learners would be able to interact in such a manner that learning takes place. One of the sample schools in this study is in a dilapidated state. All windows are broken. There are not enough desks and chairs. As already mentioned none of the schools have electricity in the classrooms, thus making it impossible for the use of tape recorders and overhead projectors. The importance of sound and visual stimuli is not adequately stressed. No charts or posters depicting the presence of Afrikaans FAL in the school were identified. The above aspects point to a situation where the environment that encourages learning is almost non-existent. These factors

ultimately influence the performance of the grade twelve learners in the examinations.

Without electricity certain teaching aids cannot be used which could have provided visual and audio stimuli. These stimuli would create a learning environment that would encourage Afrikaans FAL learning. Because of the lack of resources, the educator is left with the chalkboard. The educator spends precious teaching time writing down notes for the learners to copy. Teaching methods are limited to talk and teach, with copious notes being written on the chalkboard for the learners to copy.

Although educators have indicated that the schools have certain resources, they are in a bad state of repair and can be seldom used. The duplicator at Pezulu is rarely used for fear of being the one who has broken it. Learners do not have textbooks for Afrikaans FAL as well as for other subjects. One cannot stress enough the importance of having textbooks, especially in grade twelve.

The state of the schools and the resources that are available indicates that the learners are from a low socio-economic background. The impact of a low socio-economic background has a negative impact on teaching and learning at these schools. Morris' research has a bearing on this study in the sense his findings can be compared to this study. Although the researcher did not specifically look at socio-economic conditions and its impact on results, the findings of Morris can be implied here.

4.2.3 Curriculum Packages

The manner in which Afrikaans FAL was integrated into the curriculum was similar in all three schools. In grade 10 learners choose subject packages where they are streamlined into “courses” that they follow until grade 12. The package that they follow determines whether they study Afrikaans or isiZulu as a FAL, with English as the first language.

The following packages were offered with English as the first language:

Afrikaans FAL

- History
- Geography
- Technical Subjects
(choice of 2 subjects)

isiZulu FAL

- Physical Science
- Mathematics
- Biology
- Commercial Subjects

Learners are only given a choice regarding the core subjects and they do not have any choice in the languages. This streamlining resulted in cases where learners were forced to study Afrikaans FAL. On the other hand there were learners that were denied the opportunity to study Afrikaans if they opted for the package with Physical Science. The impression created in this practice is that because of the insignificance placed on Afrikaans, it is grouped with subjects that are not as important as Mathematics and Physical Science.

Although 38% of learners indicated that they chose Afrikaans in Grade 10 because they enjoyed it, the researcher discovered that the learners do not have a choice in studying Afrikaans FAL. The 38% that did indicate that they had chosen Afrikaans are learners that had chosen subject packages that included Afrikaans FAL and it was to their benefit that Afrikaans was included. These learners wanted to study Afrikaans FAL.

Learners that choose other subjects like Mathematics, Physical Science and Commercial subjects are compelled to study English as a first language and isiZulu as a first additional language. Students that did want to study Afrikaans but chose the Mathematics package were deprived of this opportunity. When one is forced to study a subject one automatically develops a dislike for that subject.

Being forced to study a language that has the political history that Afrikaans has, creates anxiety and a dislike for that language. The learners are not motivated to study it. The only motivation that the learners have is an extrinsic one. They have to pass Afrikaans in order to obtain a matric certificate. Krashen in his Affective Filter Hypothesis, states that to achieve success in acquiring a second language, one has to be motivated and free of anxiety.

Many schools, mostly from the ex-House of Delegates, ex-National Education Department and ex-House of Representatives, give the learners a choice as to what subject they would prefer studying as a second language. The assumption of the researcher is that if learners in the schools used in the research are given a choice in a second language, then the educators of Afrikaans FAL may find themselves out of a job. In recent years there has been a marked decline in the number of candidates that sit for the Afrikaans FAL paper in the grade 12 examinations. Therefore the onus lies with the educators to ensure that Afrikaans FAL is made interesting and enjoyable, so that learners have fun learning a second language.

Because of importance placed on the other subjects that were not streamlined with Afrikaans, those that were studying Afrikaans were regarded as “less important”. One can imagine the impact that had on the learners studying Afrikaans. Krashen (1982), in his Affective Filter Hypotheses, discussed the importance of motivation, self-confidence and anxiety in the acquisition of a second language. Because of the stigma attached to Afrikaans in these schools, the level of motivation and self-confidence might be low. The difficulty experienced by the learners in acquiring a second language will probably increase levels of anxiety. These negative influences raise the affective filter resulting in a mental block. This block prevents comprehensible input from being used for acquisition, thus making the acquisition of a language very difficult.

4.3 Learner Questionnaire [see appendix 1]

From the learner questionnaire it was evident that learners from Pezulu and Nomfundo High were from Pietermaritzburg. Only 5% were from outside Pietermaritzburg. The majority of learners lived in close proximity to their schools and walked to school. It was only at Pezulu High that 8% of learners

preferred to utilise two taxis getting to school although there were other schools closer to their homes.

The researcher chose these schools because of the poor results as well as the easy access. The only school that the researcher contemplated a problem with was Pezulu High because of the gravel roads that become problematic in inclement weather. Dilapidated buildings also characterized Pezulu High and most of the windows were missing or broken. An ablution facility, a pit sewer system, was situated at the far end of the school.

The biographical data of the three schools that were involved in the research study is of crucial importance because it sheds light and gives clarity on the environment in which the learners find themselves. In combination with the other factors that influence the performance in a second language, the learning environment also plays a very important part. The environment must be conducive to learning and must not in any way be threatening to the learner. If negative conditions like the type of toilets, dilapidated buildings and a lack of electricity are prevalent, then the learning process is difficult.

From the responses of learners about the occupations of their parents, as well as the location of the schools and the facilities that are found in these schools, the area can be classified as low socio-economic. Morris (1986) in his investigation between the link between social class and matric results amongst the White and Coloured pupils in the Cape concluded that the higher the social class, the better the results were. Although this aspect of social class was not fully researched, the findings of Morris can be applied to this research, thus stating that because of the low socio-economic conditions of the learners in these schools, the results are likely to be poor.

Aspects that influenced the performance of the grade 12 learners in Afrikaans FAL will be discussed and where possible graphs and tables will be included to highlight salient points. The aspects that will be discussed will be age, parents' occupation, home language, assessment, the role of the educator, choice of Afrikaans FAL and attitudes towards Afrikaans.

4.3.1 Age

Under this section the impact that age has on language acquisition will be discussed using Krashen's theory of Acquisition Learning Hypothesis. The age of a learner impacts on the learning process and as Krashen (in Mclaughlin: 1987) declares, younger learners are not as inhibited as older learners. The average age of a learner in grade twelve is 18. The issues of ridicule and the policy of the Revised National Curriculum Statement will also be discussed.

Statistics for both ages and gender of learners involved in the research study is made available. This is just to clarify that there was no bias when the participants were decided upon. The selection of learners to be part of the sample was not based on sex. All learners that had studied Afrikaans FAL were included in the population. Below is a table depicting a cross-tabulation of the ages and sex of the learners from the three schools. From the data contained in the table it is evident that 30% of the females and 44% of the males are over the age of 20.

Table 4.3 : Indicating the age and gender of learners.

AGE	MNANDI HIGH		NOMFUNDO HIGH		PEZULU HIGH	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
17	5	3		3		3
18	5	7	3	4	2	3
19	1	5	2	3		4
20	3	2	2	1		
21		1	3		4	2
22		1		1		2
23		2			1	1
24				1		
25						
26	1			1		
TOTAL	15	21	10	14	7	15

Ridicule

Older learners are often subject to ridicule and slander from the younger learners because of them being much older than the average grade twelve learner. This would naturally have a negative effect on the older learners possibly resulting in absenteeism and unwillingness to learn. They are also in a state of anxiety about when they will be embarrassed because of their age. This could be from either the learners or the educator or both. This is a description of how a learner that is “over age” feels in a learning environment.

According to Krashen, the way a learner feels in a situation can hinder or promote language acquisition. The anxiety and continual fear of ridicule resulted in these learners being in a situation where the acquisition of a language is hindered. In the Affective Filter Hypothesis Krashen refers to the importance of emotions and attitudes in the second language acquisition process.

When learners are in this state as described in the previous paragraph, their affective filters are strong and as a result barriers to acquisition are created.

Krashen's Acquisition Learning Hypothesis sufficiently describes how learners acquire proficiency in a language. He states that they are able to acquire a language in natural settings or contexts. Interaction with people that speak the language that is to be acquired is also important. He stresses that the focus be on communication for real purposes and not on rules of grammar. Learners in this study are not exposed to this kind of setting and therefore are always found to be in a formal setting where they concentrate on rules.

Revised National Curriculum Statement [RNCS]

In addition to being ridiculed the majority of the learners in these schools did not study Afrikaans as a second language in primary school. Cummins theory on bilingualism advocates that learners should be taught a second language so that the learner eventually would learn two languages, their mother tongue together with a second language. To make sense of why it is important to learn a second language from an early age, one can refer to Cummins' Additive Bilingualism. While mother tongue is maintained, a second language is introduced and the two complement each other. The learner is able to learn a new language without forgetting the other. Related to this thought is the concept of CALP [Cognitive

Academic Language Proficiency]. Cummins is of the opinion that CALP from one language is transferable to another. However CALP must be developed in the first language, which is mother tongue, the medium of instruction.

In terms of the policy adopted in the Revised National Curriculum Statement (RNCS) learners should learn a second language from grade four. Up to grade two learners should learn in their mother tongue and only in grade three should they be exposed to an additional language. When learners enter high school they would have learnt all the basic rules and vocabulary to study Afrikaans FAL in the high school.

“The first additional language assumes that learners do not have any knowledge of this language when they arrive at school. Learners are able to transfer the literacies they have acquired in their home language to their first additional language. By the end of grade 9, these learners should be able to use their home language and first additional language effectively.”

[RNCS:4]

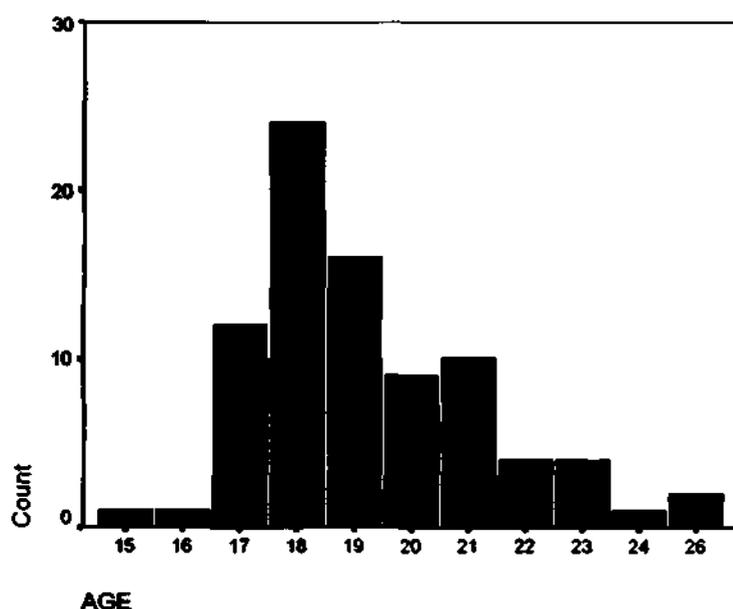
Findings: Below is a table depicting the range of ages of the Grade 12 learners from the different schools:

Table 4.4: Indicating the range and percentage of ages of learners.

