ENGLISH AS A MEDIUM OF INSTRUCTION: THE RELATIONSHIP BETWEEN MOTIVATION AND ENGLISH SECOND LANGUAGE PROFICIENCY

by

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SUMMARY

In order to research the limited English proficiency of First Year National Intermediate Certificate students at the Further Education and Training College of Ekurhuleni West, the researcher investigated various motivation variables, namely:

- socio-psychological factors

- learner factors

- parental involvement and

- contextual factors related to the influence of the school and classroom

A review of literature and empirical research methods were used to this effect. The literature review revealed that instrumental and integrative motivation, self-determination and goal orientedness, parental support and school and classroom context factors contributed to the development of ESL proficiency.

A motivation questionnaire and an English proficiency test were administered to the participants. The results indicated no significant relationship between the learner's level of ESL proficiency and motivation variables. These findings form the basis for recommending specific guidelines for possible directions for future research.

Key words

- socio-psychological motivation

- instrumental motivation

- integrative motivation

- self-determination theory

- goal-oriented theory

- parents socio-economic status

- parents educational background

- parental expectations

- school and classroom contextual factors

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The Constitution of South Africa provides for the right to use the language of one's choice in educational institutions. Afrikaans, English, IsiNdebele, Sesotho, Sepedi, SiSwati, XiTsonga, Setswana, Tshivenda, IsiXhosa and IsiZulu were declared the official South African languages at national level (South African Department of Education: 1995: 42-43). The Language in Education policy must accommodate the right to be instructed in a language chosen by the learner where this is reasonably practicable. This right includes a parent's or guardian's choice of the mother tongue or another language as the language or medium of instruction for a child's education. However, if it is not reasonably practicable for a school to offer education in a particular language or medium of instruction chosen by a learner, it can have an obligation to do so, especially if the school is based in a common language area.

According to the survey conducted by the South African Council on Higher Education (2001:2), the South African Languages Draft Bill aims to facilitate individual empowerment and national development by promoting the equitable use of the official languages and thus ensuring that all South Africans have the freedom to exercise their language rights by using the official languages of their choice in a range of contexts.

Even though all children are entitled to be educated in the language of their choice, this is not the case. This is because English is regarded by many South Africans as a major international language and a very important language for every country in Africa. As a result, most South African parents and learners feel that it is crucial for the learners to develop the ability to read, write, listen to and speak English in order to develop their potential.

Perhaps the most difficult task or challenge that faces English educators today in Further Education and Training (FET henceforth) Colleges is failure to understand why the National Intermediate Certificate (NIC henceforth) English second language learners' proficiency in English is so poor and to find ways in which they can be motivated in order for their proficiency to improve.

They are also faced with the challenge of finding ways of employing a variety of strategies-based approaches in the instruction and teaching of different skills to enable learners to become strategic and effective readers, writers, listeners and speakers. Clearly, this is not an easy task, especially for educators in FET Colleges with learners from disadvantaged communities where English is learnt as a second language, although it is used across the curriculum as the language of learning and instruction. This is the exact situation which prevails at Ekurhuleni West College, at the Alberton campus in the Gauteng Province. At the Alberton campus, learners come from different language backgrounds. English is taught as both the first and second language and it is also used as the language of learning and instruction.

Learners in disadvantaged communities have few or no real life encounters with or experience in using the English language, except for the limited practice which is provided by the English educator in the classroom. This lack of regular practice in using the English language leads to lack of confidence to read or to express themselves fluently and freely in English. This creates the problem that the majority of learners are not able to read, write, listen and speak English and understand a comprehension text all by themselves without the teacher's assistance. They also find it difficult to listen attentively, write constructively or express themselves appropriately in English.

My research tries to link psychological aspects of learning, that is, motivation, with linguistic requirements of English language proficiency. Linguists focus on language competence, that is, one's knowledge of grammatical structures and vocabulary, ability to construct and comprehend both written and oral constructs. Psycholinguists, on the other hand, are more interested in the way people acquire and use language and contributory factors towards that acquisition.

A survey of the literacy suggests that motivation is of utmost importance and value to the attainment of English second language proficiency. Therefore, this study wants to investigate if first year NIC learners who use English as a second language can improve their proficiency and academic performance if they are motivated to put more effort in their studies to become effective and competent learners.

1.1.1 Research problem

A number of research findings has shown that a significant number of learners go through the school system without achieving adequate levels of English second language (ESL henceforth) proficiency (Mahlobo 1999, Coetzee-Van Rooy 2002, Venzke 2002). Such limited ESL proficiency affects the learners' academic success and important career prospects, as well as successful adaptation to the demands of a multilingual society like South Africa.

I maintain that, although many factors influence the learners' second language proficiency and their academic success, it is important to determine which motivational variables influence proficiency in English of the NIC Business studies students at the Alberton FET College.

The research questions can be stated in specific terms as follows:
- Which socio-psychological motivation variables influence proficiency in ESL?
- Which learner motivational factors affect the English proficiency of NIC students?
- How do parents' contribution influence the English proficiency of NIC students?
- How do the classroom environment and teaching strategies influence the English proficiency of the NIC students?

1.2 AIMS OF THE RESEARCH

Many characteristics of motivation have been identified (Gardner and Lambert 1972, Gardner 1979, Clement and Kruidenier 1983, Ellis 1985, Dornyei 1990, Belmechri and Hummel 1998).

I will not attempt to measure all the characteristics of motivation, but will investigate only the contribution of motivational variables on English proficiency namely:

- socio-psychological factors,
- learner factors,
- parental involvement and
- context factors related to the influence of the school and classroom on the learner.

The investigation thus aims to:

- Analyse and discuss research findings on motivational aspects relating to the development of English proficiency.
- Empirically determine the relationship between socio-psychological factors and English proficiency of the NIC students.
- Empirically determine how learner motivational factors influence the NIC students' English learning strategies and the development of English proficiency.
- Empirically determine the contribution of parents to the development of the NIC students' English proficiency.
- Investigate the contribution of the school and classroom context on English proficiency of the NIC students.
- If a correlation is found between the results of the motivation questionnaire and the results of the English proficiency test, determine whether such correlation is strong enough to recommend effective motivational measures which could be adopted by relevant stakeholders like teachers, parents and the learners themselves, for the improvement of English proficiency at the Alberton Campus.

1.3 CONTEXT OF THE RESEARCH PROBLEM

1.3.1 Language in South Africa and at the Alberton FET Campus

English is widely used as the lingua franca in government, business, education and socially. It is thus seen as an instrument of upward economic mobility (Bosch and De Klerk 1996 in Venzke 2002:1). This can be used to explain the tendency of most learners and their parents to value proficiency in English and thus register at English medium schools.

The Alberton campus, in agreement with all relevant stakeholders, adopted a language policy which states that English is the principal language for teaching, learning, tests, assignments, examinations and study materials.

1.4 MOTIVATION FOR THE RESEARCH

Learners registered at Alberton campus have diverse language backgrounds which include English, Afrikaans, Sesotho, Sepedi, Setswana, IsiXhosa, IsiZulu, IsiSwati, IsiNdebele, TshiVenda, Portuguese and even Chinese. They mostly come from areas around Alberton, Thokoza, Katlehong and from various parts of Johannesburg. Most of the learners have poor English and this factor explains why they start off with relatively low proficiency in English when they register. This affects their academic performance and success both in English as a subject as well as in different content subjects.

In order to guide the empirical research, two hypotheses are stated, namely:

Hypothesis one: There is a significant correlation between motivation variables and ESL proficiency of the NIC learners at the Alberton campus.

Hypothesis two: The more motivated the learners are, the higher their levels of ESL proficiency will be.

1.5 CHAPTER OUTLINE

Chapter 2 is a literature review which focuses on a survey of the theories of language proficiency.

Chapter 3 comprises a literature study and discussion of motivational factors that appear to be important in achieving second language proficiency. In this chapter the following motivational variables will be discussed:

- the socio-psychological aspects of motivation,
- the learner factors,
- parental involvement and
- context factors related to the school and classroom.

Chapter 4 concerns the empirical investigation. This includes a discussion of the sample and the description of the measuring instruments used in the investigation.

The results of the empirical investigation will be discussed in Chapter 5. Finally, in Chapter 6 the implications of the research are considered.

CHAPTER TWO

LANGUAGE PROFICIENCY

2.1 INTRODUCTION

The focal point in this chapter is the linguistic and discourse competence, cognitive/academic language ability and basic interpersonal communication skills that are elements of language proficiency. Language intelligence and aptitude as well as the theories of language proficiency will also be included in the discussion.

2.2 LANGUAGE PROFICIENCY

Language proficiency is generally defined as the use of fluent speech (Arua and Magocha 2002:454) in such a way that it effectively conveys intended meanings or messages. It encompasses the notions of grammatical correctness and communicative competence, while taking into account the different levels of language development of learners.

The South African National Curriculum defines language proficiency in terms of the learner's skills and abilities to:

- make and negotiate meanings,
- show critical awareness of language use,
- understand, know, apply language structures and conventions in appropriate contexts and
- use appropriate communication strategies for specific purposes (South Africa 1997a:23).

Proficiency as presented in *A Dictionary of Language Testing* by Davies (1999) is defined as:

- a general type of **knowledge** of or **competence** in the use of a language, regardless of how, where or under what conditions it has been acquired,
- **ability** to do something specific in the language,
- **performance** as measured by a particular testing procedure.

Language proficiency is also defined in relation to concepts like language achievement, language competence and performance (Human Science Research Council 1993 in Mahlobo 1999:15).

Language achievement refers to the learner's score in the standardised test or examination. It indicates to what extent skills and knowledge have been acquired by learners in the teaching and learning of that particular language. Language competence and performance involve the ability to use appropriate grammatical structures, to construct meaningful and comprehensive utterances depending on the demand of the situation. A language proficiency test thus involves a reliable way of testing and measuring the learners' language competence and performance.

2.2.1 Linguistic and discourse competence

Canale and Swain's (1980 in Celce-Murcia 1991:460) model of communicative competence views grammatical competence as one component of communicative competence. They argue that grammar instruction is part of language teaching which needs to be integrated with meaning, social function or discourse, rather than standing alone as an autonomous system to be learned for its own sake (Celce-Murcia 1991:459). Larsen-Freeman (1991 in Celce-Murcia 1991:460) also sees form, meaning and function as interacting dimensions of language. Cook (1989:3) also maintains that there is more to using language and communicating successfully with other people than being able to produce correct sentences.

According to Canale and Swain (1980 in Celce-Murcia 1991:466), communicative competence consists of four components, namely:

- Sociolinguistic competence (i.e. appropriacy). This relates to knowing how to express the message in terms of the person being addressed and the overall circumstances and purpose of the communication.

- Discourse competence. This is about the speaker's ability to select, sequence and arrange words and structures clearly and effectively when expressing the intended message.

- Linguistic competence (i.e. accuracy). Linguistic competence implies that the forms, inflections and sequences used to express the message are grammatically correct.

- Strategic competence entails the strategies used to compensate for any weaknesses the speaker has in the above three areas.

Canale and Swain (1980 in Celce-Murcia 1991:467) point out that grammar should never be taught as an end in itself but always with reference to meaning, social factors, or discourse - or a combination of these factors.

It will be appropriate to conclude that in many person-to-person communications, sociolinguistic appropriacy and discourse competence are more important than grammatical accuracy, provided that the grammar used is not inaccurate to the point of miscommunicating the intended message. Communication is thus the main concern, though a reasonable degree of grammatical accuracy is also critical.

2.2.2 Cognitive/Academic Language Ability (CALP) and Basic Interpersonal Communication Skills (BICS)

Cummins (1979 in Ellis 1985:153) distinguishes two kinds of language abilities that should be viewed as distinct abilities:
- CALP is the dimension of language proficiency strongly related to cognitive and academic skills or general intelligence. Such skills develop in a formal classroom situation.
- BICS is the basic skill required for oral fluency as well as sociolinguistic aspects of competence developed naturally.

Wright et al. (2000 in Venzke 2002:16) maintain that BICS allow learners to converse fluently in demanding natural situations. The context in which conversation is held provides a great deal of information about the meaning of what is said. CALP, on the other hand, enables learners to understand academic concepts and to perform higher cognitive operations required of a person at school or institution of higher learning.

Cummins (1996 in Venzke 2002:20) argues that one should be careful not to judge the learners' proficiency in L2 upon their proficiency in BICS, because learners sometimes are able to express themselves well in English in natural settings, but still perform very poorly academically. Deficiency in cognitive abilities or poor motivation could be blamed for poor academic performance when the learner has not yet developed adequate levels of CALP to cope with academic work.

Lemmer (1993 in Venzke 2002:20) concludes that the mastery of both BICS and CALP enhance language proficiency.

2.2.3 Language intelligence and aptitude

Stern (1983 in Ellis 1985:152) maintains that learning a L2 in a classroom involves the general academic or reasoning ability which is often referred to as intelligence and specific cognitive qualities needed for second language acquisition, often referred to as aptitude.

Gardner (1985:197) defines intelligence as a general class of abilities which accounts for individual differences in the extent to which students understand the nature of any task to be learned. MacDonough (1981 in Ellis 1985:126) maintains that intelligence is the term used to refer to a hypothesised 'general factor' which underlies the ability to master and use a whole range of academic skills. It refers to the "capacity rather than the contents of the mind". That is, it is the underlying ability to learn, rather than the actual knowledge that is supposedly measured by intelligence tests. Lipson and Wixson (1997:48) define intelligence as the overall mental ability which involves various abilities like speed of learning, ability to solve problems and ability to engage in high level thinking tasks.

They maintain that intelligence is not stable and is thus susceptible to change as it is influenced by experiences and instruction. According to Cann (1992:40) there are various theories having no universal agreement on the exact nature of intelligence. Most evidence points to a general ability and a constellation of separate measurable abilities and aptitudes. Intelligence is an important factor determining how well and how quickly an individual understands a learning task or an explanation. In most second language tasks, therefore, a positive correlation is to be expected between intelligence and achievement in the second language.

Ausubel (1978:257) maintains that there is a positive relationship between intelligence and linguistic development, especially at the more complex levels. The more intelligent a person is, the more observant he or she is and the more he or she is able to assign and understand meaning. Intelligence underlies the ability and capacity to master and use a variety of academic skills, like reading, writing, speaking, analysing and understanding utterances.

Language aptitude, on the other hand, is defined as "a phenomenon whose exact nature is not yet known" (Littlewood 1984:62) but it can also be defined as a specific set of learning abilities relating to the acquisition.

According to Gardner (1985:197), research literature supports the generalisation that there is an aptitude for languages, including such abilities as phonetic coding, grammatical sensitivity, memory, verbal intelligence and auditory ability. He also maintains that aptitude refers specifically to the capacity to learn languages and is typically assessed in terms of which are necessary to acquire specific second language skills such as vocabulary, grammar, pronunciation etc. Gardner (1980:255-270) also argues that aptitude alone is not sufficient to explain variation in second language achievement.

In conclusion, language proficiency can be defined and explained in terms of different variables like linguistic and discourse competence, cognitive/academic language ability and basic interpersonal communication skills, as well as intelligence and aptitude.

These factors cannot enhance language proficiency in isolation, but in order for students to be proficient, they should possess both linguistic and discourse competence, be sufficiently intelligent and have an appropriate aptitude to acquire knowledge and skills in the target language.

2.3 THEORIES OF LANGUAGE PROFICIENCY

On the basis of research findings from the literature review (Grabe 1991, Grabe and Kaplan 1997, Kim and Krashen 1997, Lipson and Wixson 1997 and Oxford and Scarcella 1994) theories of language proficiency in a second language can theoretically be classified into proficiency in different skills; reading, writing, speaking and listening. This means that in order to be able to understand the extent to which students are proficient in a second language, they should be proficient in the above-mentioned skills. These factors will be discussed in detail below.

2.3.1 Reading skills

Reading is a powerful means of developing second-language competence. According to Kim and Krashen (1997:26) those who read more have larger vocabularies, do better in grammar tests, write better and spell better. Reading skills are extremely important for academic development. A skillful reader who possesses both receptive and productive aspects of language use, can acquire a higher level of comprehension and higher order skills which are very important for academic success. A poor reader cannot be a good writer. Both skills complement each other.

Day and Brumfit (1998:12) define reading as "the construction of meaning from a printed or written message". When learners read they are able to relate what they see on paper to what is already in their minds. Grabe (1991:161) describes reading as rapid, purposeful, interactive, comprehensive, flexible, and as developing gradually. In order to understand the complexities of the fluent reading process, researchers analysed the process into a set of component skills which include decoding and comprehension.

Decoding involves perceptual aspects of reading that translate written symbols into language, whilst comprehension refers to the overall understanding process whereby meaning is assigned to the whole text (Pretorius and Ribbens 2005:139).

Goodman (1967 in Carrel, Devine and Eskey 1989:12) also maintains that reading is a receptive and a psychological process which starts with a linguistic surface representation encoded by the writer and ends with meaning constructed by the reader. This also implies that whatever the reader reads about is related to his or her background knowledge to be analysed and comprehended.

Lipson and Wixson (1997:23) define comprehension as the ability to use prior knowledge to construct meaning for a given text. A reader can read to understand or read to learn or remember some information. Reading to understand includes the ability to reason out information from the text by integrating the existing knowledge already in the mind with the new information from the text, drawing inferences and forming and testing hypotheses. Reading to remember or to learn embraces reading to learn or remember what has been comprehended from the text, also known as study reading. Lipson and Wixson (1997:23) also maintain that rapid reading occurs when the reader maintains a flow of information at a sufficient rate to make connections and inferences vital to comprehension. A proficient reader requires automaticity, that is, the ability to identify words rapidly enough and to use available resources for attention and comprehension.

According to Lipson and Wixson (1997:30) a reader has a purpose for reading that provides motivation. For example, a reader reads to comprehend the content of the text in order to be able to answer questions based on it, or reads to gain vocabulary or to improve his or her reading speed. A reader could also make use of information from his/her background as well as information from the text. When this happens the reader involves many skills simultaneously in the reading process. A reader can also explore a range of strategies to read fluently. These strategies could include adjusting the reading speed, skimming ahead, considering titles, headings, pictures and text structure information, and anticipating information to come. Since reading develops gradually, readers do not become fluent suddenly, rather a fluent reader is a product of long-term effort and gradual improvement.

Grabe (1991:161) maintains that in order to understand the complexities of the fluent reading process, research analyses should divide the process into a set of component skills. He proposed at least six component skills and knowledge areas, namely:

- Automatic perceptual/identification skills: In order for one to develop into a fluent reader, one needs to develop automaticity in word identification skills. This skill develops unconsciously.

- Vocabulary and syntactic knowledge: Learners need enough vocabulary and knowledge of sentence structure in order to verify background knowledge and make predictions as they read anything even in an unknown language. On the other hand, as they read they also gather more vocabulary and syntactic knowledge.

- Formal discourse structure knowledge: The knowledge of how a text is organised enhances comprehension. This can also help the readers when writing tests because they can still recall and organise the text structure and use the same organisational structure.

- Content and background knowledge (content schema): Many researchers maintain that the use of prior knowledge in analysing a text can strongly enhance comprehension (Anderson and Pearson 1984, Bransford, Stein and Shelton 1984, Kintsch and Van Dijk 1978, Wilson and Anderson 1986 in Grabe 1991:164). Other researchers believe that text comprehension could be enhanced by the use of cultural knowledge (Carrel 1984, Pritchard 1990, Steffenson and Joag-Dev 1984 in Grabe 1991:164)

- Synthesis and evaluation skills/strategies: Readers are capable to evaluate the text information to compare it with other texts. Such skills could also enable readers to anticipate later text development and the author's perceptions in relation to the text content.

- Metacognitive knowledge and skills monitoring: Metacognitive knowledge and skills monitoring refer to the "knowledge about cognition and the self-regulation of cognition" (Baker and Brown 1984, Brown, Armbruster and Baker 1986 in Grabe 1991:165). This is the ability to recognise language structure patterns and organization, and the recognition of important information in a text, adjustment of the reading rate, skimming text portions, previewing headings, pictures and summaries, finding out specific information and formulating questions about that information, etc.

These interactive skills are referred to as the general interaction between the reader and the text. That is, when reading, readers relate the text based information with their prior knowledge available in the mind (Barnett 1989, Carrel and Eisterhold 1983 in Grabe 1991:166). These skills are also referred to as the interaction of many cognitive component skills operating simultaneously which can lead to reading comprehension.

According to Penning and Raphael (1991:398) it is difficult to define poor comprehenders. This is due to contributory factors related to disabilities such as language disorders, reading disabilities, and learning disabilities that do not necessarily make them members of a distinct population. Research has demonstrated that both reader and text-related variables could affect the comprehension of both the normal achievers in reading comprehension and the less skilled or poor comprehenders (Tierney, et al 1983 in Penning and Raphael 1991:397)

The normally achieving (NA) learners have the ability to interpret the text fluently and accurately. They also have good automatic word-recognition skills. This could be as a result of their application of background knowledge to the text (Marr and Gormely 1982 in Penning and Raphael 1991:398). Such learners also have a proper way of monitoring their comprehension.

Poor comprehenders (PC) have difficulties in decoding text fluently and accurately and they may also lack appropriate background knowledge needed for the text comprehension (Pearson et al 1979 in Penning and Raphael 1991:398). They often do not have enough semantic recall memory to integrate and comprehend the text, and cannot apply their meta-cognitive strategies effectively (Baker and Brown 1984 in Penning and Raphael 1991:399). In the study conducted by Penning and Raphael (1991:407), the NA and PC students were tested on a set of Analysis of Variance (ANOVA). This study revealed that, in spite of similar decoding abilities shown by the two groups, the PC students exposed distinct different language abilities.

Poor comprehending students could not process complex language structures and they also processed the text differently. Their basic language ability was also at a lower level and that predicted their probed recall responses. These findings suggest that the ability to analyse complex sentence structures, could be a potential source of comprehension difficulties for PC students. This syntactic ability, on the other hand, may have aided the NA students in free and probed recall responses. PC students also have smaller working memories than NA and this could perhaps explain why students in the research group had problems in understanding syntactic structures.

