SOME DIDACTIC IMPLICATIONS OF THE ADMISSION OF BLACK PUPILS TO
THE INDIAN PRIMARY SCHOOLS IN PHOENIX WITH SPECIAL REFERENCE
TO LANGUAGE PROFICIENCY

by

BALARAJ VENGETSAMY CHETTY

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SUPERVISOR : Dr H v R van der Horst

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in memory of my late parents
Narasamma and Vengetsamy Chetty
and late mother-in-law Farieda Booley
dedicated to my wife

SHIRAZ

and my boys

KERAAN & DILSHAAN
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SUMMARY

The influx of Black pupils seeking admission to Indian schools began in 1990 after the Democratic Movement's "all schools for all people" campaign was announced. The medium of instruction in Indian schools is English which is also the mother tongue. Therefore Black pupils who come on transfer from schools in the KwaZulu township are immediately faced with a language problem as they are taught in the mother tongue until standard three, when they switch to English. This research project arose as a result of the researcher's experience with Black pupils, whom he felt were severely linguistically underprepared for academic study in the senior primary phase. Furthermore, most present day teachers were trained for monocultural schools and have little or no experience of multicultural education. The main problem that this research focuses on includes the learning problems encountered by Black pupils in Indian primary schools and the concomitant teaching problems their teachers experience.

Key terms:
Disadvantaged pupils; Medium of instruction; Mother tongue; English second language; Non - English speaking background; Learning problems; Teaching problems; Limited English proficiency; Language across the curriculum; Multicultural schools.
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8. ANNEXURE
CHAPTER ONE

(INTRODUCTORY ORIENTATION)

1.1 GENERAL INTRODUCTION

In an historic opening of Parliament speech on 2 February 1990, that marked the beginning of the end of apartheid, President de Klerk announced important steps to abandon the apartheid policy. He unbanned the African National Congress (ANC), the Pan Africanist Congress (PAC) and the South African Communist Party (SACP). Restrictions in terms of the emergency regulations on 33 organisations were rescinded (Hansard Vol 16 : 2 Feb 1990). On 17 June 1991 the Population Registration Act of 1950 was repealed by the tricameral Parliament. The act had defined South Africans in racial terms. As most apartheid laws were based on this definition, the Population Registration Act had been the cornerstone of apartheid. On 28 June 1991 the state president, Mr F W de Klerk, signed the Abolition of Racially Based Land Measures Act abolishing racial discrimination in respect of land (Race Relations Survey 1991/1992 : 339). To crown it all on 27 April 1994 the first democratically elected government of South Africa became a reality.

Since the beginning of 1987 Indian schools have opened their doors to Black pupils (Management Circular No 25 : 27 Jan 1987). The influx of Black pupils seeking admission at Indian schools however, only began in 1990 after the Mass Democratic Movement's "all schools for all people" campaign was announced. Teacher organisations representing more than 150 000 teachers of all races fully supported the MDM and its defiance campaign against
apartheid. The NCC (National Co-ordinating Committee) pledged its support for the component of the Defiance Campaign which was aimed at the desegregation of schools in South Africa (Post : 23 Aug 1989).

The medium of instruction in Indian schools is English which is also the mother tongue. Therefore Black pupils who come on transfer from schools in the KwaZulu township, are immediately faced with a language problem as they are taught in the mother tongue until standard three, when they switch to English.

According to the language policy research group of the National Education Policy Investigation (NEPI), the year of change over to English can be very stressful because listening, talking, reading and writing about all subjects, suddenly has to be done in a language which was only taught as a subject before (Education Review : Supplementary to the Weekly Mail Vol. 1 No. 1 Sept 1992).

According to Macdonald (1990 : 15) observation in the township classrooms soon puts paid to the illusion of the exclusive use of English from standard 3 onward. Teachers use the mother tongue widely to help their children understand the many new and difficult concepts they have to deal with. The NEPI group indicates that children in the DET primary schools do not, on the whole, develop the breadth of vocabulary and the level of competence in English which would make transition smooth. Pupils at the end of standard 2 have, according to the group, on average, an English vocabulary of 800 words and actually need 5 000 words to cope with studying all these subjects in English in standard 3. In order to illustrate this problem the results of the bilingually administered Content Subject tests conducted as part of the Threshold Project by Macdonald (1990 : 15) in one Soshanguve school with 102 standard 3 children (average age of 12 years) are shown in the following table:
The researchers maintain that the Health Education test was a productive cloze test, and the children did not even do it well in their mother tongue. Children from a non-racial convent who learned through the medium of English since grade 1 scored nearly 80% on the same test, so they were clearly able to work with such a test. It was the researchers' contention after investigating the Geography and the Story Sums tests, that where the children found the content difficult (even in their mother tongue), the differences in scores between Sepedi and English were rather less than when the content per se was not difficult. The highest scores were gained on the Subject Vocabulary test, in which children were asked to match word, phrase or sentence label to pictures. They were able to identify most of the pictures in the mother tongue. The test was not very demanding linguistically insofar as the child was likely to get the item right if he could identify one or two words of the description, he did not have to fully comprehend the syntax. The receptive scores here, were a great deal higher than the productive scores in English would be. The researchers, on pilot testing a small number of children orally, found that they could scarcely describe any of the pictures in more than one word of English. In general terms, it was found that the children always did better at content subject tasks in their mother tongue, thus proving that their linguistic competence in English was significantly poorer than in the vernacular.

An important observation was made when the researchers in the Threshold Project (Macdonald 1990 : 16) were able to see the identical lessons being taughts in two languages to two different
but equivalent groups. They were in a position to watch the learners' reactions to the situation. It was clearly and unequivocally the case that there was a great deal less tension in the Sepedi classrooms. There was no look of glazed fear on the children's faces. They appeared to be more alert and they were far more willing to attempt an answer to a question than in the equivalent lesson in English. When it came to answering questions in the English medium class, very few hands were raised, whilst in the equivalent Sepedi class, nearly all the hands went up, observed the researchers.

It was a firm conclusion of the 1985 case study of the Threshold Project that we are putting standard 3 children through a painful experience by making them learn through the medium of English when they are not adequately prepared to do so: "We are giving them the experience of failure, not only in terms of marks, but also in terms of coming to grips with important concepts" (Macdonald 1990:17).

1.2 BACKGROUND TO THE PROBLEM

In spite of there being greater intercultural mobility in education due to the recent scrapping of the Group Areas Act (Race Relations Survey 1991/1992:01) and the Population Registration Act (Race Relations Survey 1991/1992:339), separate departments have always served the educational needs of the different population groups in the same way that separate residential areas were demarcated for the different racial groups in South Africa. Refer in this regard to the Decentralised Education Structure in Southern Africa by Strauss, Plekker and Strauss (1991:03) on the next page.

According to the Republic of South Africa Constitution Act 1983 (Act 110 of 1983) the legislative power was vested in the state president and parliament (Behr 1984:364). The latter was made
THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN AFRICA
up of three houses, that is a House of Assembly (Whites); a House of Representatives (Coloureds) and a House of Delegates (Indians). The administration of education for Whites, Coloureds and Indians was considered to be an "own affair" and was managed by separate departments of education for each of these population groups. Strauss, Plekker and Strauss (1991: 03) maintain that the Minister of National Education was responsible for policy (Act 76 of 1984: Article 2 (i) regarding formal, non-formal and informal education in the Republic of South Africa in respect of

- Norms and standards for the financing of running and capital costs of education for all population groups;
- Salaries and conditions of employment of staff;
- The professional registration of teachers;
- Norms and standards for syllabuses and examination and for certification of qualifications. The Minister therefore determined general policy only in respect of certain predefined matters and he had to first consult with each minister of a department or state responsible for education, as well as the South African Council for Education or with the Universities and Technikons Advisory Council and in some cases, also with the Minister of Finance. In terms of Section 2(4) of the Act, each minister of a department of state responsible for education had to execute the policy determined in accordance with Subsection 2(i), in so far as it applied to the population group for which he was responsible. The Department of Education and Training administered the education of Blacks outside the self-governing and independent states. Six separate departments of education administered education for Blacks of the different ethnic groups in the self-governing states. Four departments of education administered education for Blacks in the independent states.

According to the White Paper released by the Minister of Education Bengu on Friday 23 Sept, 1994, it spells out plans for a radical transformation of the school system (Sunday Times: 25
From January 1994, the "apartheid juggernaut" of ethnically based education departments will be replaced by a single national education department with nine provincial subsections. In general terms, the overreaching task of the White Paper is to see the amalgamation of the 14 different departments of education that currently exist in this country. The White Paper is not a final document, but lays down policy guidelines which will be fleshed out following further negotiations.

The government will provide funds to schools on an equitable basis in order to ensure an acceptable quality of education. The patchwork of different school systems - model C, farm schools and others will be replaced by uniform national school models. These will include state, state-aided and independent schools. The different school models will all be funded by the state on the same basis. Every person has the right to equal access to education institutions. The government will lay down uniform and equitable admission practices in all state and state-aided schools. Criteria for affirmative action will be part of this. The White Paper commits the government to free and compulsory education - of a basic standard - to the end of standard 7. State bursaries for pupils that cannot pay school fees, have been suggested.

Mr R Maharaj, a spokesman for the Department of Education and Culture in the House of Delegates, mentioned that in 1989 there were 550 Blacks in Indian primary and secondary schools, but this figure rose to 746 by 16 Jan 1990 (Post : 7 March 1990). The number of Black pupils enrolled in Indian schools increased from 58 in 1986 to 11274 in 1991 and 21940 in 1992 (Race Relations Survey of 1991/1992 : 598). According to this survey the 1992 figure represented 10% of the total enrolment of 272 162 pupils in Indian schools. A spokesman for the Department of Pupil Welfare, indicated that there were 29 290 Black pupils studying at Indian schools as at June 1993.

Upon entering an Indian school, Black pupils from the township
schools of KwaMashu are tested in the three R's. Maharaj said that the department has placed the onus on school principals to carry out tests to gauge the academic standard of these pupils. He said it was obviously not in the best interest of the child to place him in a standard too high for him. The president of the Teachers Association of South Africa, Mr P Naicker said, tests were a pre-requisite to find out how much the pupil knew. He explained that this was also done overseas and the idea of testing new pupils was not new (Post: 21 Feb 1990). This procedure is applied at most private school in South Africa. The pupils are tested for their reading ability; comprehension skills; legibility of writing and arithmetic involving the four operations. In almost all the cases, they are placed in a class that is one standard lower. According to Mr P Kalichuran, principal of Rydalvale Primary School (1991:03:15), in spite of this, their performance is poor. Teachers feel frustrated because of the pupils' poor communication skills. They find it difficult to speak, read and write in English because although they were supposed to have been taught through the medium of English from standard 3, they have, in fact, communicated in and out of school through the medium of Zulu. For their parents, family, friends and neighbours the medium of communication is still Zulu.

Matshazi (1987: 52) believes that learning to talk in your mother tongue is an arduous task. Learning to read and write in that language is even more difficult. But, learning to read and write in a language other than your own and whose cultural context is far removed from your own requires an enormous capacity for endurance. Such learners must in fact pass through two grids: think out the problem in his or her own cultural context, and thereafter transfer it to that of the second language.

Indian teachers are faced with Black pupils who come on transfer from township schools where they were expected to learn to speak, read and write in English from standard 3, in a completely Zulu
learning environment. According to Hartshone, (cited by Mascher 1991: 10), it is stating the obvious to say that English medium education can be effective only if both teachers and pupils have the capacity to use English in the classroom at a level appropriate to the learning required by the curriculum. The poor performance by Black learners in English tests and examinations has thus become a matter of primary concern. This research project arose as a result of the researcher's experience with Black pupils, whom he felt were severely linguistically underprepared for academic study in the senior primary phase. This experience has also been substantiated by recent educational research such as the Threshold Project conducted by C.A. Macdonald in Black township schools from 1985 to 1988. The superordinate problem that the Threshold Project has addressed itself to, is the nature of the language and learning difficulties that standard 3 children experience when they change from the mother tongue to English as a medium of instruction.

1.3 THE PROBLEM

The main problem that this research focuses on is the learning problems encountered by Black pupils in Indians primary schools and the concomitant teaching problems their teachers experience. Possible solutions to these problems will be proposed during the course of the study.

An analysis of the above problem reveals the following related sub-problems, each of which serves as an aim of this research.

1.3.1 Why do Black pupils seek admission to Indian primary schools in such large numbers? What is the policy of the government in this regard?

1.3.2 What are the didactic implications of the admission of Black pupils to Indian primary schools?

1.3.3 What is the possible solution to the learning and teaching problems created by the admission of Black
pupils to Indian primary school?

The following hypotheses to the 4 problems will be tested.

A  Black pupils seek admission in Indian schools because of poor quality teaching in Black schools. The Molteno Project (1986:16), whose aim was to analyse the problems connected with the use of English as a medium of instruction in Black schools revealed the following problems:

(i) Pupils fail to learn to read properly and this failure has very serious consequences as far as further learning is concerned;

(ii) The primary schools fail to lay an effective foundation in the initial stages of English acquisition. As a result of this ineffective foundation, pupils fail to acquire adequate English for education and living;

(iii) The English courses currently used in Black schools, i.e. English through Activity, Day by Day and English through Dialogue are inadequate as they do not satisfy the necessary requirements for a successful English language course.

Makete (1987 : 17) lists the following as factors that contribute to the poor level of education of the Black child:

(i) Inadequate facilities for example buildings, furniture and equipment,

(ii) Skyrocketing pupils enrolment,

(iii) Inadequate suitably qualified teachers,

(iv) Insufficient and poor quality readers and inaccurate data in certain subject areas.

(v) Poor attendance

(vi) High rate of failure coupled with the high drop out rate.
Furthermore the present political turmoil and the resultant Black on Black violence have left many parents with no alternative but to seek admission for their children in other schools, e.g. in Indian schools.

The latest policy of the House of Delegates with regards to the admission of Blacks is contained in the Management Circular No. 33 dated 17 Jan 1991 in which the principals of all schools are requested to adhere to the following guidelines:

(i) Principals are to decide on the admission criteria, provided the ethos of the school is not changed.

(ii) The persons seeking admission must be resident in the vicinity of the school or within close proximity thereto; and

(iii) The admission of such persons must not result in the employment of additional staff, the purchase of additional resources and the provision of state contract bus services in view of the existing financial constraints.

The policy of the new government elected on 27 April 1994 is to make education accessible to all, irrespective of race, colour or creed. There would be one national education department with nine provincial sub-sections to be responsible for the educational needs of all South Africans. These provincial departments are: KwaZulu - Natal; Orange Free State; Western Cape; Eastern Cape; Northern Cape; Gauteng; North West Province; Northern Transvaal and Mpumalanga. Schools will be free to charge fees but this does not mean that pupils who cannot pay their fees will be compelled to do so. The White Paper on education suggests state bursaries for pupils who cannot pay fees.

B The admission of Black children has caused serious teaching and learning problems such as:

(i) Communications problems between teachers and pupils. Their efforts to teach in English have failed as Black pupils, the majority of whom do not speak or
understand the English language, perform badly or fail tests and major examinations. Cultural differences too, pose further communication problems (Sunday Tribune: 28 March 1993).

(ii) Increase in class size (because there are no additional funds and therefore no additional teachers).

(iii) Lack of experiential background on the part of both the teachers and pupils. For the Black pupils it is a new situation because for the first time they find themselves in a completely English learning environment. The teachers are unequipped to deal with such pupils who hail from a completely Zulu learning environment.

(iv) Classes with a wide disparity in learning abilities. This is substantiated by the findings of the Threshold Project in the Black township schools. According to Macdonald (1990 : 41) the pronounced weakness that they discovered with the children's English skills led them to believe that the current generation of junior primary children are not competent in terms of the demands of the medium transfer in standard 3.

Although teachers receive some guidance in the form of seminars, workshops and literature, there has been no structured attempt at grass roots level to solve the many problems facing the teachers and pupils. Teachers attempt to develop strategies on a day to day basis. According to Dr D Bagwandeen (Sunday Tribune: 28 March 1993), vice-rector of the Springfield College of Education, in terms of the current system, teachers are thrust into the classroom situation with only a few months of experience in the classroom and very little academic training which deals with the changing education system. He said it is best to prepare teachers beforehand for the challenges ahead of them, rather than placing them in a situation, and then expecting them to come to terms with the problems.

The main teaching and learning problems mentioned above need to
be clarified and strategies developed to resolve them.

1.4 LIMITATIONS

1.4.1 The problem will be researched in the Phoenix area outside Durban. As such its results may not be applicable in totality to schools in central Durban or for that matter to any other area in South Africa.

1.4.2 The problem will be researched in Indian schools and its findings may not necessarily be directly applicable to other schools, although the basic principles involved may indeed apply to other similar school situations.

1.5 DEFINITION OF TERMS

The following terms need to be defined:

1.5.1 LEARNING PROBLEMS:

Van Den Aardweg (1988: 137) maintains that learning problems may be general or specific. An adolescent with a specific problem is retarded on only one or two subjects but an adolescent with a general problem is backward in all subjects. As a rule this is more noticeable in children with an IQ of between 80 and 90. They have been unable to master the basic skills of reading, writing and mathematics and struggle on from year to year.

According to Van Den Aardweg (1988: 137), specific problems are
usually confined to one or two skills, say reading and arithmetic. If these problems are not recognized and remedied in their initial stages, they may affect other subjects. An adolescent who, for instance, is weak in reading and spelling will soon have difficulty in using a textbook to study on his own.

Many Black pupils have not acquired the basic vocabulary skills and therefore cannot form concepts. Therefore they have difficulty trying to interpret or understand the instructions given by teachers. Work given to them is not done correctly because they do not understand what the teacher requires of them. For purposes of this study, learning problems will be regarded as problems which Black pupils experience in teaching-learning situations, which influence the achievement of their academic potential.

1.5.2 TEACHING PROBLEMS:

The school may have a rival set of values to those held by the family and the teachers may be unable to understand and relate to children from homes holding differing values (Van Den Aardweg 1988 : 225). These differences in attitudes and values are a constant source of conflict between advantaged teachers and disadvantaged pupils (socially, economically and educationally).

The advantaged teacher, according to Van Den Aardweg (1988 : 225), believes education is essential while the disadvantaged pupil sees it as being enforced. Such a teacher values intellect and reason, not emotion and impulsiveness while the pupils desires immediate action. The teacher represses and controls emotions, while the pupil expresses emotions physically. The teacher uses clean and correct language. The pupil uses action language considered crude by others. The teacher has hope and strives for advancement. The pupil has little hope of
advancement and is not interested to work towards it. The teacher enforces rules, regulations, orderliness, organization, procedure and punctuality. The pupil does not appreciate rules, organizations, punctuality etc. The teacher regards life as future orientated; is trained for deferred gratification. The pupil sees life as present orientated; has no experience of deferred gratification.

The problem arises, says Van Den Aardweg (1988 : 225), when these disadvantaged pupils take these attitudes with them into the classroom and they have to be subject to a teacher who just does not understand their position and expects them to behave in a foreign way and to learn content which to them is totally meaningless to their way of life, eg. Thembela (1989 : 05) points out that Black pupils learn more about the French and American revolutions and very little about the African struggles for independence. Many Blacks for instance learn about electricity when there is none in their environment.

The battle by the Black pupils to understand what is being taught creates tension which has negative consequences. They are not willing to attempt an answer to a question lest they make mistakes. The teachers are in a dilemma because they do not know how to guide these pupils with such poor language proficiency, towards understanding and appreciating their lessons. No wonder teacher - pupil relationships are often very strained.

1.5.3. INDIAN SCHOOLS:

These are schools under the control of the Department of Education and Culture in the House of Delegates and which have been established to cater for pupils belonging to the Indian population group, as is governed by section 7 of the Indians Education Act 1965 (Act No. 61 of 1965) and by the regulations
issued in terms of section 33 (i) (e) of the said Act (Handbook for Principals : E1).

1.5.4 INDIAN PUPILS:

These are pupils who are classified as Indians according to the Population Registration Act (Pop Reg Act of No. 30 of 1950 as amended by the Pop Reg Act No. 64 of 1967).

1.5.5 PHOENIX:

An Indian township on the outskirts of Durban which consists of sub-economic houses catering for about 250 000 people. Refer to the map of Phoenix on the next page.

1.5.6 PRIMARY PHASE:

In the Republic of South Africa the primary phase of schooling extends over 6 years. The first 3 years of study make up the junior primary phase and are referred to as class i; class ii and standard I in Indian schools. The next 3 years comprise the senior primary phase and are referred to as standard 2; standard 3 and standard 4 respectively (Behr 1984 : 272). Pupils who turn 6 on or before 30 June, qualify for admission to class i. No pupil is allowed to spend more than 2 years in any class or standard. In effect, this means that, should a pupil fail for the second time in any particular class or standard, such a pupil is promoted to the next class or standard (Handbook for Principals : G1).
1.5.7 BLACK PUPIL:

The term Black is used to differentiate and classify Black pupils as those who belong to one or other of the indigenous races of South Africa (Behr 1984: 164). In Natal the Black homelands are referred to as KwaZulu and comprise mainly Zulu speaking people. Black pupils attending schools in the Phoenix area come from the township schools of KwaMashu which forms part of KwaZulu. Their schools reside under the control of the KwaZulu Department of Education and Culture (Strauss, Plekker and Strauss 1991: 3).

The plethora of education departments inherited from apartheid would remain in place at least until Jan 1995 when powers over schooling were expected to be devolved to the provinces, Deputy Education Minister Schoeman said (Natal Mercury: 5 Sept 1994). A task group had been set up to consolidate the various departments under 9 provincial education authorities which would, in turn, fall under the new National Department of Education.

In a more recent development President Mandela assigned the administration of education in KwaZulu-Natal to the provincial government at the request of its premier Mdlalose (The Natal Witness: 14 Jan 1995). The Education and Culture Minister Zulu was given the legal authority to administer education in the province, pending the passage of a KwaZulu-Natal provincial education act.

1.5.8 LANGUAGE PROFICIENCY:

In this study language proficiency is defined in accordance with the HSRC Academic Achievement Test. According to Briere (1972: 65), language proficiency can be defined as the degree of competence or capability in a given language demonstrated by an
individual at a given point in time, independent of a specific textbook chapter in a book or pedagogical method. Black pupils who seek admission to Indian schools must be able to speak, read, write and comprehend the English language, reasonably well, at the standard passed in the previous year. The Black pupil should not be afraid to speak lest he make a mistake. He should feel secure about his proficiency and not cut himself off and find sanctuary in his own language because he finds the second language culturally alienating. This points to the need for an inviting and accepting class environment. The pupil should feel he belongs in the class, is accepted and worthy and can make a contribution. Every teacher is a individual and should therefore use his or her own personality traits, knowledge and experience to cultivate a climate which is enjoyable and rewarding to the learners and to him or herself (Hills 1982 : 37).