Name of school	Range of ages
Mnandi High School	17-26 years
Nomfundo High School	17-26 years
Pezulu High School	17-23 years

Age	Percentage
17 - 19 years old	64 %
20 + years old	36 %

Graph 4.1 : Ages of learners

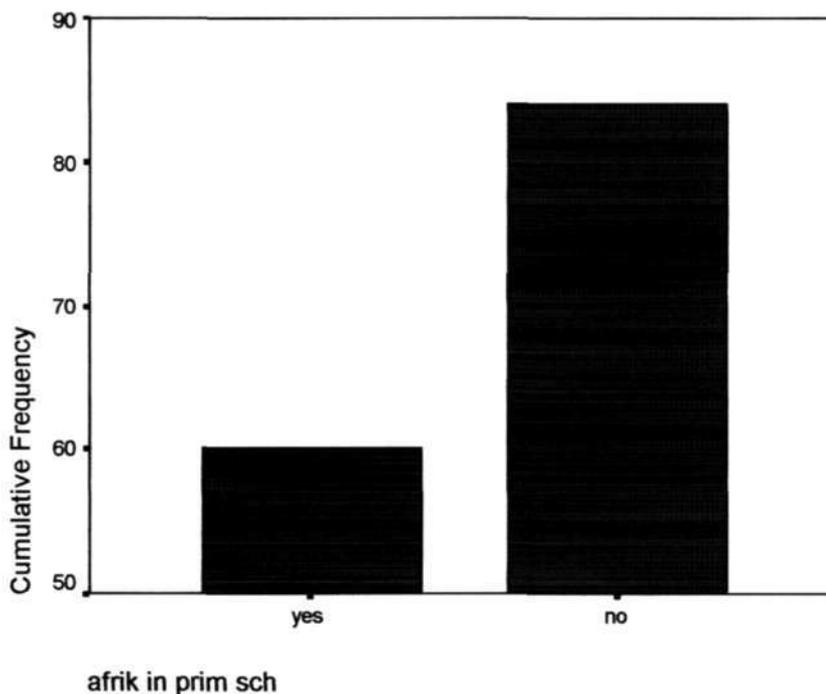


Krashen (1982) believes that the younger the learner, the more capable s/he is in learning a second language. In the light of Krashen's theory regarding the impact age has on second language acquisition, and the fact that seventy one percent indicated that they had not studied Afrikaans FAL in primary school, it is evident enough that this is one of the reasons why these learners performed poorly. The assumption regarding the other twenty nine percent is that they came from primary schools that did expose the learners to Afrikaans second language. The deciding factor in the primary schools were as follows:

- availability of Afrikaans second language educators and
- the policy adopted by individual principals

Since seventy one percent did not study Afrikaans in the primary school, it is difficult for the educator to start with foundation knowledge with these learners when they enter high school. This is one of the factors that influence the performance of grade twelve learners in Afrikaans FAL. This was one of the points of contention in the educator interview. Educators complained that the learners reach grade 12 without sufficient knowledge to cope with the volume and level of work in grade 12 Afrikaans FAL.

Graph 4.2 Showing the difference in the learners that did not study Afrikaans in primary school.



A perception that could be created is that the performance of the learners in grade 12 Afrikaans FAL was poor because all learners in the study were African. To dispute this perception, a quick survey at the researcher's school indicated that twenty five percent of learners are African. After having studied Afrikaans FAL in primary school they entered high school with a sound knowledge of basic Afrikaans. In high school they are able to understand and speak the language. When they leave in grade twelve most of the African learners are relatively fluent in Afrikaans FAL. At the researcher's school there has always been a 100% pass rate in Afrikaans FAL in the grade 12 examinations. Perhaps it is an area where there is scope for further research where comparisons can be made between the schools involved in this research and the researcher's school to determine why the African learners perform better in the researcher's school.

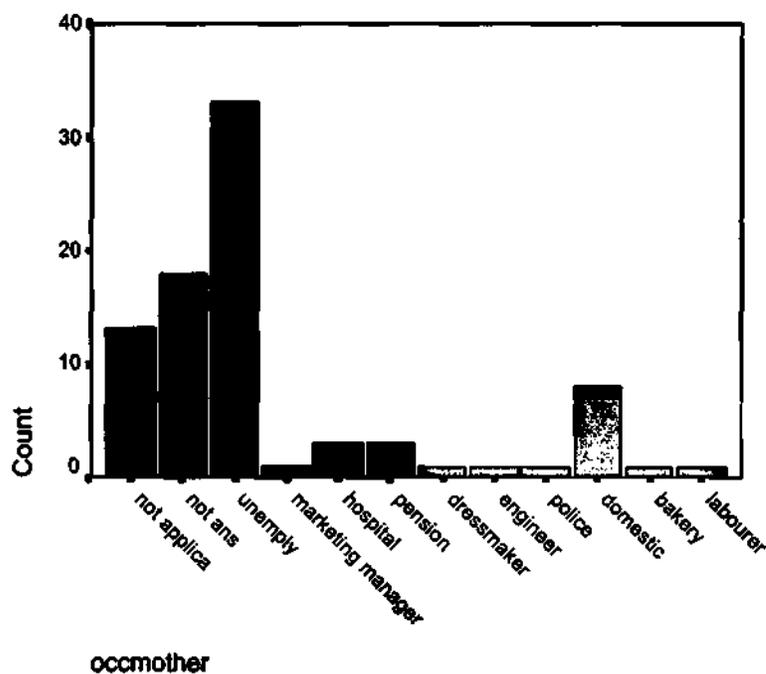
4.3.2 Parents' occupation

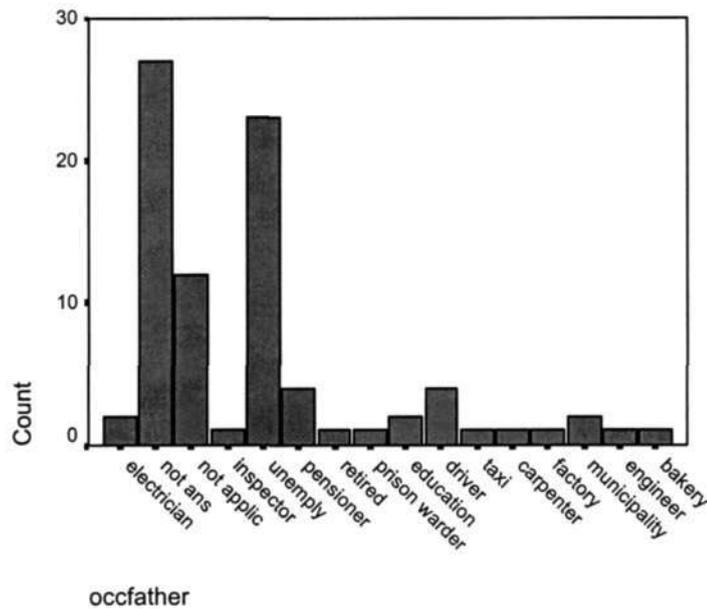
The roles that parents play in the lives of their children, influences the way in which a learner reacts to schooling. Parents are normally responsible for supporting the family financially and emotionally. The parents also determine the parameters with regard to discipline and are in most cases role models for their children to follow. In addition, parents' occupations are a good indication of the socio-economic conditions under which the learners live.

The occupations of mothers and fathers were filled in separately. Thirty nine percent of mothers and twenty eight percent of fathers were unemployed. Only one percent of the mothers and three percent of the fathers are employed as professionals. From the biographical data of the schools and the occupations of the parents, it is easy to deduce that the learners emerged from low socio-economic conditions.

Graph 4.3 & 4.4: Showing the employment details of parents of learners

Graph 4.3





Graph 4.4

As Morris's study (1986) pointed out, socio-economic conditions do affect the performance of grade twelve learners. He proved that irrespective of race, learners who come from poor socio-economic backgrounds produced poor results. Although his study was carried out in the Cape, the findings can be inferred in this study because the circumstances are almost similar.

Because of the socio-economic conditions that the learners find themselves in they are disadvantaged in many ways. One such disadvantage is that they do not have access to a library that is in the vicinity of the school. Furthermore, the financial situation of the parents does not warrant the purchasing of books, newspapers magazines etc. for their children to use. In addition, from the responses of the learners about the choice of language at home, it is clear that the parents do not converse with their children in Afrikaans.

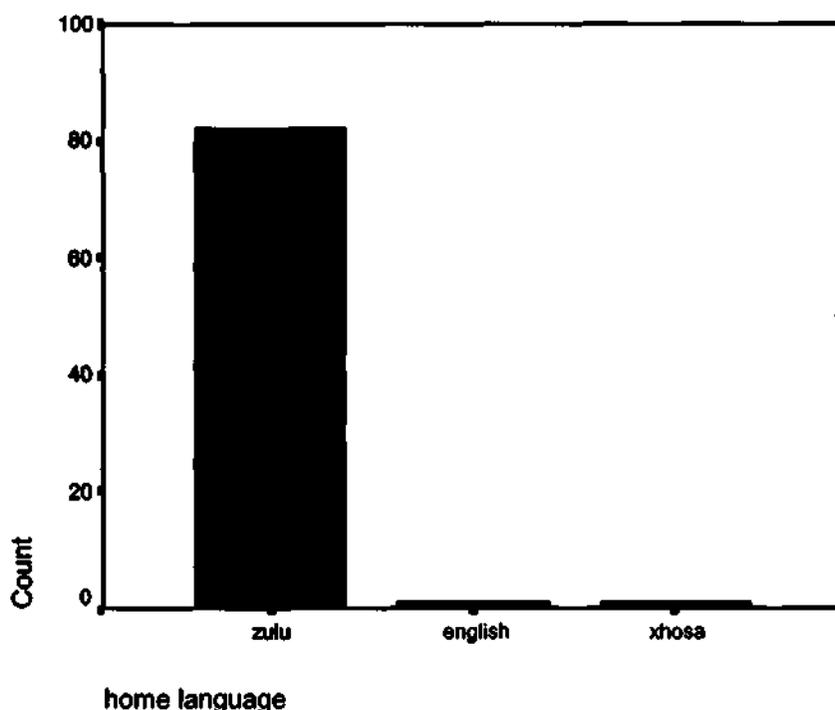
4.3.3 Home language

Of the total number of learners in the study 98% spoke Zulu at home. The other two- percent spoke isiXhosa and English. The medium of instruction at all three schools is English. Learners communicate through their mother tongue, which is isiZulu. They are being taught through the medium of English that is not that familiar to them. Over and above these hurdles the learners study Afrikaans FAL. These learners are thus being exposed to three different languages at school.

According to the learner questionnaire the language of communication outside the classroom is never Afrikaans. If learners were to interact with people that spoke Afrikaans fluently, then there is the possibility that the learners would acquire the ability to speak Afrikaans as a second language. Since this possibility of these learners coming into contact with anyone to whom they can speak Afrikaans is nonexistent, the odds of the learners learning Afrikaans FAL besides in the formal situation in the classroom, has evaporated. The influence of the mother tongue will always take precedence over a second language.