According to Grabe (1991:107) skillful readers need automatic lexical access to reading. This is very necessary for fluent reading. Researchers (Buck et al.1987, Goulden et al 1990 in Grabe 1991:107) have also proven that many less skilled readers lack this automaticity in lower level processing. Fluent readers also require knowledge of vocabulary as well as a sound knowledge of the language structure and word recognition skills.

Developmental psychologists (Brown, Armbruster and Baker 1986, Raphael, Kirschner and Englert 1988 in Lipson and Wixson 1997:43) maintain that the individual's knowledge of and control over his or her own learning and thinking activities is essential. Such knowledge is referred to as meta-cognition. Meta-cognition in reading and writing refers to one's understanding of the reading and writing processes.

This involves:

- the learner's knowledge of the nature of reading and writing,
- the purpose and goals of reading and writing,
- various factors that influence reading and writing,
- the what, how, when and why of strategy usage in reading and writing,
- how to control their actions when reading and writing for different purposes,
- how to monitor their own state of learning, plan strategies, adjust efforts appropriately and
- evaluate the success of their ongoing efforts.

This means that skilled learners consciously know a lot about reading and writing and this knowledge influences their ability to select and use appropriate strategies and skills in different reading and writing situations.

Unskilled learners, on the other hand, will find it difficult to recognise patterns of structure and organisation of information in a text. Unfamiliarity with text structure can, in turn, affect their reading rate, their ability to use context to sort out a misunderstood segment, ability to skim portions of a text, ability to preview headings, pictures and summaries, the ability to use search strategies for finding specific information and the ability to use a dictionary and word formation (Grabe 1991:379).

Grabe (1991:108) further maintains that knowledge of normal discourse structure, that is, the knowledge of how a text is organised, is also very important as it influences easy text comprehension. If readers have such a skill, it becomes easy for them to recall better because they can use the organisational structure and the recognition displayed in the studied text can enable them to make such recalls.

Good readers appear to have much better use of this skill than poor readers. Readers also need to be able to evaluate the text information and compare or rather synthesise it with other sources of information.

This is another reason why I considered exploring the background of the learners' home environments as I surmised that parental support, by providing extra resource materials, which could also enhance ESL proficiency. Synthesis and evaluation are critical components of reading abilities. For fluent reading to occur, readers need to utilise these skills and should be able to make decisions as to whether to regard that information as useful or not.

Researchers maintain that a skillful reader also requires vocabulary, that is, knowledge of meanings of words and the ability to infer and learn the meanings of new words (Lipson and Wixson 1997, Oxford and Scarcella 1994). They argue that, if readers do not have adequate knowledge of important words and concepts or are unable to determine word meanings, they will find it difficult to comprehend the given text fully. Such a skill is also necessary when writing. Inadequate vocabulary can therefore result in difficulty in both receptive and productive aspects of language use.

A skillful reader also needs to be able to determine the meaning of a word through the context of the sentence in which the unknown word appears and or the context that surrounds the sentence to determine what the word is likely to mean. Spelling ability is another important skill that can enhance the ability to write appropriately. Knowing a word implies knowing how to interpret and produce the sounds of the words, knowing their visual or graphic characteristics, their phonological and structural properties and their meanings. These skills also feature in the standardised language proficiency test used in this study. Such knowledge could be enhanced through immersion in a literate environment with daily opportunities to read and write (Lipson and Wixson 1997:35).

Fluency in reading is another important skill that can enhance reading comprehension. This is the ability to read a text with speed and accuracy, recognising each word effortlessly and beginning to construct meaning from each word and group of words read. Without the attainment of fluency, the reader will find it difficult to master vocabulary and there will be a gap in the ability to comprehend the given text.

De Cordova (1989 in Coleman 2003:25) also maintains that a learner with limited English proficiency, such as an English second-language learner may have an active vocabulary of about 800 English words after one year in an English speaking school, while the average English speaker enters school with about 1500 to 2000 words of expressive vocabulary and about 20 000 of receptive vocabulary. Other researchers (Lerner 1985; Rubin and Liberman 1983) believe that most learners who fail to meet expectations in reading comprehension have an underlying problem with language. These writers refer to language differences as a situation where the learner's oral native language is different, due to environmental rather than intrinsic factors, from the language the learner is learning to read and write. The ESL learners of the Alberton campus obviously fall into this category.

Zimmerman (1997:121) estimates that in the USA an English first language speaker starting at tertiary institution may not only know about 20 000 to 25 000 words, but may also know a great deal about each word, "such as its subtlety of meaning, its range of meaning, and appropriate contexts of use". This is in sharp contrast to the situation that prevails in the Gauteng province and South Africa as a whole. It was reported that a survey which was undertaken at some of the teacher training colleges in the North West Province showed that the average reading age in English of incoming black students was the equivalent of the average English first language student half-way through standard one (grade 3) (Saunders 1991:14). These differences and concerns are quite significant if one considers the fact that most school reading materials or texts assume extensive prior language knowledge, not only of typical school vocabulary but also of vocabulary and idioms that are learned in other social settings. This means that ESL learners are greatly disadvantaged in as far as reading comprehension is concerned, and therefore need guidance and instruction not only in reading comprehension but also in writing, listening and oral skills.

In conclusion, it is clear that research has show that less proficient readers use fewer strategies such as speed, vocabulary and word recognition and use them even less effectively in their reading comprehension. Better readers are better strategy users. These are readers who are able to monitor their reading comprehension, can adjust their reading rates, know their phonological and structural properties and are able to consider their objectives for reading.

2.3.2 Writing skills

Knowing how to write is also among the most important abilities that academically oriented L2 learners need to develop. A skill in writing represents the difference between beginning and advanced learners as well as the difference between those who are fulfilling a basic second language requirement and those who are studying a second language further. Although one may argue that not every L2 learner needs to become a good L2 writer, many L2 learners need to develop strong skills in writing. Some L2 learners may even need to write research papers, reports, abstracts, and proposals in the L2. Many learners may also need to write memos, business letters, and project analyses in the L2.

Writing needs may thus involve collaborative writing and require skills with specific occupational genres as well as careful attention to features of form and usage (Grabe and Kaplan 1997:173)

Grabe and Kaplan (1997:178) maintain that all language is produced in contexts of use. Writing does not escape this constraint, though there are popular notions of the solitary writer toiling away by himself or herself. A critical foundation for a theory of writing capable of both informing the L1 and L2 contexts is one that takes seriously the full range of social-context factors that may influence the writer. A theory of social factors needs to include, a situation (setting, texts, participants and interaction patterns, tasks or activities, and topics), performance outcomes and cultural or social variation between L1 and L2. Learners in this research group are also expected to display their writing skills by writing coherent business letters as requested in the given language proficiency test based on the given background. They are also expected to give careful attention to features of language form and usage.

Kellogg (1994 in Grabe and Kaplan 1997:179) provides a good current overview of affective factors that may influence writing abilities and writing development. He reviews motivation for writing, addressing achievement motivation, intrinsic motivation and extrinsic motivation. Aside from motivation and creativity, research in this area explores such factors as emotional attitudes, self image, self regulation, learner autonomy, performance attributions, and interest.

Writing skills, therefore embrace consideration of features of language form and usage. Strong development of writing skills enables learners to write research articles as well as business correspondence. In order to develop good writing skills, students need to be good readers.

2.3.3 Listening skills

Listening is a crucial element in the competent performance of second language learners (Van Duzer 1997:1). It is a demanding process because of the process itself and the factors that characterise the listener, speaker, message content and any accompanying visual support. Although listening is sometimes labelled as a passive skill and the least understood process in language learning, it is an active process of selecting and interpreting information (Van Duzer 1997:3). It can also be approached as a learning skill just like reading, writing and speaking (Brownell 1986:2). This means that although it takes hard work and practice, learners can do much to significantly improve their listening competence.

According to Brownell (1986:56) listening comprehension is basically a mental process which is not directly observable. As a result, it is difficult to translate cognitive operations into behaviours that can be studied or modified. Thompson et al. (1999:135) maintain that research claims that 60-75% of oral communication is either ignored, misunderstood or quickly forgotten. In general, few people are good listeners, and those who try to listen, listen at one of the five levels, that is, tuning out what is being said, pretending to hear the message, selectively hearing only parts of a conversation, attentive listening and empathetic listening. They further maintain that listening is not a simple stimulus and response interaction, but rather a circular process that is continuous and didactic (Thompson et al. 1999:132). This means that the listener must first receive the message, understand the content of what is being said and then remember what was said. The listener should then respond to the presenter in order to complete the communication process.

Rixon (1986:38) identifies four main sources of listening difficulties:

- the weak relationship between English sounds and the way they are spelt in written language,
- changes in sounds when they occur in rapid, connected speech,
- the rhythm pattern of English speech, and
- different ways of pronouncing the 'same' sound.

She maintains that many learners know English well in its written form, but find it difficult to cope with the spoken language. Not even a native speaker is always sure of the correct pronunciation of a word he or she meets in print for the first time and many learners fail to recognise the spoken forms of words that they 'know' very well in writing.

According to Brownell (1986:56) in order to understand what we hear, we must recognise the words, form mental images from sound cues, identify the main purpose of the message and the thought relationships of the ideas presented and compare that new information to knowledge already stored in the long-term memory. This means that, in order to comprehend a message, the listener must understand the words used by the speaker. Comprehension is also improved if the listener forms mental images of the events described. As he or she listens, an individual must distinguish main ideas from less important ones, determine the purpose of the speaker and understand how information presented can be related to this overall goal. The listener should also search his or her schemata of prior knowledge to form relationships between old and new ideas (Brownell 1986:96). This means that, experience and knowledge can enhance comprehension. Information we hear is of little value unless we can recall it when necessary and determine what to do with it once it is made available. A creative listener would thus be able to take what is already known, recognise its value, add new elements and produce a novel utterance.

Students concentrate a lot when they think that what they are listening to is purposeful, especially if the topic interests them (Van Duzer 1997:3). This means that, for effective listening to occur in the classroom, students need to be interested in the topic and actively participate in a conversation. Marlow (2002:1) also maintains that students can learn more when they listen well and they can also learn from others through careful listening.

Rixon (1986:1) points out that helping students develop their listening skills can help them understand spoken English better. Such an understanding includes:

- hearing all the words a speaker says,
- understanding the plain sense of the information a speaker is giving,
- deducing the meaning of unknown words and phrases by using the context,
- understanding what is implied but not stated in so many words,
- recognising a speaker's mood or attitude, and
- recognising the degree of formality with which the speaker is talking.

The above entails that teachers should provide students with content that can capture their attention so as to improve their listening skills. Such content should enable them to attach meaning to what is being learned. This could enhance their purposeful learning and encourage them to concentrate on the selected content.

According to Rixon (1986:10) students can be given an extensive listening opportunity where they are asked to listen to a short poem or a joke for pleasure. Such an experience can help in keeping their motivation and interest high as well as giving them valuable extra content with English in its spoken form. They can also be exposed to an intensive listening programme were they would listen to a passage with the aim of collecting and organising the information that it contains. Such a passage would contain concrete information with the aim of providing students with a challenge, to allow them to develop listening skills and knowledge of the language through the efforts they make, guided by activities related to the passage. This exercise could assist the target learners in developing the skill to summarise. This ability was also tested in the language proficiency test used in this study.

According to Thompson et al. (1999:135), better listening skills help to enhance the probabilities for the acquisition of higher order thinking skills, a critical component of academic success for both slow and advanced learners. Although listening is such an important language skill, it is seldom tested.

In conclusion, research has shown that listening is a very complex skill since it is passive and not easily observable. It is clear that listening skills require more than motivation alone to improve. It is situational and as our listening purposes change, so does the degree to which students require various listening competencies. Despite all that, the efficiency of classroom listening determines the amount and nature of the learning done by the students. Van Duzer (1997:3) maintains that teachers should be knowledgeable of the listening process and factors that affect listening. This could enable them to select or create listening texts and activities that meet the needs of the students. They should thus include these listening activities in the curriculum to create a balance that mirrors real integration with speaking, reading and writing skills. This makes it crucial for teachers to ensure that listening comprehension activities are interesting and comprehensible for students. As mentioned earlier, this skill is seldom tested formally and therefore is often neglected by teachers.

2.3.4 Speaking skills

The literature review revealed that researchers are not really interested in the speaking skill per se, but more in what is being conveyed. As a result, most of the research consulted was devoted to the other language skills such as reading, writing and listening. One reason could be that it is not easy to determine how much oral abilities determine language development and proficiency. Another reason could be that this skill is not often tested overtly because it is time consuming and it is therefore neglected. This component has only recently become part of the TOEFL test.

The language skills discussed above provide a solid background to the reason for selection of the particular language proficiency test used in this study, as well as how the respondents performed in different sections of the test.

2.3.5 Language Skills and administered Language Proficiency Test

The NIC Business English curriculum makes use of a communicative approach which integrates communicative competence skills and it is context based. The end of the year National NIC Business English examination first paper set by the Department of Education in 2005 and not by the college lecturers was used to test the respondents' knowledge and skills in ESL. This examination paper is integrative and embraces all the language skills except for listening and speaking skills which could not be tested in the form of a written exam. Though the test aimed to evaluate achievement relevant to that particular instructional programme, namely, Business English, it was appropriate to diagnose particular areas of strengths and weakness in learners' English language proficiency.

This paper could be answered by both English first and second-language students. It was an open-book examination whereby students were given permission to use five reference works. A variety of outcomes were assessed, including the following:

- the students' abilities to read and interpret given texts,
- their abilities to provide and deduce meanings of words within context,
- their abilities to comprehend a given text,
- vocabulary,
- their abilities to use a dictionary and spell words correctly,
- their abilities to summarise given texts, and
- their abilities to create coherent and logical business letters with an appropriate content using background information.

These learners were also exposed to a Reading Excellence programme twice a week for one hour throughout the year with an aim of developing and testing their reading comprehension and knowledge of grammatical structures. The Reading Excellence programme also exposed the students to a range of vocabulary and in the course of the programme they could see their reading speed, spelling and comprehension progress and improve on them.

They were formatively assessed continuously to diagnose areas of language difficulty and to guide further language teaching and learning. The test did not provoke undue anxiety (mentioned in the interest of validity and reliability) since it was based on content and skills taught throughout the year and aimed to measure the examinee's best performance.

2.4 CONCLUSION

In conclusion, I would say that there is considerable evidence that reading, writing, listening and speaking skills are essential in language development and proficiency. Learners who have developed these skills use appropriate strategies to recognise patterns of structure and organisation of information in a text, infer and learn the meanings of new words, arrange and present written information logically and systematically. The business letters that are given in the language proficiency test require communicative competence in that the writer must have developed sociolinguistic competence because he or she must have an understanding of the social context (in this case the business environment) where communication takes place.

This implies that he or she must understand the role relationships and the communicative purpose of the interaction. He or she must have developed discourse competence in order to express the message adequately. The writer of the letter must obviously have linguistic competence in order to present the message accurately, using appropriate vocabulary, syntax, etc.

CHAPTER THREE

THEORIES OF MOTIVATION AND ATTITUDES

3.1 INTRODUCTION

Motivation is the driving force behind all action (Cann 1992:48). It is a precondition of learning, both initiating and sustaining learning. Vrey (1984:236) differentiates between a learning motive, which is a driving force behind an act of learning and a primary motive, which involves the concept of self maintenance and self enhancement. Motivation may be intrinsic, coming from inside the learner or extrinsic, imposed from outside. If motivation is extrinsic, it will only become effective, according to Vrey (1984:236), when the learner himself or herself makes it intrinsic. This happens when the student realises that one learns to gain knowledge for self-satisfaction and fulfillment and not to receive praise and favourable comments from the teacher or parents.

Research indicates that attitude and motivation may be important factors in the acquisition of a second language (Cann 1992:48). While personality variables such as anxiety, introversion, extroversion, self-esteem, risk taking, empathy and toleration of ambiguity may influence attitude and motivation, there is no strong evidence that such personality variables are factors in the successful learning of a second language.

According to Brown (1987:114) motivation may be global, situational or task oriented and all three are required to some extent for second-language learning. Global motivation is the general motivation while in its context situational motivation refers to the learning of a second language. Task oriented motivation refers to a specific language-learning task. Motivation is a crucial factor in determining whether learners embark on a task in the first place, how much energy or effort they are prepared to expend on it and the length of time they persevere.

Gardner (1985:197) maintains that motivation has affective characteristics which orient the student to try to acquire elements of the second language, and this includes the desire the student has for achieving a goal and the amount of effort he or she expends in this direction. Motivation could be expected to play a direct role in the formal language training situation because it would serve to keep the student in the programme, influence his or her perception of the training situation, and serve as the basis for many reinforcements which might be obtained in the classroom.

Motivation to learn a second language has thus been conceptualised as a combination of both attitude (desire) to learn the target language and effort expended in that direction. Circumstances might induce effort (for example, an impending exam, a strict teacher, etc.), but the student may have little desire to learn the language, and not want to expend the effort.

This attitudinal/motivational complex has been referred to as the integrative motive (Gardner 1966 in Gardner 1985:206), and has been shown to include favourable attitudes towards the other language group and an integrative orientation towards language study, a goal which stresses learning the language in order to meet with, communicate with, and learn more about the other language community. These attitudes can also relate to attitudes towards the language teacher and the course. Gardner (1985:206) argues that attitudes which relate to such social aspects of language acquisition have strong power to maintain prolonged periods to develop proficiency. Short-term motivational variables such as fear of failure, desire to do well in school, vague future job requirements etc. do not have stable and long-lasting power to maintain consistent levels of motivation. Gardner (1985:199) further points out that motivation also refers to a specific act of learning a language but it also has a broad social foundation that plays a prominent role in second language acquisition. As a result, all theoretical models must be considered in terms of social context.

The aim of this chapter is to discuss the contextual aspects of second language acquisition in order to gain an understanding of the extent to which these contextual factors influence learners' development of proficiency in a second language. On the basis of findings from the literature review (Clement et al. 1994; Coetzee-Van Rooy 2002, Dornyei 1990; 2002; 2003, Ellis 1985, Mahlobo 1999, Nikolov 1999, Noels 2001, Noels et al. 2000) contextual factors in second language acquisition are classified into four categories, namely:

- socio-psychological factors,
- learner factors,
- home and family factors, as well as
- context factors related to the influence of school and classroom on learners.

These factors will be discussed in detail later in this chapter.

The discussion of the contextual factors is presented in two interlinked sections. The first section analyses relevant models that deal with second-language acquisition in a broader sense.

The aim of analysing various models is to identify the societal context factors which each model considers important for second-language acquisition. Each model is analysed by discussing its proposition in respect to second-language acquisition and also by identifying and discussing those societal-context factors which each model considers crucial for second-language acquisition. The second section consists of the discussion of socio-psychological factors, learner factors, home and family factors and context factors related to the influence of the school and classroom on learners. The chapter ends with a summary of all contextual factors in second-language acquisition.

The focus of this study is on the effects of motivation on second-language proficiency and the models which shed more light on the subject are those of Lambert (1963 in Lambert 1972), Gardner (1979), Clement (1980) and Schumann (1986). The choice of these models was made after a careful review of literature of the various models of second-language acquisition.

It is acknowledged that none of these models could individually give a satisfactory account of the factors which influence second-language acquisition and proficiency; they complement each other.

3.2 THEORIES OF MOTIVATION AND ATTITUDES

3.2.1 Lambert's model (1963)

Lambert's model (1963 in Lambert 1972) is based on a social-psychological approach to inter-group behaviour. It focuses on language and its use and considers how members of each linguistic community hold on to their own group in contrast to other groups. This makes it easy to understand how each group clings to its linguistic identity which is related to a broader cultural identity.

Lambert (1963 in Lambert 1972) maintains that individuals who want to acquire a second language successfully, gradually adopt various aspects of behaviour which characterises members of another linguistic cultural group. Such a learner's ethnocentric tendencies and his or her attitude toward the other group are believed to determine his or her success in learning the new language. His or her motivation to learn is thought to be determined by his or her attitudes and by his or her orientation toward learning a second language.

3.2.2 Gardner's model (1979)

Gardner's model (Gardner 1979:195) is influenced by the Canadian context in which it is based. The Canadian situation is characterised by competition for dominance between the English and French languages. This model is based on the proposition that in order for a learner to acquire the second language, he or she has to internalise the symbolic representation of another culture and make it part of his or her linguistic repertoire, which implies that another language is imposed on his or her lifespan. Another presupposition is that, in learning a second language the learner will be faced with a task of internalising symbolic elements of a different ethnolinguistic community.

This model links the social milieu, individual learner characteristics as well as linguistic and non-linguistic outcomes. It emphasizes that in L2 teaching and learning, the larger social context in which the L2 is learned should be taken into consideration. The individual learner characteristics such as intelligence, language aptitude, motivation and situational anxiety should also be considered.

Gardner (1979:197) also maintains that linguistic outcomes of second-language acquisition include L2 proficiency in knowledge of grammar, language rules, vocabulary as well as such skills as speaking, listening, reading and writing and non-linguistic features which include attitudes towards a general appreciation of and general interest in the L2 cultural group.

3.2.3 Clement's model (1980)

According to Clement (1980:148), the learners' success or failure to acquire the second language can be explained by the learner's level of motivation as determined by the ethnolinguistic vitality of the L2, their levels of confidence to use the L2 and the quality of experience they have each time they try to use the L2. Ethnolinguistic vitality originates from Lambert's social identity theory in which researchers were attempting to investigate how individuals construe societal conditions as factors which mediate their inter-ethnic attitudes and behaviours.

This model presupposes that if the acquisition of the L2 is regarded as one of the aspects of inter-ethnic interaction, it is then that it can be successfully achieved. It further assumes that the status enjoyed by a language in a community (which is part of ethnolinguistic vitality) has an influence on the individual's inter-ethnic behaviour. Ethnolinguistic vitality is also believed to trigger the individual's motivational process called primary motivational process which mediates the influence of the social mileu on communicative competence (Clement 1980:149). This primary motivational process consists of integrativeness, that is, the individual's positive attitude and willingness to become a member of the L2 cultural group; and fear of assimilation, which is a negative predisposition to the L2 community triggered by fear of loss of own cultural identity. Such unpleasant social contacts can result in anxiety that tends to accompany failure to use the second language.