1.5.9 SCHOOL ADMISSION POLICIES:

Admission to Indian schools is still governed by section 7 of the Indians Education Act, 1965 (Act No. 61 of 1965) and by their regulations issued in terms of section 33 (i) (E) of the said Act (Handbook for Principals : E1). But since 1990 in a conciliatory gesture, in anticipation of new legislation that would open all schools to all pupils irrespective of race, colour or creed, the ministers in charge of education in the 3 houses of parliament allowed schools to admit pupils of other race groups according to certain conditions (Post : 31 Jan 1990). In defence of the policy, Mr R Maharaj, public relations officer for the Ministry of Education and Culture in the House of Delegates, said the ministry had to serve the interests of its community first, as education in South Africa was an "own affair", and there had to be a limit to admissions. He said the following criteria were drawn up jointly by the three Ministers responsible for education in each House (Post : 31 Jan 1990):
(i) The pupil must live within walking distance of the school.

(ii) The pupil must be proficient in the medium of instruction of the school (which is English in Indian schools).

(iii) The pupil's admission must not alter the cultural composition of the class.

(iv) The age of the child should approximate the class average.

(v) There must be accommodation available.

As far as Indian education is concerned, Minister Rajoo, left the admission criteria in the hands of the principal who would nevertheless be subjected to certain guidelines (Management Circular No. 33 : 17 Jan 1991). With regard to the admission of class (i), pupils from the pre-school which is run by the community, are given first preference. Black pupils seeking a place in senior primary phase are first tested for proficiency in the 3 R's. Acceptable pupils are in most cases placed in a standard that is one lower. This is because of the vast discrepancy between education offered in the Black schools and that which is controlled by the House of Delegates.

At a meeting of principals in Phoenix on 1995-01-23, it was decided that there should be no more screening of Black pupils and that all new pupils were to proceed to the next standard provided they passed the previous year.

1.6 METHOD OF INVESTIGATION

- A study would be made of journal articles, reports, theses and texts that are related to the research problem.
- In depth interviews which will be unstructured will be conducted with practising teachers. (See Chapter 3).
- Based upon this information, strategies to ameliorate and
rectify existing teaching problems in this regard will be suggested.

1.7 FURTHER PROGRAMME

Chapter 2 : The admission of Blacks to Indian schools

Chapter 3 : Problems emanating from the admission of Black pupils in Indian Schools

Chapter 4 : Lack of language proficiency as one of the root causes of the learning problems experienced by Black pupils in Indian schools

Chapter 5 : Didactic implications of poor language proficiency

Chapter 6 : Conclusions and Recommendations
CHAPTER TWO

THE ADMISSION OF BLACKS TO INDIAN SCHOOLS

2.1 HISTORICAL BACKGROUND

Liberal historians view 1948 as a crucial year in the history of South Africa and in particular in the history of its Black people. In that year the Nationalist government came into power, with a political policy of apartheid or the enforced segregation of Black and White people into different areas (Christie and Collins 1984 : 1660). Unlike the segregation as it existed in the American South, it was not merely Blacks and Whites who were segregated from one another; for in South Africa the law recognized 4 distinct racial groups: Blacks, Whites, Coloureds and Asians (Indians), each with its own residential areas, educational facilities and so on. Group differentiation does not however stop with racial classification, since each of the 4 officially recognized racial groups can further be subdivided on an ethnolinguistic basis. Thus, a person is not merely "White"; he or she is English, Afrikaans or speaks a European language. Blacks are subdivided into ten "tribal" or "national" groups and similar fragmentation is found in both the Indian and Coloured communities (Reagan 1987 : 230).

Towards the end of the eighties, when the government decided to withdraw from Namibia and the National Party leadership changed hands, expectations of fundamental reform in South Africa increased. These expectations were realized in February 1990 when President de Klerk announced the dismantling of apartheid and the creation of a new democratic order as National Party
policy. The repeal of the race classification laws, the Group Areas Act, and the Land Acts as well as the radical revision of the Internal Security Act in June 1991, have virtually brought an end to institutionalised racism (Dugard et al 1992:31). In the early 1990's, South Africa embarked on the difficult task of constructing a society in which race would no longer be a determining factor in the allocation of rights or the exercise of power. History was made on 27 April 1994 when South Africa's first free and democratically elected government came into being. The African National Congress which heads the Government of National Unity, published its Reconstruction and Development Programme. The RDP is an integrated, coherent socio-economic policy framework. It seeks to mobilize all the people and the country's resources toward the final eradication of apartheid and the building of a democratic, non-racial and non-sexist future.

The Eiselen Commission's report (1949) assumed as a fundamental pedagogical principle that effective education is only possible through the medium of the mother tongue and that the mother tongue, as bearer of the traditional heritage of the various ethnic groups, is one of the most important subjects (Behr 1984:67). With reference to language and education, the best language in which one would normally express oneself articulately is the first language, mother tongue, or vernacular because it is culture based. By culture is implied the ideas, customs, skills, arts, etc of a given people in a given period (Sebego and Monoto 1988:1). The basic idea supporting such a pedagogical approach is a simple one: a person is likely to learn content (including a second language) better if he or she understands what is being taught (Reagan 1987:304). The mother tongue principle is manifested in practice in South Africa in the relatively successful efforts of the educational authorities to ensure that every child in the country receives at the very least his initial schooling (and preferably the bulk of schooling) in his native language.

Although the mother tongue principle was firmly based on the
educational dictum that every child has the right to be educated in his or her home language, in South Africa it was also a way of supporting the maintenance of White supremacy socially, politically and economically (Reagan and Ntshoe 1987 : 4). The central aspect of the Bantu Registration Act of 1953 was its insistence on the principle of initial mother tongue instruction in Black education. Segregated schooling in South Africa therefore vested on two interrelated pillars: the "ideology of apartheid" and the "mother tongue principle" (Reagan 1987 : 300). In short, linguistic segregation in the schools has been used as a way of protecting cultural and linguistic diversity. Holding all of these different and diverse educational systems together was "Christian National Education", an educational philosophy firmly rooted in Afrikaner Nationalist thought; devoted to the maintenance of ethnic, cultural and racial boundaries; and opposed at all costs to any sort of integration (Reagan 1987 : 302).

The Republic of South Africa Constitution Act of 1983 enfranchised Coloureds and Indians but not Blacks and established a tricameral Parliament consisting of separate legislative chambers for Whites, Coloureds and Indians. If the state president at the time decided that a matter concerned the interests of only one of the three racial groups, he would categorize it as an "own affair" for that group for final legislative determination. The Constitution listed a number of matters that belonged to the category of own affairs, such as social welfare, education, art, culture, recreation, health, housing, agriculture and local government. But this list was not intended to be exhaustive and ultimately it was for the state president to decide whether a particular matter was the own affair of one population group, in the sense that it affected the "maintenance of its identity and upholding and furtherance of its way of life, culture, traditions and customs". Should the state president have decided that a matter was not the own affair of a particular house, it became a "general affair" to be decided upon by all three houses (Dugard et al 1992 : 7).
In 1953, the Bantu Education Act (No. 47 of 1953) was passed in Parliament. This new policy effectively ended the assimilatory approach of missionary education, and relied on the separate provision of educational resources for each population group (Coutts 1992: 2). Black pupils were thus not to be absorbed into the Western culture. The Bantu Education Act brought about a number of drastic changes in the education of black Africans. Black education was to be directed to Black and not White needs; it was to be centrally controlled and financed; syllabuses were to be adopted to the Black way of life and Black languages introduced into all Black schools. No high schools for Blacks were to be built in urban areas, thus causing severe hardships for many Black parents living in such areas (Christie and Collins 1984: 160). Defending Bantu Education, Dr Verwoerd once said that if Black Education were to be left in the hands of the missionaries and the liberals, the victorious Afrikaners at last masters in their own land, would find themselves having to govern a population of millions of "Black Englishmen". The policy of physical separation proved in practice to be as ineffectual as the apparent social equality of mission education, since the cultural content of Bantu Education remained largely "Western" (Coutts 1992: 2).

It is obvious that perceptions of the nature of Bantu Education differ widely. Some educationists regard the process of creating a system of separate education for Blacks as essentially positive. They refer to the lack of funds available to the missionary schools, the inferior buildings and small salaries, and contend that education for Blacks was badly in need of revision. It was also far too Euro-centric, they have asserted, while some of the schools bred frustrated agitators. Although an objective view of Bantu Education must recognize and acknowledge many improvements in the scope and extent of the education offered, much bitterness has resulted. It can be argued, as some opponents have done, that the system was in fact introduced in order to ensure that Blacks accept the White ruling class view of the world. The outcome has, however, been anger
and frustration on the part of young Blacks, and the emergence of the Black Consciousness Movement as an inevitable result (Coutts 1992: 3).

It is necessary to understand that during the Missionary era (up to 1953), Christian norms were clearly and deliberately pursued. School education was mainly in aid of evangelizing the Blacks (Thembela 1989: 4). Schools in the mission stations drew pupils from families that accepted Christianity. When mass education was promoted for a quarter of a century during the Bantu Education era (1954-1979), pupils emerged from families which were at various stages of transition to modernism. The heterogeneous social background of the pupils made it difficult for teachers to uphold a consistent value system. The teachers themselves did not understand the educational implications of the social dynamics of the time because of their own background and low qualifications. As a consequence, school education became concerned merely with the imparting of the bare facts of the subject matter, which were hardly related to, and in fact far removed from the daily lives of the pupils. This phenomenon of cultural discontinuity between the pupil's home background and school education has been found in many countries in Africa. Shehu (1984), cited by Thembela (1989: 4), maintains that the agents of colonialism, whether civil servants, members of armed forces, missionaries, explorers or traders, ridiculed, criticized and often humiliated Blacks regarding their cultural heritage. Black religions were labelled primitive, works of art were described as crude and immoral, dances were seen as ritualistic and sensual. None of these age-old heritages was considered worthy of preservation. Western European standards were applied to Africa and pursued vigorously with the effect that the Blacks increasingly admired Western culture. Whereas school education was part of the culture of Europe, there was cultural discontinuity in Africa which created an obstacle to African advancement.

Throughout the 19th century, the mission schools in most parts
of the country saw the acquisition of a European language (generally English) as one of the principal objectives (along with evangelization) of "native education". By 1910 the use of the vernacular languages in Black education had become an increasingly common approach, though again as the preferable means to a specific end - the acquisition of English (Reagan and Ntshoe 1987: 2). In 1915 the Department of Education in the Transvaal required that the vernacular language be used in the initial stages of primary schooling and in 1922 the teaching of the vernacular was made compulsory in all primary classes in the Cape (Behr and MacMillan 1966: 341). In short, as Sneesby (1961: 75) has argued, "The increased emphasis after the implementation of the Bantu Education Act in 1953, on the use of the vernacular as the medium of instruction in the primary school was no sudden change from a totally different policy but rather an increased acceleration of a trend which had already definitely commenced". There is no doubt that mother tongue instruction is educationally speaking ideal. The goal for all people in South Africa was fluency in the country's official languages (English and Afrikaans), but this goal still needed to be reached through essentially segregated educational experiences. The justification for such policies which, it should be noted, were far from universally accepted by South African educators (Malherbe 1925: 416) - was possibly centred on fears of the possibility of the Afrikaner language, culture and tradition being literally overwhelmed by the older, more internationally established English language. The new South Africa will have 11 official languages and they are English, Afrikaans, North Sotho, South Sotho, Ndebele, Swazi, Tsonga, Tswana, Venda, Xhosa and Zulu. English and Afrikaans will become the languages of the state while the regional governments will be allowed to make other languages official (Natal Mercury: 28 July 1993). English will no doubt remain the lingua franca in the "new" South Africa as it is an international language.

the 1948 elections (and particularly since the "Bantu Education Act") has centred on two major issues: that of mother tongue instruction (which at its peak was intended to extend through the first 8 years of schooling), and that of the establishment of the primacy of Afrikaans as the preferred medium of instruction at higher levels. In examining the role of language in Black education, it is instructive to note that before the introduction of "Bantu education", the vernacular languages were used in lower standards until English could be introduced as the medium of instruction. But under "Bantu education" all of the primary standards had incorporated the mother tongue as the medium of instruction by 1959 and by the late 1960's, steps were underway to expand this practice to the first half of secondary education. Afrikaner nationalists fought bitterly for the right to have their language recognized and used in the schools (as well as in other spheres of public life). On the other hand, Hartshorne (1981) {cited by Reagan and Ntshoe 1987 : 3} maintain that the Black nationalists fought against the use of Black languages in the schools, since their use has been seen as yet another device to ensure that Black South Africans do not gain access to economic and political power. Even less acceptable to most Blacks than mother tongue instruction was the implicit assumption that Afrikaans, rather than English, was to be the medium of instruction at higher educational levels. The resistance to Afrikaans could be explained by a number of factors. First, of course, Afrikaans had been closely associated in the minds of the Black South Africans with the Nationalist Party and the policy of apartheid. It was, in short, seen as the "language of the oppressor". Further, its use in the higher levels of education was perceived to be a way of limiting the educational possibilities open to Blacks, since it ensured that students would be unable to study outside of the Republic itself.

Largely as a result of the 1976 Soweto uprising, which was amongst other reasons, initially sparked by students protesting against the use of Afrikaans as a medium of instruction at the secondary level, language policy in Black education in South
Africa has become somewhat more flexible in recent years (Reagan and Ntshoe 1987: 4). As a general rule the Black child now begins his or her schooling in the mother tongue, which will remain the medium of instruction through the 4th year of schooling (standard 2). During these first 4 years, both English and Afrikaans are studied as subjects. Beginning in the 5th year of schooling, there is a shift in the medium of instruction - in theory, to either English or Afrikaans, but in practice virtually always to English.

2.2 CHANGING ADMISSION POLICIES

Segregated schooling in South Africa has until the present, rested on two interrelated pillars: the ideology of apartheid and the mother tongue principle. Education in our country has therefore been an 'own affair' with different departments catering for the different racial and/or language groups. This policy is currently undergoing change. According to the ANC document on education (1994), education in the 'new' South Africa will fall under one ministry with certain powers delegated to the provinces.

2.2.1 AUTHORITY FOR ADMISSION

According to the handbook for Principals (El), issued by the Ministry of Education in the House of Delegates, the admission of pupils to state and state-aided schools for Indians is governed by Section 7 of the Indians Education Act, 1965 (Act No 61 of 1965), and by the regulations issued in terms of Section 33 (1) (c) of the said Act.
In normal circumstances no child other than an Indian child would have been admitted to a state-aided school for Indians. Children of other race groups, however, were later admitted under certain circumstances with the approval of the Minister. In I.E. Circular No 17 of 1972, guidelines were given to principals with regard to all applications in respect of the admission of Coloured pupils to Indian schools. Such applications were to be referred to the respective regional offices of the Administration of Coloured Affairs. The Regional Representative of the Administration of Coloured Affairs made a recommendation to the Director of Indian Education who then informed the principal of the school whether the pupil was to be admitted or not. The principal in turn informed the parent or guardian of the pupil of the decision. In 1977, because of the inter-marriage between Indians and Coloureds, the department introduced a new dispensation in respect of applications for admission by pupils born out of such a marriage. In the Management Circular No 5 of 1977 issued on 17 August 1977 the following guidelines were given to principals of Indian schools: It will in future not be necessary for principals to submit to the Administration of Coloured Affairs any application in respect of a Coloured child where the father is an Indian and the mother a Coloured and the parents reside in a proclaimed or predominantly Indian area. This also applies to children born to the woman out of a previous marriage and who may be classified as Coloured as well as the Coloured child of an Indian widow or divorcee who was married to or lived with a Coloured man and who has returned to reside with her relatives in an Indian area. Such applications were to be submitted direct to the Director of Indian Education for consideration and for a decision.

In 1986 the department received a number of applications in respect of Black pupils seeking admission to schools under its control (E.C. Circular Minute D Q of 1986 : 13 Nov 1986). As the department was still finalising guidelines for the admission of
such pupils, principals were advised to acknowledge receipt of such applications and to inform the Black parents that although they had no objections to the admissions of non-Indians to Indian schools, details had not been finalised to give effect to that decision. In Management Circular No 25 dated 27 Jan 1987 principals were asked to adhere to the following principles and conditions with regard to the admission of Black pupils to Indian schools:

- The character of the school shall not be prejudiced as a result of the admission of any Black pupil.
- Preference shall at all times be given to Indian pupils.
- The pupil shall reside within reasonable travelling distance of the school where admission is sought.
- The medium of instruction shall be any one of the two official languages chosen by the school concerned.
- The course to be followed by any Black pupil seeking admission shall be acceptable to the parent of such a pupil.
- The pupil shall in the opinion of the principal be easily assimilated into the relevant class taking into account physical characteristics. Principals must also establish whether the pupil is adequately prepared for placement in the correct standard in order to ensure that he/she is not disadvantaged in any way. Should it be considered necessary to retard the pupil, the parents of such a pupil must be consulted.
- The pupil shall not be more than two years older than the average age of his prospective class mates or shall not be above the upper age limit as prescribed by the Handbook for Principals.
- No additional staff shall be provided as a result of the admission of any Black pupil.
- Black pupils admitted to any school shall be catered for out of the annual monetary allocations of the school concerned.
- Under no circumstances must a Black pupil be admitted, even
Coalition of all the anti-apartheid bodies in South Africa resulted in the formation of the Mass Democratic Movement which used its collective force to stage a series of demonstrations across the country, against segregated facilities such as schools, hospitals, parks and beaches (Natal Witness : 31 Dec 1989). This together with the powerful bargaining power of the Congress of the South African Trade Unions (COSATU) put pressure on the government to speed up the negotiation for a non-racial society where there would be equal opportunity for every person irrespective of race, colour or creed. In this regard the numerous statements issued by the Minister of Education in the House of Delegates supporting its stand for a unitary system of education encouraged thousands of Blacks to seek accommodation in Indian schools in 1990. Rajoo said he was committed to a unitary system of education and to this end, he was the only education department to admit pupils of other races. According to the Department of Pupil Welfare, there were 29290 Black pupils studying at Indian schools as at June 1993. The minister further rejected the 'own affairs' system of education and pledged to share the resources and services of his department "regardless of race, colour or creed". He said, "While my department is functioning as an 'own affairs' entity in the interim, it undertakes to abandon all forms of segregation. By doing so, my department supports the policy of change that is being advocated by the state president. We are prepared to merge into the new South Africa that is being evolved and in so doing reverse the crippling effects of unnecessary expenditure in the name of own affairs". Rajoo urged other ministers of "own affairs" departments to adopt a similar stance (Daily News : 24 Oct 1990). The education department was however criticised in many quarters for refusing Blacks admission to many of its schools. The Transvaal Indian Congress (TIC) challenged headmasters of Indian schools to accept children of other race groups without seeking ministerial consent. In a statement (Post : 31 Jan 1990) the TIC indicated that schools should admit Black pupils unconditionally
and not subject them to a list of "racist and discriminatory" conditions. The TIC believed that such a policy deliberately places unrealistic obstacles in the way of opening non-racial schooling. Furthermore, such permission took months before being granted and thus retarded the process.

In defence of the policy, Mr R Maharaj, spokesman for the education department said that the ministry had to serve the interests of its community first as education in South Africa was an "own affair" and there had to be a limit to admissions. He went on to say that in admitting Black pupils certain criteria which were drawn up jointly by the three ministers responsible for education in each House, had to be followed (Post: 31 Jan 1990). In fact more than 6000 children of other race groups were admitted to Indian schools in 1989 and this figure was expected to rise as more space became available. According to Mr R Maharaj, they were proud of the fact that of all the education departments in the country, only the House of Delegates was admitting pupils of other race groups to its schools (Natal Mercury: 24 Jan 1990). Rajoo further explained that it cost R14 million per annum to educate pupils of other race groups and they did not receive funding for them at the time. With reference to the stance taken by the Teacher's Association of South Africa (TASA), he indicated that the Hansard No. 8 recorded his declaration as follows: "My stand for a unitary system of education has been stated clearly on several occasions and this is in line with the view articulated by TASA. The difference lies in the fact that whilst I view the plight of the community realistically, TASA stands for an all or nothing approach which my department just cannot afford. A moot point is TASA's call for the opening of Indian schools to all races, when it knows full well that there is insufficient available classroom accommodation. Moreover, financial constraints would not allow for employment of more teachers to maintain a favourable pupil/teacher ratio without which our education standard would be adversely affected" (Daily News: 16 Dec 1990).

In a new move contained in Management Circular No 33 dated 17 Jan
1991, principals were requested, in order to facilitate the admission of non-Indian persons and to avoid unnecessary communication with the department, not to refer such applications for admission to its office. Instead, principals were to refer to the given guidelines and to submit monthly statistical returns to the department.

2.3 REASONS WHY BLACKS SEEK ADMISSION AT INDIAN SCHOOLS

2.3.1 BLACKS FEEL MORE COMFORTABLE AT INDIAN SCHOOLS

Blacks in general can identify more easily with Indians than with Whites, as they together have suffered under the apartheid laws instituted by the White government of South Africa. Blacks have so far received an inferior education designed to stress tribal loyalties and the acceptance of a subservient position in South African society. As minister of Native Affairs when Bantu Education was introduced, Verwoerd made this quite clear: "I will reform education so that Natives will be taught from childhood that equality with Europeans (Whites) is not for them ..... There is no place for him (Black) in the European (White) community above the level of certain forms of labour ....." (Reagan 1987 : 302).

Therefore it is obvious that these Blacks who have received such poor education would develop a poor self image and when in the presence of Whites develop an inferiority complex. The Black pupils can more easily adapt at an Indian school rather than a White school where pupils (Whites) have developed the self-confidence that only good quality education and facilities could
produce and who have grown to accept that the Black child comes from a disadvantaged environment with an inferior education. However, it is true that more and more Black pupils are being schooled at traditionally White institutions and are coping very well.

2.3.2 EDUCATION REFORMS

In the spirit of the government's reform initiatives, the various education departments instituted several changes. During 1990 the Department of Education and Culture : House of Assembly, which is mainly responsible for providing education to the White population group, announced its additional models for the provision of education (SA Communication Service 1992 : 131). These additional models were established as a mechanism whereby school communities could, if they so desired, exercise a greater degree of responsibility for the management of their own schools, which includes the determination of their own admissions policy. In terms of this, pupils of other population groups may be admitted to schools which previously only admitted White children. The three additional models for the provision of education are:

Model A : A private school established in the existing building after the closure of an ordinary government school.

Model B : An ordinary government school which determines its own admissions policy within the provisions of the Constitution.

Model C : An ordinary government school which has been declared a state-aided school.

By choosing one of the additional models, about 30% of the schools under the jurisdiction of the Department of Education and Culture : House of Assembly have accepted the devolved authority
to determine among other matters, their own admissions policies (SA Communication Service 1992: 131).

2.3.3 STRINGENT ADMISSION REQUIREMENTS OF WHITE SCHOOLS

Although a number of Blacks were accepted by White schools, hope faded for thousands of others whose admissions to these schools were refused (Weekly Mail: 24 Jan 1991). A number of parents who were angry at the methods used by these White schools to select Blacks, said the exercise was racist. Black pupils who sought admission had to write Maths and English tests before they could be admitted. "It is really crazy because most of us live in the townships", said parent Kenny Ngovane adding, "and how do they expect our children to be proficient in English or Maths when they have been deprived of better education all these years?" It must be pointed out that even Whites who failed such tests were refused admission. In contrast Indian schools carry out tests to determine in which standard the Black pupil should be placed (Post: 21 Feb 1990). They are not turned away if they failed such tests. However, as mentioned, such tests have since been cancelled in Phoenix schools, at the request of the Phoenix Principals' Forum which met on 23 Jan 1995.