According to Krashen, children acquire proficiency in language in natural settings or contexts. In natural settings learners focus on meaning and communicating for real purposes. They develop their accuracy, fluency and language proficiency. The learners in the study are always exposed to Afrikaans in a formal setting. This implies that they are always learning rules and would not find themselves in a context similar to a natural setting.

Graph 4.5: Indicating the home language of learners.



Two other researchers that have made valuable contributions in this area of research are Cummins (1991) and MacDonald (1991). Cummins, in his research refers to additive and subtractive bilingualism. Subtractive bilingualism is the aspect that is relevant here. This refers to instances where competence in an additional language is developed at the expense of competence in a first language. However, if learners were given a choice in the language as stipulated in the RNCS, they would only concentrate on two languages. Thus maintaining interest in mother tongue and one other language.

4.4 Assessment

Assessment is an integral aspect of a learner's school life and this is the only means to gauge his/her proficiency to progress to the next grade. In grade 12, continuous assessment is important not only for year mark purposes but also for formative reasons where the educator can use the assessment to rectify weak areas or areas of concern.

Assessment records showed that learners were assessed in all aspects of the syllabus:

These are the different aspects of the year mark:

•	Composition writing	-50 marks
•	Language	-10 marks
•	Grammar	-10 marks
•	<u>Literature</u>	<u>-10 marks</u>
	<u>Total</u>	<u>80 marks</u>

However, the tests were written once a term on different aspects of the syllabus. Here I mean that one aspect was written during a term. Viewing of records also indicated that the only marks recorded were from controlled tests. These marks were used for the continuous assessment year mark.⁷ The year mark policy does indicate that marks from controlled tests must be used.

The question papers that were used for the controlled tests were past year papers for Afrikaans FAL. The marking memorandum was obtained from the

⁷ The year mark is a compilation of test marks of the learner during the course of the year. There are formal as well as informal aspects that contribute.

Department of Education office. When the researcher perused the test books of the learners, he noticed that the marking of the scripts was of a lenient standard although the memorandum was available. This practice of lenient marking is detrimental to both the educators and the learners because the learners develop a false sense of achievement. They become confident that they have sufficient knowledge to pass at the end of the year. The educators are also misled to believing that the learners are producing good results. The educators should have assessed the tests using the standard that is normally set for the marking of grade twelve final exams, as indicated by the memorandum.

The aspect of the grade 12 question paper from the learner questionnaire was included because the researcher believes that it is crucial for grade 12 learners to have worked through a past year examination paper so that they would know what is expected of them. Over and above the pattern of the paper the learners are exposed to the standard that is set and the level of the questions. They are made aware of the choices that they have to make as well the length of answers. One important aspect is the instructions that they have follow.

Without prior knowledge of all these factors, a learner can be placed in a predicament if s/he is not exposed to question papers prior to writing the examinations.

The following table shows the percentage of learners that have worked through a matric question paper.

worked thro paper

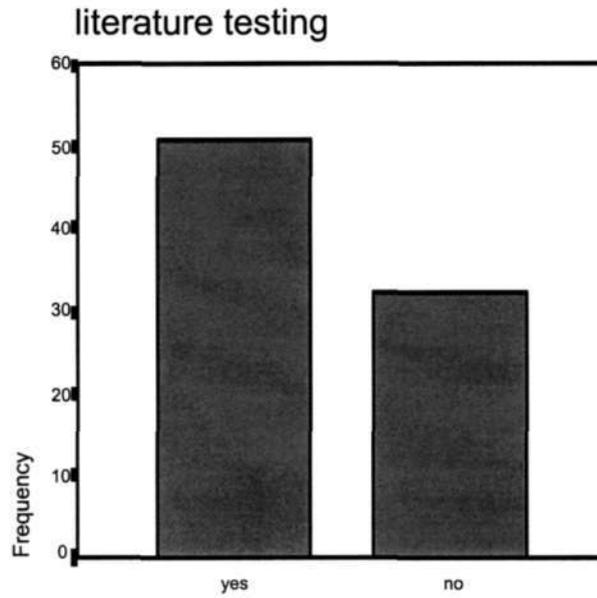
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	62	73.8	73.8	73.8
	no	22	26.2	26.2	100.0
	Total	84	100.0	100.0	

Although 92% have indicated that they have seen a grade 12-question paper and 73% have worked through it, not much can be deduced from these responses. One flaw here is that the researcher should have asked how many papers did the learners work through. This would have given the researcher ammunition to deliberate how that would have impacted on the results.

The areas of testing regarding the curriculum are depicted below showing how many wrote the different aspects. The learners are not given a choice as what aspects they want to write. All aspects are compulsory. Where there fewer learners than the original sample, means that the learners were absent. The graphs indicate the different aspects of tests of the Afrikaans FAL syllabus that the learners wrote. From the graphs it is evident that literature testing is the one aspect that the majority of the learners wrote. Composition is the one least written. From the interviews with the educators, it emerged that composition writing was the area that they had most difficulty teaching.

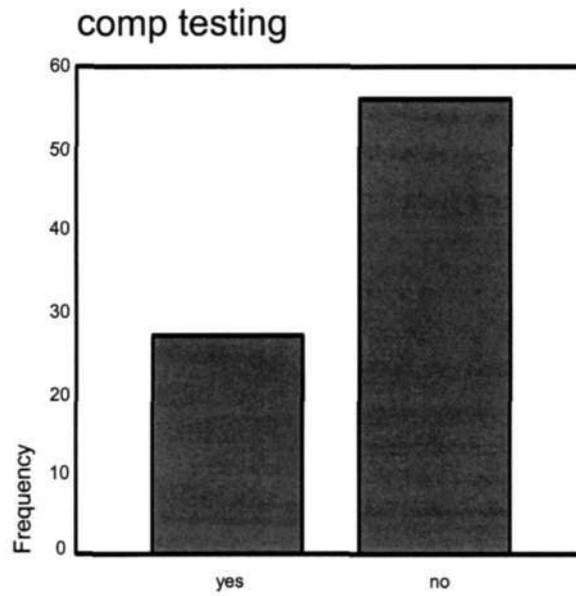
Graphs 4.6, 4.7 & 4.8: Showing the components tested and the number of learners that wrote.

Graph 4.6



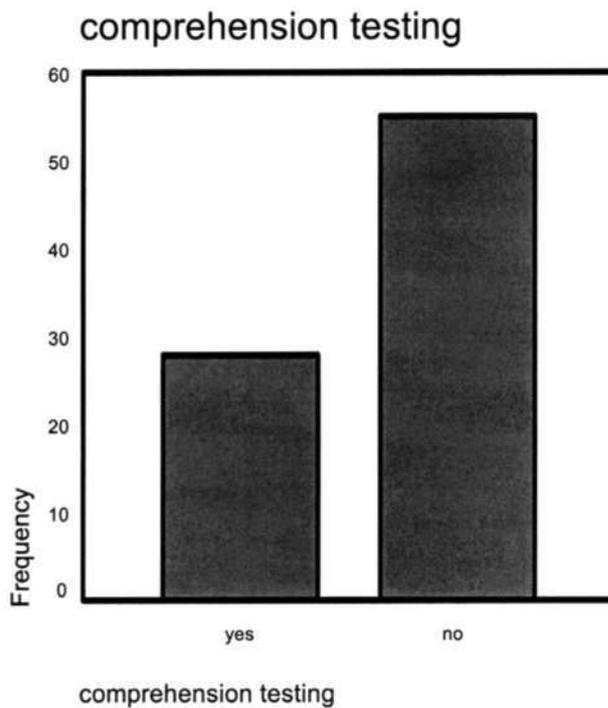
literature testing

Graph 4.7



comp testing

Graph 4.8



From these graphs it is evident that many students did not write tests and according to the educator interviews [see interview] the reason for the learners not writing was absenteeism. All three educators indicated that on the day of a test many learners absented themselves from school and it was not only for Afrikaans, but also for the majority of the subjects.

“There are a few students that stay away for all tests but the majority stay away only for Afrikaans.” [Appendix 1:130]

“I find that only when they write Afrikaans tests they stay away. The other teachers get angry because the students miss out on their lessons.” [Appendix 2:135]

“This is very common. The students do not know it is for their benefit.”

[Appendix 3: 140]

Eighty five percent of the learners indicated that they were tested on a monthly basis for the oral component⁸ of assessment. However not all aspects of the oral components were tested. As already indicated, the mark for oral assessment is 60. If a learner completes all aspects of the oral component, the mark that s/he obtains would definitely assist in the final mark that is obtained.

Besides for the extrinsic gain of obtaining marks, when learners hear others speaking Afrikaans during an oral lesson where there no pressure of learning a rule or such. A much more natural setting is created and the possibility of acquiring even a minute aspect of Afrikaans FAL is made possible.

4.5 Literature

Literature is a component in the Afrikaans syllabus. In the schools visited no literature is taught in any grades except grade twelve. The reason behind this practice of no literature being taught is that no prescribed texts are not made available for grades eight to eleven.

The learners at these schools have no prior experience of analysing poetry or short stories until they are in grade twelve. These skills must be taught to them from grade eight onwards or even earlier.

⁸ The oral component of grade 12 is worth 60 marks out of a total of 300. Another 80 marks are added from the year mark.

This practice of not teaching literature in the grades prior to grade 12 exists because of the lack of direction and monitoring from the Department of Education. Guidelines are given but unlike the grade 12 syllabuses, nothing is compulsory in the other grades. Literature in the grade twelve examinations consists of 27% of the total mark and it is essential that learners are exposed to this aspect of an additional language earlier in their schooling. From 2003 there has been a change in policy and poetry has been prescribed for grade eleven. Learners are tested by means of an external exam paper set by examiners appointed by the Department of Education.

An anomaly found in the assessment records for Grade 12 indicated that the majority of learners enjoyed literature tests. In spite of not learning the skills of analysis prior to grade twelve, the majority of learners wrote the literature test. This aspect of the Afrikaans syllabus is considered to be the most enjoyable because of the humor, reality experienced and lessons learnt in these stories and poems. The aspect of the role of literature in the teaching of Afrikaans FAL will be discussed in 4.5.1.

From the educator's records it was noticeable that the tests used for assessment purposes were all past year examination papers. Although it is advantageous to use these papers to give the learners an idea of the pattern of the paper, this does not develop the educator professionally at all. Educators must be able to set their own question papers so that they would be able to challenge their learners. The logic behind this practice is that the educators will be able to judge the level at which their learners can answer questions and this can be used as a yardstick. From there the educators can progress to setting more difficult questions.

4.5.1 Literature in Afrikaans – the change

In the past Afrikaans was taught mainly in a theoretical manner with the emphasis on rules and meaning of words. The learners were expected to learn the language in a formal setting with the educators using teaching methods that were designed purely for the educator to impart knowledge to the learners. The material that was used was abstract and learners could not identify with it.

The researcher believed that it was important to discuss literature in the grade 12 Afrikaans syllabus and how the change in the mindset of the curriculum planners has accommodated the change in the political circumstances in South Africa. The researcher will examine only poetry to illustrate how the change has occurred.