Since the emphasis in this model is placed on acquiring the L2 through informal exposure, the model can only help to explain the development of Basic Interpersonal Communication Skill (BICS) in the learner, without accommodating the development of Cognitive Academic Language Proficiency (CALP). This model does not sufficiently acknowledge the role of formal language teaching and learning but emphasises the importance of social context factors such as social dominance, social integration strategies as well as demographic factors. The model also acknowledges the influence of affective factors such as attitudes, motivation and cultural shock.

3.2.4 Schumann's acculturation Model (1986)

Schumann's model (Schumann 1986:380) focuses on two concepts, namely, socio-psychological openness or closeness and socio-psychological proximity or distance. Socio-psychological openness refers to the extent to which the second language learner manifests a positive attitude towards the L2 community, is motivated to learn the L2 either for instrumental or integrative reasons and is openly willing to use the new language. If the L2 learner manifests opposite characteristics to the above, he or she may be regarded as socio-psychologically closed to acquiring the L2 concerned.

Schumann (1986:200) defines acculturation as a degree to which a learner aspires to be integrated with the L2 community. The more a learner aspires to be integrated with the second language community, the more successful he or she will be in the learning of the target language. Language is thus perceived as both a social and affective concept which can lead to acculturation.

In conclusion, I can say that models and theories provide a framework and a basis for a better understanding of factors that can contribute to the success or failure in second-language acquisition and proficiency. These models indicate clearly that there is no single approach that would be suitable for learners at all times. Different variables like self-identity, cultural context and beliefs, cognitive factors, classroom input and learning resources affect second language acquisition and proficiency in different ways.

While all these theories are characterised by overemphasis on a single aspect as a central issue in language teaching and learning, they all contribute a lot of important insights into the topic of ESL acquisition and proficiency.

3.3 MOTIVATION VARIABLES AND ENGLISH LANGUAGE PROFICIENCY

The discussion of the effects of different motivational variables on ESL proficiency will be presented chronologically. This chronological review will be explained under the following headings:

- The socio-psychological approach to L2 motivation
- Learner factors
- Parental involvement
- Context factors related to the influence of the school and classroom on the learner

3.3.1 The socio-psychological aspects of motivation

The socio-psychological approach of L2 learning refers to the extent to which the English second-language learner manifests the following characteristics:

- a positive attitude towards the target language community whilst not being threatened by the acquisition of that language,
- motivation to learn English either for instrumental or integrative reasons, and
- learners' willingness and openness to using the target language (Schumann 1975 in Mahlobo 1999:27).

The above indicate that motivation to learn an L2 could be grounded in positive attitudes toward the L2 community and also in a desire to communicate with and be associated and valued like members of that target language group.

Gardner and Lambert (1972 in Gardner 1985:255-256) launched a series of studies examining how language learners' attitudes toward the L2 speaking community affect their desire to learn an L2.

These researchers followed a socio-psychological approach, focusing on the influences of the social context and the relational patterns between the language communities as measured by means of the individual's social attitudes.

They distinguished between integrative and instrumental motivation to L2 learning. They maintain that integrative motivation occurs when the learner wishes to identify with the culture of the L2 group, whilst instrumental motivation occurs when the learner's goals for learning the L2 are functional. For instance, learning the L2 to pass the examination, further career opportunities or to facilitate the study of other subjects through the medium of the L2, will be regarded as a functional-motivational drive.

They also maintain that prospects of a good job that requires L2 proficiency, or at school, a particular test to be taken, can also trigger instrumental motivation.

Gardner and Lambert (1972 in Gardner 1985:260) conducted a series of studies examining the relationship between motivation and attitudes of learners in Canada and L2 proficiency. Their hypothesis was that students' attitudes toward the specific language group are bound to influence their success in developing such language.

According to their findings, motivation subsumes components, like, the desire to learn the language and attitudes toward learning a language. Findings of Gardner and Lambert's research in which they measured the French proficiency in Canadian school learners, reveal that the learners' attitudes toward L2 learning strongly relate to measures of their French proficiency (Gardner 1985:200-202). Burstall (1975 in Ellis 1985:161) in his support for Gardner and Lambert's (1972) research findings, also reveal that the learners' achievement in their French Project was closely associated with both integrative and instrumental motivation. The learners' progress was influenced by both the desire to do well in French as a school subject and by an interest in French people and their culture.

According to the study conducted by Oller et al. (1997:4) on attitudes and proficiency in English second language of Chinese in the United States, not enough evidence for a powerful relation between attitudes and attained second language proficiency was obtained. In spite of this observation, these researchers still argue that they are inclined to agree with the findings of Lambert and Gardner, that there must be a significant and substantial relation between attitudes and proficiency in ESL.

Lumkani (1972:261) researched the English language proficiency of Marathi speaking high school students in India. These students came from lower middle class families belonging to a comparatively non-westernised section of Bombay society. They had all studied English as a second language for about seven years. Sixty Marathi speaking students were tested and the nature of their motivation for learning English shows that they were instrumentally motivated to learn English and that they were not influenced by integrative reasons.

High motivation to use English as a means of career advancement, getting a good job, coping with university classes, travelling abroad, acquiring new ideas and broadening their outlook, were amongst the instrumental variables which correlated significantly with the participants' English proficiency scores

Subsequent research (Belmechri and Hummel 1998, Clement and Kruidenier 1983, Dornyei 1990, Noels and Clement 1989) however, did not necessarily support the distinction between integrative and instrumental orientations due to varying operational definitions. Oxford and Shearin (1994 in Noels et al.1999:24) maintain that other reasons for L2 learning include intellectual stimulation, personal challenge, showing off to friends and fascination with aspects of the language.

Dornyei (1990 in Noels et al.1999:24) points out that the need for achievement in general and the desire for stimulation are also powerful motivators.

In their examination of orientations of French and English high school students of Spanish, English and French, in unilingual and multi-lingual contexts, Clement and Kruidenier (1983 in Noels et al. 2000:36) found that four orientations, namely, travel, friendship, knowledge and the instrumental orientations, proved to be motivational in L2 acquisition.

The desire for contact and identification with members of the L2 group was proved not to be fundamental to the motivation process, but was only relevant in specific socio-cultural contexts. Belmechri and Hummel (1998:219) and Noels et al. 2000:41) in their research findings also maintain that travel, knowledge, friendship, orientations and career can also be considered extrinsically motivating goals since they refer to reasons extrinsic to language learning itself.

Coetzee-Van Rooy (2002:77) studied the relationship between the cultural identity profiles and the ESL proficiency of Afrikaans and the Southern Sotho learners at the Vaal Technikon. She maintains that English in South Africa is learned to communicate and better understand speakers of South African languages, other than English across language boundaries. English therefore operates as a lingua franca in South Africa and this provides a mainly pragmatic motivation to learn it as a second language.

She found that integration with the South African English L1 group not to be a prime reason for learning English, and successfully mastering English is not reason enough to be accepted as part of the English-speaking community in South Africa. She further maintains that integration is a problematic predictor of English L2 achievement in South Africa, and that a motivation for people to learn English as a L2 could be for economic reasons.

Although there is contrasting evidence as to whether instrumental or integrative motivation is better, both types have been shown to lead to successful language learning (Brown 2000; Ellis 1994).

In conclusion the review proves that integrative motivation can enhance L2 proficiency and achievement in a bilingual country like Canada where English is learned as an additional language and learners have little or no chance of communicating and interacting with the L1 speakers of the target language. It is thus a problematic predictor of English L2 achievement in a multi-lingual and multi-cultural country like South Africa. Instrumental and pragmatic motivation has been shown to correlate with L2 proficiency and achievement in many research findings, including those conducted in South Africa.

This means that the level and type of influential motivation is strongly influenced by the social context in which learning takes place.

3.3.2 The learner factors

In the 1970s researchers shifted the focus from the socio-psychological factors of motivation and started to investigate other motivational aspects like learner factors. From the literature review the following aspects relate to motivational factors that affect learners in their development of English second language proficiency:

- self-determination theory and self-confidence
- goal-oriented theory.

Researchers felt that there is a growing gap between general and L2 motivation theory, and as a result, a growing desire for increased empirical research and theorising on motivation increased. Some researchers looked specifically at motivational psychology like self-determination theory, self-confidence, and goal-oriented theory (Dornyei 2003:7).

3.3.2.1 Self-determination theory

Self-determination theory (Noels, Clement and Pelletier 1999 in Dornyei 2002:529) provides a comprehensive framework within which a large number of L2 orientations can be systematically organised.

These orientations can be categorised according to the extent to which the goal for performing an activity is self-determined, that is, the performed activity is chosen freely by the individual. These researchers found empirical evidence for several meaningful links between the learners' intrinsic and extrinsic motivation to learn and their teachers' communication style, which will be discussed later in 3.3.4.

Intrinsic motivation

Intrinsic motivation refers to an individual's motivation to engage in an activity because of innate needs for competence and self-determination (Deci and Ryan 1985 in Noels et al. 1999:38). This means that a learner can be intrinsically motivated to perform an activity because it is enjoyable and satisfying to do. When learners are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents, as they develop a sense of competence in their abilities.

Extrinsic motivation

This refers to actions that are carried out to achieve some instrumental end. Deci and Ryan (1985 in Noels et al.1999:39) distinguish among different types of extrinsic motivation as:

External regulation which refers to activities that are determined by external sources like benefits from an activity done or costs incurred.

Introjected regulation refers to activities that are performed as a result of pressure which someone incorporates into himself or herself as he or she reacts to the pressure from others. Such a person is not acting on the basis of personal choice, but reacting to that external pressure.

Identified regulation refers to an activity which is chosen due to personal relevant reasons like performing an activity because of its importance for achieving a valued goal. For example, language learners who feel that fluency in a L2 is an important aspect of educational development will strive to achieve that goal.

Extrinsic motives in the form of rewards, marks and approval are also identified as very important sources of encouragement for young children to learn an L2 (Nikolov 1999:46). Some parents pressurise their children in getting high marks and for many learners, achievement represented by good marks and rewards, serve as motivating forces. If such learners succeed, feelings of success could also generate the need for further success.

When learners feel that the target language has status, prestige, and will provide opportunities for economic mobility, that can influence their motivation to learn.

Clement et al. (1994:441), on the other hand, point out that self-confidence influences L2 proficiency both directly and indirectly through the students' attitudes toward and effort expended on learning English. They maintain that a good classroom atmosphere promotes students' involvement and activity, as well as self-confidence, while moderating anxiety.

In conclusion, it is clear that when learners are self-determined and confident to pursue a goal like mastering an L2, it will be easier for them to achieve such a goal compared to when they are pressurised by any external forces to do so. Extrinsic rewards like praise and other external benefits can also motivate learners to strive to master the L2 in order to be rewarded. Thus, both extrinsic and intrinsic motivational variables can contribute a lot toward achievement in L2 learning and proficiency.

3.3.2.2 Goal-oriented theory

According to Dornyei (2003:18) goal-oriented theory has also been a central feature of L2 motivation research. It has been the most active area of research on student motivation in classrooms and has proved to have direct implications for students and teachers. In his study of the role of goals in language learning, he further maintains that motivation shows different characteristics depending on the level and stage which the learner has reached in pursuing a targeted goal. He points out that pursuing targeted goals occurs in three phases, namely, the practical stage, the execution-motivation stage and the completion of action stage.

- During the practical stage, an individual decides on choosing a goal or task to be pursued. Such a person will be influenced by motivational factors like the various goal properties, values associated with the learning process, attitudes toward the L2 and its speakers, the expected success and strategies and environmental support or hindrances.

- In the execution-motivation stage, the generated motivation is actively maintained and protected. Such motivation is relevant to activities such as studying an L2 and to learning in the classroom setting.

  This motivation can be influenced by factors like the quality of the learning experiences (for example, pleasantness or coping potential), a sense of autonomy, teachers' and parents' influence, classroom reward and goal structure, influence of the learner group, and knowledge and use of self-regulatory strategies like goal setting, learning and self-motivating strategies.

- During the completion of action stage, learners process their past experiences in trying to determine the future goals to pursue. During this phase the learner tries to determine the kind of activities to pursue in future. Such motivation can be influenced by the belief in self-concept and the type of feedback received like praise or good marks.

Through all these phases, learners could be motivated by various goals like values associated with the learning process, experience of success and strategies and environmental support, coping potential, self and social image, the belief in self-concept and received feedback, praise and good marks.

From the above it is clear that the setting of goals and the belief in achieving them can enhance the development of positive motivation in language learning. These goals could vary depending on reasons attributed to the desire to pursue them. Strategies employed in trying to achieve the set goals will also vary.

3.3.3 Parental involvement

In the 1990s, researchers (Mahlobo 1999, Dornyei 1994, Crookes and Schmidt 1991) studied the effects of variables like the contribution of parents in their children's L2 acquisition and proficiency and the influence of other variables like the school and classroom environment.

The curriculum of the home is characterised by family values that manifest from parent-child interaction. Such values set a foundation of individual responsibility, hard work, perseverance and the importance of education and educational achievement. The literature review highlights the following parental factors as influential on learner motivation:

- parents' socio-economic status,
- parents' level of education, and
- appropriate family context and culture.

3.3.3.1 Parents' socio-economic status

Some research indicates that there is a significant relationship between parents' socio-economic status and their children's level of intelligence (Milner 1968 in Mahlobo 1999: 45).

Families with low socio-economic status lack items such as books, magazines, radios, television, TV games, computers and computer games that can serve to stimulate children intellectually and provide exposure to English. This can affect the learners' ESL proficiency and academic performance since such learners tend to be characterised by a lack of motivation, poor academic achievement, poor language skills, inductive rather than deductive reasoning, as well as inability to use high order cognitive strategies like analysis, synthesis and evaluation (Du Toit 1993 in Mahlobo 1999:460).

3.3.3.2 Parents' educational background

The parents' level of education also determines, to a large extent, their levels of aspirations for their children, parental involvement in the education of their children and the family value systems.

According to Driessen et al. (2002:176) children of highly educated parents benefit more from education as their parents are able to assist more in their learning. Such children can make more progress than those who are not fully supported by their parents due to poor educational backgrounds.

Parental involvement entails their assistance on high scholastic achievement, offering academic guidance and provision of resources on school related tasks and managing and emphasising educational activities of their children rather than pleasurable things like TV programmes, choice of books and magazines (Ferhmann et al. 1987 in Mahlobo 1999:47). This means that expression of affection and interest in the child's academic and personal growth, effective value systems, family practices, parental beliefs and attitudes toward education can contribute to motivation and positive self-concept.

When parents cannot speak or understand English, the learners' acquisition of English is not supported and reinforced after school hours. Such parents may also feel ill-equipped to assist with homework.

3.3.3.3 Parental expectations from learners

Parents' expectations of scholastic success, a better career, as well as high professional status attainment, are important and easily transmitted through a development of a family context and culture which values education in so far as it leads to self-improvement and high self-esteem (Schnider and Lee 1990 in Mahlobo 1999:48). They point out that such a context can be created through, amongst others, verbal encouragement of children to excel in ESL tasks, helping them with English home work and practical projects, monitoring progress in English, rewarding every improvement, offering academic guidance when possible and support from an ESL perspective. Parents should also provide reading materials such as books, newspapers and magazines with topics of interest to their children.

In conclusion, a variety of studies show that a home conducive to learning and a family context which include the parents' level of education, positive educational aspirations and effective involvement in their children's improvement in ESL proficiency, can result in high general scholastic performance. This is a clear indication that education and ESL achievement is not the responsibility of the school alone. For education to succeed, parents should also play a prominent role in the education of their children.

3.3.4 Context factors related to the influence of the school and classroom on the learners

Another key assumption that energised a shift from the Canadian paradigm (Gardner and Lambert 1972) was that the classroom environment and its contextual surroundings of action, has a much stronger motivational influence than had been proposed before. Research findings highlight a variety of factors that influence the learners' academic performance in the school.

These include the following two factors:

- the course specific motivational components (for example, relevance of learning materials, interest in the tasks and the appropriateness of the teaching methods), and
- teacher specific motivational components (for example, the motivational impact of the teacher's personality, behaviour and teaching style).

3.3.4.1 The course specific motivational components

Relevant classroom learning instruction and content helps learners to connect such instruction to their personal needs, values or goals and to mastering the L2.

According to Dornyei (1994 in Noels 2001:112) teachers' motivation and attitudes, their style of learner control, and manner of presenting tasks and providing feedback, are associated with students' motivation.

Classroom input plays a significant role in language development especially in situations were exposure to the L2 is limited. In order to contribute effectively to the learners' ESL proficiency, teachers should master the English language themselves, display the ability to organise L2 activities, guide learners in learning the grammatical rules and in their development for communicative competence and performance, evaluate them appropriately, and be able to maintain a positive and a democratic classroom atmosphere. Such a teacher should be able to adjust the learners' level of understanding and organise meaningful and productive class work.

Crookes and Schmidt (1991:227) pioneered a study to distinguish between various levels of motivation and motivational learning. They also called for a programme that would develop from, and be congruent with the concept of motivation that teachers are convinced is critical for second language success.

They identified four motivational factors to describe L2 classroom motivation as:

- interest,
- relevance,
- expectancy, and
- satisfaction.

They maintain that *interest* in the language situation enables the learner to develop curiosity and desire to know more about himself or herself and the broader environment. *Relevant* learning classroom instruction and content helps the learner to connect such instruction to his or her personal needs, values or goals and to mastering the L2. *Expectancy* refers to the expected help and support the learner will require from the teacher to handle difficult tasks, while *satisfaction* concerns extrinsic rewards like praise and good marks and intrinsic rewards such as enjoyment and pride.

3.3.4.2 Teacher specific motivational components

The ESL teacher's attitude towards his or her work will be influenced by the level of commitment in his or her professional tasks in general, and the willingness to apply the effective skills, methods and approaches of teaching English as an L2. Highly committed teachers' methods and approaches can enhance learners' motivation to expend effort in their development of ESL proficiency (Edge 1988 in Mahlobo 1999:58).

Teachers are expected to develop and stimulate learners through modeling positive attitudes and orientations toward learning (Crookes and Schmidt 1991:228). This can raise students' interest and meta-cognitive awareness of the importance of achieving the desired goal.

If such teachers are also able to give appropriate and informational feedback, this could make learners aware that success is attributed to effort and ability, and that can contribute a lot towards L2 learning motivation.

The Minister of Education, Naledi Pandor, in her June 16 2006 address, maintained that educators must be disciplined and teach with dedication and purpose. She also acknowledges that some educators are not well trained, many schools are under resourced and good recognition programmes for educators are needed. The curriculum changes and policies also contribute positively or negatively towards learners' academic performance as they affect implementation which leads to lack of capacity and discipline by both educators and learners. On the other hand, there are some educators who still want to do their best in their teaching and as a result, still maintain a strong sense of accountability and professional principles (Da Costa 2006:8). According to the Reviewed National Curriculum, the educator's role is to facilitate learning. He or she must be competent enough to structure learning experiences according to the learning programme so that at the end of each learning experience, learners can demonstrate that specified learning outcomes have been achieved. Educators are expected to have appropriate knowledge in the specific area of specialisation, skills, judgement, attitudes, dedication, experience and foresight (Tema 1997:7).

Various aspects of the learning context like relevance of learning materials, appropriate teaching methods, teacher attitudes, and the other teacher specific motivational components like the teacher's mastery of the subject matter and effective presentation, as well as meaningful and appropriate feedback, contribute a lot in the development of learner motivation towards L2 learning and that can enhance ESL proficiency and academic success.

In conclusion, research has shown that the classroom environment and its contextual surroundings have a much stronger motivational influence toward ESL proficiency than previously thought.

3.4   CONCLUSION

This chapter looked at different theories and models of motivation and attitudes which could enhance the development of proficiency in ESL. Different motivation variables like instrumental and integrative motivation, learner factors which could be intrinsic or extrinsic, parental support to learners by providing them with an appropriate home environment so that they can improve their proficiency in English, as well as school and classroom context factors, contribute a lot in L2 learning which can enhance ESL development and proficiency. These factors could encourage learners to put more effort in their learning and their performance in English so that they can achieve a variety of intended goals.

CHAPTER 4

THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

This chapter will discuss the sample, measuring instruments, the general procedure of the investigation and the processing of data.

The study aims to investigate the effects of motivation variables on English second language proficiency. Motivation variables identified in Chapter 1 (see 1.2) include:

- socio-psychological factors
- learner factors
- parental involvement and
- contextual factors related to the influence of the school and classroom on the learner.

In this study, a literature review was followed by empirical research. Literature was reviewed to get background information on the research topic, trace and analyse documents and to find out what other researchers have discovered about the relationship between motivation and ESL proficiency (Nunan 1992:16). This process of conceptualisation (Seliger and Shohamy 1989:69) helped me to expand my understanding, broaden my knowledge and perspective of the topic and also provided a theoretical background for the design and evaluation of the empirical study.

4.2 SPECIFIC RESEARCH PROBLEM AND HYPOTHESES

The main focus of this study is to try to address a concern regarding how learners can be motivated to put more effort in learning and developing proficiency in English. This is a thought-provoking concern that led to the formulation of the following hypotheses (see Chapter 1:4).

- There is a relationship between motivation and the first year NIC students' ESL proficiency.
- The more motivated the first year NIC students are, the higher their level of ESL proficiency will be.

4.3 Subjects

The subjects of this study were 52 first year students at the Ekurhuleni West College of the Alberton campus registered for Business Studies. It was convenient for me to use these students in the study since I have direct access to the subjects and they could be reached relatively easily when they had to complete the questionnaire and to write the English proficiency test.

4.4 Research design

Empirical quantitative research study was conducted together with a correlation research design. According to Reichardt and Cook (1979 in Nunan 1992:3) quantitative research is obtrusive and objective and it can be highly controlled. The results of quantitative research can be regarded as reliable as it is easy to make generalisations about them. In this study, a questionnaire and a language proficiency test were used for data collection.