Most Model B schools in the House of Assembly insist that pupils must live in the feeder area of the school, but this rule is often ignored when a White pupil applies. This means that most Black pupils from townships such as Soweto, Alexandria and KwaMashu do not qualify for admission, despite empty places because of dwindling enrolments at White schools (The Star: 4 Oct 1991). Indian schools on the other hand accept Black pupils from the nearest townships provided there is accommodation. According to Mr Govind of Longcroft Primary School and Mr Subrayan of Swanvale Primary School (15 Oct 1992)
they were very flexible when referring to the guidelines for admission of Black pupils. More than 11 000 Black pupils were admitted to Indian schools in 1991, twice the number enrolled in the previous year, according to Minister Rajoo (Post : 18 Dec 1991). Compare this with the 4 000 Blacks who were admitted to newly opened White schools countrywide. In Natal White schools, about 1 500 of the 96 000 pupils were Black, despite estimates of about 30 000 vacancies in White schools (Sunday Tribune : 3 Feb 1991). According to the Department of Pupil Welfare in the House of Delegates, there were 30 177 Black pupils studying at Indian schools in 1993. The Department of National Education indicated that there were 2 191 Black pupils attending White schools in 1993. Since 1994 both departments have stopped requesting schools for Black enrolment figures.

Van Staden, spokesman for the Transvaal Education Department, said there was little the TED could do because Model B schools determined their own admission policies (The Star : 4 Oct 1991). Other controls come from the National Education Policy Act which protects the principle of mother tongue education (English or Afrikaans in White schools) and the Christian and National character of education. It is this Christian National character which the Afrikaanse Ouvereeniging chairman, Dr H van Deventer, sees as being the main reason Afrikaans schools have not been very keen in opening their admissions policy. It must be pointed out, though, that many Afrikaans schools have enrolled Coloured pupils. Griffiths, principal of Grey Junior in the Eastern Cape said, "Obviously if the pupils cannot speak English, we cannot admit them as it is an English medium school," adding that "it is important that the parents are able to pay the fees" (New Nation : 20 Dec 1990). Ellis, principal of Muir College, similarly indicated that parents of pupils would have to have the ability to meet the cost of education such as school fees and uniforms (Weekend Post : 3 Nov 1990). However, the White Paper on education released by Minister Bengu on 23 Sept 1994 clearly states that schools will be free to charge fees but this does not mean that pupils who cannot pay their fees will be compelled to
do so.

Black pupils at Indian schools do not face massive bills for school uniforms and sporting outfits as they are not compulsory in Indian schools (Handbook for Principals: E15). According to L Mali, spokesman for National Education Minister, Prof Bengu, over the past two weeks his department has received a number of complaints over the price of school uniforms (Natal Witness: 13 Jan 1995). In Feb 1992 an education delegation led by the president of the ANC Mr Mandela, met Mr Marais to discuss what the ANC regarded as the government’s unilateral restructuring of education. The delegation argued that the conversion of schools to Model C would push up fees, thereby allowing only the privileged, access to previously White schools. Surveys conducted at schools in the Johannesburg area indicated that fees would increase by between R300 and R1000 a year at schools converting to the Model C system (Race Relations Survey 1992/1993: 593). Compare this with fees that average R5 per annum for primary schools and R25 for high schools in the Phoenix Indian township (Interview with school principals: 17 Feb 1993). It has been reported that most White, Indian and Coloured schools have raised their fees substantially for the 1995 academic year, in lieu of the proposed cutback in the supply of stationery and technical equipment by the new KwaZulu-Natal education department. However schools in Phoenix have raised their fees to R20 (Interview with school principals: 6 March 1995). Black parents still find this amount very reasonable. Therefore for economic reasons such as those mentioned above the disadvantaged Blacks prefer sending their children to the Indian schools.

2.3.4 MATRIC EXAMINATION RESULTS

The public naturally interpret very good matric examination results as a product of a very good education system. The following is a comparative table showing the matric examination

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<tr>
<td>Blacks</td>
<td>46%</td>
<td>44%</td>
<td>37%</td>
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<tr>
<td>Indians</td>
<td>95%</td>
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<td>Whites</td>
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(1992 Matric Pass includes Transkei and Supplementary Exams).

The above matric results together with the reasons already mentioned, can explain why Black parents are happy to send their children to Indian schools. Even before the introduction of compulsory school attendance, it was estimated in 1970 that some 99% of all educable Indian children between the ages of 6 and 13 years attended school (Behr and Macmillan 1971 : 442).

2.3.5 RESTORATION OF A CULTURE OF LEARNING

It is widely believed that the last minute decision by the Inkatha Freedom Party to take part in the first free and democratic elections in South Africa on the 27th April 1994, has contributed to a large measure to the relative peace during and after the elections. With the installation of the government of national unity there has been the will, on the part of the disadvantaged community, to restore a culture of learning. Subsequently 16th June 1994 was declared tuition day. The National Education Co-ordinating Committee (NECC) declared 1995 as the year of learning and teaching and called on teachers and pupils to rededicate themselves to these ends. The NECC is liaising with the national and provincial departments of education to ensure admission centres are set up in all areas so that no pupils will be turned away. The NECC is also lobbying
for better teacher-pupil ratios (Natal Witness : 13 Jan 1995). Black parents would find it more convenient to send their children to Indian schools because of the economic reasons already mentioned together with the fact that Indian townships are situated alongside Black townships.

2.3.6 SYNTHESIS

Education is one of the most sensitive issues in post-apartheid South Africa. And no wonder, for under decades of separate development successive Nationalist governments deliberately lavished government resources on the privileged White minority while giving other communities only the bare minimum necessary to produce a bountiful source of cheap labour. The mandarins of apartheid realised oppressed people would be more frustrated and dangerous if they were properly educated. In any case, as Nationalists said, why educate people if they were not going to be any more than hewers of wood and drawers of water (Sunday Tribune : 18 Sept 1994)?

History has proved the disastrous consequences of this stupidity. The country sits today with millions of adults who cannot read or write. There is a vast pool of under-educated people without jobs while, ironically, South Africa still battles with a shortage of skilled workers in certain categories.

In its dying years, the last apartheid government tried to devise a way to enable Whites to hang on to their privileged education facilities. It came up with the Model C School, a system in which the parents would pay for a significant portion of the school's costs and in return, would have effective control over admission and other critical policies. But the new Minister of Education, Prof Bengu, wants none of this. Model C and all other models for that matter, must go, he says. The ownership of schools must be brought within a coherent, national, non-racial
framework in which constitutional rights are fully upheld.

In the next chapter problems which emerged as Blacks enrolled at Indian schools will be discussed.
CHAPTER THREE

PROBLEMS EMANATING FROM THE ADMISSION OF BLACK PUPILS TO THE INDIAN SCHOOLS

3.1 INTRODUCTION

The aim of this chapter is to identify problems which emanate from the admission of Black pupils to Indian schools. A qualitative empirical investigation will culminate in identified problem areas which require didactic measures for their alleviation (see Chapter 5). For many decades, the law in South Africa provided for different education systems for the White, Black, Coloured and Indian children. Black schooling has received inadequate state funding and Black children have had an inferior education (Coutts 1992: 3). This was the result of conscious government policy and has been one of the most deeply felt grievances of Black people in this country. In the early 1990's there were important changes in the South African educational system. The government finally allowed its radically segregated schools to begin admitting children of all colours. On the 27th April 1994 history was made when South Africa’s first democratically elected government came into being. The different departments of education will now fall under one ministry of
education. It is important to start examining not only the advantages of non-racial education but the difficulties and problems many pupils may face, as they undertake this new process of multicultural schooling.

Black pupils from the KwaMashu township speak Zulu and are taught in their mother tongue until standard three when they switch to English. Such pupils who come on transfer to Indian schools are definitely at a disadvantage, as pupils here are taught in their first language which is English. If only the educational authorities had the foresight ten years ago, to allow Black pupils at the class one level in Indian or White schools, such pupils would have certainly graduated to the secondary phase with a fairly good command of the English language. Unfortunately this was not the case.

3.2 THE INTERVIEWING STRUCTURE

In order to identify learning and teaching problems which arise from the admission of Black pupils to Indian schools, teachers are interviewed and their responses are qualitatively interpreted (compare the Interview Questions, pp 58-61). While there is enough information on what to expect in a multicultural school and how the system has to change for this new approach to be effective, there is very little information on the Black pupils' reactions to their new environment. There is very little or no
research to fall back on, that highlights the problems experienced by Black pupils in Indian schools. Therefore in this research open structured questions are used in interviews to gain information. Conventional questions are used to learn of the teachers' experiences with Black pupils in Indian schools. Fifty questions covering the following areas of concern were formulated to this end: admission; communication; educational standards; response of teachers; educational adjustments; discipline and social problems. The motivation for structured questioning was thus to elicit a response within a certain framework or theme (see Interview Questions pp 58-61). The researcher asked for details of actual, recent experiences, relationships and incidents so that, through such information, using qualitative research methods, a foundation can be established from which to work.

3.3 THE INTERVIEWEES

The Phoenix township has 42 'Indian' primary schools of which about 10% were chosen for the qualitative research. Seven schools in close proximity to each other as well as to the researcher were selected. One to two teachers from each of these schools was interviewed. According to Bogdan and Biklen (1982: 63) interviewees become key informants and often you will talk with them, compared to other subjects, a disproportionate amount of time. English teachers were preferred to others simply because they spend more teaching time with pupils than any other
teachers and by the very nature of their subject, know all the problems experienced by the Black pupils in obtaining basic literacy skills. There are dangers in relying exclusively on a small number of subjects, but you should not approach internal sampling with the idea that you have to spend the same amount of time with everyone. Similarly, with documents and other materials, some pieces of data are simply richer and deserve more attention.

3.4 WHY THE INTERVIEW METHOD?

In the open type of questions, the answers do not automatically flow from one question to the next. An answer to a question might first depend on the answer given to the previous question. For example question one reads: 'Are these pupils fluent in spoken English?' while question two asks: 'If not, what do you think are the reasons for this?' (see Interviews Questions pp 58-61). The answer to question two would only be given if the answer to question one is in the negative. Only in the interview method can question two be omitted, should the interviewee's answer to question one be in the affirmative.

3.5 WHY TEACHERS WERE CHOSEN FOR THE INTERVIEW?

The researcher's experience with Black pupils at the senior
primary phase led him to believe that presenting them with a questionnaire would not be practical, as these pupils possessed a poor level of reading and comprehension skills. These Black pupils would, unfortunately, also not be able to respond positively in the interview technique as they are unable to put into words what they wished to say. It was therefore felt that the English teacher was the best person to be interviewed with regard to the level of performance on the part of the Black pupils.

3.6 PURPOSE

The purpose of this interviewing technique was not to get answers to questions, nor to test hypotheses. It was an attempt to understand and appreciate the problems experienced by Black pupils in Indian schools where, for all the Indian children the medium of communication which is English also happens to be their first language, whereas for the Blacks it is their second language. Interviewing allowed the researcher to put the problems of the Black pupils into context and thus to gain a better understanding of what they are experiencing during this transitional phase. Interviewing is indeed a powerful way to gain insight into educational issues through understanding the experiences of the individuals whose lives constitute education (Seidman 1991: 7).
3.7 WORKING WITH THE INTERVIEW MATERIAL

On completion of the interviews, the tapes needed to be transcribed. This researcher decided to write down everything. On studying the transcript, it was important that as interviewer one had an open mind, looking out for that which appears to be important and of interest. The interviewer must come to the transcript prepared to let the interview speak for itself. In this research the following procedure was adopted:

i) Make a transcript of the answers to each question.

ii) Read the transcript through two to three times.

iii) Identify recurring themes (problems areas). Do this with the aid of highlighters.

iv) Sort out key words, phrases, passages into broad themes.

v) Read through passage again coding for particular themes.

vi) Link up and cross check common areas of concern with figures one, two and three resulting in figure four.

vii) Analysis of the data.

3.8 VALIDITY AND RELIABILITY

The interaction between the researcher and teachers played a
major role in the interviewing process. According to Seidman (1992: 15-16) it is part of the qualitative approach. The interviewer is human and can thus affect this process, but can also adapt to the situation with skill, tact and understanding. The response that the teacher gives is to some degree a function of the participant's interaction with the interviewer. Only by recognizing that interaction and affirming its possibilities can interviewers use their skills to minimize the distortion that can occur because of their role in the interview.

If pupils were being interviewed then questions could be raised as to the reliability of their statements. If another person were doing the interview, would there be different results and meanings? If the interview were to be done at a different time of the year, would the pupils then describe their experiences differently? If different pupils were chosen, would the responses be contradictory? But fortunately for this researcher the interviewees were teachers who were only too happy to help find solutions to the many problems that were confronting them in the classrooms. In addition these teachers knew full well that only honest participation on their part would ensure the success of the research project which in turn would assist them as well as future teachers to meet the challenges that would be posed by the continued admittance of Black pupils from the township schools. The fact that these teachers had a vested interest in such research, ensured its validity. Finally, the sense of learning that this researcher achieved from the interviewing process and the relevant information gained, made
him realise its authenticity.

3.9 TRIANGULATION

An important part of the validation process, is checking a new item or test against other already validated measures of the same skill or construct (Miles & Huberman 1986: 231). If this occurs, through overlapping or correlation, then the item has good concurrent validity. Webb (1965: 233-234) coined a term for the procedure where one looked to other internal indices that should provide convergent evidence, the procedure being triangulation. In the case of data triangulation, the notion is that every form of data is potentially biased and that the use of a variety of different forms of data collection eg. observation, interview and questionnaires can eliminate or highlight these biases by convergence. In collaborative research involving several field workers, investigator triangulation becomes a possibility. When one comes down to basics, triangulation is supposed to support a finding by showing that independent measures of it, agree with it, or at least, do not contradict it. Since this researcher had only one field worker, that is, the researcher himself, triangulation took the following form: - multiples of similarities were noticed in a) the preconceived ideas; b) the questioning; c) the teachers' response; d) then to transcribe these and look for independent ideas, placing them in groups, then categorising them and arriving at emerging patterns common to all three. Thus, from
three completely different designs or sources of evidence, a number of common denominators were evident (see fig 4 page 64). The interviewees who were teachers were very relaxed and were able to describe their experiences as well as those of other teachers as if they were talking about their pet subject. What struck this researcher was the sincerity of the responses given to each question. The teachers were fully aware that their valuable contribution was going to help them as well as the future Black pupils at their school. This type of co-operation certainly assisted the triangulation method, as in the third area of the triangulation process the researcher had to mainly rely on the teachers’ contribution.

3.10 ANALYSIS OF THE INTERVIEW MATERIAL

It was the intention of the researcher to investigate certain areas of concern. Attention was given to the following areas when drawing up the interview questions:

i) admission
ii) accommodation
iii) communication
iv) level of literacy
v) educational standards
vi) educational adjustment
vii) discipline
These were preconceived ideas as he was working within a certain framework (see fig 1 page 62). Due to the format, the questions for the interviews were conventional and within the framework of what was predicted would be the areas of concern. On completion of the interviews, the tapes were transcribed. Everything was written down (see Annexure pp A1-A63). The transcribed material was then read through 2 to 3 times. Recurring themes (problems areas) were identified. Key words, phrases and sentences that fell into broad themes were identified with the aid of highlighters. The questions were then written in the form of statements (see fig 1 page 62). Then the number of similar responses to each question was recorded in the margin. Looking through the responses there was overlapping and repetition but this was to be expected and this only helped to validate that there are particular areas or problems that are of concern (see Annexure pp A1-A63). Poor communication seems to be the basis for the problems highlighted. On completion of clustering, each cluster was given a heading, that which best described the cluster, thus arriving at 8 different patterns incorporating all the extracts (see fig 1 page 62). These 8 different patterns were then regrouped into 4 broader themes (see fig 1 page 62) which became the areas of concern. By working back from the main
issue, that of the preconceived areas of concern (see fig 3 page 64) to the 8 pattern words that emerged, it was noted that the concerns were valid and required investigation.

Although in all seven schools where the interviews were conducted, it was the norm to test Black pupils before accommodating them, at one stage, in two of these schools Black pupils were actually admitted without any prior testing. In school A Black pupils were admitted in 1990 without any testing done. This was because the school had no idea of the standard of work in the township schools. It was only when it was discovered that such pupils were performing miserably, that it was decided not to make the future admission of Black pupils automatic anymore. In school G, the principal at times admitted pupils without testing them. He was afraid of the roll in his school dropping, thereby changing it to a lower grade, which would then leave him displaced as principal. For reasons of personal convenience, he therefore accepted all Black pupils without any conditions.

As far as fluency in English is concerned, although only one teacher indicated that he did not have great difficulty in understanding what the Black pupils were saying (see fig 1 page 62) this does not mean that the Black pupils understand what their teachers are saying. In fact, these Black pupils merely know basic survival words that help them to be understood but in no way can they comprehend the academic and instructional language spoken by their teachers.
As far as literacy is concerned in only one school (G), half of the pupils were able to read very well (see Annexure page A53). This same school indicated that 9 times out of 10 the pupils were not fluent in spoken English. This reminds one of the Indian pupils who read Afrikaans very well but find difficulty in speaking it. This is what happens when a language is taught outside its environment. When teachers and pupils from a school in KwaMashu visited a school in Phoenix, it was discovered that most of the Black teachers spoke very little English. One wonders, how it is possible for such teachers to teach through the medium of English in their schools from standard 3. One senior Black teacher did admit that their teachers spoke little English but depended on Zulu to explain concepts and other aspects of their lessons.

While all the schools indicated that poor fluency in spoken English together with poor literacy skills have contributed to their pupils' poor performance in subjects where reading and comprehension were needed (see fig 1 page 62), 5 schools reported an acceptable standard of penmanship. This is understandable when one realizes that writing skills acquired by these pupils in the township schools during their formative years, would not be affected by their transfer to schools with a different medium of instruction.

Only 1 school indicated that its teachers were aware of the language policy of Black schools (see fig 1 page 62). Since education in our country has been an 'own affair', teachers in
general, from one racial group did not find the need to concern themselves with the internal education policies of another group. Teachers in our schools would certainly have been more sympathetic to the plight of these Black pupils, had they been familiar with the language policy of Black schools and the implementation thereof.

While 7 of the interviewees agreed that if teachers spoke slowly using very simple language they would get some positive response, a similar number (6) agreed that such 'go slow' attitudes would affect the completion of the syllabi. This clearly shows the problem that arises when linguistically unprepared pupils are accommodated in a class where the majority of the pupils are on par with the work that is being done. Two teachers Fl and Gl (see Annexure pp A42 - A63) suggested that teachers refrain from trying to complete the syllabus. They advocated that only core areas should be covered in each syllabus and that enrichment exercises should be set for bright pupils.

All the schools stated that the Black pupils felt that too much was expected of them (see fig 1 page 62). You cannot blame them for such a feeling when you realize that it was never their intention to come to 'Indian' schools. Their parents wanted a better chance at education. They felt that had they kept their children in the Black schools where boycotts, disruptions and intimidations were a common feature, they would have soon joined the lost generation, that is, left school to roam the townships.
Only 1 school explained that the isolated disciplinary problems that they had were not connected to poor performance in the classroom (see F1 Annexure page A42). These pupils were not living with their parents but with grandparents or uncles and the frustration of travelling each day in crowded taxis and buses added to their misery.

Unlike the 5 teachers who explained that their pupils showed their frustration at performing poorly in class by displaying arrogant behaviour, 1 teacher, G1 (see Annexure page A53), found that his bright pupils sometimes behaved arrogantly to show their resentment at being disadvantaged pupils.

As Indian pupils cannot speak Zulu, most of the Blacks prefer not to mix as they feel only comfortable when they speak in their mother tongue. But two schools G1 and F1 (see Annexure pp A42 - A63) found that the Black boys mixed easily with others. This is understandable as the boys all play soccer where the skill and not any spoken language is required. The Black girls on the other hand, engage in social games which always involve their mother tongue.

Looking at fig 1, it can be seen that the pupils' low level of English proficiency which is detected in tests written prior to admission, has a rippling affect on the academic, educational, emotional and social aspects of their lives. Learning a second language means learning to see the world and forming associations with people from a new angle. In Black schools, pupils learn
their second language in formal, and artificial situations in the classroom with hardly any reinforcements outside. It was found that the Black pupils at 'Indian' schools were hesitant and uncomfortable in situations where they had to use English naturally and spontaneously. When the Black pupils spoke in English in an informal setting there seemed to be no real problem. However, the problem arose when academic language was used. Then the basic language fluency was no longer sufficient. This, at the outset, is a problem for if there is insufficient proficiency to understand academic concepts and instructions, the pupils are at a disadvantage. The area of communication is therefore an area of concern. For the Black pupil the problem arises when he moves from the township school where English is the second language, to an area where English is a first language. Understanding and responding correctly to communicational instruction is an important aspect of any educational achievement. In order to mix socially the Black pupils require basic interpersonal communication skills while on the academic side they need to comprehend and respond to the academic terminology used in order to achieve success.

In the interviews conducted only 1 teacher stated that they were aware of the language policy of Black schools (see fig 1 page 62). In this respect it is true to say that many teachers often took the Black pupils' background knowledge for granted, equating it to that of the Indian pupils. With this taking place, the gaps in the pupil's knowledge are often not filled, placing them at a tremendous disadvantage. The pupil, during this phase, is
often too busy trying to keep up with classroom activities, homework and extra murals, to try and fill these gaps through social interaction or extended reading. The Black pupils are expected to adapt into an alien situation with little assistance from parents, peers and teachers. They enter a world that is socially and academically different. Therefore assistance is required from all involved parties to assist in this transition. Although Black pupils are integrated with Indian pupils from the outset, assimilation is not the answer as each and every person has a right to maintain his or her identity and culture without the fear of having to "adapt or die".

3.11 SUMMARY

Looking back at fig 1, it is obvious that the areas of concern are really a lack of language proficiency on the part of Black pupils. Such low levels of English proficiency which affected the pupils, have overlapped into admission, communication, standard, teachers, attitude, emotions, discipline and adjustment. Since English has been chosen as the lingua franca in the new South Africa and since it is known to be an international language, it is important for everyone concerned to assist the disadvantaged Black pupils to achieve a higher level of language proficiency. Therefore in the next chapter, the 'Lack of language proficiency as one of the root causes of the learning problems experienced by Black pupils in Indian schools' will be discussed.
INTERVIEW QUESTIONS

1 ADMISSION AND ACCOMMODATION OF BLACK PUPILS

1.1 Is the admission of Black pupils into the senior primary department an automatic process?
1.2 If not, what criteria do these Black pupils have to satisfy?
1.3 Are their educational standards comparable to that of 'Indian' schools in the languages and mathematics?
1.4 If not, how are such pupils accommodated?
1.5 What are their parents' reaction to such a move?

2 COMMUNICATION

2.1 Are these pupils fluent in spoken English?
2.2 If not, what do you think are the reasons for this?
2.3 How does this factor affect them in the classroom?
2.4 In what language do these Black pupils communicate with other Blacks when in the classroom?