The literature aspect in grade twelve is made up of ten poems and eight short stories that are prescribed by the Department of Education. The skills that are used in the analysis of literature should preferably be taught to learners from grade seven onwards.

The grade twelve-literature syllabus has changed so that all learners can identify with characters in the story as well as in the poems. The stories are based on relevant day-to-day experiences of all South Africans. The language of Afrikaans is not as formal and strict as it was in the past. Learners have been given the license to use the language in a much more relaxed way.

The following two poems depict exactly this change. Poem A is a formal sonnet where the language usage is pure Afrikaans with words that rhyme. The reader of such a poem will be able to analyse the structure in a formal manner. The rationale in including these two poems is that the reader will be able to understand how the literature has changed to the benefit of the learner.

POEM A]

SLAAP

Wat is die slaap'n wondersoete ding !
Sag op haar bloue oe daal die vaak
Soos maneskyn diep waterkuile raak
Om daar te droom in silwer skemering.
Vir laas beef oor haar lippe 'n fluistering :
"Nag , Pappie." Ek merk hoe langsaam hy genaak ,
wat drome soet tot werklikhede maak :
in vaderarms rus my lieweling.
Sluit so my oe God , wanneer vir my
U Engel wenk ter laaste , lange rus
En ek van wilde woeling hier moet skei ;
Dat my dan stille drome huis toe sus
En sterke Hand deur duisternisse lei.
Sluit so my oe God , as ek gaan rus.

D.F.Malherbe

Poem B on the other hand is written in form of Afrikaans that is known as "streektaal" – this can be identified with an area in which one lives. In this case it is District Six. The difference in the type of language that is used here illustrates the difference in the tone in this poem compared to poem A.

POEM B

Expensive ekstratjie

Ek stap eendag in 'n geskieterij
van 'n TV – film op Cape Town station;
'n man wave sy vinges
en vra vir 'n klompie extras –
“Jy en jy” – an ek daarby,
en daar staan ek soes Roger Moore ,
roem en sterredom , wag ek kom!

Os wid geskiet soe elke ier
want os moet wag vir 'n Cape Flats-trein ;
die' ekstra gan mos ekstra laat kom ,
byrie wek , ja maar nie vir sterredom.
Nou as ek op TV gan wies
dan moet amil mos sien my technicolour taai ;
soe dadelik koop ek 'n colour TV
en nooi allie ere-menere vannie dorp.

Die hys is vol van my admirers
wat gekom het ommie superstar te sien ;
“Hie kommie trein!
Hou dop nou mooi!
Hou dop nou mooi!
DAA'S ! Twaalfde van links!”
Maar voor hulle kan sien is alles verby.

Peter Snyders

Education policy makers have decided on a strategy to encourage learners to acquire Afrikaans as second language. The atmosphere that is created when this type of literature is learnt is supposed to be one of relaxation and enjoyment. In such a learning environment where Afrikaans is being taught, there is no doubt that Afrikaans will be acquired. The theory of the Affective Filter Hypothesis applies in this situation where the mood of the learner or how the learner feels would determine whether language acquisition is promoted or hindered. If literature is taught to the learners in an informal environment, the anxiety aspect disappears and the learning process becomes easier. In an atmosphere like the one described, the affective filter is weak and acquisition is made easier.

Krashen also affirms that language is acquired only through being able to understand it. He believes that the language used when an educator teaches, must be understandable and comprehensible to the learner.

“The best way to acquire new language is through being exposed to a great deal of language and interaction that is slightly beyond their level of understanding ($i + 1$).”

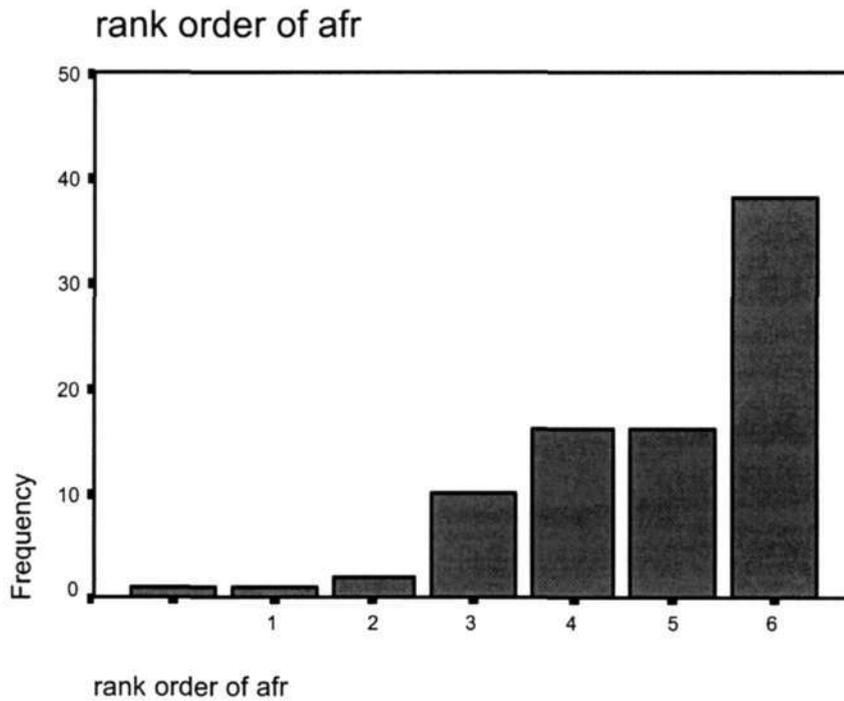
4.6 Rank order of Afrikaans

To establish where Afrikaans FAL was placed in terms of performance in the six subjects that the learners were studying, an aspect of the learner questionnaire required learners to rank their subjects according to the results obtained in the controlled test that was written. The subject in which a learner obtained the highest mark was ranked as 1 up to 6 for the subject in which they scored the lowest.

rank order of afr

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.2	1.2	1.2
1	1	1.2	1.2	2.4
2	2	2.4	2.4	4.8
3	10	11.9	11.9	16.7
4	16	19.0	19.0	35.7
5	16	19.0	19.0	54.8
6	38	45.2	45.2	100.0
Total	84	100.0	100.0	

Graph 4.9: Showing how learners ranked Afrikaans FAL in a common test. Numbers 1-6 indicates where the learners ranked Afrikaans.



Afrikaans FAL was ranked 6th on the list of six subjects by 45%. Another 38% ranked Afrikaans in the 4th and 5th spot. Only 2.4% placed Afrikaans FAL either 1st or 2nd on the list. From the rank order it is clear that the learners are either not coping with the level of work in Afrikaans or they do not place Afrikaans as one of the important subjects in their schools. This is in spite of the fact that they know that they need to pass Afrikaans in order to gain a pass in the grade 12 examinations. The assumption here is that they spend more time on the other subjects that they are studying which they consider “important”.

The educators of Afrikaans should have realised that the learners were experiencing difficulties and remedial measures should have been put in place so that the learners’ errors would have been rectified.

4.7 Attitudes of learners towards Afrikaans FAL

Linked to the choice of Afrikaans is the subject of attitudes because attitudes towards a subject will determine whether one would choose that subject. However it was established that choice did not exist in these schools. The learners were forced into language choices based on the subject choices that they had made. This is one of the reasons why learners developed a negative attitude towards Afrikaans.

During the interview with the educators, the researcher also learnt of the attitudes of the learners toward Afrikaans. The educators complained of their negative attitude, citing the unimportance of Afrikaans in today’s society and how the language of the “oppressor” was not part of their lives. This was prevalent in the two schools, Mnandi High and Nomfundo High that were situated in the urban

areas. The educator from the rural school, Pezulu High, did not have any problems regarding the attitudes of the learners toward Afrikaans. The researcher ascribes this to the lack of politicization of Afrikaans amongst the rural youth.

“Most of the educators feel that Afrikaans is the language of the oppressor and not important in the lives of the students.” [Appendix 4: 129]

“Many educators feel that Afrikaans is the language of the oppressor. Students have said that their teachers have told them not to worry about Afrikaans.”[Appendix 5: 134]

“The teachers feel that because only a few pass Afrikaans it should be removed from the school.” [Appendix 6: 139]

Question 14 required information as to what learners wanted to do after they had finished grade twelve. Sixty five percent indicated that they wanted to work, thirty percent wanted to study while working and only five percent wanted to study full time. If this is an indication of what they wanted, then it is understandable that Afrikaans FAL is not going to play an integral role in the lives of these grade twelve learners when they leave school. Only those that wanted to study after leaving school needed Afrikaans to gain entry into universities. From the interviews with the educators it became apparent that the educators had to grapple with this stumbling block every day at school. The learners were not motivated enough to learn a second language. The learners are not motivated enough to acquire a second language. Only 5 % are motivated enough because the acquisition of the second language will determine whether they can study or not. Krashen’s theory states that the more highly motivated people are, the more likely they are to acquire a second language more effectively and quickly than people with low motivation.

When asked whether Afrikaans was done just to pass the examinations, eighty percent stated that this was the primary reason why they were studying Afrikaans. In order to pass the grade twelve examinations, a learner must pass one first language and one additional language. If a learner fails any one of these two, then the learner does not meet the requirements to attain a grade twelve certificate. This attitude of learners where they purely want to use Afrikaans as a means to an end, is linked to Krashen's Affective Filter Hypothesis with specific reference to extrinsic motivation. This type of motivation is referred to when one does not enjoy any internal gratification. Linked to this research, the learners only want to pass Afrikaans as a means of obtaining a pass in grade twelve and not to acquire the language. As explained earlier, students are forced to study Afrikaans FAL because of the subjects that they choose. The possibility in this case is that certain students that do want to study Afrikaans FAL may get the chance to do so because of the subjects that choose.

Titone (1981) addresses the issue of reinforcers when it comes to learning a second language. The need to communicate in a second language is a strong reinforcer. If a learner wants to learn a second language in order to communicate wants and needs, then s/he will endeavour to learn that language. On the other hand if the primary aim is just to use the language in order to pass the examinations, this becomes a weak reinforcer, conditioning the learner to gain basic knowledge to pass the examinations.

The following table summarizes the responses of the learners from question 23 – 36. These responses shed more light on the attitudes of learners towards Afrikaans.

	Agree	Disagree
23. Enjoy studying Afrikaans	45%	55%
24. Chose to study Afrikaans because I enjoy it.	38%	62%
25. Chose Afrikaans because friends chose it	14%	86%
26. Want to learn Afrikaans to pass the exam	72%	38%
27. Want to learn Afrikaans as another language	25%	75%
28. Having Afrikaans on certificate is important	70%	30%
29. Talk Afrikaans outside the classroom	18%	82%
30. Read Afrikaans books, magazines etc.	30%	70%
31. Watch Afrikaans television programmes	30%	70%
32. Listen to Afrikaans radio programmes	10%	90%
33. I was not forced to study Afrikaans	25%	75%
34. Look forward to Afrikaans lessons.	65%	35%

Table 4.5: Summary of responses

One factor that does not seem to correlate is the variable of enjoying Afrikaans. Although 45% of the respondents indicated that they enjoy Afrikaans, the percentage of the variables that support this is low. The table below indicates this:

Percentage of respondents that stated that they enjoyed Afrikaans in class	45%
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Indicator	Percentage
29. Talk Afrikaans outside the classroom.	15%
30. Read Afrikaans books, etc.	25%
31. Watch Afrikaans television programmes.	26%
32. Listen to Afrikaans radio programmes.	14%

From the table above the percentages that indicate that learners enjoy Afrikaans does not correlate with the percentages from 31-34. It is expected that if the learners enjoyed Afrikaans then they would make an attempt to focus on Afrikaans outside the classroom.