4.5 The questionnaire

Information gathered in the literary study regarding the contribution of motivation variables in learning a L2 and ESL proficiency was used to design the questionnaire (see Appendix 1). This questionnaire was designed and based on Gardner's Attitude/Motivation Index (Gardner 1985) though the South African context is slightly different. There are some similarities but opportunities for contact are probably more limited. English first language users, who form part of the economic and social upper middle class, do not attend FET colleges thus they do not readily come into contact with the typical learners that participated in the study. Structured, closed-form items, where respondents had to choose between predetermined responses were used in the questionnaire.

The questionnaire was administered to 52 NIC students who volunteered to complete it. Instructions and all the necessary information were explained to them. All of them are English second-language speakers, 8% of the respondents speak Afrikaans, 6% speak IsiXhosa, Setswana and Sepedi respectively, 35% of them are IsiZulu and Sesotho mother-tongue speakers while 4% speak IsiSwati and 2% speak other languages including Portuguese and Chinese. They were allocated one hour to complete the questionnaire.

4.5.1 Construction of the questionnaire

Section A (Questions 1 to 4) was designed to gather information about the respondents' general background. Information gathered included their gender, home language and language of instruction.

Section B (Questions 5 to 14) was designed to gather information regarding the respondents' integrative motivation. Information required included their attitudes towards interacting with English mother-tongue speakers, their reasons for the desire to learn English and their language preferences.

Section C (Questions 15 to 19) focused on the students' instrumental motivation and instrumental reasons for learning English. These included intrinsic motives like better job opportunities, improvement of performance in the examinations and in other subjects, travelling abroad as well as extrinsic motives like being praised, peer pressure and rewards from parents and teachers.

Section D (Questions 20 to 37) consisted of questions regarding students' attitudes toward English. The respondents had to indicate how they feel about efforts expended in learning English, feedback received when learning and how they handle feedback. They also had to give information about their habits of watching television, listening to the radio and reading, as well as information about how they rated their reading, writing, conversation and comprehension skills.

Section E (Questions 38 to 48) was concerned with the respondents' perceptions about their parents' contributions toward learning English. Respondents had to describe how their parents encouraged them to do well in English, helped them with homework, bought or provided them with English books, magazines and newspapers at home. They also had to describe how their parents encouraged them to watch English television programmes and listen to English radio programmes. The respondents were also asked to indicate how often they communicated in English with their parents and how often their parents contacted the college if their performance in English was not good.

Section F (Questions 49 to 58) gathered information regarding the respondents' perceptions about English lecturers and their classroom situation. Respondents had to indicate how they feel about their English lessons, feedback from their English lecturers when learning and whether such feedback helped them to perform better in their course or not. They also had to indicate how they felt about their English teachers' attitudes towards the subject, their teaching methods and strategies and whether such methods and strategies helped them to understand classroom activities easily or not.

4.6 THE LANGUAGE PROFICIENCY TEST

A National NIC Business English examination paper of November 2005 was used to test the learners' English proficiency. This paper was set by the Department of Education and not designed by college lecturers. The duration of the examination was 3 hours and it provided a score out of 150 for each respondent. The test was designed to be comprehensive and to cover all aspects of the year's work, to be seen by all students as fair and to differentiate between ability levels. Results from comprehension, grammar, spelling and summarising were used. Marks from creative writing (business letters) were also used. Although this element can be regarded as being subjective, detailed marking criteria was provided to markers and communicated to learners as part of the assessment criteria. Copies of the test and the marking memorandum used will be found in Appendices 2 and 3 respectively.

The detailed information about the test follows:

a. Comprehension

Question 1, the language comprehension question, presented an interesting article titled "Be prepared for the Working World." Most questions required a full sentence answer unless they were asked for a different form of an answer. Questions covered as many aspects of comprehension as possible. For example, candidates had to be able to infer answers by making connections during reading, relate new information in the text to information they already know, see how different elements in the texts are linked, locate details and use integrative skills to construct meaning. A detailed marking scheme was devised to ensure absolute fairness and consistency. However, an open mind was also necessary to consider answers that were different but upon reflection proved to be correct. Emphasis was on full sentences with all the necessary information, preferably given in the student's own words and presented in such a way to make sense or be comprehensible to the reader. This section counted for 33% of the marks. A few questions specifically asked for a quotation from the text and marks were deducted if such answers were given without quotation marks.

An example of a question requiring a full sentence is given below:
What are some of the dilemmas facing school leavers who do not have a clear idea of what they want to do when they leave school?

Five marks were awarded for the question. An answer that included information such as the responses below, was awarded the maximum marks:
- *Should they study?*
- *What should they study?*
- *Should they travel before or after their studies?*
- *Is it better to get work experience first and then study?*
- *Many need to explore all available career options before setting on a career path.*

An example of a question requiring a quotation from the text as an answer is:

Quote ONE word which sums up the advice Monique Rissen-Harrisberg gives interviewees regarding their application of make-up or fragrances.

"Understated" in inverted commas would have been awarded maximum marks. For questions requiring a one-word answer, one mark was given. Answers without quotation marks were awarded half a mark, while incorrect answers failed to gain a mark.

b. Grammatical skills

Question 2 tested students' grammatical abilities. Questions were based on the article "Interview Do's and Don'ts." Students were instructed to write all their answers on the enclosed answer sheets, detach them and place them in their answer books. Answers not given on the enclosed answer sheet obviously failed to gain a mark.

There were 40 items, carrying one mark each for a correct answer. Questions were presented in multiple-choice and fill-in-the-blank format. They covered the use of appropriate tenses, prepositions, adverbs, affixes, passive voices and indirect (reported) speech. Also tested in this question was punctuation, which counted 6% of the total mark, including use of apostrophes that indicate omission of a letter, capital letters, possessive apostrophes and hyphens.

Examples from each section are as follows: (7% of total marks).

A. Choose the correct word from those given in brackets.
e.g. Make sure (YOUR/YOUR'RE) 2.1.1 (WELL GROMMED/WELL-GROOMED) 2.1.2 and dressed appropriately.

B. Provide the correct preposition for question numbers 2.3.1-2.3.6 (4% of total marks).
e.g. Be punctual or even a few minutes early _____ (2.3.2) the interview.

C. The apostrophe has been removed from the FIVE words which have been **encircled** *on ADDENDUM B. Rewrite these five words inserting the apostrophe correctly in the appropriate space on the answer sheet (3% of total marks).*
e.g. It will make the interviewer wonder why you cant (2.2.5) get a job.

D. Punctuate correctly the words or sentences marked 2.5.1-2.5.4 (3% of total marks).
e.g. Have a clear copy of your <u>cv</u> (2.5.1) with you.

E. Rewrite correctly the adverbs which have been underlined with a wavy line in the appropriate space on the answer sheet for question numbers 2.4.1 and 2.4.2 (5% of total marks).
E.g. Answer all questions <u>clear</u> (2.4.2) and succinctly.

F. By using prefixes or suffixes, supply ANTONYMS of the words underlined with a double line. For example, appropriate - inappropriate for question numbers 2.6.1 to 2.6.4 (10% of total marks).
e.g. You'll come over looking <u>organised (2.6.4</u>) and prepared.

G. Rewrite the following sentence in the passive voice.
Most offices apply a smoking policy now.

One mark was allocated per change for correct placement of the subject and object in the sentence.

H. Rewrite the following sentence in indirect (reported) speech (10% of total marks)
"Oh, I hope I get this job-this is the 19th interview I've had this week."
Begin with: The candidate said that…

Half a mark was allocated for each correctly placed item of punctuation, tense and pronouns.

c. Discourse analysis

Questions 3 and 4 measured the ability to be creative by using given background information and advertisements to write business letters. In question 3, students were asked to refer to a Voice clinic advertisement (ADDENDUM D), for information in order to compose a letter of invitation. The layout of the letter was marked negatively out of the total of 7 marks. That is, one mark was deducted from the total for each error or omission in the format of the letter. For the content, one mark was allocated per each relevant point out of 12 marks. 6 marks were allocated for correct language and spelling, logical and coherent paragraphs and a mark was deducted for each language and spelling error (17% of total marks).

In Question 4 students were also asked to write a letter of enquiry by referring to a "Sellutions" advertisement (ADDENDUM E) about Career Decisions and the given background information. The layout/format of the letter was also marked negatively out of the total of 5 marks. 1 mark was deducted from the total for each error or omission. Twelve marks were allocated for the content of the letter and one mark was allocated for each relevant point. For language and spelling, 8 marks were allocated for logical and coherent paragraphs and for correct language and spelling 17% in total marks.

d. Summarising

Also tested was the students' ability to skim read and identify and differentiate between main ideas and supporting ideas from a given text. In question 5 they were asked to make a point form a list of ten ways in which one can promote cultural sensitivity in the workplace from the passage "How to get ahead at work" (ADDENDUM F). Ten marks were allocated for the question and one mark was given for each relevant point (7% of total marks).

In conclusion, the test covered linguistic items such as vocabulary, use of appropriate tenses, prepositions, adverbs, affixes, passive voices and indirect speech, as well as discourse analysis whereby learners had to use information from a given text in order to design correspondence documents.

4.6.1 Validity of the test

A proficiency test is a necessary component of any effective assessment essential to indicate how well learner's proficiency measures up to requirements. According to Hughes (2003:26-27) a valid test must contain a representative sample of language skills and structures of a particular kind. One cannot include everything, but test specifications should ensure that the test is a fair reflection of what is important. Such a test should not only portray proficiency as a product, but it must also give some insight into learners' proficiency development processes because one of the main objectives of assessment is to inform and guide instructional decision-making. Thus a proficiency test needs to be valid in order to achieve its intended goals.

Validity shows that a particular test measures what it is intended to measure (Wesche 1983; Kilfoil and Van der Walt 1997; Coleman 2003). This means the view of language which is reflected in the syllabus must be the central point of testing. If the communicative competence approach is followed (which maintains that language is unitary and that there is some underlying competence that can be measured through performance), then the test will be integrative, that is, all the four skills will be tested in a natural, contextualised way in which the focus will be on real-life situations and functional language use.

The grammar-translation approach maintains that language is divisible into separate parts therefore testing will be based on discrete points whereby each structure and each skill will be tested separately. This means that the content of the test should reflect teaching and learning outcomes. If learners have, for instance, been taught to summarise a text by identifying main and supporting ideas then in a test the learners' ability to identify main and supporting ideas, should be assessed (Coleman 2003:64).

The test can be regarded as valid because of the extent to which it served its purpose, that is, the degree to which a set of its test scores measured what it ought to measure as determined by the syllabus of the Department of Education. The test is based on text reading and case studies.

The test is also fair as it was administered after learners had been taught English language skills like reading, writing, listening and speaking throughout the year. They were also instructed as to the layout and contents of different business correspondence like business letters, notices, fax messages, telephone messages, internal memoranda, advertisements, as well as vocabulary and context-based language and comprehension activities.

4.6.2 Reliability

Cohen (1991:496) maintains that the reliability of a test concerns the test's precision as a measuring instrument. Reliability asks whether a test given to the same respondents a second time would yield similar results. This means that reliability refers to the consistency of a test, which could yield similar results consistently if administered on successive occasions to the same or to different learners (Wesche 1983:232). A test can therefore not be regarded as reliable if a learner's score on the test depends on who administers the test (Kilfoil and Van der Walt 1997:285).

Reliability can be affected by tension, temperature, the learners' physical and emotional health; and even the environment can promote or negatively distract concentration, through poor lighting or too much noise. The results of a test can also be unreliable because of marking or scoring.

Reliability must thus be subject to validity because a test that yields consistent results does not mean, necessarily, that it conforms to any language theory or content or that it tests what has been taught.

The examination venue was well ventilated with proper lighting. All forms of distractions which could negatively interfere with the examination and result in some anxiety, were taken care of.

A memorandum from the Department of Education was used to mark the test. Criteria were to be adhered to when marking content and layout of business correspondence so as to ensure reliability.

4.7 Data processing

The statistical analysis reported in this study was done by means of the Statistical Programme for the Social Sciences (SPSS) which was used to analyse the data. The following techniques were used: frequencies, percentages and correlations. Spearman's rank order correlation coefficient (p) was used to determine the direction and the strength of any possible correlations between the dependent variable (English second language proficiency of the first year students) and the independent variables (motivation variables).

4.8 CONCLUSION

In this chapter a description was given of the research design, the research methods used and the subjects who participated. The measuring instruments were discussed and their reliability and validity for assessing specific variables were established.

PRESENTATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

In this chapter the results of the empirical research will be presented. The aim of this chapter is to provide answers to the questions posed in Chapter 1, namely:

- to obtain information on how motivation variables like socio-psychological factors, learner factors, parents' contribution to students' learning and context factors related to the influence of school and classroom could enhance ESL proficiency, and
- to establish if there is a significant correlation between motivation variables and the ESL proficiency of first year NIC students.

Data will be presented under the following headings:

- respondents' general background information regarding their gender, home language and the language of instruction,
- integrative motivation factors,
- instrumental motivation factors,
- learner factors,
- perceptions about parents' support in learning,
- perceptions about English teachers and the classroom situation,
- English L2 proficiency as indicated by the performance in the test administered, and
- correlations between the different variables.

5.2 SECTION A: RESPONDENTS' GENERAL BACKGROUND INFORMATION

Information about the respondents' gender, home language and the language of instruction are presented in Tables 1 to 4 with a short discussion underneath each table.

In Table 1 information about the gender of the respondents is reflected.

Table 1: Gender of respondents

	Frequency	%
Male	16	30,8
Female	36	69,2
Total	52	100

There were more females than males. They accounted for more than two-thirds of the respondents.

Information about the respondents' home languages is presented in Table 2 below.

Table 2: Distribution of the respondents' home languages.

	Frequency	%
English	0	0
Afrikaans	4	7.7
IsiZulu	18	34.6
IsiXhosa	3	5.8
Setswana	3	5.8
Sepedi	3	5.8
Sesotho	18	34.6
IsiSwati	2	3.8
IsiNdebele	0	0
TshiVenda	0	0
Other	1	1.9
Total	52	100

From the table it is clear that the majority of the respondents are IsiZulu and Sesotho home-language speakers (34.6% respectively) while IsiXhosa, Setswana and Sepedi were equally distributed.

Information about the respondents' language of instruction or study is presented in Table 3.

Table 3: Language of study/instruction at the college

	Frequency	%
English only	19	36.5
Afrikaans only	0	0
Both English and Afrikaans	31	59.6
English plus another language	2	3.8
Total	52	100

According to stipulations by the Department of Education, Further Education and Training learners have a choice of doing Afrikaans or any other additional language in order to qualify for a Senior Certificate on completing the National Senior Certificate examinations and those who do not could do any additional language and can only receive an N3 certificate. 59.6% of the respondents have registered for Afrikaans as an additional language while two of the respondents have registered for another language not offered at the college.

In Table 4 a description of whether the respondents' language of instruction or study is also their home languages is presented.

Table 4: Is your language of study/instruction also your home language?

	Frequency	%
Yes	4	7.7
No	48	92.3
Total	52	100

It is clear that the majority of the respondents are studying the National Intermediate Certificate in English as their second language. If we compare with what is said in Table 2, we see that there were no students who claimed that the language of instruction was also their home language.

Those who claim to be using the language of instruction as their home language are those whose other home language is Afrikaans. We can therefore deduce that not all respondents were truthful when they answered this very basic question. This is a trend that will be observed again – see for instance, the response to Tables 20, 21 and 22.

5.3 Section B: Integrative motivation factors

Information about the respondents' attitudes toward learning through English, English mother-tongue speakers, learning English in order to interact with English mother-tongue speakers and their levels of sensitivity towards communicating in English and their cultural identity is presented in Tables 5 to 14 (see Appendix 1 for questions 5-14)

Tables 5 and 6 indicate the respondents' feelings about learning English.

Table 5: I like learning English more than other subjects

	Frequency	%
Strongly agree	17	32.7
Agree	19	36.5
Uncertain	10	19.2
Disagree	4	7.7
Strongly disagree	2	3.8
Total	52	100

Most of the respondents indicated that they enjoyed learning English more than other subjects. Only 3.8% of the respondents did not like learning English.

Table 6: I find learning English very interesting.

	Frequency	%
Strongly agree	20	38.5
Agree	17	32.7
Uncertain	12	23.1
Disagree	2	3.8
Strongly disagree	1	1.9
Total	52	100

38.5% of the respondents find learning English very interesting, whilst 1.9% of them do not enjoy learning English at all.

The respondents' attitudes about English mother-tongue speakers are presented in Table 7 to 10.

Table 7: I like English mother-tongue speakers.

	Frequency	%
Strongly agree	32	61.5
Agree	10	19.2
Uncertain	8	15.4
Disagree	2	3.8
Strongly disagree	0	0
Total	52	100

A large number of respondents (80.7%) like English mother-tongue speakers. Only 3.8% of them do not like them.

Researchers like Gardner (1985) indicated that an integrative motive could be a reason for people staying in a bilingual country like Canada for their favourable attitudes towards learning a second language (see 3.1). In a multilingual South Africa, students could have a positive attitude towards English mother-tongue speakers for instrumental reasons like to gain vocabulary in order to perform better academically, but not for integrative reasons.

Table 8: I feel nervous when speaking to English mother-tongue speakers.

	Frequency	%
Strongly agree	24	46.2
Agree	5	9.6
Uncertain	2	3.8
Disagree	20	38.5
Strongly disagree	1	1.9
Total	52	100

From the above table, it is clear that the majority (55.8%) of the respondents feel nervous when speaking to English mother-tongue speakers, whilst more than a third, (about 38,5%), find it easy to speak to English mother-tongue speakers.

Though we do not have statistical evidence of how many English L1 speakers do participants interact with regularly, it is acknowledged that their interaction with English home language users is limited both at the college as well as in their home environments. This could be due to the socio-economical reasons and settlement arrangements in South Africa. This irregular interaction with English L1 speakers might contribute towards participants' nervousness when speaking to English mother-tongue speakers.

Table 9: On campus I enjoy the company of English mother-tongue speakers.

	Frequency	%
Strongly agree	8	15.4
Agree	4	7.7
Uncertain	10	19.2
Disagree	26	50
Strongly disagree	4	7.7
Total	52	100

Even though the majority of the respondents claimed to like English mother-tongue speakers (see Table 7), their poor proficiency in English still make them feel very uncomfortable in the company of English mother-tongue speaking students on the campus. Table 8 too confirms their high rate of nervousness when speaking to them. Limited interaction with English L1 speakers deprives the participants the chance to practice the use of the target language. This leads to lack of confidence to read or to express themselves fluently and freely in English.

Table 10: In the holidays I enjoy the company of English mother-tongue speakers.

	Frequency	%
Strongly agree	4	7.7
Agree	6	11.5
Uncertain	10	19.2
Disagree	12	23.1
Strongly disagree	20	38.5
Total	52	100

The above table also indicates that the majority of respondents do not enjoy the company of English mother-tongue speakers when away from the college during holidays. Only 7.7% enjoy their company.

It is a fact that in a multilingual country like South Africa, which recognises 11 official languages, English L1 users in some contexts are few. As a result, most of the participants might not get the opportunity to interact with English mother-tongue speakers during the holidays by choice, and when in contact, they are still not compelled to communicate in English. This means that even though they enjoy learning through the medium of English at the college, they would prefer to speak in their mother tongue during holidays and not to be expected to communicate in the language in which they are not fully competent.

Information about the respondents' language preferences is presented in Table 11.

Table 11: If I could choose to speak English rather than my own language

	Frequency	%
I would always do so	3	5.8
I would sometimes use English	3	5.8
I am uncertain	10	19.2
I would sometimes use my own language	4	7.7
I would always use my own language	32	61.5
Total	52	100

Three-fifths (61.5%) of the respondents would prefer to use own languages rather than speak English.

As mentioned earlier, South Africans have the freedom to exercise their rights by deciding on which language in a range of contexts they would prefer to use (see 1.1) Sometimes people could be encouraged to learn the target language and how to express themselves better for instrumental reasons like getting a good job or to be able to perform better academically since English is the medium of instruction, but such groups can sometimes remain sensitive about their cultural heritage and decide to always fall back on to their own mother tongue.

Information about respondents' feelings about the importance of being valued like the English speaking community and their cultural identity is presented in Tables 12 and 13 below (see Appendix 1 for questions 12 and 13).

Table 12: I want to learn English in order to be valued like members of the English speaking community.

	Frequency	%
Strongly agree	12	23.1
Agree	8	15.4
Uncertain	8	15.4
Disagree	20	38.5
Strongly disagree	4	7.7
Total	52	100

The South African language policy accommodates the right for the parents to decide on the medium of instruction to be used in their children's schools (see 1.1). English is regarded as a major international language and most parents and learners feel that it is very important to develop the ability to read, write and express oneself well in English. This does not mean that learners should, in trying to master English, give up their cultural values embraced in their own languages. As a result, the majority of the respondents do not want to learn English in order to be valued like the English speaking community. Only about a quarter (23.1%) would learn it for that reason. A negative predisposition to the L2 community could be triggered by fear of assimilation (see 3.2.3).

Table 13: I feel sensitive about my cultural identity when I communicate in English.

	Frequency	%
Strongly agree	28	53.8
Agree	8	15.4
Uncertain	10	19.2
Disagree	4	7.7
Strongly disagree	2	3.9
Total	52	100

As indicated above, a language is one of valuable cultural factors especially in a multilingual and multicultural country like South Africa. Everybody wants his or her language to be respected and recognised. Though most of the learners believe that English could enhance their instrumental benefits, they still remain sensitive about their cultural identity when communicating in English. Such sensitive feelings and protectiveness of their own languages is evident in Table 13 above. Only 3.9% of the respondents indicated that they do not have any problems with their cultural identity when communicating in English.

Table 14 below presents respondents' feelings about pressure from friends when communicating in English.

Table 14: I try to perform well in English because of pressure from my friends.