3 EDUCATIONAL STANDARD

3.1 What is their level of literacy?
3.2 What do you think are the reasons for this?
3.3 How does such a level of literacy affect their performance in subjects such as English, Maths, History etc?
3.4 Are these pupils prepared to stay behind after school for extra lessons in English?
3.5 If not, what are the reasons for this?
3.6 What is the standard of penmanship?
3.7 Do you think they take pride in their work?
3.8 If not, what do you think is the reason for this?
3.9 Can you suggest ways in which these pupils an be helped?
RESPONSE OF TEACHERS

4.1 Do teachers assume Black pupils understand what is being taught?

4.2 It is reported that there is very little participation in lessons on the part of most Black pupils. Do you agree with this? Can you elaborate?

4.3 Are teachers aware of the policy with regard to the Medium of Instruction in Black schools?

4.4 Do you think if teachers spoke slowly using very simple language they would get some positive response from the Black pupils?

4.5 If not, why do you think so?

4.6 On the other hand, if teachers adopted a Go Slow attitude, would the completion of the syllabi be a problem?

4.7 What do you think can be done to assist our teachers to meet these new challenges?

EMOTIONAL ADJUSTMENT

5.1 How do Black pupils react when they cannot participate successfully in the lesson?

5.2 Do you think they feel that too much is expected of them?

5.3 Do they show any resentment towards other pupils because of their disadvantaged position?

5.4 Do you think they display a desire to make the best of a difficult situation?

5.5 Do you think that they feel they should not worry and that things would take care of themselves (without any real effort from them)?
6 DISCIPLINARY ADJUSTMENT

6.1 Do these Black pupils pose any disciplinary problems?
6.2 If any, would you like to elaborate?
6.3 Do you think these disciplinary problems are in any way connected to their poor performance in the classroom?
6.4 Would you like to elaborate?
6.5 Do they display arrogant behaviour?
6.6 What do you think are the reasons for such an attitude?
6.7 Do you think the Black pupils experience difficulty in observing discipline and authority in 'Indian' schools?
6.8 If yes, what are the reasons for this?
6.9 How do you think cultural differences can account for 'disciplinary' problems?

7 SOCIAL ADJUSTMENT

7.1 How do Indian pupils behave towards the Black pupils?
7.2 Do the Black pupils mix easily inside and outside the classroom?
7.3 It is reported that verbal contact with Indian pupils in the classroom is kept to a minimum. What is your experience in this regard?
7.4 Why do these Black pupils prefer to remain in their own company (with other Blacks) during the intervals?
7.5 How do sporting activities affect their social life?
ATTITUDINAL ADJUSTMENT

8.1 What sort of attitude do they display towards their work?
8.2 If negative, what do you think are the reasons for this?
8.3 How is their attitude towards sporting activities such as soccer, athletics, netball etc?
8.4 What do you think are the reasons for such an attitude?

RECOMMENDATIONS

9.1 How do you think these linguistically unprepared Black pupils should be accommodated in 'Indian' schools?
9.2 What can be done to improve their literacy skills?
9.3 Can you suggest any study skills that would benefit them?
9.4 In what way or ways can a change of prescribed textbooks assist such pupils?
9.5 What important role can Colleges of Education, Universities and non-governmental institutions play in this respect?
RESPONSE OF INTERVIEWEES

- 8 Testing carried out
- 8 Require reasonable performance in maths & eng
- 8 Below standard
- 8 One standard lower
- 8 Parents agreeable

1 Fluency in Eng
2 Come from Zulu environment
3 Poor Comprehension
4 Communication in Zulu with friends

7 Level of literacy below average
8 Come from Zulu environment
5 Performance in other subjects affected
7 Not available for after school lessons
8 Travelling is a problem
5 Acceptable standard of penmanship

7 Assume pupils understand the lesson
8 Very little participation by Blacks
1 Aware of language policy of Black schools
7 Slow speech brings better response
6 Go slow affects completion of syllabi

6 Display negative attitude towards work
8 Enthusiastic on the sports field
6 Dissapointed if he cannot participate in lessons.
8 Feel too much is expected of them
5 Resentment shown towards others
3 Try to do their best in a difficult situation
6 Carefree attitude maintained

5 Pose disciplinary problems
7 Disciplinary problems connected to poor performance
6 Display arrogant behaviour
8 Difficulty in observing discipline and authority
7 Cultural differences can account for disciplinary problems

8 Indian pupils tolerant towards Blacks
6 Blacks do not mix easily
7 Little verbal contact with Indian pupils in classroom
8 Blacks prefer to play with Blacks during interval
8 Sports helps them to mix with others

FIG 1
Admission
Admission Criteria
Educational Standards
Accommodation
Parents' reaction
Fluency
Consequences
Classroom Communication

Literacy Level
Reasons
Consequences
Extra Lessons
Standard of Penmanship
Pride of work
Assistance Required

Comprehension of Lessons
Participation in Lessons
Medium of Instruction
Simple Language
Completion of Syllabi
New Challenges

Cannot Participate
Expectations
Resentment
 Desire
Not Worry

Problems
 Poor Performance
Arrogant Behaviour
Difficulty
Cultural Differences

Behave
Mix
Verbal Contact
Own Company
Sporting Activities

Attitude
Negative
Soccer
Reasons

Interview Questions

Admission
Accommodation
Communication
Educational Standard
Response of Teachers
Area of Concern

Emotional Adjustment
Disciplinary Adjustment
Social Adjustment
Attitudinal Adjustment

FIG 2

63
Pre Conceived Ideas

Admission
Accommodation
Communication
Level of Literacy
Educational Standards
Educational Adjustment
Discipline
Acceptance by Indian Pupils
New challenges for Teachers
Social
Emotional
Recommendations

FIG 3

COMBINED AREAS OF CONCERN FROM FIG 1-3

Communication
Standard
Attitude
Teachers
Emotions
Discipline
Adjustment

FIG 4
CHAPTER FOUR

LACK OF LANGUAGE PROFICIENCY AS ONE OF THE ROOT CAUSES OF THE LEARNING PROBLEMS EXPERIENCED BY BLACK PUPILS IN INDIAN SCHOOLS.

4.1 INTRODUCTION

Language diversity exerts a powerful influence on the content, instruction and outcomes of schooling in a multicultural society. Language is a crucial means of gaining access to important knowledge and skills. It is the key to cognitive development and it can promote or impede scholastic success. According to Lemmer and Squelch (1993: 41) dropout rates among culturally diverse school populations in multicultural societies such as the United States show that minority pupils with a limited proficiency in the medium of instruction are most at risk of school failure. Compare paragraph 1 page 53 in Chapter 3 in this regard. Research amongst Limited English Proficiency (LEP) speakers by Frideres (1989: 93) revealed that they almost all agreed that they needed to use English as a medium of communication more often if they were to obtain a well-paying, long-term job. At the same time, the realities of their everyday lives demanded that they continue using their mother tongue as the major vehicle for expressing their needs, desires and frustrations. Consequently, a vicious cycle is created. The lack of English means they cannot express themselves well, which leads to reverting back to their mother tongue, which in turn reduces their use of English. See paragraph 2 page 8 in chapter 1 for
further elucidation. In this chapter, the extent to which underachievement among LEP pupils is related to their inability to understand, speak, read and write English in school, will be discussed.

4.2 LANGUAGE DIVERSITY AND EDUCATIONAL PROVISION IN SOUTH AFRICA

South Africa is a multilingual country. Apart from the two official languages of the old South Africa, the 1980 census revealed at least twenty four other languages being spoken within its borders (Lemmer and Squelch 1993 : 41). Language diversity has complicated the provision of South African education in various ways. In the past, the South African education system, with its official policy of bilingualism, acquired a wealth of research and experience in the instruction of English as a second language. Non-English speaking pupils (ESL) who attended Afrikaans-medium schools are required to study English as a compulsory second language from standard two to ten. However, ESL pupils have only had to acquire a functional knowledge of English so that they can take their place in society, but have not been required to use English as medium of learning for all school subjects.

In contrast many other non-English speaking South African school children, particularly those in schools under the administration of the Department of Education and Training, are instructed through the medium of mother tongue during the lower primary phase only. The onset of the higher primary phase (standard three) marks a transition to English as the medium of instruction for the entire curriculum. According to Van Rooyen quoted by Lemmer and Squelch (1993 : 40) this transition causes many problems as discussed in paragraphs 1-3 page 53 in chapter 3.
One problem is the disparity between the English proficiency of these children and the proficiency required of them in order to master all school subjects through the medium of English. Furthermore, there is an increasing tendency for non-English speaking South Africans to opt for English as lingua franca in the broader community and workplace and as medium of instruction at school and university. Consequently, there is an increasing number of LEP pupils now entering English medium schools. These pupils, while sufficiently fluent in English to have passed an entrance test to assess language proficiency, do not have the command of English necessary for school success as mentioned in paragraph 3 page 52 in chapter 3. When placed in classes where the ability to communicate fluently in idiomatic English is often assumed, these pupils find themselves at risk of underachievement or of falling behind their English-speaking classmates. Unlike the ESL pupil, the LEP pupil not only has to acquire a standard of English on a par with the English speaker, but also has to use English as a medium of learning for all school subjects. Thus LEP pupils are faced with a dual educational challenge: mastery of academic content through the medium of a language other than their mother tongue.

4.3 WHO IS RESPONSIBLE FOR LEP PUPILS?

In the light of the above trends, it is very likely that regular classroom teachers in South African schools will teach LEP pupils at one stage or another. Therefore every teacher has the responsibility to ensure that the language acquisition of LEP pupils is supported and enhanced in all school situations. Moreover, because language learning takes place globally, it is best learnt in a rich variety of contexts and not only in the formal language class. Special language classes for LEP pupils, bridging classes and enrichment programmes, are important strategies for assisting LEP pupils. However, to be most effective, they should form part of a whole school policy which
supports language learning. For this reason, it is essential that all teachers who instruct pupils lacking in English proficiency should be familiar with the characteristics and needs of these pupils.

4.4 CHARACTERISTICS AND NEEDS OF LEP PUPILS

Experience has shown that there is a link between culture and learning styles and according to Coutts (1992: 85) children from traditional, rural societies that are 'non-Western' might reveal the following characteristics which relate to language usage:

a) a lack of language comprehension as described in paragraph 3 page 52 in chapter 3
b) incorrect pronunciation, grammar and vocabulary as mentioned in paragraph 2 page 53 in chapter 3
c) the use of language that is not appropriate to its context
d) passivity with no work ethic
e) the comprehension of instructions in a very different way to what the teacher intended as revealed in paragraph 4 page 55 in chapter 3
f) a reluctance to risk failure or show initiative as discussed in paragraph 4 page 55 in chapter 3
g) global and holistic learning rather than analytical learning
h) a confusion about apparent conflict and ambiguity of facts as noticed in paragraph 4 page 55 in chapter 3
i) a dependence on visual reinforcement
j) dependence on instructions, rote learning and the memorization of facts.

Both the language and the subject teacher have a responsibility to understand the particular characteristics of LEP pupils in
order to meet their needs. According to Lemmer and Squelch (1993: 42) LEP learners share the following characteristics and needs:

- According to the insightful work of Cummins, LEP pupils have a language deficit which is hidden on the playground or in everyday conversation, since the latter requires only informal, colloquial language or Basic Interpersonal Communication Skills (BICS) which these pupils have often already acquired. However, the school uses formal language and consequently these children lack the more sophisticated command of language or cognitive Academic Language Proficiency (CALP) necessary for success in the school system. See paragraph 2 page 54 in chapter 3 for further elucidation.

- LEP pupils are able to demonstrate higher order thinking such as defining, generalising, hypothesising or abstraction in their home language. Yet they lack the CALP required to carry out these higher cognitive operations through the medium of English. When given a mathematics question in English which they found too difficult, LEP pupils translated it into their mother tongue in order to work out the answer as discussed in paragraph 1 page 53 in chapter 3.

- LEP pupils have acquired English at an older age and in different circumstances when compared with English first language speakers.

- Their parents, neighbourhood and wider community may not be English-speaking, and are unlikely to have easy access to the resources needed to help children.

- In addition to English, these pupils may be using not only a second but also a third, fourth or even fifth language in their communities. Since the English spoken is seldom
standard English (eg. foreign English, Black English or heavily accented English), LEP pupils may reveal language disorders because of the influence of other languages upon English.

- LEP pupils from a disadvantaged background also face general linguistic deprivation. There is often a lack of books, magazines and newspapers, as well as educational radio and television, in the home.

- LEP pupils lack the childhood heritage of fables, nursery rhymes, proverbs, metaphors, songs and games which form part of the English-speaking child’s cultural world and to which reference is often made throughout schooling within a classroom situation.

- The English spoken in an LEP environment is seldom standard English, eg. foreign English, Black English or heavily accented English.

- LEP children face special language problems during:
  * the learning of English as a core subject
  * reading, speaking, writing and listening to English in all content areas across the curriculum
  * the forming of friendships and general socialisation
  * the development of self-esteem necessary for sound self-actualization. Refer to fig 1 page 62.

Generally speaking, English speaking pupils grow up in a society where what is experienced inside and outside the school is mutually reinforced and are therefore able to adopt relatively easily in school and society. Black children however, live in a society where their experiences of home and school differ, mainly because the language of each differs and there is little or no interaction with native English speakers (Grobler 1991:4). English teachers that were interviewed agreed that in most cases the Black pupils were hesitant and ill at ease in situations
where they had to use English naturally and spontaneously. According to Malefo (1986: 91) this was due to the fact that they were involved with more than one culture with different kinds of behaviour needed for each. Compare paragraph 4 page 55 in chapter 3 in this regard.

4.5 THE DISTINCTION BETWEEN BICS AND CALP

According to Cummins (1984: 56) the distinction between BICS and CALP referred to above, can be elaborated upon as follows:

- Basic Interpersonal Communication Skills consist of the 'visible' aspects of language such as pronunciation, basic vocabulary and grammar which allow pupils to converse fluently in undemanding everyday situations. However, BICS alone are not sufficient for academic success.

- Cognitive Academic Language Proficiency is the proficiency needed to understand academic concepts and to perform higher cognitive operations necessary to achieve in school. Pupils learning a new language often experience difficulty with academic concepts and terminology because these terms and ideas are more abstract, less easily understood and experienced than ideas and terms used in social interaction. Thus teachers in the multicultural classroom report that LEP pupils experience this particular difficulty as indicated in fig 1 page 62.

- The distinction between BICS and CALP has implications for language assessment and other testing. Tests assessing language proficiency which are based on BICS might show children to be quite fluent. However, tests which require higher cognitive operations to be carried out show that this surface fluency is not reflected to the same extent in Cognitive Academic Language Proficiency. Moreover, tests
assessing intelligence, aptitude and interest may not render accurate results since pupils not proficient in the language of the test are often unable to complete many of the tasks correctly.

Research suggests that the LEP student may need 5-7 years to obtain sufficient Cognitive Academic Language Proficiency to perform well at academic tasks, whereas the acquisition of Basic Interpersonal Communication skills takes about two years. Moreover, the challenge of having to acquire BICS and CALP simultaneously within the school situation is emotionally demanding and often leads to trauma.

4.6 LEARNING A NON-COGNATE LANGUAGE

What does it mean when one says that English is non-cognate to Zulu, and what are the implications of this relationship? According to Mascher (1991: 10) cognate languages belong to the same family of languages and so have similar structures because they share a common origin. Pupils learning a cognate language can often guess a meaning of a word or structure correctly because of what they know about their own language, even if they do not know the word or grammatical structure as it occurs in the second language. Languages which are non-cognate, on the other hand, do not share a common history and are therefore structurally quite different. When pupils are learning a language which is not cognate to their own, they are unable to make informed guesses on the strength of what they already know. This applies to vocabulary as well as to the larger grammatical structures. Further use of a non-cognate medium of instruction is likely to limit the creativity of the majority of pupils and the net effect is that many gifted children are ejected from the system on this account and have to face the possibility of not being able to return to try again.
The teaching of a non-cognate second language is likely to benefit from a more analytical approach because of the very different linguistic structures which the learners need to get to know. A cognate second language can be taught relatively easily with 'communicative' methods. The lower primary child does not as yet have the cognitive development necessary for working on an analytic understanding of a second language, although at this stage 'communicative' methods can be used to develop a speaking/listening foundation for the second language. Refer to paragraph 2 page 54 in chapter 3 for further elucidation.

4.7 RESULTS OF EMPIRICAL RESEARCH

As the introduction of Black pupils into Indian schools has been a recent phenomenon, there is, understandably, no evidence of empirical research conducted in order to gauge the level of language proficiency amongst such pupils. However, the results of the Research Projects aimed at gauging whether the switch over to English from Zulu, in Black primary schools has been successful can be generalised for the situation in Indian schools where English is the first language for Indian pupils while Black pupils on transfer from the township schools have to study academic content through the medium of a language other than their mother tongue. Such pupils cannot communicate fluently in idiomatic English and therefore fall behind their English speaking classmates.

4.7.1 SUMMARY OF RESULTS OF THE THRESHOLD PROJECT
According to Macdonald (1990: 40), in general it was found that children had not mastered text below their own grade level and this on course material which itself is not productive in preparing children for the specific demands of using English as the medium of instruction.

The Black children in state school systems consistently scored 30-40% below what children in non-racial schools are capable of. Basically the non-racial groups that were tested achieved at mastery level (85-95%) on almost any language task that they could devise. The way in which one could interpret this finding is that the latter group of children with a high level of English proficiency, have intellectual energy- or cognitive capacity - free to attend to the formal learning demands of their tasks, which include concept and skills development. The Black children in the state systems, on the other hand would keep finding that language learning constraints interfere with concept learning. Their attention would inevitably be drawn to the form of what they are learning, rather than the underlying concept and skills.

The children's writing skills were marked by an immaturity in terms of the absence of certain structures as well as the incorrect use of other structures. There was a high level of grammatical errors and the absence of cohesive ties and any notion of coherence. It may well be that these children could benefit from instruction based on contrastive analysis. Children appeared to have a small vocabulary, which is predictable in terms of the fact that they generally do not read anything beyond their school texts.

On reading tasks, the children could not answer low-level inference questions which demanded that they go beyond the information given explicitly in the text, they also found it difficult to answer 'factual' questions, where the answers were locatable in the text. There appeared to be a measure of difficulty with WH- questions (eg. who, what, why, etc.), which are central to getting to a linguistic understanding of agency,
effect, cause, reason and so on.

The children's oral skills were in general very poorly developed, and showed a very high degree of grammatical error. The general level of listening comprehension was very difficult to determine accurately in a content subject lesson, since the mode in which it is typically conducted is characterized by a capacity to inadvertently mask the absence of pupil comprehension. By standard three, the language structures required for the fully-fledged use of English across the curriculum may well be largely incomprehensible to the children without considerable mediation, for example, through illustrations, mother tongue interpretation, and text simplification.

All content subject texts in standard 3 make demands that are a quantum leap from that which has been offered by the current English courses - specifically that which could ideally have been achieved by the end of standard 2 in two well developed schemes - in terms of vocabulary, grammatical structure, discourse structure, and range of concepts. Compare with fig 1 page 62.

4.7.2 THE MOLTENO PROJECT (1980)

The aim of this project was to analyse the problems connected with the use of English as medium in Black schools and to recommend methods for preparing lower primary children for its use from the 5th year of schooling upwards (Nel 1986 : 16). The following problems were revealed:

a) Pupils fail to read and this failure has the most serious consequences;

b) The primary schools fail to lay an effective foundation in the initial stages of English acquisition. As a result of this ineffective foundation pupils fail to acquire English
for education and living;
c) The English courses currently used in Black schools, i.e. English through Activity, Day by Day, and English through Dialogue, are inadequate, i.e. they could not satisfy the 9 identified requirements for a model English language course.

4.7.3 SCHOOLS ENGLISH LANGUAGE RESEARCH PROJECT IN SOWETO (SELRP)

The project was launched in 1980 by the University of the Witwatersrand. The problem they wished to address was the inefficiency of English teaching in the Primary schools in Soweto (Nel 1986 : 17). The survey revealed the following:

a) Teacher's command of English was inadequate;
b) The language of the textbooks was too difficult for pupils and teachers;
c) The Teaching of reading was neglected;
d) Teachers lacked questioning skills, and they preferred an authoritarian didactic approach.

4.7.4 THE PRESENT POSITION IN BLACK PRIMARY SCHOOLS

The foregoing summary of research reports confirm that the standard of English in schools for Black children in South Africa is below that which is desired. There are obviously many reasons for this state of affairs, says Nel (1986 : 18), and one important reason may be that in practice teachers do not really switch from the vernacular to English as a medium of instruction.
at primary and secondary schools. Forty-two teachers were randomly selected from forty primary and secondary schools around the University of Zululand. Of the forty-two teachers, thirty-three were primary school teachers and nine were secondary school teachers. The opinions of the primary school teachers were summarized as follows:

a) 52% maintain that English as an instructional medium is used very little in schools. On further questioning it was revealed that most pupils expect teachers to use Zulu because pupils have difficulty in understanding English and teachers do not encourage pupils to communicate in English.

b) 69% confirmed that teachers do not often use English in class or outside class activities. The reasons put forward were that teachers are not proficient in English.

c) 83.3% said pupils do not use or hear English spoken anywhere except at school. As a result, pupils do not often find opportunities to communicate in this language. Teachers also pointed out that pupils confused English and Afrikaans and became apprehensive about communicating in English.

d) 85.7% maintained that oral work is neglected in schools because school inspectors expect more written work and great emphasis is placed on written work during examinations.

e) 90% felt that the parents or community had a genuine desire for their children to master the medium of instruction. However, teachers experienced no support from the community.
For many Black pupils, the main barrier to enjoyment and success in mathematics is their lack of proficiency in English. They have difficulty following what the teacher says, reading what is on the board and comprehending mathematical text as indicated in fig 1 page 62. Understanding and solving problems described in words are especially difficult. MacGregor (1993: 31) says, as well as having to learn the basic mathematical vocabulary, they have to learn the use of functional words such as prepositions (e.g. reduce by 3cm; reduce to 3cm) and must be aware of the effect of word order on meaning (e.g. subtract x from y; subtract y from x). In addition, they have to become familiar with the language forms of logical deduction and argument (e.g. therefore, suppose, if..., then,... but not...). Mathematics teachers are beginning to realise that every maths lesson should be also a language lesson, providing opportunities for all students to develop their English language skills.

SYNTHESIS

When the home language of a community does not supply the conceptual base needed to understand the terminology of modern science, individuals from such a society experience difficulties in understanding the structure of science and its technological applications (Nel 1986: 34). Acquiring a foreign medium requires more than acquiring a command of the new language. The problem is that if the new concepts (as carried by the foreign language in the case of a developing people) are severed from a child's existing life-world, he will largely have to be 'reborn' into a new life-world. Not only new concepts, but new life-styles, principles, norms, values, social organisations etc, should be available to support the new language. This seems to
be the crux of the problem and will depend on the Zulu nation's
determination to expand and modernise their own language, or on
the other hand, their determination to discard it and try and
embrace completely another language and culture. To try and move
forward on both fronts may mean a waste of energy for many years
to come. What is found in the schools today may be an indication
of this wastage taking place all around us (Nel 1986 : 34). No
switch to English medium takes place in the primary school while
in the secondary school it is only after standard eight that a
complete switch to English is detected.