Response 34 shows that 65% of the learners looked forward to the Afrikaans lesson, yet this does not corroborate with responses that indicates the attitudes of learners towards Afrikaans. The researcher expected that the percentages that reflected attitudes of learners should be within range of response percentages that indicated that they looked forward to their Afrikaans lessons.

The limitations of the learner questionnaire were only realized when the data was being coded and analysed. There was no method to elaborate on the anomalies that were discovered in the responses. The other research tool that would have made a difference in the data collection is group interviews with learners.

4.8 Interpretation and analysis of educator questionnaire

The educator questionnaire was administered to the three educators and these were filled in at the schools. The questionnaire was not as detailed as the learners'. The purpose was to collect biographical data from the educators relating to their

qualification and teaching experience and the impact these factors had on the results of Afrikaans FAL.

4.8.1 Qualifications of Educators:

Table 4.5: Qualifications of educators

School	Qualifications
Mnandi High School	Secondary Teaching Diploma
Nomfundo High School	B.Paed Afrikaans
Pezulu High School	Primary Teaching Diploma

Although all three schools consistently produced very poor results, the worst results were produced by Pezulu High school. The educator with the inadequate or lowest qualifications was from this school. It is not appropriate for an educator with primary school qualifications to teach learners in grade twelve. The depth and insight of the language that is designed for primary school educators as compared to high school is vastly different. Therefore an educator with a primary school qualification would find it difficult to cope with the syllabus of a high school.

Despite the adequate qualifications of the other two educators, they still felt inadequate when it came to teaching the grade twelve learners. Their fears arose from the fact they do not fully understand the literature that they are expected to teach. They feel that more workshops must be held to enlighten them in areas where they feel vulnerable. One of the respondents said:

“I feel that more workshops are needed during the year. There are many teachers like me that needs assistance with the teaching of Afrikaans.” [Appendix 4: 136]

The other two educators also shared the same sentiments.

4.8.2 Educator interviews [refer to appendix 4, 5, and 6]

Because of similar responses from all three educators the researcher will analyse all three interviews simultaneously. The major aspects of the interviews were as follows:

- the choice of educators in teaching Afrikaans FAL;
- professional development;
- attitudes of other educators towards Afrikaans;

4.8.3 Educators' choice of Afrikaans

When asked why they chose to teach Afrikaans FAL, the educators had similar answers to that of the learners. They stated that if they did not want to study to teach Afrikaans then they would not have been accepted at college. When they were called in for interviews the criteria used for their acceptance into college to study Afrikaans was their ability to speak a few words in Afrikaans. What also surfaced was that because they were all females, they were asked to study Afrikaans while the males were offered subjects like Mathematics and Science. The impression created is that because Afrikaans was not important, it was offered to the females.

“When I was appointed to my first school, the principal insisted that I teach Afrikaans or I would have to find another school. So I was forced to teach Afrikaans from then. This is the only subject that I have taught from the time I qualified.” (Appendix 4:132)

Even when these educators were appointed at schools, they were not given a choice in the subjects that they wanted to teach. Although they had two major

specialization subjects, the educators were given Afrikaans to teach or they had to find another school.

4.8.4 Professional development and support

The educators that were part of this research had qualified a long time ago. The teaching methodology that they had been taught was effective at that time. It seems that currently the educators are not getting any support from the subject advisor or the Head of Department. They feel insecure about teaching aspects of literature and composition writing. They have the learners' interests at heart and they want to help them pass.

“The subject-advisor does not visit our school. I think that there is only one subject-advisor for this region. He cannot visit all the schools. So if we have a problem we must visit him at his office. The department should have more subject advisors.”

(Appendix 4:136)

“The Head of Department at my school is English and he knows nothing about Afrikaans and I am left on my own.”

(Appendix 4:135)

“They should be held at least once a month to give support and advice to teachers that are struggling.”

(Appendix 4:135)

The educators need guidance and assistance from the subject advisor or from their HOD (Head of Department). Unfortunately both are unable to do so. When a

situation like this arises and educators do not have anybody to turn to for help, frustration sets in. This inadvertently affects morale of educators and their delivery in the classroom.

In the restructured curriculum, Afrikaans now falls under Language Learning Area that also include other languages. When a post of HOD is filled the incumbent can be from any of the languages. If he is not familiar with the other subjects within his control, as in this study, then those educators are at a disadvantage.

The need for support is reinforced by comments made by educators with their sense of inadequacy, for example, in the teaching of composition writing.

Education is dynamic and trends are changing all the time. New methodologies and literature are supposed to continuously be work shopped to enable educators to keep abreast with changes. The educators that were interviewed showed concern for the teaching of literature to the learners. According to the educators only one workshop was held in the year that the research was carried out. They did not attend the workshop that was organised in Pietermaritzburg because the principals refused to allow them to attend this workshop during school hours. Principals need to be more supportive towards educators when workshops are held because this would benefit both educators and learners.

Despite the introduction of Outcomes Based Education in grade eight, these educators are still ignorant of the paradigm shift and the introduction of new literature for OBE. There were not sufficient workshops organised for this purpose. The responsibility lies with the Department Of Education to ensure that there is enough support for educators. Finally, it is the responsibility of the Heads of Department in schools to support all subjects in their respective Learning Areas.

4.8.5 Attitudes of other educators towards Afrikaans

It was alarming to hear that fellow educators at these schools respond to a subject taught at the same school in that manner. They do not show any professionalism towards their colleagues. To make matters worse they discuss it with learners at the school.

“Afrikaans is not important as the other subjects. You do not need Afrikaans after you leave school.”

(Appendix 5:139)

From the refusal of the principals to allow the educators leave to attend the workshop during school hours, (two principals did not allow only the Afrikaans educators leave; the other principal did not allow any teacher to leave for the workshop), one can draw the assumption that no importance is placed on Afrikaans in these schools. This is evident when he only allows certain educators to leave school during school hours for meetings in certain subjects.

The learners relayed the attitudes to their teachers of the other educators towards Afrikaans FAL. Retorts [from the educator interview]:

“You must spend all your time studying for the important subjects.”

“Don’t worry about going for Afrikaans, you will fail any way.”

“Afrikaans is the language of the oppressor. I don’t why you’ll are studying it.”

(Appendix 4:133)

If the principal and educators have these attitudes and do not encourage the learners to place equal importance on all their subjects then the battle to get the

learners to concentrate on Afrikaans is lost. This could be one of the reasons why the learners do not perform well in Afrikaans

4.9 Conclusions

From the analysis of the data it was evident that many factors contributed to the poor performance of grade 12 learners in Afrikaans FAL. One of the factors discussed is the age at which the learners are exposed to an additional language. The setback experienced by the learners and voiced by the educators was the lack of foundation knowledge when the learners entered high school. This viewpoint was strengthened by the theories of Krashen and Chomsky.

Krashen's Multiple Hypotheses Theory supported the researcher's discussions about the importance of age in acquiring a second language. Besides age Krashen's theory also emphasized the need for a safe and non-threatening atmosphere, communication for real purposes and comprehensible input. The absence of these factors in the schools in the research, meant that Afrikaans FAL acquisition would not be easy.

Secondly, the learner questionnaire indicated that learners were deprived of the choice in studying a second language. This policy adopted by the schools in the research exacerbated the situation for second language acquisition. Learners were now forced to study Afrikaans as a second language without having the foundation knowledge from primary school.

Cummins emphasized the importance of mother tongue learning stressing the development of CALP. Cummins states that it is important for a learner to develop CALP in his/her mother tongue first and then transfer it to an additional language. The ideal would have been for the learners to be taught in their mother

tongue up to grade two. In grade three an additional language must be introduced and these two languages should complement each other. Once CALP is developed in the mother tongue, it will be transferred to the other language. Thus, the learner would have proficiency in two languages. Because most of the learners were not exposed to additive bilingualism they were unable to master the acquisition of a second language.

Spindler's Theory of cultural discontinuity (1995) summarized why the acquisition of a second language was difficult in the schools in the study. There is no continuity between what is learnt at school and the home. Once the learner leaves the classroom mother tongue takes over and Afrikaans is not used. They are only exposed to Afrikaans in a formal surrounding.

Furthermore, the negative attitudes of both educators and learners towards Afrikaans contributed to the poor performance of the learners. The perception created both by learners and educators of other subjects of the unimportance of Afrikaans added to the already "language of the oppressor" syndrome. These factors made the task of educators teaching Afrikaans more difficult.

In addition, the lack of support services both at the school and the Department of Education placed the educators in a quandary. They were left in a whirlpool of uncertainty and doubt. They continued to teach with a sense of low morale and low self-esteem using the methodology that they had been exposed to when they started teaching many years ago.

Resources played an important part when results were considered. The lack of resources had a negative impact on the results. Because of the state of the buildings and lack of other basic resources, the learners found themselves in a learning environment that made learning difficult.

During the Afrikaans lesson, the learners are exposed to Afrikaans in a formal learning environment learning formal rules. This factor, linked to the other factors explained in this chapter has a negative impact on the acquisition of Afrikaans.

CHAPTER FIVE

5.1 Conclusions

The main aim of this research was to identify factors that influenced the poor performance of African grade 12 learners in Afrikaans second language. This conclusion identifies these factors and attempts to link them to performance as well as carefully considering theory to support the importance of information in the teaching and learning of a second language.

It is evident from the data that negative attitudes to Afrikaans, are a major reason for poor performance. The reason behind learners having this negative attitude toward Afrikaans can be attributed to the deeply rooted memories of the struggle against apartheid and the Soweto uprisings of 1976. Many Africans view Afrikaans as a resistance language and a symbol of apartheid. (Appendix 1:123) The attitude that Afrikaans does not hold any significance in their lives, even after the completion of the matriculation examinations indicates that this influences their performance negatively.

The negative attitudes were reinforced by the policy adopted by all three schools regarding choice of a second language. This policy was not endorsed by the Department of Education. Coupled with this is the lack of sound teaching practices in grade 8 – 11.

From the statistics viewed in this study regarding the number of learners that study Afrikaans in grade twelve in African schools, it is clear that this number is decreasing. This can be attributed to schools now implementing a policy where learners are allowed to choose an additional language. This is in keeping with the

policy of additive bilingualism that is beneficial to the learner so that they do not lose mother tongue. It would seem that African learners are opting for isiZulu instead of Afrikaans.

Resources play a vital role in performance. Because of the poor funding of the African schools as indicated by Christie (1986), the conditions at these schools were not conducive to learning and affected the performance of learners in the grade twelve Afrikaans FAL examinations.

The lack of departmental support played a major role in educator abilities and confidence and therefore learner performance. One very honest plea from the educators was the necessity for support programmes to be initiated by the Department of Education. They wanted to be exposed to new teaching methods and keep abreast of the new developments in Afrikaans. They feel that the subject advisor of Afrikaans should visit the school more often in an advisory capacity.