	Frequency	%
Strongly agree	29	55.8
Agree	8	15.4
Uncertain	6	11.5
Disagree	7	13.5
Strongly disagree	2	3.9
Total	52	100

More than half (55.8%) of the respondents, feel pressurised by friends in order to perform well in English. Only 3.9% of them do not feel any pressure from friends at all. High motivation to learn and use English emanates from a variety of instrumental motivation variables which include pressure, showing off to friends and fascination with aspects of the language (Dornyei 1990 in Noels et al. 1999:24).

5.4 Section C: Instrumental motivation factors

This section presents information about respondents' reasons for learning and performing well in English (see Appendix 1 for questions 15 to 19).

Table 15: People who are good at English have a better chance of getting a good job.

	Frequency	%
Strongly agree	38	73.1
Agree	8	15.4
Uncertain	4	7.7
Disagree	2	3.8
Strongly disagree	0	0
Total	52	100

A large number of respondents (88.5%) strongly agree that those who are good at English have a better chance of getting a good job. A student who is instrumentally motivated, would learn the L2 to pass the examination and also strive to maintain prospects of a good job that requires L2 proficiency. This confirms Gardner and Lambert's (1972 in Gardner and Lambert 1985:255-256) findings.

In the table below, respondents were asked whether they thought being competent in English could be considered a factor that would enable them to perform better in other subjects.

Table 16: People who are good at English perform better in other subjects.

	Frequency	%
Strongly agree	32	61.5
Agree	10	19.2
Uncertain	3	5.8
Disagree	5	9.6
Strongly disagree	2	3.9
Total	52	100

Since English is the medium of instruction at the College, competence in English could make it easy for them to understand content and other language used in other subjects. Only 3.9% of the respondents do not believe that performing better in English would help them to perform better in other subjects. The majority of the respondents strongly agree that learners who are good at English, perform better in other subjects. This finding could lead us to believe that students would try to do well in English.

Table 17: People who are good at English enjoy travelling abroad.

	Frequency	%
Strongly agree	10	19.2
Agree	6	11.5
Uncertain	30	57.7
Disagree	4	7.7
Strongly disagree	2	3.9
Total	52	100

More than half of the respondents (57.7%) were uncertain about how being good at English could make them enjoy travelling abroad. This might be because they have little or no experience of life abroad since they have not travelled abroad before. On the other hand, 30.7% of them believe that English is regarded as an international language that could instrumentally motivate one to learn it so as to be able to communicate effectively when travelling abroad.

Table 18: I would like to learn English in order to acquire new ideas in life.

	Frequency	%
Strongly agree	38	73.1
Agree	10	19.2
Uncertain	4	7.7
Disagree	0	0
Strongly disagree	0	0
Total	52	100

Instrumental reasons to learn a second language can also motivate one to strive for communicative competence in English so as to broaden one's outlook and to acquire new ideas in life. From Table 18 it is clear that most of the respondents would like to learn English in order to broaden their outlook on life.

A variety of external motivators could encourage effort to perform well in English. Such extrinsic motives include rewards like prizes. Almost a third (30.7%) of the respondents below indicated that they are interested in being rewarded with a price, whereas slightly more than a third (38.5%) were eager to receive public acknowledgements for their efforts.

Table 19: I try to perform well in English in order to win prizes in class.

	Frequency	%
Strongly agree	10	19.2
Agree	6	11.5
Uncertain	12	23.1
Disagree	20	38.5
Strongly disagree	4	7.7
Total	52	100

Vrey (1984:236) differentiates between a learning motive which is a driving force behind an act of learning and a primary motive. The latter involves the concept of self-confidence and self-enhancement.

Vrey maintains that if motivation is extrinsic it will only become effective when the learner himself makes it intrinsic. The student must thus learn to realise that one learns to gain knowledge of self-satisfaction and fulfillment and not to receive praise and favourable comments, this clearly being the case at the college.

5.5 Section D: Learner factors

In this section, information about the respondents' motivation factors that emanate from within will be presented. These include their attitudes towards English classes, homework, performance in English, feedback as well as their self-reported ratings on English language skills. Their habits concerning television, radio and reading will also be presented (see Appendix 1 for questions 20 to 37).

Information about respondents' attitudes towards English class work and homework is presented from table 20 – 29.

The question below was included in the questionnaire because at the college general classroom attendance is poor.

Table 20: It is important to attend English classes regularly and to do what is expected of me.

	Frequency	%
Strongly agree	40	76.9
Agree	10	19.2
Uncertain	2	3.9
Disagree	0	0
Strongly disagree	0	0
Total	52	100

More than three-quarters (76.9%) of the respondents acknowledge the importance of regular class attendance and doing what is expected of them, but this claim does not tally with my general experience with students and class attendance at the campus.

As mentioned above, general attendance is poor. Lack of discipline among learners has been cited as one of the causes of poor academic performance in schools. The Minister of education, Naledi Pandor, in her address (June 16, 2006) to the South African youth, also raised a serious concern about poor learner discipline which affects overall performance in schools (Da Costa 2006).

Following up on the previous question, the question below was asked to find out if learners understand the consequences resulting from poor classroom attendance and what measures they take after missing lessons to catch up.

Table 21: If I miss my English class, I will make a plan to catch up what I missed.

	Frequency	%
Strongly agree	36	69.2
Agree	10	19.2
Uncertain	5	9.6
Disagree	1	1.9
Strongly disagree	0	0
Total	52	100

As in Table 20, the majority of the respondents (69.2%) also strongly agreed that it is important to make sure that they catch up with what was done if they miss a class. Their general performance in English does not indicate that they really make such effort to catch up what they missed if they failed to attend class at all. Therefore, from responses to Tables 20 and 21, we can conclude that although learners are aware of what is expected, their behaviour does not match their responses.

It is true that every learner requires a certain minimum amount of time in which to understand a learning task which could be comprehensible, relevant to the learner and challenging beyond his or her coping level. Bloom's theory of the mastery of learning maintains that, given suitable methods of instruction and sufficient time, 90% of students can master the material in the curriculum (Lindgren 1976:201).

Even though 57.7% of the respondents strongly agree that doing extra work in English is very important, poor classroom attendance and poor motivation resulting from poor performance do not encourage them to work harder and to put more effort into acquiring material and to show more interest in their work. Once again, their responses and behaviour are incongruent.

Table 22: Doing extra work in English is important.

	Frequency	%
Strongly agree	30	57.7
Agree	10	19.2
Uncertain	10	19.2
Disagree	2	3.9
Strongly disagree	0	0
Total	52	100

The table below indicates that almost two-fifths (38.5%) of the respondents claim to do their best, while another quarter (23.1%) also claim to put in an effort. Nobody admitted to not doing any homework. This does not tally with my experience about the respondents' poor response towards homework. I can again conclude that respondents show an understanding of the importance of doing their homework, but do not get around to doing anything about it.

Table 23: When it comes to homework, I

	Frequency	%
work very carefully and do my best.	20	38.5
put some effort into it, but do not try as hard as I could.	12	23.1
am not sure how I feel about it.	8	15.4
put just enough effort so that I do not get into trouble.	12	23.1
do not do it at all.	0	0
Total	52	100

The question below was asked with an aim of finding out how responsible and committed learners are towards their learning and their levels of concern towards learning and teaching.

Table 24: When I have a problem understanding something the teacher says, I

	Frequency	%
always ask the teacher for help.	22	42.3
always ask the teacher for help if there will be a test soon.	10	19.2
am not sure what to do.	12	23.1
sometimes ask the teacher for help if there is to be a test soon.	6	11.5
never ask the teacher.	2	3.8
Total	52	100

Very few respondents (3.8%) indicated that they never asked the teacher for help if they do not understand something whilst the majority acknowledged the importance of asking for help. In my experience with these learners, it is very rare that they ask for clarification from the teacher. This may be because they lack enough confidence to express themselves in English, though the majority of them (61.5%) claimed to engage with their teacher if they need any help.

According to Ellis (1985:102) second-language self-confidence or anxiety derives to a considerable extent from the learner's successful or unsuccessful interaction with peers in the medium of the second language. The willingness to work harder is associated with the gradual increase in self-confidence and the decline in self-confidence will also result in a rise in debilitating anxiety. Satisfaction the learner derives from his or her successful interaction with peers in the second language or achievement of his or her second language learning goals may influence his or her attitudes towards the target language.

Information about learners' willingness to work harder with an aim of out performing each other is represented in the table below.

Table 25: I enjoy competing with other students in our English class.

	Frequency	%
Strongly agree	12	23.1
Agree	12	23.1
Uncertain	12	23.1
Disagree	12	23.1
Strongly disagree	4	7.7
Total	52	100

The above table does not give a clear indication of students' feelings regarding competing with others in their English class as the answers indicate a spread over four categories. Only a very small percentage (7.7%) of the respondents strongly feel that it is not necessary to compete in the English classroom.

Motivation to learn refers to the extent to which an individual is prepared to strive to master the language because of a desire to do so and also because of satisfaction experienced in this activity (Gardner 1985:10). Experiences of success in learning a language will further motivate the individual to continue learning. The more pleasant the learner experiences his or her participation in the second language learning activities, the greater his or her self-confidence becomes and the more motivated he or she becomes to exert himself or herself to learn the second language.

In the table below learners were asked to indicate their feelings about good performance and their attitudes towards success.

Table 26: I feel happy when I perform well in English.

	Frequency	%
Strongly agree	38	73.1
Agree	10	19.2
Uncertain	2	3.8
Disagree	2	3.8
Strongly disagree	0	0
Total	52	100

By far the majority, (73.1%) of the respondents strongly agree that it is important to perform well in English. Only 3.8% of them do not feel happy and proud of their performance in English.

The following question aimed at finding more about learners' levels of commitment to their studies and how much effort they were prepared to put into their studies so as to improve their performance in English.

Table 27: When I am not at school I think about the English I have learned at school.

	Frequency	%
Often	10	19.2
Sometimes	22	42.3
Uncertain	10	19.2
Hardly ever	7	13.5
Never	3	5.8
Total	52	100

Only a few respondents (5.8%) never think about what they did during their English class when they are at home, whilst more than two-thirds (67.5%) of them often think about it. This means that the majority do engage with what was done at college.

Although most of the respondents prefer to use their own languages rather than English when they are not at the College (see Table 11) it is a clear indication that they do not think about what was learned about in their English class when they are not at college.

Communication apprehension manifests itself in the learner's shyness in the second-language classroom. It also manifests itself in the learner's tendency to avoid taking any risks in an attempt to use the second language when, for example, answering the teacher's questions in class debates and other discussions. Such a situation may be aggravated by being ridiculed by the teacher, the class or other second-language speakers. Fear of ridicule could intensify second-language learning anxiety. High anxiety students may try to avoid the learning task fearing failure.

Their fears, anxiety, and tendency to avoid taking risks when expected to communicate in English in the classroom is tested in the question below.

Table 28: When we are in the English class

	Frequency	%
I always put my hand up to answer questions.	10	19.2
I sometimes put my hand up to answer questions.	22	42.3
I am not sure of what to do.	6	11.5
I never say anything unless I am asked.	12	23.1
I never say anything at all.	2	3.9
Total	52	100

As indicated in the above table, three-fifths (61.5%) of the respondents always or sometimes put up their hands to answer questions, whilst 3.9% of them never say anything at all in their English class. Therefore we can conclude that most of them do participate in the lessons.

According to Black and Harrison (2001:59), feedback that focuses on what needs to be done can encourage all to believe that they can improve. Such feedback can enhance learning, both directly through the effort that can ensue, and indirectly by supporting the motivation to invest in such effort.

This means that the way in which learners react to feedback will be determined by how such feedback is planned and implemented, and what it intends to achieve.

In trying to find out how students feel about feedback and their reactions towards feedback given in the English lessons, the following question was asked.

Table 29: When I get my work back

	Frequency	%
I always do my corrections and think about them.	20	38.5
I do my corrections but do not really think about them.	12	23.1
I am not sure of what to do.	10	19.2
I do not do anything unless I am asked.	8	15.4
I put my book in my bag and ignore my corrections.	2	3.9
Total	52	100

The majority of the respondents (61.6%) believe that it is important to do corrections thoroughly with an intention of learning from them. Only 3.9% of the respondents do not see the importance of doing corrections.

Table 30 represents information about how respondents rated themselves on English language skills (see Appendix 1 for questions 30 to 33).

Table 30: Self-reported ratings on English language skills

	Reading ability		Writing skills		Conversation ability		Comprehension skills	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very good	4	7.7	5	9.6	8	15.4	3	5.8
Good	20	38.5	18	34.6	24	46.2	13	25
Average	26	50	26	50	16	30.8	27	51.9
Poor	2	3.9	3	5.8	4	7.7	8	15.4
Very poor	0	0	0	0	0	0	1	1.9
Total	52	100	52	100	52	100	52	100

The majority of the respondents rated themselves as good or average in all the language skills. Only one respondent rated himself or herself very poor in comprehension skills. This corresponds with their results of the English proficiency test they wrote in which the performance of the majority of respondents was average (see Appendix 2). In other words, they were realistic about their performance in English. The highest rate (61.6%) was reported under conversation skills with the lowest rate (30.8%) indicated on comprehension skills.

Since most of the respondents come from poor financial backgrounds, access and exposure to educational resources like television, radios, books and magazines is not always easy. The tables below represent the respondents' habits of viewing the television, listening to the radio and reading (see Appendix 1 for questions 34 to 37). This was done with an aim of finding out how much exposure and guidance they receive regarding the above-mentioned facilities.

Language learners use a variety of ways to help them gain command of a language skill. Littlewood (1984:67) cites two Canadian studies by Naiman (1978) and Wesche (1979) which seem to show that successful language learners employ a variety of strategies which demonstrate their active involvement in learning e.g. silently repeating what they hear, making use of newspapers, television, radio and thinking out answers in class and comparing them with the answers accepted by the teacher.

These strategies are actions to which the learner commits himself or herself in order to facilitate language learning and to make it more enjoyable, effective and easily transferable to new situations (Oxford 1990:8). Such strategies could be effectively employed if facilities such as books, magazines, radios, television, computers and computer games which stimulate children intellectually and provide exposure to English are readily available to everybody. Most families with low socio-economic status lack such items (see 3.3.3.1) and this affects the learners' ESL and academic performance.

Though some respondents below claim to watch English television programmes (Table 31), listen to English radio programmes and to English songs (Tables 32 and 33), with no intentions of improving their English second-language proficiency and lack of or poor supervision from parents, such activities may still be helpful.

Table 31: When television programmes are in English

	Frequency	%
I watch them carefully and try to understand all the words.	32	61.5
I watch them and sometimes try to understand most of the words.	10	19.2
I am uncertain of what to do.	5	9.6
I watch them and try to follow the story but do not pay attention to words I do not know.	5	9.6
I do not watch them at all.	0	0
Total	52	100

The above table indicates that the majority (80.7%) of the respondents enjoy watching and understanding English television programmes.

Table 32: When radio programmes are in English

	Frequency	%
I listen carefully and try to understand all the words.	28	53.8
I sometimes listen to them.	12	23.1
I am uncertain of what to do.	8	15.4
I listen but never pay attention to words I do not know.	2	3.9
I never listen at all.	2	3.9
Total	52	100

More than half (53.8%) of the respondents listen carefully to English radio programmes with an aim of understanding the message. Only 3.9% of the respondents claim not to listen to English radio programmes at all and another 3.9% of them listen to the radio without any particular reason for doing that. The above table indicates that most of them have access to the radios.

Table 33: When I hear an English song on the radio or television

	Frequency	%
I listen carefully and always try to understand the message.	20	38.5
I listen to music but pay little attention to the message.	14	26.9
I am uncertain of what to do.	11	21.2
I listen to music but do not pay attention to the message.	6	11.5
I change the station or switch off the television.	1	1.9
Total	52	100

More than a third of the respondents (38.5%) carefully listen to English songs and try to understand the message, whilst a quarter (26.9%) of them pay little attention to the message. Only a few (1.9%) of them do not enjoy English songs at all. The responses, like with access to the radio in Table 32 above, also indicates that most of the respondents have access to television.

Reading is regarded as one of the powerful tools of developing ESL proficiency. It enhances vocabulary and syntactic knowledge as well as formal discourse structure knowledge (see 2.3.1). Information about learners' exposure to books or magazines is represented in the table below.

Table 34: At home I try to read books or magazines in English

	Frequency	%
Always	4	7.7
Most of the time	6	11.5
Uncertain	10	19.2
Sometimes	12	23.1
Never	20	38.5
Total	52	100

The results displayed in Table 34 above indicate that most of the South African students, especially those from disadvantaged communities, do not have access to books. This could be because of their socio-economic backgrounds whereby parents cannot afford to buy books and magazines for them. Their parents' poor education background might have also deprived them of the environment were reading is part of their culture. Libraries are also not accessible to all learners especially for those who live far from cities. As a result, most of the respondents above never read books, magazines or newspapers out of choice, because they do not have them at home.

5.6 Section E: Perceptions about parents' support

This section presents information about the respondents' perceptions about the support they get from their parents. This includes information about how they support and encourage the learners to do home work, communicate in English, read English books and magazines and watch television programmes or listen to the radio (see Appendix 1 for questions 38-48).

Table 35: My parents encourage me to do well in English

	Frequency	%
Always	22	42.3
Most of the time	22	42.3
Uncertain	4	7.7
Sometimes	2	3.9
Never	2	3.9
Total	52	100

More than 80% of the respondents indicated that their parents encourage them to do well in English, while only 3.9% of parents never encourage them. This is encouraging and ties in with the Minister of Education, Naledi Pandor's view (Da Costa 2006:8) that communities must take responsibility for the schools. She believes that parents should not regard schools as dumping grounds for their children and parents should also contribute to their children's education.

According to Bernstein (1972 in Downey and Kelly 1979:12) middle class children are encouraged to play, talk, join libraries, ask questions and are ready to play an active role when they go to school.

Lower class children are not encouraged to ask questions instead they are told what to do rather than being helped to work things out for themselves and are therefore prepared to play a passive role at school. Many working class parents are more concerned that their children should behave well in school rather than achieve well academically because most of them are not literate enough to help their children towards good academic performance.

Though 84.6% of the respondents claim to 'always' and 'most of the time' respectively get encouragement from their parents, how helpful is the level of such encouragement will depend on how it is enforced as well as on reasons for the behaviour.

Before table 36 is interpreted some background needs to be given: NIC is an equivalent of Grade 11 and students enrolled for this level are 15 years and older. The enrolment criteria used is a pass in Grade 9 and most of these students go straight into Grade 11 (NIC) ill-prepared without having passed Grade 10. Though this course is studied at tertiary institutions, these students still need a lot of parental guidance.

At the college parents are encouraged to monitor their children's performance and progress reports are issued every term. Parents are also encouraged to call or even visit the college if necessary to discuss their children's progress. Lecturers also phone parents especially regarding class attendance and the general learner performance. As a result, most of the parents make use of this opportunity to help their children. But when parents are not literate enough to speak, write and understand English, the learner's acquisition of English will not receive the necessary support and reinforcement after school hours.

The table below indicates clearly how little or no support is provided by the respondents' parents in English homework.

Table 36: My parents try to help me with my English homework.

	Frequency	%
Always	5	9.6
Most of the time	5	9.6
Uncertain	2	3.9
Sometimes	10	19.2
Never	30	57.7
Total	52	100

The majority of the respondents (76.9%) indicated that their parents never help them with homework. Only 9.6% of them 'always' get help from parents when they do homework.

Poor or total lack of support due to illiteracy is also evident in the table below (Table 37) whereby 88.5% of the respondents' parents never speak to them in English

Table 37: My parents speak to me in English

	Frequency	%
Always	0	0
Most of the time	0	0
Uncertain	2	3.9
Sometimes	4	7.7
Never	46	88.5
Total	52	100

The table below also indicates a total lack of encouragement from the respondents' parents to practice their English communication skills.

Table 38: My parents think I should spend most of the time speaking English.

	Frequency	%
Always	0	0
Most of the time	0	0
Uncertain	2	3.9
Sometimes	6	11.5
Never	44	84.6
Total	52	100

The above table indicates that the majority of the parents (84.6%) never encourage their children to speak English.

As mentioned earlier, most of the South African parents feel that it is crucial for their children to develop the ability to read, write and express themselves well in English mainly for instrumental reasons (see Table 12). That could be the reason why most parents, especially those from poor socio-economic backgrounds, would try to enroll their children in better resourced schools as well as in learning environments which they believe would give their children access to better interaction with English L1 speakers.

Though the above table indicates that parents do not encourage their children to speak English, that should not be interpreted as a total lack of support for learning English but due to their socio-economic status and poor educational backgrounds. Another reason for such poor support could be the parents' natural response in a multilingual country where no one learns English with the view to become English or to integrate with the English L1 speakers

Hamacheck (1975:86) points out that a positive relationship between the amount and effort mothers spend in encouraging verbal activities can enhance a child's language proficiency. Though the respondents are much older (between 15 years and above) and some might not necessarily need parental guidance or supervision when developing communicative skills, it is unlikely that they received much attention in the development of their first language when they were younger.

The table below represents information about the extent to which the respondents' parents are able to provide or expose their children to extensive reading.

Table 39: My parents say it is important to buy English books and magazines to read at home.

	Frequency	%
Always	0	0
Most of the time	5	9.6
Uncertain	5	9.6
Sometimes	12	23.1
Never	30	57.7
Total	52	100

As also indicated in Table 34, the family's socio-economic status is defined by parents' level of education, occupation and income (Van den Aardweg and Van den Aardweg 1988:218). The higher the level of education, the greater the possibility of job opportunities, resulting in economic stability and enhancement. As a result, many researchers maintain that there is a significant relationship between the parents' socio-economic status and their children's level of intelligence. This is due to the fact that the parents in low socio-economic status families lack items such as books, magazines, televisions, radios and computers.

Since most of the respondents come from low socio-economic status families, their little or total lack of exposure to books, magazines and newspapers is evident in Tables 39 as well as 40.