The history of separate and inferior schooling for Blacks has
brought inevitable learning difficulties. Poor housing,
inadequate child-care resulting from conditions of poverty, large
families, malnutrition and the absence of parents from homes
might all be part of the experience of some children. Such
factors can hinder the development of mental capacities as well
as the motivation to learn and progress. The results can be a
reduced attention span, lack of ability to plan or think with
insight, retarded development of language, and problems related
to behaviour in the classroom. There might also be an inability
to write, draw or manipulate objects, while the interpretation
of pictures, patterns and letters of the alphabet might also be
affected (Coutts 1992 : 93). Schooling will be greatly
challenged in overcoming the severe lack of language and thinking
skills that might result. Where temporary problems are caused
by a lack of opportunity or by obvious discrimination, learning
support programmes have a better chance of succeeding. Therefore
in the next chapter, some ways and means of assisting the LEP
pupils will be discussed.
CHAPTER FIVE

DIDACTIC IMPLICATIONS OF POOR LANGUAGE PROFICIENCY

5.1 INTRODUCTION

It is evident that the children who are of limited proficiency in the language of instruction do not perform well at school. This should be a concern for all teachers as language is the major means of instruction. It is essential that all teachers are aware of the role of language in learning, and they perceive themselves as English teachers as well as teachers of other curriculum areas. There is far more to language than its grammatical structure. There is a range of other linguistic features which enhance communication: tone, intonation, stress, register and style. Use of these linguistic features in various combinations distort meaning. For example, when using an intonation pattern which signals sarcasm, "yes" actually means "no". These supra-linguistic features of real language in use cause many problems for speakers from a non-English speaking background (NESB) (Parkinson 1989 : 12). Refer to paragraph 3 page 52 in chapter 3.

5.2 HOW DO CHILDREN LEARN ENGLISH AS A SECOND LANGUAGE

Fathmon (1981 : 55) found that contrary to common belief, NESB
children who spent two or more hours per day in special classes designed to teach them English, did not improve as much as those who spent less time in such classes. She proposed that children spend less time in special English Second Language (ESL) classes, be integrated more fully and earlier into the mainstream education, learn English in more purposeful contexts and be taught explicitly about linguistic and cultural differences. See fig 1 page 62. According to Mercer (1981:55), this certainly has implications for classroom teachers, many of whom adopt the philosophy that, if there are specialist teachers trained to teach ESL, then these teachers best know how to teach it. Consequently, they make little attempt to teach English to NESB children in case they "go about it the wrong way", or because "it's someone else's job". Refer to paragraph 2 page 56 in chapter 3. An "either/or" syndrome seems to exist with this and many other issues in the educational spectrum. Mercer (1981:53) suggests that teachers should work together when both planning and implementing curriculum. Certainly all teachers need to take a more active role in the teaching of English to NESB children. Indeed, all teachers need to be concerned with the teaching of English across the curriculum - it is not only a concern of language teachers.

5.3 THE CLASSROOM AS ENVIRONMENT FOR LANGUAGE LEARNING

Children learn a first language in their early years through imitating others and engaging in authentic communication with others within their total environment. In this situation they receive a great deal of individual attention and support from adults and peers who are close to them. The same principles are valid for limited English proficiency (LEP) learners. LEP pupils should be "immersed in a rich bath of language" within the global school environment. According to Lemmer and Squelch (1993:45),
the classroom teachers should endeavour:

- to create a positive, non-threatening environment in which children will want to participate in speaking, reading and writing activities (see fig 1 page 62);
- to get to know the children - their interests and cultural backgrounds - in order to select material to present to individual children;
- to discover how well children can read and write to plan relevant activities and to continuously evaluate progress;
- to "immerse" children in language by surrounding them with meaningful, good models of reading and writing (as mentioned in paragraph 1 page 53 in chapter 3);
- to encourage group interaction with first language speakers to facilitate various forms of interaction such as listening, socialising and working together so that they can talk to each other about problems and solutions (refer to paragraph 4 page 55 in chapter 3);
- to share and value children's writing;
- to give instructions clearly, keeping the choice of words and sentence structure as simple as possible;
- to correct language mistakes by repeating or rephrasing what pupils say rather than directly drawing attention to the error;
- to use demonstrations, visuals, charts and maps and other paralinguistic clues as often as possible;
- to appoint first language peer mentors to LEP pupils (the "buddy" system) to encourage peer interaction and socialisation. The buddy can provide important vocabulary and grammar input for the LEP pupil (see paragraph 3 page 54 in chapter 3).
5.4 THE INFLUENCE OF TEACHERS' BELIEFS AND ATTITUDES

Teachers' beliefs and attitudes influence teacher expectations, and, in turn, teacher expectations influence children's learning. For example, Parkinson (1989: 16), indicates that in the early stages of language learning, receptive ability far exceeds productive ability. Children can understand much more than they can say in a language. If teachers do not know this, they may base their views of children's ability on what they can produce. Having incorrectly assessed a child's language ability, an activity of a totally inappropriate level may be set. If the activity is too easy, then not much is learned. In addition the children may conclude, quite rightly, that the teacher thinks they are less capable than they really are. Alternatively, if learning tasks are consistently too difficult, children will learn little, not only because tasks are too difficult but also because they will be frustrated through lack of success, and because they may fear the embarrassment of failure in front of their peers. There is also an additional frustration that children experience through knowing what is required but being unable, through language difficulty, to produce an appropriate response in English. (Consider paragraph 2 page 56 in chapter 3).

5.5 TEACHING ENGLISH AS A CORE SUBJECT

5.5.1 GOOD MODELS

The importance of good models of spoken and written English
cannot be over-emphasised. For instance, Nigeria has had English as its medium of instruction for two generations, but the number of mother-tongue speakers in that society who serve as models are few. The National Theatre of Nigeria recently performed in English in London and few in the audience could understand a word. This according to Butler (1986: 173), leads us back to Professor Mphahlele's moving plea: not that English should be taught but that English should be taught effectively - as it used to be in the old mission schools, in which there were always devoted English speaking models. According to Young (1987: 163) the teacher's responsibility is to ensure that learners understand and use effectively and appropriately the specific forms, meanings and sounds of the language of the subjects taught, to enable use of English beyond the classroom, in formal and informal social contexts. Suggestions are given by Lemmer and Squelch (1993: 45) with regard to reading, writing and literature appreciation in the English language class.

5.5.2 READING SKILLS

- Literature should be read aloud by the teacher to the children. As was discussed in paragraph 3 page 76 in chapter 4 the lack of good models of spoken English in Black schools has been a problem. This is an easy and enjoyable way for the LEP pupil to discover 'literary' English.
- Children should be encouraged to read silently from chosen books everyday.
- Children can be encouraged to read a story to a friend.
- Volunteers (other teachers, parents, grandparents, student teachers, etc.) can be used to read aloud to children. This provides children with a variety of voices, accents and ways of delivery.
- Tape-assisted reading can be used. Teachers are advised to tape stories from books (enlist the help of volunteers to
read, thus providing a variety of voices) and then allow children to listen as they follow in the book.

- At times children should be allowed to read aloud without being corrected.
- Children should also be encouraged to read multicultural fiction, such as folklore from other cultural groups, books about contemporary South Africa and books which acknowledge the presence of minorities (see paragraphs 3/4 page 74 in chapter 4).

5.5.3 WRITING SKILLS

Writing can be encouraged by allowing children to:

- write collaboratively in groups
- use a variety of forms of writing, such as journals, records of classroom chores, charting information, writing rules, songs, poems, dramas and newspapers to teach writing skills.
- write in response to group feedback. In this case, a child writes something, reads this writing to the group, hears their comments, revises the piece and reads it again to the group.
- illustrate / dramatise their own writing
- publish pupils' writing in classroom magazines
- send writing home to involve parents in the writing and revising process.
- make their own books. Pupils can illustrate their writing, create a cover and title page for their book and use chapter division (refer to paragraph 2 page 70 in chapter 3).
5.5.4 ORAL AND LISTENING SKILLS

- Create alternative ways of testing oral skills to avoid calling upon LEP pupils for public speaking before they are ready. Sharing with a buddy or working in small groups is preferable to a large public response if pupils have a very limited proficiency in English.

- Hold regular "share and tell" or "show and tell" sessions where children share events and experiences with classmates.

- Allow children to draw favourite events/scenes or characters from books.

- Encourage children to respond to books by recording their impressions and feelings (see paragraph 4 page 75 in chapter 4).

Feeley (1983 : 653) offers the following ideas to help the LEP child in the elementary classroom:

- the teacher can use the Language Experience Approach (LEA). For this, the teacher supplies an experience and talks about it with the students, writing down some of their language. Together they read back the encoded message with individuals taking turns reading it. LEA has been widely recommended for use with LEP pupils because reading vocabulary can be directly linked with concepts and oral language just encountered.

- Predictable, repetitive stories and chants, songs and poems can be added to the repertoire. Listening to tapes while following the text and having many opportunities to write and compose, help LEP children put it all together for themselves. Compare paragraphs 2/3 page 74 in chapter 4.
Effective mastery of a language Butler (1986 : 173) believes, depends on verbal exchanges which make the "negotiation of meaning" possible. The old learning of a living language is not only ineffective but stultifying for teacher and pupil. A teaching method such as Break Through To Literacy developed by the Molteno Project of the ISER, Rhodes University, has broken with that pattern and its success is to be sought in its child-centredness. The child ceases to be a docile and disciplined receiver, he/she becomes an active participator in exchanges with the teacher, exchanges in which he or she makes his discoveries.

5.6 USE OF A CLOZE TEST TO IMPROVE LANGUAGE PROFICIENCY

When one looks at any passage it becomes clear that there are various aspects of language that can be tested. Questions on verbs, tenses, adverbs etc., abound. Common errors can be tested in context. Most pupils are reluctant to read today. Why should they? It is much easier to watch a television programme or to listen to the radio. Pupils should, therefore, be able to enjoy reading the passage (a test can be enjoyed if the teacher is willing to take a little trouble). An interesting passage will engage the pupil in various thinking processes, the focus of which is the completion of a task rather than the learning of a language (Lombard 1990 : 25). While skimming through passages, the teacher has to look for possible aspects that he would like to test. The teacher can concentrate on one or more aspects of language, it all depends on the purpose of the test. Each pupil marks his own answer sheet to enable him to ask questions should there be an answer he did not understand. He now has an opportunity of discussing answers or of suggesting a possible alternative. The idea of discussing content and questions works
extremely well. The pupils become enthusiastic about each new test. They enjoy asking questions, arguing a point and competing against themselves only. In this way their doubts and uncertainties are settled and they gain more confidence as the tests continue. Each test becomes a new challenge to master difficulties and to show that they are gradually becoming more proficient. Their test marks are no threat to their image for they can always improve in the next test. In this way LEP pupils can progress at their own rate. Refer to paragraph 3 page 54 in chapter 3.

5.7 TEACHING LITERACY SKILLS ACROSS THE WHOLE CURRICULUM

In addition to creating a classroom atmosphere conducive to language learning, the subject teacher of the LEP pupils in the multicultural school is now required to teach academic content as well as coaching literacy skills across the curriculum. This dual challenge say Lemmer and Squelch (1993 : 46), implies a fresh look at our notion of literacy. Traditionally literacy meant the ability to read and write. However, literacy in the context of the multicultural school is far more complex. Teachers in multicultural schools do not only have the responsibility of teaching children basic literacy and numeracy but have a major responsibility of teaching literacy skills in all content areas of the curriculum and at all levels of schooling. Where children are denied proper access to literacy in this sense, they are denied the opportunity to develop fully to be able to participate in the work force and to engage responsibly in civil life. (Refer to the summary of the results of the Threshold Project page 73 in chapter 4). McIntyre (1992: 9) enjoyed success in promoting Language Learning Across the Curriculum (LLAC) at Mmabatho High School and offers the following strategies which may prove useful to others:
Allow pupils to read in class from whatever resources are available. If the textbook is the only book available it can be used effectively with imagination to promote acquisition of vocabulary and language skills. The exercise will also give the teacher some idea of which students have problems in reading, comprehending and using English. Compare paragraph 2 page 76 in chapter 4.

Encourage students to ask the meaning of words as well as to identify words with which students might have difficulties. Take time to explain and negotiate meaning within the subjects and across the curriculum. Try to encourage students to use words they have recently encountered in sentences and paragraphs.

Always write new or difficult words on the board or overhead transparency, so that students have visual input. Encourage students to develop their own "dictionaries".

Ask questions and encourage students to ask their own questions. When students answer questions, whether orally or in written form, insist that they use their own words. Pupils who are weak in this area should be identified and encouraged to speak as often as possible.

Set pupils tasks where they must talk about a topic without the assistance (or very little use) of notes.

Encourage pupils to work in groups where they negotiate meaning amongst themselves. It is important that groupwork be controlled in the sense that discussion in the mother tongue should be discouraged.

Courses should be organised by the language teachers during which common language problems may be identified. Teachers of context-based subjects can be shown simple ways of dealing with some of the more common language problems. (see
Mathematics teachers, who in the past gave no thought to the interaction of language and mathematics learning, have become aware of the importance of linguistic factors in how they teach and how pupils learn. Teachers are becoming aware that difficulties in learning mathematics are likely to be related to language inadequacies. MacGregor (1993: 32) maintains that the expression of abstract concepts, such as those of mathematics, relies on carefully structured and precise language. Pupils' failure in mathematics that teachers think is due to laziness, specific learning problems or poor attitude can in many cases be traced to a low level of language competence that has interfered with cognitive development. There are a considerable number of students at all levels of schooling who are not able to use language for formulating questions, understanding explanations, taking part in discussion, and manipulating ideas as discussed in paragraph 1 page 78 chapter 4. MacGregor (1993:33) outlines the following sequence of teaching strategies that have been developed for helping pupils learn mathematical language:

5.8.1 LABELLING AND CARD MATCHING

These are useful activities for teaching new vocabulary at the start of the topic. In a labelling activity, the teacher draws a diagram or graph on the board. Students are given cards on which are written key words associated with the diagram or graph. They place their cards in suitable positions on the visual
display and read aloud the words. In card-matching activities, students are given sets of cards for sorting into groups. They work in small groups to do the sorting and are required to communicate with each other in English.

5.8.2 TRUE / FALSE EXERCISES

Worksheets, overheads or cards show mathematical statements that are either true or false. Students have to decide which are true, and suggest changes to the false statements to make them true. It is recommended that students do these activities in pairs so that they exchange ideas by talking. At the end of the activity, students should read aloud to the class their corrected statements, thus getting practice at saying mathematical words. Refer to paragraph 1 page 78 in chapter 3.

5.8.3 FILLING GAPS IN TEXT OR IN WORKED SOLUTIONS TO PROBLEMS

The words and symbols to be inserted in the gaps may or may not be provided, depending on the familiarity of the topic. These exercises usually given as worksheets, are useful for developing knowledge of vocabulary and understanding of grammatical structures. They also give the students examples of standard language usage. See paragraph 1 page 82 in chapter 4.

5.8.4 PROBLEM RECONSTRUCTION

Small groups of students arrange cards in sequence to make a
logical solution to a mathematical problem. This activity links oral and written language, since students have to interpret mathematical symbolism and talk about its meaning. In this way the LEP pupils develop their language skills. Compare paragraph 1 page 75 in chapter 4.

5.8.5 TEXT RECONSTRUCTION

Students arrange cards in sequence to make sense of a piece of mathematical text. They take turns to read aloud one sentence each and the class decides whether the sequence as read is correct.

5.8.6 PICTURE DICTATION

One student in the group describes a diagram or graph that the others cannot see. The others have to draw it as best they can. The teacher needs to be ready to help with both vocabulary and grammatical structures (eg. "3cm below the horizontal line" or "in the top left hand corner"). In this way pupils learn the basic mathematical vocabulary and the use of functional words. Compare paragraph 1 page 90 in chapter 4.

5.8.7 GROUP PROBLEM-SOLVING

Each member of the group has a card with part of the information necessary for solving the problem. Cards are not shown to others in the group. Students read aloud their clues and exchange information by asking and answering questions, enabling them to
solve the problem.

5.9 REMEDIATION AND MANAGEMENT OF READING MISCUES

5.9.1 DIAGNOSIS

The diagnosis of reading disability is of prime importance to all classroom teachers. Consider the present position in Black primary schools page 76 in chapter 4. In the diagnosis of oral reading abilities, teachers must be acutely aware of dialect interference with the reading act. Dialect interference must not be confused with reading disability (Shannon 1983 : 224). Oral reading miscue analysis is one informal method of diagnosing reading ability in the classroom setting. It is the procedure of identifying and categorizing the types or miscues that pupils make in their oral reading. The teacher can observe this type of reading behaviour on a daily basis and quickly use information in subsequent lesson planning and instruction. Following an analysis and categorization of the quantity and type of reading miscue, the teacher can prescribe remediation activities for pupils on an individual basis.

5.9.2 REMEDIATION

Suggested techniques for remedial reading instruction by Shannon (1983 : 227) are given below:
5.9.2.1 MISPronunciation

- Review phonic and word attack skills.
- Practice with nonsense words for word attack.
- Practice isolated syllables and isolated sight words.
- Begin with easy sight word practice. Build large word vocabulary.
- Practice beginning, middle, ending sounds of words (as appropriate).
- Concentrate on slow paced, detailed reading.

5.9.2.2 Substitution (Reading One Word for Another)

- Teach phonics and structural analysis.
- Encourage the child to divide words into recognizable groups of letters.
- Use exercises to develop the use of context clues.
- Assign easy material and emphasize meaning and comprehension.
- Have audience reading in easy material which has been prepared ahead of time by the child.
- Use sentences with missing words which the child must fill in (either orally or on paper).
- Enrich word meaning while introducing and reviewing vocabulary.
- Have systematic vocabulary building.
- Reteach, if the errors are the structure (such as in, were, three, etc). Consider paragraph 1 page 73 in chapter 4 in this regard.
5.9.2.3 HESITATION (or WORD BY WORD READING)

- Use flash exposure on sight words and on new vocabulary words.
- Provide easier material to make fluency more possible.
- Use rapid exposure of phrases.
- Have audience oral reading, preceded by silent reading.
- Direct the child’s attention to the thought of the selection.
- Stress punctuation.
- Limit oral reading to a few sentences at a time at first.
- Work on expression oral reading.
- Use dramatization and play reading.
- Read orally with the child. Compare paragraph 4 page 55 in chapter 3 in this regard.

5.9.2.4 INSERTION

- Train the child in basic word recognition skills.
- Drill on quick recognition of words.
- As the teacher reads, making errors, the child follows along in his book and catches the teacher’s mistakes.

5.9.2.5 OMISSION OF WORDS AND LINE SKIPPING

- Encourage slower reading.
- Promote more careful reading.
- Use phrase reading and exercises emphasizing phrases.
- Use material with larger spaces between lines and words.
- Have the child use a marker temporarily.
- Read with the child, insisting that he keep pace with you.
- Allow pupils to read material silently before it is read aloud.
- Use easier, more interesting materials.
- Have the child read to answer specific questions.
- Have the child read directions and allow him to respond to them.
- Give the pupils practice in glancing up when they are reading simple materials and then finding their place again quickly.

5.9.2.6 REVERSAL (of LETTERS and WORDS)

- Stress left-to-right orientation and eye movement.
- Have the child trace words.
- Have the child write words frequently reversed.
- Have the child use a card or pencil as a marker, moving it from left to right.
- Stress beginning sounds and temporarily spend less time on ending sounds.

5.9.2.7 REPETITION

- Build up the child’s confidence by having him read short passages.
- Provide easier reading material.
- Use phrase reading exercises.
- Do silent reading before oral reading.
- Watch to see if the child is stalling by repeating an easy
word to see if he can figure out a longer word further along in the sentence.
- Show pupils how to use punctuation marks.
- Cover the line just read with a card.

5.9.3 MANAGEMENT

If indeed, the problem is not a miscue, but one of dialect interference with the reading task, wherein no meaning was lost in the reading itself, the issue of dialect management, not reading remediation must be faced. Dialect differences in the classroom can be managed by the teacher in several ways. The domain of possibilities includes the following:
- eradicate the dialect
- ignore the dialect
- condone and support the dialect
- tolerate the dialect but model Standard English
- encourage bidialectical behaviour

According to Shannon (1983:228) current research clearly indicates that the promotion of a bidialectical behaviour, is preferable to all other choices. The dialect is kept in perspective in the classroom and used only where appropriate. It is the focus of such dialect management to instill in the student a sense of when each of his possible dialects (Standard English and non-Standard English) is appropriate. This sophisticated approach to language is easily mastered by most children, as they are already familiar with language differences in their own varying life situations.
5.10 GUIDELINES FOR SUBJECT TEACHERS

Lemmer and Squelch (1993 : 47) suggest the following:

5.10.1 SPECIFIC GUIDELINES

5.10.1.1 LESSON PREPARATION

When preparing lessons for LEP pupils, teachers should:

- identify main concepts and essential supporting details to be presented in the lesson
- identify essential vocabulary (key terms) necessary for the understanding of content
- establish the pupils' pre-knowledge or lack thereof.

5.10.1.2 LESSON PRESENTATION

When presenting the lesson teachers should:

- give the assignment pages and essential vocabulary in advance
- check whether pupils understand vocabulary
- use visual and concrete examples where necessary
- provide essential pre-knowledge in an introductory lesson if necessary
- use visuals and demonstrations whenever possible
- reinforce messages by giving key words in writing, using charts, graphs and symbols
use techniques such as role play, physical response and repetition
consider the child's cultural world when teaching, use examples from it and phrase problems using names and places which are from his/her world of experience. Compare paragraph 6 page 70 in chapter 4.

5.10.1.3 PUPIL EVALUATION

When testing LEP pupils, teachers should:

- include projects which require less English, such as sketches, maps, fill-in tests and matches
- use multiple-choice tests with caution, taking care not to test subtle nuances of language instead of information
- focus on testing content and skills rather than language
- ensure that pupils understand what is required by the instructional words, such as 'contrast', 'outline', 'prove' or 'define', commonly used in tests. Refer to paragraph 3 page 50 in chapter 3.

5.10.2 GENERAL GUIDELINES

- Seat LEP pupils close to the front of the room where directions and instructions can be given without distraction.
- Speak naturally and slowly as suggested in paragraph 2 page 54 in chapter 3.
- Use a lower register, that is, shorter sentences, simpler concepts and fewer polysyllabic words.
- Do not call on the LEP pupil for a lengthy response, allow waiting time for reflection if necessary.
- Simplify written instructions by the use of shorter
sentences and controlled vocabulary.
- Seek feedback to ascertain whether the LEP pupil has understood the lesson.

5.11 INVOLVEMENT OF PARENTS OF LEP PUPILS

According to Lemmer and Squelch (1993:48), research shows that children whose parents read and talked to them before they entered school did better than children whose parents did not. Refer to paragraph 2 page 74 in chapter 4 in this regard. For this reason all parents, irrespective of their social, economic or cultural circumstances, should be encouraged and guided by the school in giving their children experiences with books and interacting with them. Programmes implemented abroad prove that even marginally literate parents can be successfully trained to support their children's language acquisition. Refer to the present position in Black primary schools page 76 in chapter 4.

Teachers can consider the following guidelines:

- encourage illiterate parents to tell stories and to talk about everyday events with their children
- encourage literate non-English parents to read stories in their mother tongue to children. Cummins quoted by Lemmer and Squelch (1993:48), maintains that development in the mother tongue (language 1) will support and strengthen acquisition of a second language.
- encourage non-English parents to discuss school work in their mother tongue with their children. According to Saville-Troike, quoted by Lemmer and Squelch (1993:48), LEP pupils who discussed schoolwork in the mother tongue with non-English parents achieved better in standardised tests written in English than pupils who did not have this
opportunity.