The continuous changes in methodology and the use of teaching makes much more interesting for the learners. Although these schools do not have electricity in the classrooms, and there are many more such schools, the support should be in the form of workshops enlightening educators from these schools how to use other materials in their teaching. For example, materials that do not require electricity.

High schools are now judged by the results that they produce in the grade twelve examinations. This expectation from the Department of Education places immense pressure on all educators. The educators thus teach to the exam, ignoring the main aim of Afrikaans FAL, the acquisition of the language. This practice by the educators causes a lack of interest amongst the learners because they are not given the opportunity to appreciate what is being conveyed in the poems and short stories.

The influence of the mother tongue on the acquisition of Afrikaans FAL has proved to be considerable. In line with the Cultural Discontinuity Theory of Spindler (1995), it is clear that for better performance to occur, there has to be a continuation of the language practiced at school in the home environment.

The lack of foundational knowledge was evident in the responses when 29% had indicated that they had studied Afrikaans in primary school i.e. up to grade 7. This is an indication that if Afrikaans was taught to the learners from an early age, there is the possibility that they would have been well equipped to study Afrikaans FAL in the high school.

Assessment is of vital importance in grade twelve, or in any grade. The minimum number of assessment exercises would not prepare the learner for the final examination. It is important for learners to work through past year papers, even if this work is not to be used for assessment purposes. This would give them an indication of what is to be expected in the final exam as well give them practice.

5.2 Recommendations

Krashen claims from his studies that the earlier the child is exposed to a second language the better he learns it. However, this must be in a bilingual context, not subtractively, but additively. If this notion were looked at in context of the topic that is being researched, then it would be advisable that Afrikaans FAL be introduced to learners from primary school, preferably from grade three. When they enter high school they would be equipped to understand and use Afrikaans in a manner where others would be able to understand them.

The introduction of literature to the learners should not be left until grade twelve. This should be done in grade 5. This is how they will get used to literature analysis. A list of prescribed literature should be made available to educators for grades 7 onwards. A fervent effort must be made by the Department of Education to ensure that schools are supplied with these texts.

Using the current system where learners are compelled to study Afrikaans FAL based on the other subjects that they choose, a percentage of them are forced to study Afrikaans while others that do want to study it are denied the opportunity to study it. A system should be devised where students choose the additional language that they wish to study. The possibility may arise where excellent students of Afrikaans FAL are discovered. They would be studying something that they like.

At present there is only one subject advisor that services the Pietermaritzburg area. This has resulted in him being office based and educators visiting him for advice and information. Because of the number of schools under his jurisdiction he visits a very few schools. The department should appoint more advisors so that all schools would have the support and would be able to be much more productive.

If more subject advisors cannot be appointed, experienced educators in the subject could be seconded to act as advisors, but remain in schools. These educators can be used in the planning and running of workshops for the subject advisors. Special training in the form of in – service courses should be made available to educators because of the changes taking place.

Because of the lack of facilities in some schools a resource centre should be opened where educators can duplicate and photocopy worksheets so that the

quality of teaching and learning can be improved. A collection of past year exam papers and worksheets should be housed in a centre where educators can have access to it. Afrikaans subject committees should be set up in the various districts to co-ordinate the setting of common examination papers and the organisation of speech contests and debates. Educators can also keep in contact with regard to syllabus changes and coverage.

Assessment in schools should be a continuous process with tests being given at least every month. The management of schools should monitor this process to ensure that sufficient assessment exercises are given to prepare the learners for the final examinations. The department should attempt to furnish schools with proper resources for learning and teaching purposes.

With the implementation of outcomes based education, libraries play an important role in the discovery of knowledge. The education department should endeavor to equip schools with libraries, even if it means that many schools share a library.

5.3 Further Research

Although this research study has covered certain areas in the factors that influence the performance of learners in grade 12 Afrikaans FAL, there is much scope for further research that needs to be carried out. Below are a few areas in which research could be carried out:

- A comparative study of the high grade 12 performance between learners that have studied Afrikaans from grade 3 and learners that have not done so.

- **An in depth study investigating the influence socio – economic backgrounds have on the acquisition and performance of learners in Afrikaans L2.**
- **An investigation into the factors that cause schools that are poorly resourced to produce excellent results.**
- **An investigation into factors that are influencing numbers of students that sits for the grade 12 Afrikaans FAL examinations to diminish.**
- **Study of what factors influence the performance of African learners in Afrikaans FAL in grade twelve in ex-HOD schools.**

5.4 Conclusion

A surprising development from this research was the impact it had on me in terms of my appreciation and admiration for the work done by the educators in this study. In my opinion, the pressure placed on the schools to achieve very high pass rates in grade 12, can often cloud the challenges that many under-resourced schools have to face. In our drive to achieve 100% pass rates, and to bask in the glory that this brings from the Department of Education and media, no thought is given to our colleagues who give of their best despite working in under-resourced schools and experiencing a lack of departmental support. Pass percentages of 28% seem low to educators from more privileged schools, and it is easy to cast judgment. However, this research has allowed me a glimpse into a different educational context, and in all humility, I must confess that I probably would not

be able to achieve that 28% pass rate if I had to walk in the shoes of the educators in these areas.

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Appendix 1

UNIVERSITY OF NATAL
FACULTY OF EDUCATION
MASTER OF EDUCATION
RESEARCHER : P.K.RAMNARAIN

A PREREQUISITE OF THE M.ED COURSE OFFERED BY THE UNIVERSITY OF NATAL (P.M.BURG) IS THAT STUDENTS CONDUCT RESEARCH IN AN AREA OF THEIR CHOICE. I HAVE CHOSEN THE PERFORMANCE OF GRADE 12 LEARNERS IN AFRIKAANS SECOND LANGUAGE. IT IS HOPED THAT THE FINDINGS WILL BE BENEFIT BOTH LEARNERS AND EDUCATORS AND IN THE FINAL ANALYSIS HELP IMPROVE RESULTS.

- **THIS QUESTIONNAIRE IS CONFIDENTIAL . THE DATA WILL BE USED FOR RESEARCH ONLY. NEITHER YOUR NAME NOR THE NAME OF YOUR SCHOOL WILL BE DIVULGED.**

* **Please indicate with a tick where applicable.**

LEARNER QUESTIONNAIRE

1. Grade : 12 A B C D E F G [Ring the division]
2. Name of school : _____.
3. Age in years : _____.
4. Sex [tick one] :

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
5. In which year did you start grade one ? : _____
6. Name the course that you are currently studying : _____
7. What is the occupation of your : mother ? _____
father ? _____
8. Where is your family home ? _____
9. Name the place where you live during the school term. _____
10. Who is your guardian during the school term ? _____
11. What is your home language ? _____
12. How far is your house from school ? (in approximate kilometres) _____
13. How do you travel to school? Tick one.

Walk	<input type="checkbox"/>
Bus	<input type="checkbox"/>
Car	<input type="checkbox"/>
Taxi	<input type="checkbox"/>
Other	<input type="checkbox"/>

14. What do you want to do after you complete matric?

Work	
Study	
Work & study	

15. If you want to study indicate where you would like to study _____.

16. Did you study Afrikaans in Primary school ?

Yes	
No	

17. In which grade did you study Afrikaans ?
Tick all the grades. (can be more than one)

GR1	
GR2	
GR3	
GR4	
GR5	
GR6	
GR7	
GR8	
GR9	
GR10	
GR11	
GR12	

18. In what grade did you make a choice to study Afrikaans as a subject?

19. Why did you choose to study Afrikaans in this grade? _____

20. Do you have textbooks for all your subjects ?

Yes	
No	

21. Have you received textbooks for Afrikaans in Grade 11 and 12?

Yes	
No	

22. If no , how do you cope without any books ?

For the following questions please use the scale that is provided. Place a tick in the column that suites the answer that you want.

EXAMPLE : If you strongly disagree then place a tick in the column number 4.

	Strongly agree	Agree	Disagree	Strongly Disagree
	1	2	3	4
1. I enjoy doing homework.				✓

	Strongly agree	Agree	Disagree	Strongly disagree
	1	2	3	4
23. I enjoy studying Afrikaans.				
24. I chose to study Afrikaans because I enjoy it.				
25. I chose to study Afrikaans because my friends chose it.				
26. In my opinion my Afrikaans teacher speak Afrikaans fluently when teaching Afrikaans.				
27. My Afrikaans teachers speak mostly Afrikaans during the Afrikaans lessons.				
28. My Afrikaans teachers are always well prepared for the Afrikaans lessons.				
29. I want to learn Afrikaans in order to pass the examination and get a matric certificate.				
30. I want to learn Afrikaans so that I would know another language.				
31. Having Afrikaans on my matric certificate is important to me.				
32. I talk Afrikaans outside the classroom.				
33. I read Afrikaans books/magazines/newspapers in my spare time.				
34. I watch Afrikaans television programmes so that I would be able to learn the language.				
35. I listen to Afrikaans radio programmes.				
36. I was not forced to study Afrikaans.				
37. I look forward to my Afrikaans lessons.				

38. The aspect that I enjoy most is: [you can tick more than 1]

Literature (gedigte/stories)	
Composition (stelwerk)	
Grammar (taal)	
Comprehension (begrips)	
Orals (mondeling)	

39. Tick the teaching aids used by the teacher in your class during Afrikaans and indicate how often they are used.

	Often	Seldom	Never
Overhead projectors /transparencies			
Tape recorders			
Charts / pictures			
Videos			
Chalkboard			
Textbooks			
Worksheets			

40. Do you write class tests for Afrikaans ?[tick one]

Yes	
No	

41. If YES , how often do you write these class tests ? (tick one)

Once a week	
Once a month	
Once a quarter	
Other	

42. Are these class tests helpful to you ?

Yes	
No	

43. Explain your answer in 41 . _____.

44. Indicate the areas in which you are tested when writing class tests. You can tick more than one.

Composition	
Language	
Grammar	
Comprehension	
Literature	

45. Do you think that the class tests that you write is sufficient enough to prepare you for the examinations?

Yes	
No	

46. If no, how do you think these tests could be improved to prepare you for the examinations?

47. How often were you tested orally this year? [mondeling] – tick one.

Weekly	
Monthly	
Quarterly	
Annually	
Other	

If you choose other please explain. _____

48. How many hours a week do you spend on Afrikaans homework? (Tick one)

0 hours	
1-2 hours	
3-4 hours	
5-6 hours	
7-8 hours	
9 & more hours	

49. Is this time sufficient compared to other subjects?

Yes	
No	

50. List the subjects from the highest to the lowest according to the marks that you obtained in the June exams.

• Do not write down the marks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

51. How many hours of teaching time is there for Afrikaans per week ? _____

52. Do you think that Afrikaans should be given more time on the timetable ?

Yes	
No	

53. If YES/ NO explain why .

54. Have you seen a past year matric examination paper ?

Yes	
No	

55. Have you ever worked through a past year matric paper ?

Yes	
No	

56. If your answer is yes to either question 54 or 55 , please give your views as to what you think of the Afrikaans paper . (both positive and negative – if any)

57. Do the teachers in the school feel that Afrikaans is an important subject ?

Yes	
No	

58. List a few suggestions as to how you think Afrikaans teaching in your school can improve your Afrikaans.

- **Thank you very much for your time.**

Appendix 2

UNIVERSITY OF NATAL
FACULTY OF EDUCATION
MASTER OF EDUCATION – CURRICULUM
RESEARCHER : P.K.RAMNARAIN

A prerequisite of the M.ED course offered by the University of Natal (PMBurg) is that students conduct research in an area of their choice. I have chosen the performance of grade 12 learners in Afrikaans Second Language. It is hoped that the findings of this research will benefit both learners and educators and in the final analysis help improve results.