More than half (57.7%) of the respondents' parents do not see it as important to buy English books or newspapers. Only 10% of them say their parents regard buying books as important and another 10% say they are uncertain about their parents' feelings about purchasing books or newspapers for them to read at home.

Table 40: My parents buy English newspapers to read at home.

	Frequency	%
Always	0	0
Most of the time	2	3.9
Uncertain	4	7.7
Sometimes	8	15.4
Never	38	73.1
Total	52	100

As in Table 39, 73.1% of the respondents' parents never buy English newspapers for their offspring to read as can be expected.

Table 41: My parents tell me to ask my English teacher for help when I have problems.

	Frequency	%
Always	5	9.6
Most of the time	10	19.2
Uncertain	2	3.9
Sometimes	30	57.7
Never	5	9.6
Total	52	100

The above table indicates that most of the parents do encourage their children to ask for help from their teacher. Only 57.7% of the respondents claim that they are sometimes advised to get help from their teachers when they have problems. This indicates that parents may not be aware of the importance of their involvement and their encouragement in their offspring's learning.

Following up on the above table, in Table 42, the respondents were asked to indicate how committed their parents are in their children's learning by indicating the extent to which they make enquiries about their offspring's performance at the college.

Table 42: My parents contact the college if I do not perform well in English.

	Frequency	%
Always	2	3.8
Most of the time	2	3.8
Uncertain	5	9.6
Sometimes	5	9.6
Never	38	73.1
Total	52	100

The above table indicates that most of the respondents' parents (73.1%) never contact the college when they do not perform well. Only 3.8% of them said that their parents do contact the college if results are poor.

From both Tables 41 and 42 there is clear indication of little or no parental support. Parental educational aspirations cannot be separated from the levels of educational attainment a parent desires for his or her child. The differences between educated and uneducated parents lie in the fact that whereas both may have high educational inspirations for their children, they do not live up to that. The uneducated parent cannot qualitatively get involved in the child's school work in order to realise those aspirations.

According to Ferhmann et al. (1987 in Mahlobo 1999:47) qualitative parental involvement entails parents' taking into account the potential of their children and encouraging them to strive for excellence in their work through assisting them to achieve scholastically, offering academic guidance and controlling their work habits.

Responses displayed in Tables 43 and 44 below also indicate little or no parental guidance and control of habits. Stevenson et al. (1990 in Mahlobo 1999:48) also maintain that learners feel less motivated to do well in the classroom if the parents, peers and adults place greater value on things which have nothing to do with academic achievement.

Table 43: My parents encourage me to watch English television programmes.

	Frequency	%
Always	2	3.9
Most of the time	2	3.9
Uncertain	20	38.5
Sometimes	12	23.1
Never	16	30.8
Total	52	100

Very few respondents (3.9%) were encouraged to watch English television programmes whilst about a third of them (30.8%) indicated that they are never encouraged to do that at all. Those who are uncertain (38.5%) about parents' encouragement, indicated that they never really observed their parents' interests in their television viewing habits.

Table 44: My parents encourage me to listen to English radio programmes.

	Frequency	%
Always	2	3.9
Most of the time	2	3.9
Uncertain	24	46.1
Sometimes	8	15.4
Never	16	30.8
Total	52	100

Like in Table 43, 46.1% of the respondents indicated uncertainty about their parents' encouragement to listen to English radio programmes. This could also be due to the same reason as the one indicated above, as 30.8% of them indicated that their parents never encouraged them to listen to English radio programmes. Very few, 4% of the respondents claim to be 'always' encouraged to listen to English radio programmes.

For the table below, the respondents were asked to indicate the extent to which they are pressurised by their parents to perform well in English.

Table 45: I try to perform well in English in order to please my parents.

	Frequency	%
Always	22	42.3
Most of the time	18	34.6
Uncertain	10	19.2
Sometimes	2	3.9
Never	0	0
Total	52	100

Parents' expectations about scholastic success, a better career, as well as a high professional status attainment are very important but can only be transmitted through a cultural context in which education is highly valued in so far as it leads to self-improvement and increased self-esteem. Since most of the respondents come from low socio-economic backgrounds, though their parents might expect them to succeed and have better careers, poor support and appropriate guidance affect their learning.

Two-fifths (42.3%) of the respondents indicated that they 'always' try to perform well in order to please their parents. Another third (34.6%) of them said that they do so 'most of the time'. Only 3.9% of them said they do it 'sometimes'. We can conclude that these respondents do get some pressure from parents to perform well though there is poor or lack of academic support from these parents.

This may be due to the financial pressures which the parents might experience if their children fail or could be expected to supplement since supplementary registration fees are also very expensive.

5.7 Section F: Perceptions about English teachers and the classroom situation

Information about the respondents' attitudes towards their English teachers, feedback and the overall classroom situation are discussed in this section.

The effects of the teaching and learning culture prevailing in a college enhance high or low academic performance in the classroom.

Competent, skillful and well motivated teachers are needed to facilitate and transfer the teacher and learning culture into learners' high academic performance. Effective use of teaching skills, educational resources, effective structuring of learning experiences and choice of instructional methods to achieve specified outcomes can enhance learners' academic performance.

Table 46: I enjoy my English lessons

	Frequency	%
Always	20	38.5
Most of the time	21	40.4
Uncertain	3	5.8
Sometimes	5	9.6
Never	3	5.8
Total	52	100

The 'always' and 'most of the time' account for close to 80% of responses of learners who enjoy their English lessons. This finding is contradictory with my experience of their classroom attendance. Only 5.8% of them never enjoy their English lessons. It is clear that they know what is ideal and important about regular classroom attendance, but do not do so as expected.

Table 47: My English teacher motivates us to do well in English.

	Frequency	%
Always	18	34.6
Most of the time	20	38.5
Uncertain	10	19.2
Sometimes	2	3.8
Never	2	3.8
Total	52	100

The above table indicates that almost three-quarters (73.1%) of the respondents feel motivated by their English teacher most of the time. Only 3.8% of them do not think that their teacher motivates them to do well at all. This indicates that there is nothing wrong with the atmosphere in the classroom.

The classroom context is of great importance in second-language learning especially in instances were the classroom is the only means of the learners' exposure to a second language.

The teacher's attitudes in the way he or she shows mastery of ESL approaches, methods and relevant skills and in showing personal commitment to applying them, can either lead learners to develop low or a high motivation to do well in class. Although the respondents claim to be motivated by their English teacher to do well, that still does not match their poor classroom attendance.

Table 48: My English teacher gives us interesting activities to do in class.

	Frequency	%
Always	10	19.2
Most of the time	10	19.2
Uncertain	10	19.2
Sometimes	18	34.6
Never	4	7.7
Total	52	100

The teacher's choice of any method and teaching strategies is influenced by his or her approach to second-language teaching. Interesting activities are characterised by their being able to involve learners in performing authentic communication tasks, creating the desire in learners to communicate, involving the teacher in correcting the learners, and involving them in using a variety of language structures, not just one.

According to Breen and Candlin (1980 in Mahlobo 1999:62), effective communicative activities should allow learners to negotiate meaning between themselves, the learning process and the learning objectives.

The above table represents an even distribution of responses as 19.2% of the respondents indicated that their teacher gives them interesting activities 'always' and 'most of the time' respectively. Another 19.2% of them indicated uncertainty about that, whilst the majority of them felt that the class activities are 'some of the time' interesting.

Their responses indicate that their English teacher does expose them to interesting activities which involve learners in comprehending, manipulating, producing or interacting in the target language with more attention focused on meaning rather than form.

This is done with an acknowledgement of the fact that input is not necessarily processed by the learner in the same way as the teacher intended. Learning is controlled more by the learner rather than by the teacher.

Table 49: My teacher gives us positive and informative feedback.

	Frequency	%
Always	8	15.4
Most of the time	12	23.1
Uncertain	10	19.2
Sometimes	22	42.3
Never	0	0
Total	52	100

More than two-fifths (42.3%) of the respondents indicated that feedback they receive in the English class is 'sometimes' positive and informative. Only 15.4% of them feel that they receive positive and informative feedback from their English teacher. Though none of the respondents indicated that they never receive positive feedback, it is clear that feedback in the English class is not adequate and also not addressing what it is supposed to.

Regular class attendance is crucial as it also determines how feedback can reach intended goals and improve on learning. There is a tendency by many learners at the college to only come to attend classes just to write tests or activities for marks and never care to see how they have performed or how teachers have commented on their work. As a result, it would not be surprising if some of the respondents do not really understand the meaning of informative feedback and its purpose in learning.

Table 50: My teacher's teaching methods help us to understand the work.

	Frequency	%
Always	8	15.4
Most of the time	10	19.2
Uncertain	20	38.5
Sometimes	12	23.1
Never	2	3.8
Total	52	100

A third (36.6%) seem satisfied, whereas almost two-fifths (38.5%) of the respondents indicated uncertainty about the effectiveness of their teachers' teaching methods. This shows that though the teacher could try to adapt to the needs of his or her learners, their poor motivation to attend classes could affect the teacher's planning and teaching strategies tremendously.

Table 51: My English teacher is committed to his/her work.

	Frequency	%
Always	10	19.2
Most of the time	10	19.2
Uncertain	20	38.5
Sometimes	10	19.2
Never	2	3.8
Total	52	100

The above table indicates an even distribution of responses which indicate that their teacher is 'always', 'most of the time' and 'always' committed to his or her work respectively. Two-fifths of the students indicated uncertainty about the teacher's commitment to his or her work. It was not possible to ascertain why they mostly felt uncertain about the teacher's commitment.

Table 52: I enjoy being in the English classroom.

	Frequency	%
Always	8	15.4
Most of the time	18	34.6
Uncertain	12	23.1
Sometimes	12	23.1
Never	2	3.8
Total	52	100

If we combine the responses for 'always' and 'most of the time' above, we see that half (50%) of the respondents enjoy being in the English classroom. Only 3.8% of them do not enjoy their English classes.

What really determines how a learner feels about what is learned in class is how interested such a learner is in the subject and how he or she feels about the learning environment and the responsible educator. That will determine how involved he or she will be during the lesson. This means that learner involvement in the learning activities presupposes his or her cognitive, affective, and physical ability to do so, as well as understanding the language of learning and the learning materials. According to Black (2003:10) the learning environment has to be 'engineered' to involve learners more actively in the tasks. Learners should change from behaving as passive recipients of the knowledge offered to becoming active learners who take responsibility for their own learning.

Table 53: My English teacher displays a positive attitude towards learning and teaching.

	Frequency	%
Always	10	19.2
Most of the time	10	19.2
Uncertain	22	42.3
Sometimes	8	15.4
Never	2	3.8
Total	52	100

Almost two-fifths (38.4%) of the respondents feel that their English teacher displays a positive attitude towards their learning whilst another two-fifths (42.3%) of them are uncertain about their teacher's attitude towards learning and teaching. This indicates a more or less a divided opinion about the respondents' perceptions regarding their teacher's attitude towards learning and teaching.

Teachers are expected to model positive attitudes and orientation towards learning (see 3.3.4.2). Their level of commitment, the willingness to apply effective skills, methods and approaches of teaching English as a second language will influence their attitudes towards their work. Having appropriate assessment skills and knowing how to give informational feedback can also contribute towards second language learning motivation.

Table 54: My English teacher supports us when we have learning problems.

	Frequency	%
Always	10	19.2
Most of the time	18	34.6
Uncertain	12	23.1
Sometimes	8	15.4
Never	4	7.7
Total	52	100

When we add the 'always' and 'most of the time' responses, we see that more than half of the respondents indicated that their teachers are supportive when they have learning problems. Almost a quarter (23.1%) of the respondents, are uncertain about teacher support while 7.7% of them feel that their teachers are never supportive. From this we can deduce that, on the whole, students feel that the class situation is conducive to learning.

There are many ways in which teachers could support learners with learning problems, like giving them individual attention, administering remedial activities and by also using group work with an aim of allowing better performers to help struggling students.

All these activities can only be effective if informative feedback is given to learners. Such feedback should cause them to think and act in a manner so that they can learn from their errors.

Teachers' comments should identify what has been done well and what still needs improvement, and give guidance on how to bring about the improvement in written tasks. That should encourage learners to develop and show understanding of key features of what they have learned.

Table 55: I try to perform well in English because of pressure from my teacher.

	Frequency	%
Always	22	42.3
Most of the time	12	23.1
Uncertain	8	15.4
Sometimes	6	11.5
Never	4	7.7
Total	52	100

Two-fifths (42.3%) of the respondents always tried to perform well in their English class to please their teacher and another quarter (23.1%) did so 'most of the time'. Only 7.7% of them never felt any pressure from their teacher to perform well.

Learning is not just a cognitive exercise. The need to motivate learners is evident, but it is often assumed that it is best done by offering such extrinsic rewards as merits, gold stars and prizes. When such rewards are presented, in most instances, learners only invest effort in a task if they believe that they can achieve something. If a learning exercise is seen as a competition, then everyone is aware that there will be losers as well as winners. Those who have a track record as losers will see little point in trying. It is thus important to motivate everyone, even though some are bound to achieve less than others.

5.8 CONCLUSION

In the analysis of learners' responses to the motivation questionnaire, it was found that:
- learners' interaction with English L1 speakers is limited and this could be due to socio-economic factors and or settlement factors and this poor regular interaction contributes to lack of confidence to read or to express themselves fluently and confidently in English
- South Africans, in exercising their rights by deciding on which language in a range of contexts they would prefer to use, do not always feel compelled to communicate in English

- Though most parents and learners regard English as a major international language and feel that it is important for their children to develop the ability to read, write and express themselves well in English, they still maintain that in trying to master English, they should not give up the cultural values embraced in their own languages

- they strongly believe that proficiency in English gives one a better chance to get a good job, to perform better in other subjects and to acquire new ideas in life

- they feel it is important to put more effort into learning English through doing extra work, homework, doing corrections, listening to English television and radio programmes, and reading books and newspapers

- the parents' socio-economic status affects their children's ability to obtain resources like books, magazines, newspapers, computers and other important materials that could help them to improve their performance in English. The poor educational background of some parents makes it difficult for them to encourage and support their children through helping or monitoring their homework and encouraging them to watch and listen to educative television and radio programmes

- the teachers' attitudes towards teaching English, their teaching methods and strategies regarding lesson presentations, learner involvement in learning and feedback, also affect the development of English second language proficiency.

5.9 CORRELATIONS BETWEEN MOTIVATION VARIABLES AND LANGUAGE PROFICIENCY TEST SCORES

5.9.1 Language proficiency test scores

This section will discuss data collected from learners' English proficiency test scores and their responses to the motivation questionnaire with the intention of finding out whether there are any correlations between them. The analysis will be discussed by first discussing the descriptive statistics, followed by the inferential statistics.

5.9.1.1   Descriptive statistics

The 52 learners involved in this study were given an English proficiency test set by the Department of Education and not by the lecturers of the college as well as a motivation questionnaire to complete. The questionnaire was divided into motivation variables namely, socio-psychological variables with a special focus on integrative and instrumental motivation; as well as learner factors, parental support and classroom context factors. It consisted of 54 questions.

For the language proficiency test the learners' minimum score was 17% with a maximum score of 71% and an average of 43.21%. A summary of averages on the motivation questionnaire variables are indicated in the table below. The learner factors indicated the highest minimum (27.0) and maximum (90.0) percentages on motivation variables with instrumental motivation obtaining the lowest minimum (7.0) and maximum (19.0) percentages.

Table 1: English proficiency test and motivation questionnaire results

Test scores and variables	Number of students	Minimum*	Maximum*	Mean*	Standard deviation
English proficiency test	52	17.0	71.0	43.21	13.42
Integrative motivation	52	11.0	50.0	33.98	10.85
Instrumental motivation	52	7.0	25.0	19.67	4.46
Learner factors	52	27.0	90.0	68.51	16.44
Parental support	52	12.0	49.0	27.51	9.18
Classroom context	52	10.0	50.0	35.11	11.06

*Scores reflect percentages

To further explore the data, the results were broken down according to levels of performance in order to indicate differences across groups.

Tables 2 to 6 represent an analysis of English proficiency test scores and motivation questionnaire variables as arranged according to levels.

Table 2: English proficiency test

Proficiency test levels*	Number of students	Mean for proficiency test*	Standard deviation*	Minimum*	Maximum*
0-29	13	26.2	3.7	17.0	29.0
30-39	7	33.4	2.6	30.0	37.0
40-49	14	45.5	2.0	43.0	49.0
50-59	11	52.9	2.7	40.0	57.0
60-71	7	64.7	4.0	60.0	71.0
Total	52	43.2	13.4	17.0	71.0

*Scores reflect percentages

The required pass at EWC Alberton College is 40%. The above table indicates that nearly 60% (20 learners = 59.6%) failed this English proficiency test, while only 40% (32 learners = 39.4%) of them passed with an overall percentage of 43.2. (Level six was merged with level five because only one student obtained 71%). Only 7 of the 52 learners obtained more than 60% on the language proficiency test. The above results are poor. One would have expected the respondents to do better if one takes into consideration their responses to the motivation questionnaire. For example, their responses to Section D of the questionnaire (see 5.5), where they acknowledged the importance of putting more effort into their work, performing well in English in order to get better jobs, travel abroad, acquire new ideas and even perform better in other subjects. They also acknowledged the importance of regular class attendance.

Table 3 reflects the students' scores on integrative motivation, according to their language proficiency levels.

Table 3: Integrative motivation

Proficiency test levels*	Number of students	Mean for integrative*	Standard deviation*	Minimum*	Maximum*
0-29	13	34.2	11.1	11.0	49.0
30-39	7	31.1	13.8	13.0	47.0
40-49	14	31.0	9.6	18.0	50.0
50-59	11	32.8	10.7	20.0	50.0
60-71	7	44.3	4.0	38.0	50.0
Total	52	34.0	11.0	11.0	50.0

*Scores reflect percentages

The above table indicates that learners who performed the best in the language proficiency test were also the most highly motivated for integrative reasons (44.3% average).

For example, they had positive attitudes towards the native language group and their culture and towards the social value of learning the second language. This is what we would have expected because the respondents displayed positive attitudes towards English mother-tongue speakers whilst maintaining sensitivity towards their own cultures when they responded to the questionnaire (see 5.3).

Table 4 indicates that irrespective of their proficiency levels, all the learners had very similar scores for instrumental motivation. This suggests that instrumental motivation does not necessarily influence good performance in English proficiency tests.

Table 4: Instrumental motivation

Proficiency test levels*	Number of students	Mean for instrumental motivation*	Standard deviation*	Minimum*	Maximum*
0-29	13	20.3	3.9	11.0	25.0
30-39	7	19.3	6.3	7.0	25.0
40-49	14	20.0	4.0	11.0	25.0
50-59	11	18.6	5.8	7.0	25.0
60-71	7	19.9	1.9	16.0	21.0
Total	52	19.7	4.5	7.0	25.0

*Scores reflect percentages

From the data, it seems that this particular cohort of learners was more strongly motivated by integrative factors than instrumental factors. This trend is observed equally amongst the weaker English proficiency learners as amongst the stronger English proficiency learners.

Table 5 reflects the students' scores on learner factors according to their language proficiency levels.

Table 5: Learner factors

Proficiency test levels*	Number of students	Mean for learner factors*	Standard deviation*	Minimum*	Maximum*
0-29	13	68.6	14.1	39.0	86.0
30-39	7	70.3	13.3	54.0	86.0
40-49	14	68.1	22.3	27.0	90.0
50-59	11	65.1	15.4	41.0	82.0
60-71	7	72.7	14.5	49.0	90.0
Total	52	68.5	16.4	27.0	90.0

*Scores reflect percentages

Once again, we see that learners who scored 60% to 71% in the English proficiency test were also intrinsically and extrinsically motivated (72.7%). As can be expected, such students are goal-directed and put more effort in their English class as they always want to perform well and to compete with others. The mean for learner factors are all very similar and that displays a trend that even the less proficient learners did show slightly high scores for intrinsic and extrinsic motivation, but not statistically significant. This might be a case of reactive responses to the questionnaire.

Table 6 below reflects that although claims about parental support were generally low and never went above 25.6%, the group who got the least parental support were low performers (the 30 – 39% group).

Table 6: Parental support

Proficiency test levels*	Number of students	Mean for parental support*	Standard deviation*	Minimum*	Maximum*
0-29	13	25.2	7.5	16.0	40.0
30-39	7	21.6	10.1	12.0	35.0
40-49	14	25.6	10.2	16.0	49.0
50-59	11	25.3	11.3	15.0	49.0
60-71	7	22.9	67.0	14.0	33.0
Total	52	24.5	9.2	12.0	49.0

*Scores reflect percentages

The table below indicates that the response rate was between 30 – 40.5% with no real marked differences between proficiency levels. The average performers, that is, those who obtained between 40% and 45% in the English proficiency test enjoy the English classroom environment and the English teacher's teaching methods and strategies, while poor performers (those who obtained between 0% and 29%) do not get much support from their English teacher. Good performers also do not feel motivated by their teacher as much as average performers. This suggests that the classroom environment could be influential in enhancing good performance or poor performance.

Table 7: Classroom context

Proficiency test levels*	Number of students	Mean for classroom environment*	Standard deviation*	Minimum*	Maximum*
0-29	13	30.3	10.4	10.0	43.0
30-39	7	34.9	16.0	10.0	50.0
40-49	14	40.5	8.4	21.0	50.0
50-59	11	34.9	10.6	18.0	50.0
60-71	7	35.4	10.4	25.0	50.0
Total	52	35.1	11.1	10.0	50.0

*Scores reflect percentages

5.9.1.2 Inferential statistics

An ANOVA test was also used to test for significant differences between the English proficiency test levels and motivation variables. It yielded no significant differences between learners' proficiency test scores and motivation variables. These results are represented in Table 8 below.