- encourage non-English parents to discuss a variety of topics and events in their mother tongue with their children. Everyday events, such as shopping trips, excursions, visits to church, sports events or clubs, and travelling to school or work, provide parents with opportunities for conversation with their children.

- encourage non-English parents to buy magazines, newspapers and books written in their mother tongue. In this way a linguistically enriched environment is created.

- supply guidelines for parents in order to instruct them in how to read to their children. Newsletters to non-English parents can be written in or translated into the respective mother tongue. Example of letter to parents. (This letter may be translated into the parents' mother tongue).

Dear Parents

All children love stories! Reading aloud to your child will help him or her in many ways. For example, reading teaches a child lots of words and new ideas. Here are some tips for reading aloud with your child. Try them today!

* When you and your child read, let your child read a page and then you read a page.

* Stop and ask your child to think about what will happen next in the story.

* After the reading the story, ask your child to think of a different way the story could have ended.

* Discuss the pictures with your child.

* Allow your child to hold the book and to turn the pages.

Reading is fun! Enjoy reading everyday with your child!

Teacher

Date ...............
5.12 THE ROLE OF TEACHER EXPECTATIONS IN THE MULTICULTURAL CLASS

When teachers let pupils know that they believe in them and expect them to do well, pupils begin to believe in themselves and do their best to achieve success. This, according to Lemmer and Squelch (1993: 71), came to be known as the "Pygmalion effect" and has particular implications for the teacher in the multicultural classroom. Unspoken and often unconscious expectations about children based on their socio-economic status and/ or cultural background can also cause teachers to act in negative ways as discussed in paragraph 2 page 56 in chapter 3. Studies carried out in the United States, according to Lemmer and Squelch, have shown that teachers of a dominant cultural group often cherish lower expectations of children belonging to ethnic minority groups. This kind of negative judgement is based on stereotypes about members of a certain minority group.

Teachers, like most others, are often not aware of the fact that they are stereotyping pupils and that they are actually expecting less of them. Teacher behaviour includes demanding less of pupils, asking fewer questions and paying less attention [Parkinson (1989: 17)]. For this reason it is important that teachers in the multicultural class have an understanding of the role that their expectations play in determining the treatment and motivation of pupils. With this understanding teachers can establish more effective relationships with pupils from a variety of backgrounds in the classroom.

5.13 STRATEGIES FOR TEACHERS

A characteristic of an effective teacher is the belief that all
pupils can and will succeed. This kind of teacher sends out clear, positive messages to pupils which increase their feelings of self-worth. It is thus essential that teachers become aware of their own expectations of pupils and consequently sensitive to their own behaviour in the classroom. The effective teacher will work at giving all children a feeling of success in the classroom. An important strategy which teachers can use to motivate pupils, particularly those of limited ability or who are discouraged, is the judicious use of praise in the classroom. Children in the primary school are motivated by teacher praise. Brophy (1981) quoted by Lemmer and Squelch (1993 :73) offers some guidelines for the effective use of praise. Effective praise should:

- be given when a pupil has made genuine progress or actually accomplished something
- be accompanied by an explanation of why the pupil's performance deserves praise
- be spontaneous and draw attention to the pupil
- attribute the success to effort and ability and not to luck
- be specific rather than general
- be private rather than general
- be private more often than public. Older pupils, in particular, may be embarrassed by effusive public praise
- be communicated to a parent or significant other person who has an interest in the child's successes
- be communicated verbally and non-verbally such as with a smile, a pat or a nod
- be linked to pupils' past performance so that they can assess their own improvement.

5.14 HOME-SCHOOL COMMUNICATION

Parents also cherish expectations about pupils and in a similar way communicate these to their children. Low expectations held by parents have a particularly discouraging effect upon a child.
The teacher can help to motivate a pupil by communicating small but specific improvements in the child's behaviour or performance to parents. Often a parent only hears about a child's performance in school when it is negative or a source of concern to school and home. However, parents should also hear about a child's accomplishments. A useful and effective way of letting parents know about a child's progress is by sending short but to the point GLAD NOTES home to parents. Praise should not only include academic progress but any valuable contribution to classroom life the child makes. Here are examples of GLAD NOTES that teachers can adapt. Glad Notes may be translated into the home language of the child's parents.

Date -------------------

Dear Parent

We're proud of --------- . She has really been a special help in our class during the last week. She has been in charge of collecting class contributions for our outing and has done her job with a sense of responsibility.

From -------------- Standard ------

Date -------------------

Dear Parent

We're proud of --------- . He has spent every school break this term coaching younger boys soccer. He has shown initiative and his efforts are appreciated by his "team"!

From -------------- Standard ------

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5.15 SYNTHESIS

Pupils' failure in any subject that teachers think is due to laziness, specific learning problems or poor attitude can in many cases be traced to a low level of language competence that has interfered with cognitive development. It is clear then, that pupils with poor language proficiency require the special assistance of all the teachers in the school. Teachers now have a dual role to play. They must teach academic context as well as coaching literacy skills across the curriculum. Where children are denied proper access to literacy in this sense, they are denied the opportunity to develop fully, to be able to participate in the work force and to engage responsibly in civil life.

Pupil-centred approaches are very valuable indeed in the multicultural context, owing to their ability to develop the pupils' capacity for judgment and critical analysis. When children are exposed to an especially wide variety of ideas, beliefs and values, it is essential that they possess the critical skills needed to analyse and judge the range of meanings. A good measure of independent critical thought is needed. Child-centred teaching approaches tend to aid its growth. Indeed, they are essential in the multicultural class, but are dependent on a co-operative outlook on the part of the students. Where such co-operation is not forthcoming, teachers are usually forced back to teacher-centred instructional methods in order to maintain discipline.

Teacher expectations have an important influence on the way teachers interact with pupils in the classroom. Teachers communicate their expectations of pupils' ability and behaviour through both their verbal and non-verbal communication. Teacher expectations are also influenced by stereo-types formed about certain cultural groups and may unconsciously be transformed into classroom behaviour. By becoming sensitive to their own
expectations, teachers of the culturally diverse class can ensure that all pupils are given positive messages about their own ability and self-worth. In the next chapter this researcher shall present his conclusions and recommendations.
CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 LANGUAGE ACROSS THE CURRICULUM

Unlike the Indian pupils whose problems with grammatical structures can be solved through remedial work carried out by the Specialist English teacher, the special circumstances in which the Black pupils find themselves in, present a challenge to every teacher in the school. Although many can converse on an informal and inter-personal communicative basis, they lack the more sophisticated command of the English language. Many of the Black pupils often lack the academic language proficiency that is required to carry out more advanced academic operations (see Chapter 1 page 56). While their Indian counterparts have always acquired their instructions in their mother tongue, that is, English, the Blacks have acquired English not as a first language, but rather as a second or even third language, thus putting them at a distinct disadvantage. The teachers of the Black pupils noted that many of the pupils lack reading material to bring to school and due to their cultural differences obviously lack the heritage of their Indian counterparts in terms of fables, songs and games which form part of the English speaking child's upbringing and which is often referred to, in the class situation. In this regard it is essential that all teachers are aware of the role of language in learning and they perceive themselves as English teachers as well as teachers of their curriculum areas (see paragraph 2 page 78). Teachers in multicultural schools do not only have the responsibility of
teaching children basic literacy and numeracy but have a major responsibility of teaching literacy skills in all content areas of the curriculum and at all levels of schooling.

6.2 NEW CHALLENGES

From 1990 to 1994 Black pupils from the neighbouring KwaMashu township have been accommodated in Phoenix Indian schools. The townships in KwaMashu consist of sub-economic houses with many of the tenants in possession of functional English. But since the installation of the new democratic government on 27th April 1994, Black pupils from as far afield as Amaoti and Inanda have also been accommodated at Phoenix schools. Such areas abound with shack settlements and have no electricity and tap water. Many of these parents are illiterate and cannot speak English. To make matters worse, these pupils were accepted without first being screened (see paragraph 3 page 18 in chapter 1). Therefore the challenges facing the teachers are now greater than ever. The school, therefore, needs to create a climate in which language diversity is respected and valued. The environment is needed in which teachers of all subjects will assist the needy pupils with their language difficulties. Classes should be as far as possible challenging, rich in language, involving speaking, listening, reading and writing. The language skills obtained by the Black pupils should be used as the starting point. The integration of the pupils' diverse cultural experiences should be brought into meaningful language learning experiences for all. The child should want to participate in a positive non-threatening environment established by the teachers.

6.3 EXTRA LESSONS

According to Parkinson (1989:16), children can understand much
more than they can say in a language as their receptive ability far exceeds productive ability. Black pupils tend to become frustrated when they know what is required, but owing to language difficulty, are unable to respond in English (see paragraph 1 page 53 in chapter 3). Such pupils need special assistance to improve their Oral English and their confidence in the multicultural class. Coutts, quoted by Harmer (1993 : 85) states that overseas experience has shown that the pupils who experience these problems, should stay in the main stream classes as special classes create an unwelcome stigma, unless they are supplementary and extra murals. However, it is the view of this researcher that special classes cannot be conducted in the afternoons as the pupils have had a long day and are too tired to concentrate on any further lessons. Furthermore, these pupils have to make a dash for the buses and taxis to take them back to the township. This researcher suggests that in addition to all teachers being involved in language teaching across the curriculum, the English teacher should utilise one period for Oral English whilst two of the three periods allotted to Cultural Studies be used for the teaching of English. The two allotted periods can be reduced to one when it is agreed that the pupils have acquired a reasonable level of proficiency in English.

6.4 SOME TEACHING TECHNIQUES

Content subject teachers must help pupils to build up a dictionary of words, written on one side of the chalkboard during each lesson. This will give them visual input. Teachers must explain the meaning of words and also use the simplest form of standard words, for example, 'know' (recognise); 'understand' (comprehend); and 'form' (construct). They must ensure that pupils understand what is required by the instructional words such as 'contrast', 'outline', 'prove' or 'define' that are commonly used in tests. According to Lemmer and Squelch (1993:46), literacy in the multicultural school implies that LEP
pupils should master:

- technical vocabulary required by school subjects
- various genres of writing required by school subjects
- the language of the textbook
- comprehension and writing skills required during testing and examinations.

This researcher noticed that answers to negative questions which are approached differently in the Black languages than in English were a source of confusion in conversation (see paragraph 2 page 75 in chapter 4).

The following exchange:

Teacher - Aren't you coming to the concert?
Pupil - Yes, Sir

would mean that the pupil agrees that what the teacher says is true. The confusion that would arise is obvious. There seemed to be two types of errors, those that seriously hamper the understanding of what was written and those that do not affect the reader's comprehension. The pupil is to be encouraged to use the grammar at his disposal, to convey the meaning and not try and use grammar or words that distort the actual meaning of what is wanted to be stated. Grammar teaching must be an aid to develop the art of communication.

An early start should be made with the new pupil in the teaching of language. Oral language is especially important. In this regard, it is very important for the teacher not to confuse dialect interference with reading disability. The dialect should be kept in perspective in the classroom and used only where appropriate. The idea of peer mentors or the buddy system can assist the pupils in their striving to improve their pronunciation, vocabulary and grammar. Peer tutoring is an effective method for providing individualised help to supplement large group learning. It involves pupils teaching other pupils of similar age. It can be used effectively at all levels above standard three where some pupils are at a more advanced level of skill and understanding compared with other pupils. Usually peer
tutoring is on a one-to-one basis but small groups are also effective. Although peer tutoring is effective, it has to be planned. Bennet quoted by Lemmer and Squelch (1993:84), lists the following set of conditions:
- there must be a structured situation in terms of clearly specified task, time, material and procedure
- there must be a supportive teacher or supervisor
- the tutor and tutee need sustained and continuous encouragement and direction
- the tutors and tutees must trust and support each other
- tutors need clear guidelines of what is expected
- tutors and tutees need feedback and correction.

The importance of socialisation and interaction with their peers and working together in small groups is of infinite importance. It is essential to have a Black pupil and an Indian pupil sitting on either side of a LEP pupil. Peer group help can be obtained this way. The Black pupil can use the vernacular to explain certain instructions that are given by the teacher, while the Indian pupil can be presented as a role model in terms of speech and setting of written work.

The poor socio-economic conditions of many Black pupils have resulted in them not having access to reading material. Furthermore there is no English environment to encourage the pursuit of the language (see paragraph 2 page 76 in chapter 4). The school can arrange a time of silent reading when everyone, including the school principal and other school staff spend a predetermined time each day reading silently. In this way children observe adult role models reading for enjoyment. Ensure that all pupils belong to the public library. Initiate a reader’s circle for group discussion by pupils who have read the same book. Pupils should be exposed to a range of literature graded for its appropriateness. The pupil should be expected to read alone for at least 20 minutes daily. All forms of literature should be used in order to open up a large variety of worlds. The importance of reading for enjoyment can never be too strongly stressed.
Encourage non-English parents to buy magazines, newspapers and books written in their mother tongue. In this way a linguistically enriched environment is created. This in turn has a positive effect on language development in general. Children, whose parents read to them show significant gains in language ability, according to Lemmer and Squelch (1993 : 48). Schools should hold training sessions in order to instruct parents in storytelling, reading and sharing skills. Guide them in the use of the radio and television to enhance their language skills. Encourage them to hold an English Day once a week when everyone tries to communicate in English.

Teachers need to choose and use textbooks and other resources carefully so that they are comprehensible to LEP pupils. Otherwise they become another way in which children are regarded as 'slow' by their peers. Teachers must also be aware that their refined "adult" speech may be unfamiliar to children and may be misinterpreted. Mercer (1981 : 5) found that teachers' language is characteristically more abstract than children's, often includes references that are ambiguous to children and has sentence patterns that may be unfamiliar with "adult" language. It is particularly difficult for LEP children who need to focus more on basic structure than on stylistic variation.

6.5 PARENTAL PARTICIPATION

Suggestions for ways in which parents can become involved in the school are given below:

6.5.1 REGISTER CLASS COMMITTEES

A very effective informal way of bringing parents and teachers together is to organise register class parent committees whereby
parents of a specific class and standard meet in small groups on a regular basis to discuss a variety of topics and issues relating to the education of their children. Register class committees provide opportunities for parents and teachers to get to know each other and parents to support each other in various educational endeavours.

6.5.2 CLASSROOM ASSISTANCE

Research suggests that involving parents in classroom activities positively influences teachers’ interactions with parents (Lemmer and Squelch 1993: 101). Parent assistance in this regard does require sound planning and organisation, however. Examples of classroom assistance include:

- reading to groups of children
- listening to reading
- giving talks to pupils
- supervising classes when teachers are absent
- library assistance
- preparing material and equipment
- listening to spelling
- serving as an interpreter for non-English speaking pupils.

6.5.3 PARENT INVOLVEMENT IN LEARNING ACTIVITIES AT HOME

A very important part of parent involvement is assisting with learning activities at home. The following activities may be co-ordinated and directed by the teacher or initiated by parents
with or without the knowledge of the teacher:
- providing tutoring
- creating a suitable learning environment
- supervising homework
- listening to reading
- helping children select books
- playing educational games
- telling stories
- learning poems
- reading to children
- checking that homework assignments are complete.

6.6 THE TRAINING OF TEACHERS FOR OPEN SCHOOLS

Most present-day teachers were trained for monocultural schools and have very little or no experience of multicultural education. The Ministry of Education needs to give top priority to nonracial teacher training and in-service courses for teachers. It is hoped that universities and teacher training colleges will play a supportive role, as they are in a key position to do so. In addition to providing teachers with knowledge of different cultures, teachers need to be able to educate a heterogeneous group of pupils, for some of whom English is not their first language (see paragraph 2 page 2 in chapter 2). Many pupils from the multicultural class will come from a disadvantaged background having suffered financial and/or cultural deprivation with some having no books, no television or no electricity. It will be realised that such disadvantages will result in there being little or no stimulation during the critical period from birth to six years, thus creating a gap in language and number learning. Therefore, for immediate results, emphasis should be placed on in-service training courses and these should not only be offered to teachers but also planners, subject advisors and
inspectors. As research shows, the Black pupil experiences problems in academic, social and educational spheres (see Chapter 3 fig I page 62). The new English environment is foreign to him and therefore it is very important that the teacher makes his transition less traumatic. Extra finance should be made available to Teacher Training Colleges and Universities to step up their in-service training by experts in the field. The already established Teacher Centres can hold regular orientation courses and teachers can also meet under the auspices of the different subject committees to discuss their problems and exchange ideas. According to Parkinson (1989: 18) pre and in-service training of all teachers needs to ensure that they:

- are aware that language and thought are closely interrelated
- are aware that language and culture are closely interrelated
- know that proficiency in the language of instruction enhances learning in all curriculum areas
- are aware of the linguistic demands commanded by the various disciplines
- see themselves as language teachers and are familiar with current language teaching methodology
- have a multicultural outlook and an awareness of the problems faced by LEP pupils
- encourage children to maintain proficiency in their mother tongue
- are aware of how to use pupils' proficiency in their mother tongue to influence their learning of English
- are aware of the need to develop in children all aspects of English including accent, dialect and register and all four skills
- encourage planning and teaching in co-operation with classroom teachers
- teach real language in meaningful and purposeful contexts which encourages children to take an active role
- create mixed ability groups within the class
- are sensitive to culturally-based modes of communication
- tolerate various dialects
- promote cross-cultural interaction
- encourage pupils to develop an appreciation of the validity of other world-views
- encourage all pupils to work in co-operation with others

And in addition this researcher strongly recommends that teachers pass a course in elementary Zulu to help them explain concepts in English.

Teaching in the new South Africa will pose many challenges. When teaching English to a Black child one has to remember that to him it is a non-cognate language (see chapter 4 page 72). Therefore the task of the teacher demands intelligence, insight, compassion and tolerance. This researcher shares Coutts' (1992:95) view, that the most challenging classroom task of the teacher will be to create an environment in which competent pupils can progress unhampered and disadvantaged pupils can be exposed to productive learning situations so that their full potential is achieved. In this regard, exceptional demands will be made upon the teacher. The teacher must make the child to believe in himself. This must be done by building the child's confidence and abilities. The teacher must send out clear, positive messages to pupils which increase their feelings of self-worth. Many of the Black pupils, as this research shows, require extra lessons. As advocated, only core areas should be covered in each syllabus and enrichment exercises should be set for bright pupils (refer to paragraph 2 page 54 in chapter 3).

6.6 CONCLUSION

In conclusion, it must be said that schools in the new South Africa face exciting and challenging times as they play a very important role in the creation of a new nation. A serious responsibility in the hands of every teacher is to see to it that every pupil, and therefore that every Black pupil is allowed to
fully develop his or her potential. This will certainly depend on the teacher having a positive and honest attitude and the necessary knowledge and skills. Knowing the unhealthy situation in many Black schools, the influx of Black pupils into Indian schools will most probably continue for the next few years. Although Butler (1986:174) regards it as a daunting task, he nevertheless exhorts us to use all our brains and resources to teach English effectively. It is therefore essential that every teacher has a strong grounding in multicultural education, so as to have a positive outlook on the future. Multicultural education is here to stay and therefore teachers have a very important part to play in its effective implementation. During the transition period, problems are to be expected but the emphatic and co-operative attitude of the teacher will help to solve each problem. Teachers can expect to feel rejuvenated after attending orientation courses when they would look forward to facing new challenges in their classrooms. It is true that poor language proficiency has proved to be the major stumbling block in multicultural education where the school curriculum becomes incomprehensible for those pupils whose first language is not English. A positive way to overcome this problem is to introduce a language policy in schools whereby English is taught across the curriculum. This means that teachers in all subjects will focus on language issues within the context of their subject matter. A broad school language policy is therefore recommended, in which all teaching staff assume responsibility for supporting language learning.

The task of present-day teachers would have been made simpler if only the previous Government accepted that integration was inevitable in South Africa. With such an attitude, educational institutions would have been given the go-ahead to restructure their curriculum studies so as to prepare trainee teachers as well as present day teachers to teach in multicultural schools. Nevertheless, it is now important that input from present-day teachers be used in restructuring the curriculum so as to meet the needs of second language pupils. Finally, in order to make
the English environment less threatening to the Black pupils this researcher strongly suggests that Black teachers be introduced into Indian schools.
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UCT
Annexure

Response to Interview Questions

School A  Teacher A 1

1.1 No
1.2 They are tested in Maths, English and Writing. If they pass these tests, they are put into the next standard otherwise they are put into one std. lower.
1.3 Very much lower.
1.4 If they cannot match our standards they are put into a std. lower.
1.5 No fuss created. Parents are only too happy to have their children accepted in an Indian school.

2.1 Most of them are not.
2.2 They come from a school where the medium of communication has not been English whereas in our schools the communication medium is English.
2.3 They have difficulty in comprehending whatever is said - their spelling is bad and also in their writing.
2.4 They don't use English. They speak in the vernacular - their mother tongue.

3.1 Bad
3.2 For the first time they are communicating in English. They cannot read the text.
3.3 Find it difficult to understand when you speak to them - your instructions are not followed carefully and clearly - cannot read the text. As a teacher you find it difficult because they cannot comprehend what you are saying.
3.4 Some are placed to stay behind to learn. Some have problems - live in township - have to rush back. Some because they do not understand what is happening are just not interested.

3.6 Fair

3.7 Most of them don't - their books are untidy.

3.8 Because of overcrowding in their schools it was not possible to devote any time to neat writing etc. There was no individual attention given. Therefore it is difficult to instil in them the importance of neat work.

3.9 At the outset, put them together and give them a talk about what type of work is expected from them.

Lay down the rules

4.1 Most teachers assume they understand what is being said.

4.2 Yes. Wouldn't voluntarly to answer. Even if you call upon them, they very seldom would they speak out.

4.3 Yes.

4.4 Yes

4.6 It would definitely be a problem.

4.7 More orientating courses for these teachers, workshop + even making it compulsory for them to learn.

5.1 Feel embarrassed.

5.2 Definitely - because they don't understand they feel you are asking them too much.

5.3 They would definitely feel resentment towards
5.4 Get a mixed bag. Some really try to work through this difficult period. while others have a don't care - a dare attitude:

5.5 Some feel that way - that they would automatically pass

6.1 Yes they do.
6.2 Don't understand whatever you're doing - can't still think - they haven't been used to a disciplined environment. Therefore they seek attention in other ways:
6.3. Yes
6.4 Can't perform well academically - therefore they seek to make their presence felt in other ways
6.5. Yes
6.6 Unable to comprehend the difference in the environment from what they were used to.
They are not used to our type of discipline together with the fact that they do not understand you half the time.

6.7 Yes
6.8 In their overcrowded classrooms they are not used to paying attention to everything that is being said. For them, there is a completely different situation in our schools - find it difficult to relate to an Indian school.
6.9 May have different cultural values that are different to ours eg you expect a child to look at you when you speak to her. But a Black child has been taught to look down, as a matter of
respect, when being addressed by a senior. This might be erroneously be interpreted as disrespect by an Indian assuming that the child has no intention of paying any attention.