- **THIS QUESTIONNAIRE IS CONFIDENTIAL. THE DATA WILL BE USED FOR REASEARCH PURPOSES ONLY. NEITHER YOUR NAME NOR THE NAME OF THE SCHOOL WILL BE DIVULGED.**

PERSONAL DETAILS - EDUCATORS

SURNAME	
FIRST NAME	
EMPLOYING DEPARTMENT	
TEMPORARY / PERMANENT	
NAME OF SCHOOL	
RANK / POST LEVEL	
NOMINAL DATE OF APPOINTMENT	
NO. OF YEARS AT PRESENT SCHOOL	

SECTION A : BACKGROUND INFORMATION

1. What is your gender?

- Male
 Female

2. What is your age?

- 20-30
 31-40
 41-50
 51-60
 61 +

3.a) What was the highest standard you completed at school?

- standard 8
 standard 9
 standard 10

3.b) Other (please specify) _____.

4. Please list your qualifications in the order these were obtained.

QUALIFICATION	YEAR	WHERE OBTAINED	MAJOR SUBJ

5. Learning area and grades currently being taught at school.

LEARNING AREA	SUBJECT	GRADES

6.

TEACHING EXPERIENCE			
PERIOD (DATES)	INSTITUTION / SCHOOL	PRIMARY/ SECONDARY	WAS AFRIK TAUGHT

THANK YOU FOR YOUR TIME AND EFFORT FOR COMPLETING THIS QUESTIONNAIRE.

Appendix 3

SCHOOL PROFILE

A PREREQUISITE OF THE M.ED COURSE OFFERED BY THE UNIVERSITY OF NATAL (P.M.BURG) IS THAT STUDENTS CONDUCT RESEARCH IN AN AREA OF THEIR CHOICE. I HAVE CHOSEN THE PERFORMANCE OF GRADE 12 LEARNERS IN AFRIKAANS SECOND LANGUAGE. IT IS HOPED THAT THE FINDINGS WILL BE BENEFIT BOTH LEARNERS AND EDUCATORS AND IN THE FINAL ANALYSIS HELP IMPROVE RESULTS.

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The principal or a member of staff nominated by the principal must fill in this document.

1. Name of person : _____.
2. Position at school : _____.
3. Name of school : _____.
4. Location of school.
 - 4.1 Circuit : _____.
 - 4.2 District : _____.
5. Name of ex-department : _____.

6. This school caters for grades :

Grade	
7	
8	
9	
10	
11	
12	

Tick as many as possible.

7. **Number of learners in the school:**

NUMBER OF BOYS	
NUMBER OF GIRLS	
TOTAL NUMBER	

- Number of learners in grade 12**

NUMBER OF BOYS	
NUMBER OF GIRLS	
TOTAL NUMBER	

8. Home language of most learners : _____.
9. Language of instruction at this school: _____.
10. Does your school have the following items? If yes indicate by a tick in what condition they are.

11.

ITEM	YES	NO	CONDITION	
			GOOD	POOR
Telephone				
Fax machine				
Photocopier				
Staff room				
Library				
Duplicator				
Sports field				
Tape recorders				
Overhead projectors				
Chalkboards				

12. Who is responsible for the provision of textbooks for grade 12?

13. Who is responsible for the provision of stationary for grade 12?

14. Are the grade 12 learners in your school in possession of Afrikaans textbooks?

15. If no, how is the literature made available to them?

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE.

Appendix 4

Interview 1

Researcher

Educator [Paulo High]

R: Explanation of the intent of the interview, emphasizing that the educator was under no obligation to continue with the interview.

R: ✓ How long have you been teaching?

E: 22 years.

R: ✓ What are your major subjects?

E: Afrikaans and Geography.

R: ✓ Did you have a choice to Study these subjects at College?

E: No. Because I was female the rector asked us to study Afrikaans with another subject or there would not have been place for me to study. The male students were given a choice.

R: How long have you been in this school?

E: 14 years.

R: ✓ What subjects do you teach at the moment?

E: Only Afrikaans.

R: Why?

E: When I was appointed to my first school, the principal insisted that I teach Afrikaans or I would have to find another school. So I was forced to teach Afrikaans from then. This is the only subject that I have taught from the time that I have qualified.

- R:** How long have you been teaching Afrikaans?
- E:** For 16 years.
- R:** How long have you been teaching Afrikaans at grade twelve level?
- E:** 8 years.
- R:** If you had a choice to teach any other subject, would you change from teaching Afrikaans? Why? / Why not?
- E:** No I would not change. I enjoy teaching Afrikaans and this is the only subject that I can teach. Besides there are no vacancies in the other subjects for new teachers.
- R:** What is your highest qualification in Afrikaans ?
- E:** I have a PTD. [Primary Teaching Diploma]
- R:** Do you think that this qualification adequately equips you to teach Afrikaans at Grade twelve level? If no, what would have been an improvement?
- E:** No. The diploma is not adequate, but the number of years experience that I have is sufficient for me to teach grade 12. What would have been an improvement if there were in-service training for educators like me to improve.
- R:** Do you think that this school has sufficient learning materials for the educators? If yes, list the teaching aids that you use.
- E:** No. You can see from the buildings that there is no electricity and most of the classrooms do not have windows. Only the office has electricity. There is no money to buy teaching aids. The chalkboard cannot be used because of the condition that it is in. This is because of the vandalism that takes place. Whenever connections are made for electricity it is stolen.
- R:** In your opinion, would it make any difference to the learners if you use any teaching aids or not? How ?
- E:** I don't know. From the time I am in this school I haven't used any teaching aids. I don't see any other teachers using teaching aids. There is a duplicator in the office, but I am scared to use it. If it breaks then I will be blamed.
- R:** Does Afrikaans enjoy the same degree of importance as the other subjects at this school? If no, how could you change this?

E: No. Afrikaans is not important in this school. All the other subjects are more important. Both the learners and the teachers feel this way. Even the principal acts as if Afrikaans is not important. Whenever any other subject needs time Afrikaans time is used.

R: Do you feel that Afrikaans is just filled onto the timetable at the end into the vacant spaces?

E: When the timetable is organized all the important subjects are filled in first and wherever there are spaces Afrikaans is filled in. You will see that Afrikaans is found at the end of the day in most cases.

R: How would you describe the attitude of other educators toward Afrikaans?

E: **Most of the educators feel that Afrikaans is the language of the oppressor and that it is not important in the lives of the students.** The students have said that their teachers have told them that they must not worry about Afrikaans because it was not important like the other subjects.

R: What do the learners feel about Afrikaans?

E: There are a handful of students that are really interested in Afrikaans. But the majority have the idea that it is the language of the oppressor and that they should not be studying it at school. They are not afraid of making this known in the classroom. Because of this attitude they are not interested in producing any work.

R: I am sure that this makes your job much more difficult. Does your school hold staff development programmes?

E: No such programmes or meetings are held. This is in all subjects. The only meetings that are held at our school is cluster meetings for the moderation of the CASS marks.

R: Does the department of education / subject advisor hold any workshops for Afrikaans?

E: The subject advisor did hold a workshop to explain the change in the policy with regard to the year mark and CASS marks. One other workshop was held.

R: Have you attended any of these workshops? If yes, what aspects of Afrikaans did these workshops cover ?

- E:** Just the first one on Cass. I could not attend the other workshop because it was held during school hours and the principal did not allow me to attend.
- R:** Does he allow teachers from the other subjects to attend such workshops?
- E:** Yes. He explains that those are important subjects.
- R:** Do you feel that these workshops would have been beneficial to you? If yes, how?
- E:** **I feel that more workshops are needed during the year. There are many teachers like me that need assistance with teaching of Afrikaans. I think that too much is done in one day. The department should instruct all principals to send teachers to these workshops.**
- R:** What workshops based on aspects of Afrikaans would help you ?
- E:** All aspects, especially literature and composition writing.
- R:** How often should these workshops be held?
- E:** **They should be held at least once a month to give support and advice to teachers that are struggling.**
- R:** How often does your school write the exams/controlled tests?
- E:** At the end of the first quarter, half yearly exams/third quarterly and final exams.
- R:** Do you administer class tests to the different grades that you teach? If yes, how often? If no, why?
- E:** There is no time and there are no textbooks or paper to organize the tests.
- R:** Do you find that many of the learners absent themselves when a test is written?
- E:** This happens all the time. Whenever a test is to be written the majority of students are absent.
- R:** Does this happen only for Afrikaans or for other subjects as well?
- E:** There are a few students that stay away for all tests but the majority stay away only for Afrikaans tests.
- R:** How often do you carry out oral testing programmes?
- E:** I try for every week, but none of the students are prepared. Either that or they are absent. Because of this many students do not complete their oral tasks.

R: Could you give examples on what you evaluate orally?

E: Because the students are not able to complete the tasks, I allow them to prepare anything so that I could give them marks. Whenever I tell them that we are going to do orals they stay away from school.

R: Are you receiving enough support from your Head of Department?

E: **The Head of Department is an English teacher and he knows nothing about Afrikaans and I am left on my own.**

R: Are you receiving enough support from your subject advisor? If no, what do you expect from the department?

E: **The subject advisor does not visit our school. I think that there is only one subject advisor for this region. He cannot visit all the schools. So if we have a problem we must visit him at his office. The department should have more subject advisors.**

R: When learners enter grade 12, what do you expect them to have in Afrikaans in order to pass?

E: They should have the knowledge so that they will be able to pass. When they come to grade 12 they don't have enough knowledge to pass.

R: Do you give extra lessons to your grade 12 learners?

E: I try. But they get absent during school hours. When I do have extra lessons no one turns up. The other problem is that the learners have to go home and finish chores.

R: I noticed in that the number of learners that study Afrikaans is dropping. Why is this so?

E: Because of the high failure rate in Afrikaans most of the principals in the area have decided that they will remove Afrikaans from their schools.

R: Do you have any other comments?

E: No.

R: Thank you for taking the time in assisting me with the research.

Appendix 5

Interview 2

R: Researcher

E: Educator [Nomfundo High School]

R: Explanation of the intent of the interview, emphasizing that the educator was under no obligation to continue with the interview and that all said was confidential.

R: How long have you been teaching?

E: 15 years.

R: What are your major subjects?

E: Afrikaans and History.

R: Did you have a choice to Study these subjects at College?

E: When I arrived at college all the female students were asked to study Afrikaans and another subject. I wanted to study Maths, but they said that that Maths was for the males because it was an important subject. We had no choice but to accept or we had to find another college.

R: How long have you been in this school?

E: 8 years.

R: What subjects do you teach at the moment?

E: Only Afrikaans.

R: Why?

E: When we were appointed to this school, the only vacancy was in the Afrikaans department. At my first school I started teaching Afrikaans. This is the only subject that I have taught from the time that I have qualified..