Table 8: Results of ANOVA

		F. Score	Significance
English proficiency test score	Between groups	238.418	.000
Integrative motivation	Between groups	2.177	.086
Instrumental motivation	Between groups	.234	.918
Learner factors	Between groups	.240	.914
Parental support	Between groups	.304	.874
Classroom context	Between groups	1.540	.206

The ANOVA results shared a significant difference between the different English proficiency levels (F = 238.41, p < 0.000), but there were no significant differences between these levels and the students' motivation scores. That suggests that except for the language proficiency test, the behaviour displayed is that of a homogeneous group. In other words, apart from obtaining different results for English, the students gave very similar responses in all other respects. This is extremely disappointing as the findings from the questionnaire do not shed any light on why some students do better than others. This will be taken up again in Chapter 6.

5.9.2 Correlations

Spearman's rho correlations were done to examine the relationship between English proficiency and motivation factors. The reason for using Spearman's non-parametric correlations was because of the small number of subjects that were involved in the study. From the results in Table 9 below, there is no significant correlations between English proficiency test scores and motivation variables, except for a low, negative correlation of -33 (p=0.01) between classroom context and instrumental factors.

Table 9: Spearman's rho: Correlations between English proficiency test scores and motivation factors

		Language proficiency test scores	Integrative motivation	Instrumental motivation	Learner factors	Parental support	Classroom context
Language proficiency test scores	Correlation Coefficient	-	.156	-.099	.032	-.036	.131
	Sig. (2-tailed)		.270	.486	.822	.798	.354
	N		52	52	52	52	52
Integrative motivation	Correlation Coefficient		-	.042	-.033	-.003	.074
	Sig. (2-tailed)			.770	.819	.985	.601
	N			52	52	52	52
Instrumental motivation	Correlation Coefficient			-	.123	-.060	-.338*
	Sig. (2-tailed)				.385	.674	.014
	N				52	52	52
Learner factors	Correlation Coefficient				-	.151	.028
	Sig. (2-tailed)					.285	.842
	N					52	52
Parental support	Correlation Coefficient					-	.163
	Sig. (2-tailed)						.248
	N						52
Classroom context	Correlation Coefficient						-
	Sig. (2-tailed)						
	N						

* Correlation is significant at the 0.05 level (2-tailed)

Overall, the results conclude that there is no apparent correlation between English proficiency test scores and motivation variables of first year NIC learners at the Ekurhuleni West College at Alberton Campus.

5.10 CONCLUSION

In this chapter the relationship between motivation variables and ESL proficiency among first year NIC students at Ekurhuleni West College was investigated. It is quite disappointing to note from the study that targeted motivation variables did not have a significant correlation with ESL proficiency.

This is unfortunate because the aim of the study, which was, to establish which factors played the most significant role in determining motivation to enhance ESL proficiency, was not achieved.

The findings may be attributed to other variables not examined; in other words although the variables examined might have some contributions towards ESL proficiency, there are still other factors that also contribute significantly towards ESL proficiency.

Other factors that could have played a role include:

- the role of regular classroom attendance,

- English second language teacher training,

- curriculum policy and implementation,

- the learners' need for achievement,

- parent illiteracy that prohibits learner support,

- self discipline, and

- mother-tongue proficiency and CALP not established in the mother tongue.

The 52 learners who participated in the research, had poor extensive reading, writing and speaking skills. They never or rarely used reading, writing and speaking strategies, did not get enough support from parents, and they did not benefit much from the strategies they were taught. They obtained low marks in their reading comprehension, writing skills, English tests and examinations and in their general academic performance in other subjects across the curriculum.

With regards to the questionnaire, some responses indicated a reactive response, that is, social acquiescence. In other words the responses selected may have been chosen in order to please the researcher, who was known to them. Ideally one needs to have different data collecting methods and triangulate the data so as to detect such discrepancies.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main concern of this study was to explore proficiency in English of first year NIC learners at the Ekurhuleni West College of the Alberton Campus and to analyse the motivation factors which may influence their ESL proficiency. Consequently, the study focused on the relationship between ESL proficiency and motivation variables, namely:

- socio-psychological aspects of motivation,
- learner factors,
- parental involvement, and
- context factors related to the school and classroom (see 1.2).

The research analysed various aspects of language proficiency (Chapter 2) and also identified some theories of motivation and attitudes and motivation variables which influence ESL proficiency (Chapter 3), while the aim of the empirical investigation (Chapter 4) was to determine how such factors affect the acquisition of ESL and to determine the most important factor or factors (Chapter 5).

The investigation was based on the assumption that the research results would reveal that there is a significant relationship between some of the above-mentioned motivation variables and ESL proficiency of the first year NIC students. The literature review revealed that there is no single comprehensive theory nor a particular motivation variable but rather many theories offering different insights into different aspects of ESL proficiency (Chapters 2 and 3). While our knowledge of the identified variables which may influence ESL proficiency is still limited and imprecise and there was not a significant correlation between these variables and ESL proficiency, it is likely that a combination of these factors and other motivation factors not included in this study, may be more important. Based on the current literature research (Chapter 3) some factors may seem to be more important than others.

As far as empirical investigation was concerned (Chapter 4), it was decided to use a suitable English test for all the factors which emerged as important from the literature study. The test administered can be regarded as an achievement test set by the Department of Education and can also be regarded as an indicator of proficiency for the NIC learners.

Of the factors tested, the following appear to be the most important for CALP:

- comprehension,
- linguistic skills,
- discourse, and
- summarising.

6.2 SUMMARY OF FINDINGS

To undertake the research, a literature review was followed by an empirical investigation. Accordingly, this section is divided into two subsections: the findings from the literature review are briefly referred to in the first subsection and the findings of the empirical investigation are presented in the second subsection.

6.2.1 The literature review

The major findings from the review of literature were discussed by means of a discussion of motivation models and of findings on motivation variables on ESL proficiency (see 3.3).

6.2.2 Empirical investigation

In the light of the insights gained from the findings of the review of literature, the following two hypotheses were stated (1.1) so that, together with the statement of the problem, they could serve as guides for the empirical investigation:

- There is a relationship between motivation and the first year NIC students' ESL proficiency.
- The more motivated the first year NIC students are, the higher their level of ESL proficiency will be.

6.2.2.1 The relationship between motivation variables and ESL proficiency.

Different strategies were used to ascertain if any relationships between identified motivation variables and first year NIC students' ESL proficiency are obtained. Scores derived from the motivation questionnaire and those scored by learners in the English test were summarised. Multiple comparisons between these scores were done.

Spearman's non-parametric correlation method was used to determine if there were any significant correlations between motivation variables and the English proficiency test scores of the first year NIC students. In analysing the data in (5.9) it was found that there was a 2-tailed significant correlation between English proficiency test scores and motivation variables at the 0.05 level.

The findings of this study show that the development of ESL proficiency could be influenced by a number of motivation variables some of which might not have been included in the investigation in this study.

6.3 CONCLUSION

In the light of findings from both the review of literature and the empirical investigation of this study, the following conclusions can be made to respond to the hypotheses posed above (also see 1.4).

With regard to the findings from the literature review, it can be concluded that the development of ESL proficiency of the first year NIC learners at the Ekurhuleni West College of the Alberton campus is not necessarily related to:

- socio-psychological aspects of motivation,
- learner factors,
- parental involvement, and
- context factors related to the influence of the school and classroom on the learners.

On the basis of the empirical evidence found, the following conclusion can be made:

- there is no significant correlation between the identified motivation variables and the first year NIC students' ESL proficiency

On the basis of these conclusions, the following recommendations are made. The recommendations are meant to serve as guidelines for future research possibilities.

6.4 RECOMMENDATIONS

The sample used in this investigation consisted of 52 learners taken from English second language classes of the campus consisting of a variety of learners including mother-tongue English speaking learners and English foreign-language learning learners. One obvious possibility for future research is to extend the sample to include all English medium learners at the campus. The population could also be further extended by widening the research to the whole college.

A further possibility would be to report participants' results in the future NIC Business English exam papers and correlate them with the results of the standardised English proficiency test selected for the studies.

Another possibility for future research would be to find or devise some way of measuring other motivation variables that would appear to be important from the literature study but which were not measured in this particular investigation, namely, discipline, aptitude, teacher training and learning strategies and styles, and the role of the mother tongue of the learners. Other factors that could also be investigated are the South African language policy and multilingualism.

Another important area that needs to be considered in future research is the use of a variety of data collecting methods such as interviews so as to avoid reactive responses from interviewees who respond in a way they think they should.

Some of the findings in this investigation concur with previous findings (e.g. Clement 1980; Gardner 1985; Schumann 1986). All research, whether the findings agree with or differ from previous findings, contribute to our knowledge so that we may understand all aspects of second-language learning as fully as possible and thus be in the best position to give effective help and guidance to the second-language learner.

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MOTIVATION QUESTIONNAIRE

STUDENT NUMBER: _____

1. Please remember to write your student number on the space provided above.
2. There are no correct or wrong answers, so please answer truthfully.
3. Decide which answer suits you best and circle the number of that answer.

SECTION A

1	Gender	Male	= 1
		Female	= 2

2	Home language	English	= 1
		Afrikaans	= 2
		IsiZulu	= 3
		IsiXhosa	= 4
		Setswana	= 5
		Sepedi	= 6
		Sesotho	= 7
		IsiSwati	= 8
		IsiNdebele	= 9
		TshiVenda	= 10
		Other	= 11

3	Your language of study/instruction at the college is	English only	= 1
		Afrikaans only	= 2
		Both English and Afrikaans	= 3
		English plus another language	= 4

4	Is your language of study/instruction also your home language?	Yes	= 1
		No	= 2

SECTION B

5	I like learning English more than other subjects	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

6	I find learning English very interesting	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1
7	I like English mother-tongue speakers	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

8	I feel nervous when speaking to English mother- tongue speakers	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

9	On campus I enjoy the company of English mother- tongue speakers	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

10	In the holidays I enjoy the company of English mother-tongue speakers	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

11	If I could choose to speak English rather than my own language	I would always do so	= 5
		I would sometimes use English	= 4
		I am uncertain	= 3
		1 would sometimes use my own language	=..2
		1 would always use my own language	= 1

12	I want to learn English in order to be valued like members of the English speaking community	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

13	I feel sensitive about my cultural identity when I communicate in English	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1
14	I try to perform well in English because of pressure from my friends	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

SECTION C

15	People who are good at English have a better chance of getting a good job	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

16	People who are good at English perform better in the other subjects	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

17	People who are good at English enjoy travelling abroad	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

18	I would like to learn English in order to acquire new ideas in life	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

19	I try to perform well in English in order to win prizes in class	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

SECTION D

20	It is important to attend English classes regularly and to do what is expected of one	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

21	If I miss my English class, I will make a plan to catch up what I missed	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

22	Doing extra work in English is important	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

23	When it comes to English home work, I	work very carefully and do my best	= 5
		put some effort into it, but do not try as hard as I could	= 4
		am not sure how I feel about it	= 3
		put in just enough effort so that I do not get into trouble	= 2
		do not do it at all	= 1

24	When I have a problem understanding something the teacher says, I	always ask the teacher for help	= 5
		always ask the teacher for help if there is to be a test soon	= 4
		am not sure what to do	= 3
		sometimes ask the teacher for help if there is to be a test soon	= 2
		never ask the teacher	= 1

25	I enjoy competing with other students in our English class	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

26	I feel happy when I perform well in English	Strongly agree	= 5
		Agree	= 4
		Uncertain	= 3
		Disagree	= 2
		Strongly disagree	= 1

27	When I am not at school I think about the English I have learned at school	Often	= 5
		Sometimes	= 4
		Uncertain	= 3
		Hardly ever	= 2
		Never	= 1

28	When we are in the English class	I always put up my hand to answer questions	= 5
		I sometimes put up my hand to answer questions	= 4
		I am not sure of what to do	= 3
		I never say anything unless I am asked	= 2
		I never say anything at all	= 1

29	When I get my work back	I always do my corrections and think about them carefully	= 5
		I do my corrections but do not really think about them	= 4
		I am not sure of what to do	= 3
		I do not do anything unless I am asked	= 2
		I put my book in my bag and ignore my corrections	= 1

30	If I have to rate my reading ability in English I would say it is	Very good	= 5
		Good	= 4
		Average	= 3
		Poor	= 2
		Very poor	= 1

31	If I have to rate my writing skills, I would say they are	Very good	= 5
		Good	= 4
		Average	= 3
		Poor	= 2
		Very poor	= 1

32	If I have to rate my conversation ability in English, I would say it is	Very good	= 5
		Good	= 4
		Average	= 3
		Poor	= 2
		Very poor	= 1

33	If I have to rate my comprehension skills in English, I would say they are	Very good	= 5
		Good	= 4
		Average	= 3
		Poor	= 2
		Very poor	= 1

34	When television programmes are in English, I	watch them carefully and always try to understand all the words	= 5
		watch them and sometimes try to understand most of the words	= 4
		am uncertain of what to do	= 3
		watch them and try to follow the story but do not pay attention to words I do not know	= 2
		do not watch them at all	= 1

35	When radio programmes are in English, I	Listen carefully and try to understand all the words	= 5
		Sometimes listen to them	= 4
		am uncertain of what to do	= 3
		Listen but never pay attention to words I do not know	= 2
		Never listen to them	= 1

36	When I hear an English song on the radio or television	I listen carefully and always try to understand the message	= 5
		I listen to the music but pay little attention to the message	= 4
		I am uncertain of what to do	= 3
		I listen to music but do not pay attention to the message	= 2
		I change the station or switch off the television	= 1

37	At home I try to read books or magazines in English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

SECTION E

38	My parents to encourage me to do well in English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

39	My parents help me with my English homework	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

40	My parents speak to me in English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

41	My parents think I should spend most of the time speaking English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

42	My parents buy English books and magazines to read at home	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

43	My parents buy English newspapers to read at home	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

44	My parents tell me to ask my English teacher for help when I have problems	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

45	My parents contact the college if I do not perform well in English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

46	My parents encourage me to watch English television programmes	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

47	My parents encourage me to listen to English radio programmes	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

48	I try to perform well in English in order to please my parents	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

SECTION F

49	I enjoy my English lessons	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

50	My English teacher motivates us to do well in English	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

51	My English teacher gives us interesting activities to do in class	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

52	My English teacher gives us positive and informative feedback	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

53	My teacher's teaching methods help us to understand the work	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

54	My English teacher is committed to his/her work	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

55	I enjoy being in the English classroom	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

56	My English teacher displays a positive attitude towards learning and teaching	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

57	My English teacher supports us when we have learning problems	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

58	I try to perform well in English because of pressure from my teacher	Always	= 5
		Most of the time	= 4
		Uncertain	= 3
		Sometimes	= 2
		Never	= 1

Thank you very much for your co-operation and good luck with your studies

LANGUAGE PROFICIENCY TEST
NATIONAL INTERMEDIATE CERTIFICATE: BUSINESS ENGLISH
(First Paper)
TIME: 3 HOURS
MARKS: 150

Answer ALL the questions.

INSTRUCTIONS AND INFORMATION

1. Read the instructions and questions carefully and answer only what has been asked.
2. In QUESTION 1, leave a line after each answer.
3. Answer ALL the language questions in QUESTION 2 on the enclosed answer sheets (ADDENDUM C).
4. Start each question on a NEW page.
5. You are advised to answer the questions in the order in which they have been set.
6. Any work you do not want to be marked, must be clearly crossed out.

QUESTION 1: COMPREHENSION

1.1 What are some of the dilemmas facing school leavers who do not have
     a clear idea of what they want to do when they leave school?   (5)

1.2.1 What makes it especially difficult for just-matriculated job seekers to
       find a job?   (2)

1.2.2 Give TWO long-term benefits they could get from   their first year's
      working experience.   (2x2) (4)

1.3 Through whom are new matriculants most likely to find their first job?   (2)

1.4.1 Give THREE examples of body language which can provide an interviewer
      with clues about your personality.   (3)

1.4.2 Name ways in which you can use your body language to create the best
      possible impression of yourself.   (4)

1.5.1 What TWO negative impressions should an interviewee avoid creating
      while waiting for an interview?   (2)

1.5.2 What behaviour could create this impression?   (2)

1.6.1 Why is it a good policy for an interviewee to try and match the company's
      dress code in the interview?   (2)

1.6.2 Quote ONE word which sums up the advice Monique Risse-Harrisberg
      gives interviewees regarding their application of make-up or
      fragrances.   (1)

1.7.1 What vocal mistakes do some men and women make in an interview
      situation which makes them appear nervous and insincere?   (2)

1.7.2 How can this be corrected?   (2)

1.8.1 What might an interviewer be trying to determine by asking personal
      questions in an interview?   (2)

1.8.2 How should these personal questions be answered to present yourself in
      the best light?   (4)

1.8.3 Explain the meaning of the idiomatic expression: *family skeletons are best left firmly locked in the closet*. To assist you the expression has been underlined on ADDENDUM A, PAGE 2 (3)

1.9 When should a first-timer refer to how much he/she will be paid and how best should this issue be raised? (3)

1.10 What are the basic conditions of employment regarding leave? (2)

1.11 Where could job seekers find a very useful internet guide on how to draw up a CV? (1)

1.12.1 What advice can job seekers find on the website: www.uct.ac.za? (3)

1.12.2 Who hosts this website? (1)

[50]

QUESTION 2: LANGUAGE

Refer to the passage on *Interview Do's* and *Don'ts* (ADDENDUM B) to answer the language questions below:

WRITE ALL YOUR ANSWERS ON THE ECLOSED ANSWER SHEETS (ADDENDUM C).

Do not forget to write your examination number on the answer sheets, detach them and place them in your answer book.

2.1 Choose the correct word from those given in brackets. Write only the words/answer next to the question number (2.1.1-2.1.11) in ADDENDUM B. To assist you the words are written in capital letters and bold type. Write your answer next to the question number on the answer sheet. (11)

2.2 The apostrophe has been removed from the FIVE words which have been encircled on ADDENDUM B. Rewrite these FIVE words (Question numbers 2.2.1 to 2.2.5) inserting the apostrophe correctly in the appropriate space on the answer sheet (ADDENDUM C). (5)

2.3 Provide the correct preposition for question numbers 2.3.1 to 2.3.6. Write only the preposition next to the appropriate question number on the answer sheet (ADDENDUM C) (6)

2.4 Rewrite correctly the adverbs which have been underlined with a triple lines to (question numbers 2.4.1 to 2.4.2) in the appropriate space on the answer sheet (ADDENDUM C) (2)

2.5 Punctuate correctly the words or sentence marked 2.5.1 to 2.5.4. To assist you, the words have been underlined. Rewrite the words correctly in the appropriate space on the answer sheet (ADDENDUM C) and in the case of question 2.5.4, insert the correct punctuation marks. (4)

2.6 By using prefixes or suffixes (additions before or after a word), supply ANTONYMS (words of opposite meaning) e.g. appropriate - inappropriate for question numbers 2.6.1 to 2.6.4. To assist you, the words have been underlined with a double line. (4)

2.7 Rewrite the following sentence in the passive voice:
Most offices apply a smoking policy now. (4)

2.8 Rewrite the following sentence in indirect (reported) speech.
"Oh, I hope I get this job-this is the 19th interview I've had this week." Begin with: The candidate said that… (4)

[40]

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QUESTION 3: LETTER OF INVITATION

Imagine that you are Ms Yvette Strydom, the educational psychologist at Greenside High School in Johannesburg referred to in ADDENDUM A. The address of the school is P.O. Box 37943, Greenside, 1157, Johannesburg and it is located on the corner of King Arthur and Ballyclaire streets in Greenside. Your telephone and fax numbers at work are 011 886 5081 and 011 886 5082 respectively.

Imagine that you saw the Voice Clinic advertisement (ADDENDUM D) and know that the Voice Clinic also offers matriculants a free interview assessment. You would like those of your students who are interested to be able to take both options.

Write a letter inviting The Voice Clinic CEO, Ms Monique Rissen-Harrisberg, to address approximately 300 Grade 11 and Grade 12 students on how to create a good impression in the workplace and inform them about the communication skills programmes The Voice Clinic offers. You could arrange with your principal for her to talk to the students at the school assembly on 20 September 2005 from 08:30 to 09:00 and would like her to be available to answer students' questions from 09:00 to 09:30. Ask her to contact you by telephone, fax or e-mail at stryvette@absamail.co.za to confirm whether she would be able to accept your invitation.

The address of The Voice Clinic is 209 Oxford Road, Saxonwold, 2597, Johannesburg. **[25]**

QUESTION 4: LETTER OF ENQUIRY

Imagine that you are Ms Ntombela Dhlamini and that you have just completed your NSC course at the Swinton Road College in Durban. On 10 January 2006 you saw the *Sellutions* advertisement (ADDENDUM E) in *The Natal Mercury* and wrote a letter to Lindsay O'Donnell enquiring about the February course. You need to know where and when it will be held as well as how long it will last and what it will cost. You would also like to know what the course involves and whether they do job placements or provide initial ongoing support. If possible you would like to enroll online so would need their website address. You would also need to confirm whether the training they offer is in line with NQF and SAQA criteria and if it is necessary to have your own car and driver's license.

Using the following contact details, write the letter you sent.

Ms Lindsay O'Donnell, Sellutions, Private bag x25, Pinetown, 4309.
Ntombela Dhlamini, 75 Kenyon Howdon Avenue, Mobeni, Durban 4387

[25]

QUESTION 5

Skim read the passage *How to get ahead at work* (ADDENDUM F pages 1 and 2) and using the subheadings to guide you, make <u>a point-form list</u> of 10 ways in which one can promote cultural sensitivity in the workplace.
Number your points. (10)

TOTAL: 150

Be prepared for the Working World

Congratulations! You've passed Matric-now it's time to enter the corporate jungle. But how ready are you for a career?

By Sue Ivins

If you've just finished Matric follow our guide on how to get a job

TWELVE long years of school life are behind you and it's time to take your place in the big wide world. But instead of things being easier you find yourself faced with an almost impossible array of choices.

For some matriculants the path is clearly defined. A number of years at university or a technikon to get a degree or diploma, then it's off to climb the corporate ladder. But for others the choices are more difficult.

"So many decisions have to be made, it can become really confusing," says Yvette Strydom, an ducational psychologist at Greenside High School in Johannesburg. "Teenagers ask themselves, 'Should I study, and if so, School in Johannesburg.what? Should I travel now, or after completing my studies? Is it better to get work experience first and then study?'"