7.1 They accept the Black pupils.
7.2 No - they would rather stay with their own group.
7.3 Blacks went communicate with Indian pupils unless they need something. Communication problem limits their verbal contact.
7.4 Have something common - their language + they get on well with each other.
7.5 There's a change in the Black child who was quiet in the classroom. He can now communicate through sport + there is a marked difference in that change.

8.1 Not very pleasant.
8.2 They don't understand - so they are not bothered.
8.3 Become very enthusiastic - like the sport. Feel happy somewhere where they can perform well.
8.4 Can comprehend the game - have obtained the necessary skills to be competitive.

9.1 Should be given a test. They put into a classroom - all in the same class with one particular teacher to guide. In this way - others are not held back in terms of syllabi.
4.2. Give them extra reading during breaks + after school - have special group sessions with them.
4.3. Special programmes should be drawn up for them - assisting them with the basics - core words as in English - to help them with their vocabulary.
4.4. Blacks cannot relate to the textbooks we have at the moment - as they have been written from a white racist perspective. Pupils cannot relate to the places, names + incidents that are mentioned. They would identify with Black names, places + incidents.
4.5. They must include the Zulu language in their curricula use - to prepare the teachers. Parent teachers should be given orientation courses, workshops etc.
SCHOOL A  TEACHER A2

1.1 Previously they were admitted without being tested. But since 1991 their admission was not automatic.
1.2 In 1991 they were given a Comprehension Test and on the basis of their performance were put into a particular Standard.
1.3 Their standards are low.
1.4 If their English test results were favourable they were put into the Standards they were supposed to be in. Alternately they if their results were poor they were put in a Standard that was one lower.
1.5 Most of the parents accepted the recommendation of the school and approved of the criteria applied.

2.1 Not really.
2.2 Come from a predominantly Black 1 environment where the spoken language is the mother tongue is spoken more - very little English is spoken. Most probably they listen to English when they watch television.
2.3 Affects them badly because they don't understand the teacher for a start and their written work is always off the topic. The child is writing unknown words and is at a total loss.
2.4 Predominantly Zulu
2.5

3.1 Below average
3.2 They are not exposed to English from an
early age. The only experience of spoken English they have is what they hear from television and what little their parents might speak. They have been attending a school where Zulu is a dominant language. In fact all subjects have been taught in Zulu. Now they are thrown in the deep end where English is the medium of instruction.

3.3 Badly, they perform very badly in all the subjects because their level of understanding is low.

3.4 Very few of them.

3.5 Main problem seems to be transport - many of these pupils travel a distance to get to our school. They have to take two buses to get home - so this is the main problem.

3.6 As far as Std 3 are concerned their writing is average - not too bad - some of them even write better than the Indian pupils. Yet I found Std 5 children to have bad hand writing.

3.8 In the school that they came from, because of the large numbers, the teacher is not able to monitor each pupil's work, with the result you do not get good hand writing.

3.9 Upon admission the child should be given tested in the 3 R's. This should start at the class 1 level. If necessary he should be placed in the pre-school. The older children should be grouped together - put in one class and work with them at a far slower rate than the normal class - let them write examination.
papers of a lower standard.

4.1 Teachers are aware that Black child doesn't understand what is being said but because of time limits they cannot go back to them - when he has the time he can give them more attention.

4.2 Agree totally.

In English lessons (conversation) they hardly participate because of lack of understanding or lack of understanding of the topic being discussed. They generally would keep quiet - rather than say anything.

4.3 We don't know the policy but what we do know is what we have read in the newspapers and what we have been told by the pupils.

4.4 Yes.

4.6 Depends on the individual teacher. If he goes slowly he might still not be able to get the response he is looking for. On the other hand he goes even slower he might have a problem completing the syllabi.

4.7 Regular workshops could help - some reading materials/ books to help the teachers. We could also meet Black teachers and learn about the Black child from them.

5.1 They get disappointed if are sad and they also tend to become disruptive.
5.2 Yes. They feel they could have managed more comfortably in their own school.
5.3 Yes - with a little form of hate developing in them - especially when they cannot answer successfully, the Indian children tend to laugh.
5.4 A very small percentage make an effort to learn while the others just go along with the tide.
5.5 Yes.

6.1 Yes.
6.2 Leaving books at home; homework not done; classwork not completed - laugh at their attitude and the talk in the vernacular with other black pupils.
6.3 Yes.
6.4 Finally a problem with their attitude - that affects their work. Their self esteem suffer because they are in a class with many others who understand the language while they don't - others seem to laugh - they become disrupt and giggle - not do their work.
6.5 Yes.
6.6 Child's inability to cope in the classroom leads to aggressive behaviour - he can't answer question - he can't get his ideas across to the teacher.
6.7 Yes.
6.8 They come from very large schools with probably 50-70 children in a class with just
one teacher + sometime they are without a
teacher days on end. With a result their
attitude, discipline all suffers. Therefore
they have a problem now that they are in
an Indian school with enforced discipline
b.9. They do not look you straight in the eye
- they look down, sideways or away from
you - I think this is done out of respect.
We might misinterpret that as
being a sign of misbehaviour.
While you are teaching, they quiet by leave
the classroom. This is probably part of their
culture as they have been taught not
to disturb elders.

7.1 At first they were apprehensive about black
pupils in our school. But later on many
of them have become tolerant + quite accept
them. There might be isolated cases of
problem cases.
7.2 No - possibly because of language
problems - they are more comfortable with
their own kind.
7.3 It is to the base minimum - but I think
it is increasing - they conversing more with
Indian children. At the outset they were
apprehensive + would only speak when they
were spoken to. Being in the class for some
time has given them some confidence in spoken
English + that has supported them in
conversing with Indian pupils.
7.4 They are able to talk in their own language. They are accepted by the others. There is no pressure of being in strange company. They feel more comfortable.

7.5 Sports has really increased their social life. The black child has become more sociable - because there is no more pressure from the teacher or other children in order to excel in something that he is not familiar with. But with sports he can carry one. That is, his objective, to excel in sports, that makes him more sociable with other pupils.

8.1 Relaxed attitude - not so much enthusiasm + interest is shown - more laxidad.

8.3 Greater interest & enthusiasm is shown towards sporting activities.

8.4 It's not to die with education. The child learns his sporting skills from an early age. He has acquired the necessary skills. He can play with any child be it black or Indian.

9.1 For a start a good Standardization test should be administered. Not all black children are disadvantaged. Some can speak English quite well. The above mentioned test would determine in which standard the child should be.
placed. They should also be a built in programme within the school time for those children who cannot cope in the classroom. They should not be kept in the afternoons as they would be mentally and physically tired. We should not strictly follow a syllabus as far as these children are concerned.

9.2. Send them more than one book at a time - easier books. We should get their parents involved. Let them come to school talk to teachers about their children's reading - ask teachers any questions.

9.4. Textbook content need to change drastically. Stories - content have always been English orientated - they must now be more South African orientated - stories about our culture, our people + places, incidents etc.

9.5. If university, Zulu should be a subject / topic a student teacher should take - even a basic Zulu language course. A subject such a black culture should be introduced - help him to acquaint himself with aspects of Zulu culture.

Then he goes to a school, he would understand the behaviour of a black child. Schools should hold short courses during, after school, + even week ends about black culture or basic language of the black child.
School B  Teacher B1

1.1 No
1.2 Must have reasonable knowledge of English - must be able to comprehend in class. Also tested in maths. If his performance is reasonable in Eng + maths we leave him in that standard. If not we set his work meant for a lower standard. If he can manage then he is put in a std that is one lower.

1.3 Their standards are definitely lower - for maths + English.
1.4 After he is tested he is left in the same std or one below depending on his performance Age is also considered. If a child is more than 2 yrs older than his std the average child, he is not made to drop a std irrespective of his below average performance.
1.5 In most cases parents are satisfied their children are at an 'Indian' school. I even if he is dropped two standards they are quite happy as long as he is at our school.

2.1 No
2.2 English for the Black child is a second or third language Therefore they find communication in English difficult. Taking into account they come from a completely Zulu environment

English does become a problem.
2.3 You get two types - one is withdrawn, finds it better to be quiet and not take part in the lesson. The other type would try to ask questions and be involved in the lesson. Mixed reaction, some negatively, some positively.

2.4 They speak in Zulu when they speak to each other.

3.1 Poor - do not really understand when you speak to them - you have to repeat yourself.

3.2 Basically English is not their first language or home language. They seem to translate what you are saying into Zulu first before understanding what you are saying - in other words not interpreting English as such.

3.3 Performance across the board would be poor as their comprehension ability is weak or low and therefore would experience problems not only in English but in other subjects as well.

3.4 No

3.5 Most of them come from areas far from school and they have transport difficulties while others simply display a poor and care attitude.

3.6 Std: of permanence is poor.

3.7/8 There are pupils who take pride there are pupils who don't. But generally most of them would present a piece of work because it has to be presented - with a result the permanence suffers.

3.9 Firstly I would like to get the cooperation of...
The parents as they play an important role in monitoring work at home (extra work). Extra work can be given in the classroom. We can help black pupils with language by integrating them with other pupils - language can be learned quicker by listening and communicating with other pupils.

4.1 Yes, these teachers assume black pupils understand what is being taught.
4.2 Yes, English is not their first language as in the case of the Indian child. Therefore they would be shy to answer for fear of being ridiculed in class. Secondly they might not understand what the teacher is saying. The teacher is teaching at a particular pace catering for majority of the pupils - whether the black pupil is at that particular level might be a factor that hinders him from participating in the classroom.
4.3 Teachers know that black pupils are taught a no. of subjects through the medium of Zulu. But I don't think the mechanics of the policy are known to teachers.
4.4 Yes.
4.5 Yes, it would be a problem we because we are not catering for the majority. I think something new has to be drawn up to meet the specific needs of their children. Teachers must be drawn into a programme that would help
5.1 I have experienced quite a number of pupils withdrawing into their shells — not participating because they feel inadequate. Others get involved in something else like taking out a book or start working — that would be more interesting to them than being involved in a particular lesson.

5.2 Yes, I think they feel pressured that they have to do more than that is required in order to keep pace with the others.

5.3 Yes, some children do show resentment because of their disadvantaged position.

5.4 Children in the primary school are sent to school by their parents. I have very little say in the matter. Therefore they have to accept whatever is given out to them. They have to accept the situation they are placed in.

5.5 Generally pupils would not go out of their way to do any extra work — except what the teacher has done. Nor go out of their way to better their situation.
6.1 Yes.
6.2 Firstly you get the problem of distraction - many are easily distracted possibly because they don't understand what is being said. Others tend to work out their frustrations in a more physical or violent way.
6.3 Yes.
6.4 Any child in this situation would give vent to his feelings - and releases his frustrations in ways that distract others - i.e. cause problems.
6.5 I have not experienced any arrogant behaviour.
6.6 They have come from schools where classes have large numbers - so central 50 or 60 kids is quite difficult. Children therefore get up to mischief even when the teacher is there. The transfer of such a behaviour to a smaller class is a natural one.
6.7 They do play a role as far as discipline is concerned. Teachers themselves do not fully understand the cultural differences and therefore might interpret a certain behaviour on the part of Black Pupils as being that of a problematic nature. If their culture is understood better, may be we could eradicate such a disciplinary problem. For eg., if a child does not look you in the eye then the teacher might interpret that as a sign being rude behaviour, maybe the child had something to hide - therefore doesn't want to look you in the eye. Basically it is a cultural
difference, if it is understood, it wouldn't be regarded as a disciplinary problem.

7.1 Generally they accept them with no problems at all. - B probably because it is a novelty to them.
7.2 No, they don't.
7.3 Generally black pupils keep to themselves. Only out of necessity would they speak to a child.
7.4 I think black pupils are more comfortable with each other since they speak the same language (Zulu). Since they cannot communicate very well in English, they would not want to be made uncomfortable in the company of others.
7.5 Sometimes you have a completely different child when you take them out to the sports field. The common language here is the sporting skills. They communicate better on the sporting field because they have good sporting skills. They become popular here.

8.1 Most of them display a negative attitude. regard work to be done because it has to be done not because it is going to be beneficial to them - done on a casual basis.
8.2 Very positive attitude towards sports here.
8.3 They enjoy sport.
8.4 It is possible sport played an important part.
in their previous school was given prominence here. It helps them to socialize better. It could be that he uses this as a means to communicate with other children.

9.1 He should be integrated into the classroom situation from the very beginning—reason is, the quicker the interaction with other pupils the faster he will learn especially a language. Also, the child must learn to adapt to new classroom environment—the quicker the better. As far as language is concerned they cannot perform as well as the other children. Therefore they must be drawn and given a special programme.

9.4 A change of textbooks for English and other subjects must be made. Present textbooks are not relevant today. Does one cater for the child today? Textbooks must relate to the new situation we have today. Generally even the Indian child would benefit from this situation.

9.5 Can play a vital role in the learning of language teaching in general. We tend to take too many things for granted especially when dealing with the Black child. Teachers need definitely need in-service training—they need to understand the background and culture of the Black child. They need to learn a little of the Black language to assist these pupils.
By having integration - teacher-wise will help
the Indian teacher to understand what is
required to assist these pupils. Integration -
Indian teachers visiting Black schools + embarking
on an exchange programme. Adopting certain
schools as sister schools - Also pupil exchange
programme. If the teacher can understand the
basic needs of the child then he can really
assist the child. But if he does not know how
they child thinks - what the child requires
from him, he would not be able to help
the child. Institutions like Colleges of
Education must prepare the new teachers
with the above aspects in mind. So that
they can meet the challenges that so would
confront them.
SCHOOL C  TEACHER C

1.1 No
1.2 In our school we have comprehension and maths tests. If they did not perform well enough we put them in a lower standard and if they performed well we put them in the standard they were supposed to be in.
1.3 Their standard was definitely lower.
1.4 If they did not perform well we put them in a lower standard and monitored their work from there.
1.5 Their parents were cooperative and accepted it. They knew their children can't speak very good English. I was very good English.

2.1 No
2.2 The school they come from has been as the medium of instruction and at home they don't speak English.
2.3 While the other children (Indians) write and speak very well, these children are a backward lot. They find it difficult to speak good English and therefore find it difficult to write good English and therefore instead of progressing you find them going backward.
2.4 They speak in their own language and they don't speak English when with their friends. A number of times they were stopped and asked to speak in English with their friends.
3.1 Dear

3.2 At home they don't speak English as a result they don't have a good command of the English language.

3.3 If they can't comprehend what is being taught in History or Science then they won't understand what is going on. As a result they perform poorly in tests and exams.

3.4 No

3.5 The children stay far from the school and therefore have transport problems. They have taxis and cars waiting for them and therefore they can't stay behind. Even in the lower classes the children are unable to stay behind. There are also those children who can stay but because they have an attitude problem they won't stay behind.

3.6 Their writing is very very poor; very haphazard and no interest shown.

3.7 No

3.8 They came from schools that had large numbers and in writing pupils need individual attention. Such attention was not given in their schools. They come to our school and continue writing poorly.

3.9 These pupils should be admitted to our school from class one and from there they will be able to progress. They can be in a normal class - find their weaknesses and then have a remedial programme for them. For certain subjects monitor their latest and then send them back to their classes.
4.1 Teachers assume Black pupils understand as they look at them. I do not put up their hands to say they don't understand.

4.2 Some of them want to talk, but most of them want to just sit and listen. They do not want to give their full cooperation and do not want to participate in the lessons. Some of them want to say something but can't express themselves clearly— they are scared of being embarrassed and ridiculed by the other children. Therefore they feel they rather remain quiet.

4.3 Some teachers have a general idea as to the medium of instruction which is Zulu, but after that they come here and are taught through the medium of English. But I don't think the teachers know the mechanics of the policy in the Black schools.

4.4 Yes, they would get some response. But the language has to be very very simple—at the language of these children.

4.5 Definitely it will be. Syllabus won't be completed; most of them would be at a disadvantage—the brighter ones would get bored as well. They would want to work at a faster rate.

4.6 At school we can have workshops to help these teachers— the teachers' work will become lighter. At Colleague teachers can be trained as well to teach these children. They can have in-service training so that we can work with these children in a better way.
5.1 Firstly, they will feel left out, rejected — because of the poor command of the English they can't answer the questions, they can't comprehend, so they do feel rejected.

5.2 I think too much is expected of them. They feel they have been put in this position.

5.3 Yes they do show resentment.

5.4 No, most of them have a lax attitude.

5.5 Yes — that is why they do not show any interest.

6.1 Yes.

6.2 Because they can't get much from a lesson they direct their attention elsewhere in order to be outstanding in class — so they start misbehaving.

6.3 Yes, it is.

6.4 To get the attention of others, they misbehave while the lesson is one, they try to distract the next child and have their own conversations. Some of them even if their attention is not directed at the lesson, they will be just sitting and interfering — with the pen or pencil.

6.5 Yes, some of them do.

If they can't cope, can't meet with the teacher's requirements, this is when the arrogant behaviour is displayed.

6.6 They can't cope with the work and the teacher expects a certain level of work — this is where the arrogant behaviour comes out.

6.7 Yes, you said that at their schools.
There were too many in the class when they misbehaved, the teacher did not really bother. Here there are fewer in a class and the teacher gives individual attention.

6.9 Culture does play an important part.
For eg. Black children run out of the room without getting the teacher's permission. In fact they have been taught not to disturb the elders when they are busy. Therefore, their running outside without permission can be misinterpreted as misbehaviour.

7.1 Indian pupils were very curious when they first came to this school and they were friendly towards them.
7.2 No, they don't. They stick together inside and outside the classroom because it is easier for them to communicate in their language.
7.3 Blacks speak to an Indian child only when it is necessary. They don't have a normal conversation. Only if they need certain items will they speak the conversation first.

Stop there.

They are unable to comprehend the language - they can't communicate. Therefore they feel they rather stay quiet than talk to the Indian child.

7.4 They can communicate with their friends in the same language with the Indians they do not feel comfortable.
8.1 They are not eager to learn anything and have a don't care attitude - very relaxed attitude.

8.2 Once again its the language - if they had a good command of English they wouldn't have this problem.

8.3 Very very enthusiastic - they give it their best shot. They train + they try their best.

8.4 There is no communication problem here. They have the skills developed in the Black schools + they just carry it over to the Indian schools. They continued in that way.

9.1 They should be admitted from class one. If they are admitted from a higher standard then they should write tests + then be monitored from there. If they are put into a lower standard then they have to accept it.

9.2 They should have a remedial programme where these children can be pulled out from the normal class - the remedial teacher can work with them especially in reading. Once they can read they can go back to their normal class.

9.4 Insect prescribed textbooks should be changed. At the moment in history and geography we deal with outer countries. I feel now they should be all restricted to South Africa and the names that they used should be Black names rather than white names.
The language itself should be simpler for these children—instead of their higher language.

9.5 Colleges of Education—new teachers can be taught how to cope with these Black children—their language and how they can assist them to progress when it come to comprehension, speaking good English—；and for existing teachers, Colleges of Education can be have in-service courses—to help teachers to cope with the situation at their schools—and thus upgrade the Blacks in Indian schools.
1.1 No

1.2 We interview the child then give him test in English comprehension, language. We ask him to read test his comprehension. If he is weak we place him in a standard lower. If he is quite good, then he is placed in the standard he was supposed to go.

1.3 Definitely not comparable.

1.4 We put them one standard lower if their performance in the tests given is poor.

1.5 Parents accept our decision because they know that our standards are higher.

2.1 Definitely they are not fluent at all.

2.2 Firstly they are learning through the medium of Zulu. English is their second language with a result they are not able to speak English as fluently as Zulu.

2.3 We have a communication problem because of that we begin with a language acquisition - we teach them to speak English.

2.4 They speak in Zulu but we as much as possible try to discourage this.

3.1 Far below average.

3.2 Because they have been learning through Zulu they have difficulty with English.

3.3 Biggest problem is comprehension - they won't able to understand and won't be able to read questions
3.4 They are very eager to stay + learn
3.6 Average
3.7 Most of them do try.
3.9 Should be given extra tuition in English especially language acquisition. If they can read and comprehend English then they will understand other subjects.

4.1 Teachers take black pupils for granted - as if they understand what is being taught. The problem is only realized after evaluation.
4.2 I do agree with that. Initially they are inhibited - they don't talk because they do not have confidence in speaking the English language. Therefore they do remain silent.
4.3 Teachers have a general but they do not know the exact policy.
4.4 To a certain extent only depending on the child's vocabulary.
4.5 Depends on the child's level of vocabulary.
4.6 There would be a problem as the teacher won't be able to complete the syllabus.
4.7 Teachers have to be taught how to teach the black pupils - to change their method and teach them more language acquisition. Its a whole new ball game - they must develop strategies to improve the black child.

5.1 They do feel disappointed. That is one of the reasons why they feel inhibited + don't want
to talk. - They feel they would rather do something
that would be totally absurd to the rest of
the pupils.
5.2 Definitely yes.
5.3. No - none at all
5.4 I think they really try. They have difficult
but they really try to progress
5.5 Definitely not. There are some of who
feel like that - and others who try to make
an effort.

6.1 We do get some problems:
6.2 Possibly out of first reaction - they can't
get going in the class - they get up to
mischief.
6.3 I do feel so - because first reaction
A class work leads to the disciplinary
problems.
6.4 Just a very small number of them.
6.5 We found that just after the change of
government in South Africa they displayed
some arrogant behaviour.
6.7 Yes.
6.8 Possibly because it is a new situation
and they have to fall in line - possibly
because some of them are big and feel
they should rule the rest as it were.
6.9 Here we find that the males take advantage
of the females. They are bawdy - if they
want something from a female they feel
they should get it. They seem to dominate.
The other one would be when you look at a child and he looks down at the floor, and this could be misinterpreted.

7.1 They are getting on quite well. There is no friction whatsoever between the Indian and Black child.

7.2 Inside the classroom they tend to mix, but the moment they are outside they form cliques and there is no mixing of pupils - very very little of any.

7.3 Where they child cannot speak English fluently the verbal content is very minimum and where the child can speak English there is a tendency for them to talk.

7.4 They feel more comfortable because they can communicate using their language as a result the tendency is for them to socialize only within Blacks.

7.5 Sports really help them to socialize. They mix freely, they get together and seem to have a lot of enjoyment.

8.1 Most of them display a very positive attitude towards work - just one or two don't really care.

8.2 If negative, then the child is having difficulty / problem with the English language.
8.3 As far as sports is concerned they are very enthusiastic. In fact they are playing soccer - they are very eager.

8.4 There is no language barrier - they feel very comfortable - they feel very comfortable as they can play these games and it is their chance to show their skills.

9.1 Firstly, pupils have to be integrated.

We have to find ways and means of uplifting these particular children by giving them extra tuition - getting teachers to give them extra tuition after school. Extra work - try to make them fit into that particular standard.

9.2 We have to do a lot of language acquisition. Teach them English, teach them to read.

9.3 I think a lot of repetition, teaching them vocabulary, grammar, sentence construction should have a special remedial class after school - to give them extra tuition in English.

9.4 The textbooks are not suitable for them. They need books which they can relate to - something in relation to their culture something that they can relate to.

9.5 They definitely have to develop a curriculum to deal with this particular problem that we have - which is also gonna be a problem in the future.
They should also have in-service training for teachers - to help them to handle situations like this.
School E  TEACHER E1

1.1 No.

1.2 The secretary is asked to look at the pupil's report. Depending on the nature of the child's performance, certain senior primary teachers are asked for their suggestions. If the panel of teachers find his report to be satisfactory then he is admitted subject to availability of space.