- R:** How long have you been teaching Afrikaans?
- E:** For 10 years.
- R:** How long have you been teaching Afrikaans at grade twelve level?
- E:** 2 years.
- R:** If you had a choice to teach any other subject, would you change from teaching Afrikaans? Why? / Why not?
- E:** I would love to teach History, but if you want to change you must find another school. I have grown to love this school and the students. I also enjoy teaching Afrikaans.
- R:** What is your highest qualification in Afrikaans ?
- E:** I have a B.Paed Afrikaans.
- R:** Do you think that this qualification adequately equips you to teach Afrikaans at Grade twelve level? If no, what would have been an improvement?
- E:** The degree is adequate, combined with the number of years experience that I have is sufficient for me to teach grade 12. What would help are courses that would keep us updated with the new methods of teaching.
- R:** Do you think that this school has sufficient learning materials for the educators? If yes, list the teaching aids that you use.
- E:** We are fortunate that our school is new and we have electricity. But we do not have overhead projectors. Even if we had we need to be trained how to use these effectively. I try to make charts. I also ask the students to make charts that will help to remember.
- R:** Does Afrikaans enjoy the same degree of importance as the other subjects at this school? If no, how could you change this?
- E:** No. Afrikaans is not regarded as an important subject in this school. This is strange because the principal was an Afrikaans teacher and now it has changed. All the other subjects are more important. Both the learners and the teachers feel this way. Whenever extra time is needed for anything Afrikaans is sacrificed.
- R:** Do you feel that Afrikaans is just filled onto the timetable at the end into the vacant spaces?

- E:** No. Afrikaans is treated the same as the other subjects when the timetable is done.
- R:** How would you describe the attitude of other educators toward Afrikaans?
- E:** **Many educators feel that Afrikaans is the language of the oppressor and that it is not important in the lives of the students. The students have said that their teachers have told them that they need not worry about Afrikaans because it was not important like the other subjects.**
- R:** What do the learners feel about Afrikaans?
- E:** Most of the students feel that they have no choice but to continue to study Afrikaans until grade 12. Because of this they have a dislike for the subject. They also know the history of Afrikaans and I feel that they will always feel this way about Afrikaans. They openly make their feelings known about this. Because of this attitude they do not produce their best work.
- R:** I am sure that this makes your job much more difficult. Does your school hold staff development programmes?
- E:** From the time I am in this school no staff development programmes were held. There are only two other Afrikaans teachers at this school and we don't have any programmes.
- R:** Does the department of education / subject advisor hold any workshops for Afrikaans?
- E:** **There is only one subject advisor for Afrikaans in Pietermaritzburg and he is old and cannot manage all the schools. He normally holds one workshop at the beginning of the year. Too much is discussed at this workshop. He then has another workshop during the course of the year.**
- R:** Have you attended any of these workshops? If yes, what aspects of Afrikaans did these workshops cover ?
- E:** I did not attend any of the workshops because of the principal's decision that no teacher should attend workshops during school time. But he allows teachers from other subjects time off from school to attend their workshops.

- R:** Do you feel that these workshops would have been beneficial to you? If yes, how?
- E:** Yes. With the continuous change in the policy with regard to the CASS mark and the change in the literature teachers need to be aware of the changes. Teachers also need the help of the other Afrikaans teachers to guide those that need help.
- R:** What workshops based on aspects of Afrikaans would help you?
- E:** The aspect of composition writing, the teaching of literature and how to teach comprehension.
- R:** How often should these workshops be held?
- E:** Because of the number of schools, workshops should be held once a term to help teachers that are experiencing problems.
- R:** How often does your school write the exams/controlled tests?
- E:** Students write controlled tests and exams every term.
- R:** Do you administer class tests to the different grades that you teach? If yes, how often? If no, why?
- E:** Other than the controlled tests I try to give tests at least once a month.
- R:** Do you find that many of the learners absent themselves when a test is written?
- E:** This is true. If students are informed that they are writing a test most, of them stay away. This is maybe that they are embarrassed that they will fail and will be laughed at.
- R:** Does this happen only for Afrikaans or for other subjects as well?
- E:** I find that only when they write Afrikaans tests they stay away. The other teachers get angry because the students miss out on their lessons.
- R:** How often do you carry out oral testing programmes?
- E:** I set aside every second Friday for oral testing. I find that on these days students also stay away and this is very frustrating because I cannot complete all tasks.
- R:** Could you give examples on what you evaluate orally?
- E:** I try to test all the students on what is expected in the guidelines for oral testing as provided by the department. For those students that cannot complete those tasks then I provide material so that they will be able to speak in Afrikaans.

- R:** Are you receiving enough support from your Head of Department?
- E:** The Head of Department teaches isiZulu and hardly knows anything about Afrikaans. I am left alone with the other Afrikaans teachers to decide what to do and lend support to each other.
- R:** Are you receiving enough support from your subject advisor? If no, what do you expect from the department?
- E:** In my opinion the subject advisor is not giving the schools that need support enough support. If we have a problem we must phone him at his office. Most of the time he is not in his office. We are in the dark most of the time.
- R:** When learners enter grade 12, what do you expect them to have in Afrikaans in order to pass?
- E:** They should have a background of Afrikaans so that they would pass. They should know how to answer the questions on poems and short stories. They do not have this.
- R:** Do you give extra lessons to your grade 12 learners?
- E:** I do. I offer this to all my grade 12 students. Those that are interested attend, but they are very few.
- R:** I noticed in that the number of learners that study Afrikaans is dropping. Why is this so?
- E:** The principals feel that it is easier for the students to study English and they discourage the students from studying Afrikaans. They do not realize that the teachers are going to be without a job.
- R:** Do you have any other comments?
- E:** No.
- R:** Thank you for taking the time in assisting me with the research.

Appendix 6

Interview 3

Researcher

Educator [Mnandi High School]

R: Explanation of the intent of the interview, emphasizing that the educator was under no obligation to continue with the interview and that everything that was said was confidential.

R: How long have you been teaching?

E: 25 years.

R: What are your major subjects?

E: Afrikaans and History.

R: When I spoke to two other teachers they indicated that because they were female they were forced to study Afrikaans at college. Did you have a choice to study whether to study Afrikaans at College?

E: No. Most of the females were forced to study Afrikaans. We had the choice to study at another college.

R: How long have you been in this school?

E: 16 years.

R: What subjects do you teach at the moment?

E: Only Afrikaans.

R: Why?

E: From my first appointment at my first school I began teaching Afrikaans and I have not anything else from that time. I did not have the chance. Maybe if I was given the chance, who knows.

R: How long have you been teaching Afrikaans?

- E:** All my life.
- R:** How long have you been teaching Afrikaans at grade twelve level?
- E:** 14 years.
- R:** If you had a choice to teach any other subject, would you change from teaching Afrikaans? Why? / Why not?
- E:** No I would not change. I have grown to like teaching Afrikaans. Initially I hated it because I was forced to study and to teach it. After a long time I realized that it is too late to change.
- R:** What is your highest qualification in Afrikaans ?
- E:** I have a STD.[Senior Teaching Diploma]
- R:** Do you think that this qualification adequately equips you to teach Afrikaans at Grade twelve level? If no, what would have been an improvement?
- E:** No. The diploma is for teachers to teach in the primary school. I started in a primary school and after a few years there was a vacancy in the high school and I moved there. The experience over the years has given me the chance to teach in a high school. There is still something missing for me to teach in a high school.
- R:** Do you think that this school has sufficient learning materials for the educators? If yes, list the teaching aids that you use.
- E:** No. You can see from the buildings that there is no electricity in all the classrooms. There is only electricity in the office area. Vandalism is a big problem. The vandals steal all the electrical fittings and the principal refuses to spend any more money. Therefore we cannot use any teaching aids that need power. I make use of the chalkboard, but this takes up too much time copying notes from the board.
- R:** In your opinion, would it make any difference to the learners if you use any teaching aids or not? How ?
- E:** I don't know. I can't say.
- R:** Does Afrikaans enjoy the same degree of importance as the other subjects at this school? If no, how could you change this?

- E:** Because of the number of students that fail, it is the opinion of all at this school that Afrikaans is not important. Even the teachers of the other subjects tell the students that Afrikaans will get them nowhere. As it is the students have a natural dislike for Afrikaans.
- R:** How would you describe the attitude of other educators toward Afrikaans?
- E:** The teachers feel that because only a few pass Afrikaans it should be removed from the school. The students should study something else that they will pass.
- R:** What do the learners feel about Afrikaans?
- E:** The learners know about the causes of the Soweto Riots and how Afrikaans was involved. Because of this the students don't like Afrikaans. They still feel that it is the language of the oppressor. Most of them also hate it because they were forced to study it.
- R:** I am sure that this makes your job much more difficult. Does your school hold staff development programmes?
- E:** No.
- R:** Does the department of education / subject advisor hold any workshops for Afrikaans?
- E:** The subject advisor held two workshops. The first one was for the explanation of the new mark scheme for the CASS mark. Another workshop was held.
- R:** Have you attended any of these workshops?
- E:** No. I was not allowed to attend these workshops. The principal does not allow any teacher to attend meetings during school hours.
- R:** Does he allow teachers from the other subjects to attend such workshops?
- E:** No. He refuses all teachers permission.
- R:** Do you feel that these workshops would have been beneficial to you? If yes, how?
- E:** Yes. I think that I would have first hand experience and would be able to understand what is expected of me. I need guidance with the new literature that is being taught.

- R: What workshops based on aspects of Afrikaans would help you ?
- E: All aspects, especially literature and composition writing.
- R: How often should these workshops be held?
- E: **They should be held at least once in two months so that there is continuous support to teachers.**
- R: How often does your school write the exams/controlled tests?
- E: Our students write controlled tests at the end of every quarter.
- R: Do you administer class tests to the different grades that you teach? If yes, how often? If no, why?
- E: I try to give students a test after every six weeks, but sometimes there is not enough time.
- R: Do you find that many of the learners absent themselves when a test is written?
- E: This is very common. The students do not know that this is for their benefit.
- R: Does this happen only for Afrikaans or for other subjects as well?
- E: The last time this was discussed the students only write examinations.
- R: How often do you carry out oral testing programmes?
- E: I normally do this in the second term. I set aside specific days for this. But most of the students are not interested in this.
- R: Could you give examples on what you evaluate orally?
- E: I inform students that they need to do speeches, book reviews and prepared readings but they are very weak.
- R: Are you receiving enough support from your subject advisor? If no, what do you expect from the department?
- E: **The last time I saw the subject advisor was I think the year before last. We try to phone him at the office but he is not there. The department must have enough workshops for the teachers. If the subject advisor cannot cope, then somebody should help him.**
- R: When learners enter grade 12, what do you expect them to have in Afrikaans in order to pass?
- E: The students must know Afrikaans that will help them to pass. They must read the stories and poems. They do not the knowledge to pass grade12.

- R:** Do you give extra lessons to your grade 12 learners?
- E:** No. When I asked no one was interested so I don't give extra lessons. If they wanted extra lessons I would give it.
- R:** I noticed in that the number of learners that study Afrikaans is dropping. Why is this so?
- E:** Because principals are scared that their schools will have a low pass rate because of Afrikaans, they are not offering it in their schools.
- R:** Do you have any other comments?
- E:** No.
- R:** Thank you for taking the time in assisting me with the research.