1.3 Their standards are definitely much lower.

1.4 If there is a need to place them in a lower standard, their parents are consulted before such action is taken. Remedial classes are held for such pupils in the afternoons when it is possible during the school time.

1.4 Their parents are acceptable to the idea that these children be put into a lower standard.

2.1 Not totally. Some of them give the impression that they know the language but they make many errors with concord.

2.2 Definitely these pupils are not exposed to the English language in their environment, therefore, they do have a communication problem.

2.3 They battle to grasp what is being taught because they have very poor vocabulary, reading and comprehension skills.

2.4 In the Zulu language.
3.1 Below average.

3.2 They come from a completely Zulu environment where the families, pupils and teachers communicate through the medium of Zulu. Very little English is spoken by the teachers.

3.3 Generally these pupils lacked the need to copy notes and exercises from other Indian pupils. Due to a lack of comprehension ability these pupils have a communication problem and therefore find the need to copy from other Indian pupils.

3.4 No they don't seem so keen. One of the reasons being the transport problem.

3.5 I feel that the penmanship is above average and it is understandable.

3.7 I found a problem with the layout of pupils' written work. This can be ascribed to many reasons. One of the reasons is that in the past these black pupils were given just one book to do various activities whereas in our schools they are given different exercise books for the various subjects. Another reason is the possible lack of supervision—maybe in the previous school the teachers had to contend with a large number of pupils in one class.

3.9 They can be helped by developing their communication—they can be asked to verbalize their thoughts or possibly...
prepare show and tell lessons. But the show and tell activities chosen must be within the pupils' experience.

4.1 Generally speaking, teachers tend to assume that pupils have an understanding of what is being said.

4.2 Yes I agree with that. I think the child is not so confident with himself and therefore the lack of participation. Secondly the child might feel out of place if he gives an incorrect answer and does not say what he intends in the proper manner.

4.3 They are not totally aware of the policy but most of them have a general background.

4.4 Definitely, I think the response would be better.

4.5 Completion of the syllabi would definitely be affected. But if one has to consider the gains made by the "go slow" process that would be worth it - the best pupils would really benefit from it.

4.6 An internal syllabi should be drawn out for these pupils. Management members and teachers who are proficient enough can come forward to develop such a programme. The members of the community - such as the parents teachers
association can play a role - weekend classes can be held.

5.1 Generally, these pupils don't show any emotional feelings if they are not given a chance to participate.
5.2 Definitely - they sometimes have this feeling of "I can't cope!"
5.3 No, not really.
5.4 Generally, attitude is one of carefree - they don't really show any emotional feelings with regards to this.
5.5 Generally, these pupils accept the day's activities with a carefree attitude and they don't give the impression that they are striving to greater heights.

6.1 I haven't experienced disciplinary problems with these pupils; on the other hand, I hear others speak who are softly spoken who do not have a good control on pupil discipline - pupils take advantage in the sense that they tend to boss other pupils in the class.
6.2 Yes.
6.3 One of the reasons could be boredom due to a lack of understanding.
6.4 Not arrogant as such but they seem to give a sort of care attitude when questioned on certain issues.
6.5 A possible reason could be the built
up frustration within the pupils. Secondly, the lack of comprehension ability.
Thirdly not having a good command of the language and a dislike for the teacher teaching the subject. 
6.7 They do show a negative attitude towards authority and discipline in schools.
6.9 Cultural differences do play a role. We have an experience where teachers have complained of pupils having a bad attitude when these pupils do not look the teacher in the eye when he is talking. But this is part of their custom where they believe that one should not look someone in authority or an elder in the eye.

7.1 Indian pupils are curious to know more about these pupils and they have accepted these pupils in the classroom.
7.2 No
7.3 I tend to agree with this fact. We have found that once the black pupils have made friends with the Indian pupils, they use them to their advantage - like borrowing books to copy notes.
7.4 I suppose they feel accepted when they are with their own kind. It is not because the Indian pupils resent the black pupils but because the black pupils feel they can communicate
with their own kind more fluently.

7.5 Somehow these pupils seem to perform better in the sporting fields and they are able to relax with their partners much more effectively.

8.1 They do not take their school work too seriously.

8.2 These pupils are not familiar with the concept of homework. They are used to work being done at school.

8.3 There is much enthusiasm displayed by these pupils on the sporting fields.

8.4 Certain sporting activities such as soccer is a common game amongst black therefore they display so much enthusiasm in sports. There is not much communication involved in playing an activity such as soccer.

9.1 We had some discussion in this regard and the general feeling amongst teachers is that these black pupils must be put into one common class at least four to five weeks. One teacher is very could possibly give lessons in communication and thereafter these pupils should be integrated into the main stream and during specific periods during the week, these pupils
should be taken out from the normal classroom and give further communication exercises.

9.2. A good start would be to start begin with textbooks that these pupils were exposed to in their schools.

9.3. The media should be used especially the television, because generally these pupils have television. Radio can also be used by making use of the media in the classroom, there definitely would be an improvement in the literacy skills.

9.4. The textbooks and materials to be used in our classrooms from now on should be based on the South African context rather than sticking to texts with a Eurocentric idea. So if the materials used have a South African context, then these pupils would certainly benefit from them.

9.5. Colleges of Education and Unions should restructure their curricula so that student teachers can be exposed to the needs of the new South Africa. So that they can accommodate the black pupils in the classroom. Teachers should be encouraged to learn other African languages, thus enabling them to communicate better with the pupils. With existing teachers, there should be more in-service training to benefit such teachers as well as the pupils.
I think Indian and White teachers should be invited to Black schools where programmes with regards to Black Culture is presented to these teachers as well as our Coloured teachers — in so doing the visiting teachers would get familiar with regards to Black tradition and culture.
School F  Teacher: F1

1.1 No

1.2 We look for the level of numeracy and literacy. For example, we get a standard first teacher to test for their level of spoken English, reading and comprehension. In the same way, the maths teacher will test them. We also check their writing for neatness and overall impression.

1.3 Generally, the standard is lower.

1.4 If remedial measures do not help then we advise the parents that it would be best to bring them one standard lower.

1.5 Thus far, none of the parents have reacted negatively to our suggestion. They have been for it.

2.1 We do not have great difficulty in understanding when they speak to us.

2.2 Firstly, they come from a background where their first language is either Zulu or IsiXhosa. The language in which they converse at home is hardly English, and further more many of these children do not have access to television programmes because of the environment from which they come from. So they are not exposed to pure English literature.

2.3 These pupils need to be explained to a second time. I have come across pupils who do not understand the teacher but ask the pupils next to them to explain.
what was being said.
2.4 in July

3.1 This ranges from below average to average.
3.2 We have to look at the background from which they come. where they did not get exposure
to English. They did not get exposure to
the written English because of the lack
of textbook and the crowded conditions in
their schools and because of the competence
of their so-called English Teachers - contributes
to that.

3.3 This will most certainly have an adverse
effect on their other subjects where reading is
involved. For example in Mathematics - to
read and understand word problems is the
child cannot comprehend what he has read
he is going to experience problems working
out that problem. The same will arise for
other subjects where reading is involved.

3.4 Initially - as the beginning of the year
when these children are new, they are all
for it, when remedial classes are suggested
but as the year progresses - they meet
new friends and learn the culture
of the particular classroom in which
they are, they tend to shy away from
this and they come out with the
excuses like "we have travel-ming problems
we've got a lot of work to do
at home."

A 43
3.6 This ranges from average to outstanding in terms of neatness and penmanship.

3.7 A hand full of them are performing in the upper echelons of the class when it comes to neatness of work but you do have the odd one or two who will neglect their handwriting at all times.

3.8 If the foundations for good penmanship were set in the formative years either at home or in the lower classes in the Kwa Madhu schools where they came from, we would not have had this problem. One has to take into account that many do not have electricity at home and they have to work under candle light which does not lend itself to good penmanship.

3.9 I would suggest that during the lesson, when the teacher has set work for the class, he could get this group of weak children together and work with them as a separate team. Further, he could also ask these children to remain during the lunch time or after school and continue with the same type of remedial work.

4.1 Yes.

4.2 The operative word is most. I have a few pupils in my Afrikaans class, who although, Afrikaans is a foreign language to them, far extend beyond the other children who are supposed to be...
good in Afrikaans. Those who shy away from participation. We mentioned that some of them are brought down one standard and therefore in relation to the others are much older and so want to shy away and will not want to take part with so called little children.

4.3 Most of our teachers are not 100% sure. They might just have a general idea of what happens in the black schools.

4.4 Yes they would.

4.6 I wouldn't think it would be a problem because then the teachers would be able to plan his work in such a way that he discusses just the main it and that is in the syllabus and core issues and set enrichment exercises for those who are able to work much faster.

4.7 We have the Phoenix Teachers Centre that is offering courses in Zulu I, II & III and if such courses are held on a regular basis, not only in Zulu but in other aspects of these children's lives, then the challenges of teaching these children will be an easier event.

5.1 These children are quite happy to be out of the teacher's eye and not to be able to answer the questions. They prefer rather to remain in the background.

5.2 This is most certainly so.
5.3 I have had incidents of these cases.
5.4 I haven't had the pleasure of seeing this from any of these pupils thus far. They would rather remain in the background and let the rest of the children complete their work.
5.5 Yes, definitely.

6.1 Generally we do not have disciplinany problems but what we do have are isolated examples. When I called in the parents of such black children, I was told that the parents were not at home. In any case many of these pupils are not living with their parents but with their grandparents or uncles. And the frequent incan of travelling by taxi all the way from Kwata into and back adds to the frequent incan which results in such pupils giving us disciplinany problems.
6.5 Yes I've had the experience. These are the two children I have been talking about.
6.6 One parent told me that her child also displayed arrogant behaviour at home - in fact he was worse at home and there is no adult supervision at home because both parents are working. The biological father lives in Kruger while the biological mother lives somewhere in Durban and she...
lives with her aunt.

6.7 Yes

6.8 Firstly we have smaller numbers in our schools - to work with. Linked with this I believe that if a child is gainfully occupied, you won't have problems of discipline and you won't have their questioning authority. Now here what we find in our schools is that all the children have their own textbooks and writing materials whereas in the black schools they are overcrowded and undersupplied. This lends itself to the children being idle and therefore the problem of discipline and not obeying authority comes in.

6.9 Because of cultural differences - because our Indian teachers may not understand the culture of these children thoroughly, certain actions of these children may be viewed as being a problem. For instance, we have children who are rowdy, raucous and very loud in their speech - may be viewed as a disciplinary problem.

7.1 I have noticed no animosity amongst the children. They have been accepted into the classroom - they are regarded as just another classmate.

7.2 What I notice amongst boys (Black) - they find it easier to adapt to the situation to
Join the other boys in the class (Indians). The girls, during the breaks, tend to find other Black children to play with them rather than being with the rest of the class. Problems stem from the fact that they might be scared - inhibitions about their communication problems.

7.3 As was mentioned, the black pupils would only speak to the monitors and other children in the class out of necessity. I feel that because of this communication problem initially - to be found talking in English to others - in the presence of others - but, I suppose as time goes on, this would fall away - they would mix more freely with our Indian children.

7.4 Especially during intervals, the black girls would tend to stay with other black girls but the boys because they are involved in most robust sporting activities and little games of their own, they wouldn't mind joining. Once again, because of the inhibitions.

7.5 That depends on the code of sport. If you take soccer for example, there isn't really a problem. The children will mix freely, they will enjoy the game and continue to do so. But when the black children are being introduced to new games such as volleyball, cricket + gymnastics - this is where you find the child because he or she was
not exposed to this kind of thing in the school where they come from - because it's new to them they tend to stay away from such a sport. A lot of effort has gone in by the code organisers and physical education teachers in trying to rope these children into those codes of sport.

8.1 Only a small minority of black pupils come to school showing a great deal of enthusiasm. The work is always done, always asking for more. They show a great deal of interest in whatever work they are doing. There are some of these weaker black children who have the attitude that "If I don't do the work, it is no big deal. I don't really need to know the work." That is the kind of attitude they show.

8.2 The weaker children complain of being tired - even if it is early in the morning because of the distance they have to travel. Some of them have to get up very early, take a long walk, wait for a taxi or wait for a bus - and this is repeated in the afternoon. These children are pretty tired so the motivation is less - they are not motivated enough at school to perform their best.

8.3 Generally you find majority of the black pupils surge with enthusiasm when it is time for unwinding or physical education lesson.
lesson itself - you find that majority of the
black have a sudden surge of interest. They
enjoy the activity. Their tiredness seem to
have fallen away - at least for the time being.
Because they are robust, they seem to enjoy
tremendously, these physical activities.

8.4 When it comes to classwork, the environment
is new to them, the kind of work is new to
them, to many of them it is very difficult
the classwork aspect is frowned upon. Whereas
here on the field, they are given a certain
amount of freedom, the boys especially are
excellent soccer players. Here they got a
chance to really prove to the other children
and to the teachers of the School that
here 'look I am good at something'.

9.1 As far as possible these black pupils should
be introduced to our schools from class one
where you find a child coming to a standard
5 class from a poor background/scholastic
background - coming straight to standard 5. This
is where we have a problem. If the child is
enrolled from class one I think the child will
progress

With this little band of pupils, I will have them
as a roving class who will remain in the normal
stream but when it comes to the languages when
a great deal of explanation is needed, that
group of children together with other weaker
children - depending on the initiative of the teacher.
the group can be treated as a Remedial class
and given extra tuition during lunch breaks or
after school.

9.2 These children must be introduced to the services
of library. They come from a school where there
was no library - the township I'm not sure
if it has a library - Nyiva for that matter.
Our library is fully equipped. We may not
have all the resources but what we got - if
these children could use part of their lunch time
just to pick up a book and to read through
that, it would greatly help them.

9.3 Assuming a unit of work was done with all
the standard 5 children, that group of standard
5 children could meet after school in the library
or one of the classrooms and help one another
maybe to explain something they don't understand.
- probably it wasn't picked up the first time
the teacher taught them. But if they could get
together to help one another out, I think the
entire group could benefit from that.

9.4 Books must be rewritten to relate to
the African experience. Stories with names
and places which black pupils could
identify must be included. There should also
be simpler books to assist the children
whose second language is English.

9.5 All our tertiary institutions in cluding the
Colleges of Education & the universities can
play a vital role. They can adapt their
present curriculum. Trainee teachers should
give their teaching practice in schools where
There is a large number of black children who at the moment conduct winter schools for the weaker children. Here we find not only the native black children attending but we also find some from the Colleges of Education and from the Teachers as well pupils attending these winter schools.

To start off with I think the curriculum, the medium through which it is taught needs to change. Most definitely. Zulu will have to be introduced in Zulu schools—maybe from class one. In other words, in the new South Africa there should be Zulu medium schools.
School C  Teacher C 1

1.1 No.

1.2 Initially the pupils were tested by senior English + Science teachers using previous examination papers. Written tests were given only. If they scored 40% and more they were taken on by individual principal. Sometimes he did not consult the teachers and simply accepted the black pupils who had no knowledge of English whatsoever. Some of them are now in 3rd 5 and still do not know any English but have been pushed from one standard to the next.

1.3 Their standards are lower because they have to learn through the medium of a second language.

1.4 After testing the pupils, if we found that he could not manage a certain standard reasonably well, we brought him down or up one standard. In fact some of standard four pupils could be pushed back right to standard one. 1.5 We found that their parents were only to happy to get their away from the black schools. They would gladly accept whatever standard their children were put in, even if they were to be put in class one, as long as they were in an Indian school. They as parents were very happy.
2.1 9 times out of 10 they are not fluent English speakers. One or two would be able to converse with you in English, but the rest are more at home in Zulu.

2.2 The main reason here is the language barrier. The black pupils, when interacting with other Zulu pupils, in and out of the classroom, there is no English spoken whatsoever. This comes right from home, where everyone at home and at school interact in Zulu. Their reading matter is in Zulu. Unless they came to our school everything was done in Zulu.

2.3 No matter what subject is being taught he is straight away at a disadvantage. The teacher in front who is facing majority of the pupils for whom English is the first language does not worry about reducing his pace and the black child ends up not understanding three quarters of the things taught. Maybe when it comes to words with its figures, he would understand more, but when it comes to English and other knowledge subjects he is at a loss.

2.4 There is no communication in English whatsoever. With every child, I have seen, there is no English, but Zulu definitely comes in.

3.1 We are looking at a ratio 1:10. Half
of them would be able to read very well.

another quarter would read OK and you would find two or three can't read at all - no comprehension whatsoever.

3.2 They have been pushed here without knowing any English at all - with a result they are battling.

3.3 It definitely holds back his growth in the subject. If the same boy can read well in English, think in English he would be at an advantage but because of his poor communication in English, his performance is well below par - below the level of the other children.

3.4 They definitely are not interested in staying after school - mainly because of the transport problem. They want to get away home - in the taxi or bus. Basically I think they are not interested.

3.5 This is where we cannot complain. They are writing very well. Out of 50 you will find only 2 will be writing badly.

3.7 Definitely, most of the pupils take pride in their work. In writing, legibility, they are just like all the other children in the class.

3.9 I would say that one way is drama. You can have much time theatre or oral English classes. You get pupils to come out in front and speak. Then there is the library. Choose a book to suit his particular level and guide him in his
reading. You gradually guide him into more advance books. In this way, he definitely would improve his English.

4. I think the teacher does not really concern himself with whether the black children understand himself or not. In fact some Indian children do not even understand him. It is least bit interested. All he knows, is that he must continue teaching.

4.2 The brighter black pupils will participate in the discussion. But on the whole — on the average they won't take part in the discussion. mainly because of the language barrier — if he did not understand the question, he would not be able to answer the questions.

4.3 It has a more of a general idea. He does not know the exact policy

4.4 Definitely. The language that is used must be simplified. The black child must be kept in mind.

4.5 I don't think it will affect completion of the syllabus because the slower you teach the better it is for the pupil. It is better for him to understand a little bit than to give him a large amount and he doesn't understand anything. If you are a good teacher you will be able to complete the syllabus in time.

4.7 The whole staff must get together in
in the afternoons to see how they can help the teacher. If the teacher can help them for half hour each day this would help them greatly. You can't do much during the normal lessons because you've got to carry on with the work. If you work with them in the afternoons, you can work at their level. Not only the English teachers, but all teachers should give some of their time in the afternoons to help these pupils. The primary teachers can help them with phonicics. They can even help the junior primary teachers to help the black pupils. They can hold workshops to assist the senior primary teachers so that they can in turn help the black pupils to improve their English.

5.1 Those who really try feel disappointed when they are unable to answer. They might even feel envious of the other Indian pupils. There are also those who have been put here by their parents and show no interest. They look and cause commotion in the classroom. At the end of the day they are not affected by it all. They will even come late to school and doesn't want.

5.2 Yes, some of them definitely feel that too much is expected of them. As a result
it shows in their behaviour, in their work. For them to speak English is not very important. Unless they are inclined towards good jobs & watching television & knowing how far they can go in life - in fact they will feel much better if they are allowed to study in their own language.

5.3 No, I don't think so. In fact they get on very well in the classroom.

5.4 Just as the Indian children, there are those who have this desire to work, to do well and be a success at school. The others who are here because of their parents, they just carry on.

6.1 Generally speaking, they are the better behaved in the school. Then there are a few of them in not in a malicious way but in a playful way want to cause some uproar in the class and do things that are out of hand.

6.3 Definitely. - because of the lack of understanding of the work they are doing. The brighter pupils will cause no problems in the classroom. They will be busy with their work.

6.5 The arrogance I've noticed in the classroom does not come from pupils who are weak. In fact those who are good at their work are the ones who are arrogant. Sometimes when you scold them, they give you that
Look as if to say "who are you to scold me. Those who generally misbehave are not the ones who are arrogant.

6.6 The Black pupils are aware of their disadvantaged position and how the Indians, though separated like themselves, were able to get more for themselves from the government.

6.7 They have come to a new kind of system which has discipline that they are not used to. For the Blacks to speak aloud and to have a buzz is normal behaviour.

- it is accepted behaviour. They are not used to being quiet or working quietly. It is something new altogether for them. But they have got used to it. A in the years they have been here.

6.4 I dont think there are any other cultural differences that bring about disciplinary problems.

7.1 Pupils have got on so well, it is unbelievable. Although they have not been used to Black friends, they have taken to each other like brothers and sisters. They share lunches, play together, even go home together.

7.2 I found that the male black pupils got on very well with everyone, playing together & sharing of lunches. But with the Black girls, when they are
playing a game, they are all together.

Even in the classroom, they would choose a seat which where another black girl is already sitting. They wouldn't want to mix with the others.

7.3 I found they communicate very freely, whether it's borrowing a pencil or general conversation. Only when they are together - like outside will they speak in their own language.

7.4 We must look at the schools that they have come from, the games they play, their medium of communication. They are very much at home with their own types of games. They are so used to their own types of games that they stick together.

I think they are very comfortable in their own language - They want to be with their own kind; speaking their own language.

7.5 There is a world of difference from communicating in the classroom to communicating on the sports field. It's unbelievable, the way he enthuses over being in the ground - be it athletics, soccer as it feels top of the world. There is a different display from him altogether.

8.1 They show a lot of enthusiasm. They very
much want to do the work but the language problem gets in the way. Those who understand English well are those pupils who do very good work - always do their homework.

8.3 Those who are good at their school work will be happy to play the different codes of sports. On the other hand, those who are not doing well will be over enthusiastic when it comes to playing on the sports field.

8.4 You don't need a language to play a sport. In fact sports goes across all barriers. He is at his peak, the is happily playing the game, he is going to ask him to speak. There is no linguistic barrier here: It knows that all that is expected of him is for him to use his skills. So he is really on top of the world.

9.1 Testing of these pupils should also include oral interviews. In this way, you will come to know them and see if they are really prepared for the work ahead. If they are acceptable they should be put in the standard they would normally go to. Those with linguistic problems no should be put into a separate class, say for one, two weeks. They can be taken out of the classroom, during say non-examuation, subjects like
handicraft, guidance — perhaps right living and leave them in the hands of
a good teacher who has the experience
to help them to bridge the linguistic
gap. He can work with the pupils
individually. If a few teachers can work
with them, the better.

4.2 The love for reading must be inculcated
in them — books, books and more books —
library books. They must be taken to
the library and guided in their choice
of books. The child must be questioned
on the book he read. Every aspect
of English can be tackled in this
library session.

4.4 There would be better understanding,
if we come up with books that have
his people in it — dealing with their
culture, names and customs. Pupils would
definitely want to read those books.
There should be different books for the
teacher and pupils.

4.5 If the student teachers can speak one
black language, that would help them in
the classroom. This would help him to
translate for the child who is weak in
English. They would be able to
understand each other.

Every teacher must know how to teach basic
English — phonetics etc. If a child is weak,
he can go back to the basics to
assist that child. A lot of time is
Sawed if the teacher can help the Black pupil without calling for help from say, a Junior Primary teacher. I have seen that those Black pupils who come into the Senior Primary Dept don't seem to know work of a Junior Primary nature. Therefore I felt that Junior Primary teachers should hold workshops at the beginning of the year for Senior Primary teachers to help them assist these Black pupils to improve their basic English.