And while some matriculants know exactly what they want to do when they leave school, many need to explore all available options before settling on a career path.

If you are one of them, don't despair. "Many successful people entered the job market first, then studied further when they were sure of their career choice," Yvette says.

Getting an interview

It really is a double-edged sword: to get a job you need experience; to gain experience you need a job. So how do you get your first job?

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Talk to anyone and everyone, experts say. "You're more likely to find your first job through a friend or acquaintance than through a personnel agency," says Ladragh Cozens, CEO of Cozens Personnel. "Call in favours, speak to friends of the family and approach companies that are compatible with your interests and career plans."

"It's the age-old story: it's easier to get a job when you're already employed. Get into an organisation, get at least 12 months of uninterrupted working experience behind you and you'll be in a better position to take advantage of new opportunities, either within your current workplace or in a new company."

It also helps you to decide whether you want to develop further in a particular field, she adds.

Putting your best foot forward

Before you've even said a word you've created your first impression. The way you walk or sit, the way you dress, even the way you act while waiting for an appointment can provide valuable clues about your personality.

You're under scrutiny from the moment you arrive for the interview, not just when you walk into the interview, not just when you walk into the interviewer's office, says Monique Rissen-Harrisberg, CEO of the Voice Clinic. "Receptionists and secretaries often act as filters for the interviewer," she says. "Be polite and calm while waiting for your interview; don't fidget or pace about nervously - it can be construed as impatience or aggression, and both are perceived as negative qualities in the workplace."

What you wear is also important. "The general rule is to dress up, not down," Monique says, adding that it's a good idea to research the company's culture and image before going for an interview.

"If you are applying for a position in a bank, try to echo their style of dress - a blue skirt, white blouse and smart shoes and stockings, for instance. If you already look as if you fit into the environment it's easier for the interviewer to imagine you fitting into the job."

Make-up should be understated. "Avoid heavy black eye make-up, bright lipsticks or overpowering perfumes," she recommends.

Making body language work for you.

What you don't say in an interview can be just as important as what you do say.

A trained interviewer will be observing your body language and listening to what you're saying.

"Be friendly and enthusiastic," Ladragh says. "Make eye contact often and smile at the interviewer – they'll usually smile back, and you are already over the first hurdle." And watch how you sit. "Some men sprawl in their seat with their legs open and hands behind their heads," she says. "It may well be an attempt to ease your nerves but it comes across as arrogant and cocky, so don't do it. Sit up straight in the chair, lean slightly forward and listen attentively to the questions."

Talk,talk,talk
Just as the way you dress and present yourself paints a picture, so does your voice.

When women are nervous their voices can become breathless and girlish as the tone becomes more high-pitched. Men, on the other hand, tend to mumble and talk down into their chests. "Practise speaking in low, modulated tones," Monique advises. "If you slow down and take your time over your answers your breathing will relax, which allows your voice to return to normal."

The results - you appear more confident and sincere.

How much information should you volunteer? Interviewers will often ask some personal questions such as, "Do you have a boyfriend?" or "What does your father do?"

It may be to establish what kind of work ethic exists in your family, or to assess whether you're from a stable environment and are able to handle workplace pressures.

It's always best to be honest and sincere. If your father has been retrenched and is unable to find work, say so – but try to draw it back to a lesson you've learnt from the experience. You may have learnt how important it is to have tertiary education, or that it's crucial to have more than one skill to be more marketable. By showing you can turn a difficult incident into a positive lesson you show you can be flexible and adaptable. But remember family skeletons are best left firmly locked in the closet!

When to talk money
Experts agree: don't talk money until the second interview, or until the interviewer has expressed an interest in employing you. How much should you ask for? If you go in too high the interviewer may think you are chancing your luck; go in too low and you

may be selling yourself short.

Ladragh recommends first-timers focus more on the opportunity of learning the job than the money side and advises matriculants to ask what the interviewer is offering. "You can then decide whether the salary offered is fair or not, as opposed to the interviewer questioning whether he can afford you," she says. "It puts you in a much stronger position."

By law, basic conditions of employment must provide for 15 working days leave a year and 36 sick days over a three-year period, but some companies grant more. All other benefits should be discussed with the company concerned.

How do you shape up?
The Voice Clinic is offering matriculants a free interview assessment. See what your body language really says about you! Get on line to www.thevoiceclinic.com or call (011)880-2334 for more information.

Useful websites
- Career Launhpad offers sound advice on writing a CV, preparing covering letters and interview skills and techniques. Visit www.uct.ac.za.
- The Damn Good Resume Guide can be found at www.upe.ac.za.
- Find valuable advice for school-leavers at www.teacher.co.za

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INTERVIEW DOS (2.2.1) AND DON'TS

DO
Shake the interviewers **(2.2.2)** hand firm **(2.4.1)**. A firm handshake suggests stability and sincerity.
Make sure **YOUR/YOU"RE (2.1.1) WELL GROOMED/ WELL-GROOMED (2.1.2)** and dressed appropriately………**(2.3.1)** the company environment. Your clothes don't have to be expensive **(2.6.1)** - discount stores such as <u>mr price</u> **(2.5.1)** or Ackermans **HAS/HAVE (2.1.3)** affordable **(2.6.2)** mix n match **(2.2.3)** clothing suitable **(2.6.3)** for interviews.
Try to research the company beforehand. Most companies have websites that provide vital interview tips. Receptionists and secretaries **IS/ARE (2.1.4)** also good sources of information.
Answer all questions clear **(2.4.2)** and succinctly.
Be punctual or even a few minutes early………**(2.3.2)** the interview.
Have a clean copy………**(2.3.3)** your <u>cv</u> **(2.5.2)** with you. "Even though you may have e-mailed or faxed a copy THREW/THROUGH (2.1.5) take a clean copy with you." Says Ladragh Cozens <u>ceo</u> **(2.5.3)** of Cozens Personnel. __**(2.5.4)**You'll come over looking organised **(2.6.4)** and prepared__**(2.5.4)**

DON'T
Smoke……… **(2.3.4)** an interview, and remember most offices **ENFORCE/INFORCE (2.1.6)** a **NON-SMOKING/NON SMOKING (2.1.7)** policy now.
Be negative about your last employer or your school **PRINCIPLE/PRINCIPAL (2.1.8)** and teachers. If you rubbish your school or last job the interviewer may wonder **WEATHER/WHETHER (2.1.9)** youd **(2.2.4)** do the same to his company.
Appear in a hurry **TWO/TO/TOO (2.1.10)** climb the corporate ladder. Interviewers are looking for candidates who are eager to spend time learning and perfecting the job. If you show unrealistic expectations you may be overlooked for someone **WHOSE/WHO'S (2.1.11)** willing to start at the bottom.
Appear desperate……… **(2.3.5)** the job. Don't say, "Oh, I hope I get this job - this is the 19th interview I've had this week." It will make the interviewer wonder why you cant **(2.2.5)** get a job. If he asks whether you've been to other interviews simply say you've been looking……… **(2.3.6)** various opportunities.

ADDENDUM C: ANSWER SHEET

QUESTION 2

QUESTION 2.1   **QUESTION 2.2**

2.1.1 _____   2.2.1 _____
2.1.2 _____   2.2.2 _____
2.1.3 _____   2.2.3 _____
2.1.4 _____   2.2.4 _____
2.1.5 _____   2.2.5 _____
2.1.6 _____   (5)
2.1.7 _____
2.1.8 _____   **QUESTION 2.3**
2.1.9 _____
2.1.10 _____   2.3.1 _____
2.1.11 _____   2.3.2 _____
                              (11)   2.3.3 _____
                                       2.3.4 _____
                                       2.3.5 _____
                                       2.3.6 _____
                                                                 (6)

QUESTION 2.4   **QUESTION 2.5**

2.4.1 _____   2.5.1 _____
2.4.2 _____   2.5.2 _____
                     (2)   2.5.3 _____
                            2.5.4 You'll come over looking organised and
                                  prepared _____

(4)

QUESTION 2.6

2.6.1 _____   2.6.2 _____

2.6.3 _____   2.6.4 _____

(4)

QUESTION 2.7

2.7 _____

_____

(4)

QUESTION 2.8

2.8 _____

_____

_____

_____

(4)

(40)

ADDENDUM D

QUESTION 3

"HARNESS YOUR STRONGEST WEAPON.
  THE POWER OF YOUR VOICE!"

THE VOICE CLINIC

The World's Greatest Communication Skills Training Company

All training is

Outcomes

based and in line
with NQF and SAQA criteria

BOOK NOW FOR YOUR FREE VOICE ASSESSMENT

Whether it's frontline customer care training
or advanced presentation skills you need,
The Voice Clinic is the solution for you.

Let nervousness and ignorance be things of the past. Attend one of our many fantastic communication skills programmes and watch your confidence and self esteem soar. Learn how to capitalize on your voice, your body language and your individual personality strengths. Build better relationships and sell yourself effectively.

CALL THE VOICE CLINIC NOW!

Rosebank (h/o) (011) 880 2334

Randburg (011) 781 1128 Pretoria (012) 342 5020

Durban (031) 303 1314 Port Elizabeth (041) 373 4000

Bloemfontein (051) 448 5071 Cape Town (021) 424 2488

Visit our website: www.thevoiceclinic.com

ADDENDUM E

QUESTION 4

CAREER DECISIONS

DON'T KNOW WHICH WAY TO GO?

INEXPERIENCED, BUT AMBITIOUS

AND WILLING TO WORK HARD FOR BIG MONEY?

WHAT ARE YOU WAITING FOR?

Sales is the stepping stone to a multitude of career opportunities: marketing, advertising, management, even running your own business. In fact, every time you open your mouth you are selling yourself or your ideas.

ADDENDUM F (PAGE 1)
QUESTION 5 (SUMMARY)
HOW TO GET AHEAD AT WORK

The Consultant Powerhouse, which specializes in training interventions in personal impact, business partnering and consultative presentation skills, brainstormed these down-to-earth tips to help you get the most out of every encounter.

Make the maximum impact at a meeting

HOW you conduct yourself in a meeting can greatly influence the impression you make on your clients.

Give some thought to you entrance. Don't walk in looking as though the camel has died. And don't walk in carrying three bags and a laptop. Enter the room confidently, carrying a good-quality folio or briefcase. Your other hand should be free to shake hands.

Women do shake hands. Take the guesswork out of a greeting by confidently putting a hand forward and shaking firmly.

Mentally note the colour of the person's eyes - this helps to ensure a connection.

Avoid a bone-crushing handshake but don't shake hands like a dead fish. Firm, convincing and professional is the image that a good handshake should portray.

It is important to be culturally fluent, especially in South Africa's corporate society.

When shaking hands, be open to possible cultural varieties of the "normal" handshake.

Don't sit down when you are waiting to meet your client in the reception area. Reception chairs are often low and one can look clumsy when endeavouring to stand up to meet a client.

When sitting at the boardroom table, try to avoid taking a seat directly opposite your client or at opposite sides of the table. Rather try to ensure the seats are in a triangular shape, or spaced so you are not looking at each other head-on.

This helps to facilitate communication and interaction in a more comfortable manner.

Never give a client his or her own copy of a document during a meeting. They will be distracted and read ahead - and generally be less impressed by what you say. If you're meeting on a one-on-one basis rather share, and leave a copy with the client at the end.

If meeting with more than one person, talk through the document with the use of presentation aids. Then leave behind copies of the document.

Appear prepared. Only bring along those documents that pertain to the meeting. Everything about you at that meeting - even little things - reflects on your personal impact.

Turn two hours into 20

MOST of our lives these days involve juggling assignments. Time management is rarely accomplished. But there are ways to turn the end of your day into the goalpost instead of the halfway line.

Manage the dynamics of the day - prioritise and maximize. Divide your tasks into bite-size chunk of your time to what is most important.

Develop a gutsy plan. Have a big vision and keep focused. Evaluate your day-to-day tasks against the big picture. Always communicate what you will be doing instead of what you won't.

Treat your cellphone as a message service, not as a minute-by-minute distraction. Reconfigure yourself. Have your purpose defined and take the decision to follow through.

Tune into your natural body peaks and lows. Do your most challenging work when your energy levels are highest.

Unproductive meetings, clutter and office banter can all waste time. Stand up when someone comes into your office. They'll leave faster. Never appear to be at the mercy of time. Whenever you are, give the other person your full attention.

Make the most of your social events

COMPANIES spend big budgets on entertainment and client events. Make the most of it - whether it's a client lunch, cocktail party, exhibition or banquet.

People tend to stick to their comfort zones and huddle with colleagues instead of "working' the room and socializing with clients. Don't do this.

When introducing people to one another, give them some common ground. This helps to make an effortless connection and secure talking points. Don't talk shop when your partners are around.

This tends to make those not in the know feel excluded and is bad manners.

Make sure there are at least three people to greet guests at the door. First impressions count, and clients will have formed an impression within seconds of arriving at an event. Having a familiar person to greet them at the door will go a long way in making sure that impression is favourable.

In any event, there is likely to be someone who can be described as a "loner". Look out for him or her, and do the necessary introductions to make sure that this is not how they spend all their time at your event.

Try to network by making intelligent, enlightening conversation. An unforgettable event is one that consists of detailed planning, accommodating executives, and efforts to put clients at ease.

Be culturally fluent

DIFFERENT cultures are based on different underlying assumptions which tend to shape behaviour. Understanding these fundamentals can go far in equipping us for the multicultural work environment in which we find ourselves.

Become a global professional. Everyone sees the world through their own lenses. We need to recognise our own filters- the way we see others and ourselves and adapt accordingly.

Purposeful inquiry is the best way to get to know colleagues, especially those with a different background from your own.

People love to share, so ask if you don't know.

Read the signals. Pick up on subtle cues and clues, and adapt your behaviour accordingly, without compromising your core values and integrity. Be flexible, non-judgmental and accommodating.

Treat people as individuals, not as stereotypes. Avoid a one-size-fits-all approach. Certain behaviours transcend cultures, especially when guided by elements like respect, dignity and tolerance. Be aware of body language. Some cultures are more expressive; take note of eye contact, personal space and touch. Do your research- preparation is everything.

Be aware of different interpretations and customs. For example, did you know that in Asian countries, the business card represents the face of the person and should be received with both hands and treated with respect?

Did you know that, in Germany, dumplings (a very traditional dish) should be eaten with a fork only, not a knife and fork. The latter would indicate the dumplings were tough, an insult to your host.

Make the most of your presentation skills.

BELIEVE it or not, the art of presenting lies more in your listening expertise and signal-reading skills than it does in how well you speak.

Presentations should be fresh and consultative.

Avoid using a canned script. Adapt your script to the profile of your audience.

A one-size-fits-all approach no longer fits the bill.

Watch the body language of your audience.

You'll be able to notice when your audience is tired or losing concentration.

Always speak louder and slower than you would in normal conversation.

Don't let your visuals overwhelm your presentation. Use effective yet subtle aids.

MARKING MEMORANDUM

QUESTION 1: COMPREHENSION AND LANGUAGE 50

1.   They have decided on the following:
   - Should they study?
   - What should they study?
   - Should they travel before or after their studies?
   - Is it better to get work experience first and then study?
   - Many need to explore all available career options before setting on a career path.   (5)

2.1 To get a job they need work experience; to gain experience they need a job.   (2)

2.2 They would be in a better position to take advantage of new opportunities either in their current workplace or in a new company.   (2)

They could also decide whether they want to develop further in a particular field.   (2)

3   Through friends or acquaintances.   (2)

4.1 The way you

   Walk

   Sit

   Dress

   Behave while waiting for an appointment

   Accept any THREE. (3)

4.2 You can do the following:

   Make eye contact

   Smile

   Sit up straight in the chair

   Lean slightly forward (4)

5.1 The impression of being impatient or aggressive (2)

5.2 Fidgeting or nervous pacing (2)

6.1 If you look as though you fit into the environment / it is easier for the interviewer
   to imagine your being right for the job. (2)

6.2 "understand" (1)

7.1 Women's voices can become breathless and girlish as the tone becomes more
   high-pitched / while men tend to mumble and talk down into their chests. (2)

7.2 By practising speaking in low, modulated tones / and taking your time over
   answers to an interview's questions. (2)

8.1 The work ethic in your family

   Whether you are from a stable environment and are able to handle workplace
   pressures (2)

8.2 You should answer honestly and sincerely / but try to draw it back to a lesson you learnt form the experience / that you can turn a difficult incident into a positive lesson / which suggests that you are flexible and adaptable (4)

8.3 Don't talk about / embarrassing / family secrets. (3)

9. Do not refer to money until the second interview / or until the interviewer has expressed an interest in employing you. / When it comes up ask what the interviewer is offering rather than naming a figure. (3)

10. Employees are entitled to:
    15 working days leave a year (2)
    36 days sick leave over a three period (1)

11. www.upe.ac.za (1)

12.1 They can find advice on:
    Writing a CV
    Preparing covering letters
    Interview skills and techniques (3)

12.2 Career Launchpad (1)

[50]

QUESTION 2.1

2.1.1 You're

2.1.2 Well-groomed

2.1.3 have

2.1.4 are

2.1.5 through

2.1.6 enforce

2.1.7 non-smoking

2.1.8 principal

2.1.9 whether

2.1.10 to

2.1.11 who's

(11)

QUESTION 2.2

2.2.1 Do's

2.2.2 Interviwer's

2.2.3 mix 'n match

2.2.4 you'd

2.2.5 can't

(5)

QUESTION 2.3

2.3.1 for

2.3.2 for

2.3.3 of

2.3.4 in

2.3.5 for

2.3.6 at

(6)

QUESTION 2.4

2.4.1 firmly

2.4.2 clearly

(2)

QUESTION 2.5

2.5.1 Mr Price   2.5.2 CV

2.5.3 CEO

2.5.4 "You'll come over looking organised and prepared"

(4)

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QUESTION 2.6

2.6.1   inexpensive
2.6.2   unaffordable
2.6.3   unsuitable
2.6.4   disorganised
(4)

2.7 A smoking policy / is [now] applied [now] / by most offices   (4)

2.8 The candidate said that he hoped he'd/he would get that job – that was the 19th interview
       he'd had that week.   (4)

                                                                                                                                  [40]

QUESTION 3   **LETTER OF INVITATION**

CONTENT: **12**

LANGUAGE: **6**

LAYOUT: **7**

CONTENT: **12**

Candidates must supply all the information per point to qualify for the mark.
Award one mark per bulleted point below.

- Goodwill introduction
- Would like interested students to attend free voice assessments and
- Free interview assessment
- Invitation to address students on how to create a good impression
- Inform about Voice Clinic communication skills programme
- 20 September 2005
- Approximately 300 Grade 11 and Grade 12 students
- At Assembly 8:30 – 9:00
- Answer students' questions 9:00 – 9:30
- Confirm acceptance by tel / fax / e-mail.
  Email address: stryvette@absamail.co.za
- School physical address: Corner King Arthur and Ballyclaire streetsGreenside
- Goodwill conclusion

LANGUAGE: 6

Paragraphs must be logical and coherent. Language errors should be indicated on the candidate's scrip. In awarding a mark for language usage the following guideline could help:

Excellent   - 6
Very Good   - 5
Above Average   - 4
Fair   - 3
Weak   - 2
Very Poor   - 1

LAYOUT: 7

The layout should be marked negatively i.e. deduct one mark each error or omission.
Candidates must apply all relevant information provided in the question.

Letterhead	:	GREENSIDE HIGH SCHOOL
Address	:	P.O. Box 37943
		GREENSIDE
		1157
		JOHANNESBURG
Telephone and Fax numbers	:	(011) 886 5081 and (011) 886 5082
Email address	:	stryvette@absamail.co.za
Date	:	Any reasonable **before** 20 September 2005
Receiver's name and address	:	Ms Monique Rissen-Harrisberg
		The Voice Clinic
		209 Oxford Road
		SAXONWORLD
		2597
Salutation	:	Dear Ms Rissen-Harrisberg
		(do not accept Dear Madam)
SUBJECT HEADING		
Yours faithfully		
Signature	:	*Y. Strydom*
NAME	:	Y. STRYDOM
DESIGNATION	:	EDUCATIONAL PSYCHOLOGIST

QUESTION 4:   **LETTER OF ENQUIRY**

CONTENTS: **12**

LANGUAGE: **8**

LAYOUT: **5**

CONTENT: **12**

Candidates must make reference to the following as supplied in the question. Award one mark per point.

- Just completed NSC course
- Enquiry about February 2006 Sellutions course
- Venue?
- Dates?
- Duration?
- Cost?
- What the course involves?
- Does Sellutions do job placements or provide ongoing initial support?
- Possible to enroll online?
- Website address?
- Is training in line with NQF and SAQA criteria?
- Necessary to have own car and driver's license?

LANGUAGE: **8**

Paragraphs must be logical and coherent. Language errors should be indicated on the candidate's script. In awarding a mark for language usage the following guideline could be helpful:

Very Good	- 8	Fair	- 4
Good	- 7	Below	- 3
Above Average	- 6	Weak	- 2
Average	- 5	Very Weak	- 1

LAYOUT: 5

The layout should be marked negatively i.e. deduct one mark each error or omission.

Candidates must use the layout for a business letter written in personal capacity i.e. no letterhead and apply the information supplied in the question viz:

Sender's address   :   75 Kenyon Howdon Avenue

                                              Mobeni

                                              DURBAN

                                              4387

Date   :   Any reasonable close to 10 January 2006

Receiver's name and address   :   Ms Lindsay O'Donnell

                                              Sellutions

                                              Private Bag X25

                                              PINETOWN

                                              4309

Salutation   :   Dear Ms O'Donnell

                                              Do not accept Dear Lindsay or Dear Madam

SUBJECT HEADING

Yours faithfully

Sender's name and signature   :   NTOMBELA DHLAMINI

NO designation

QUESTION 5   **SUMMARY**   **[10]**

Award one mark pr bulleted point below:

- When shaking hands do so firmly and confidently and be open to cultural varieties
- Inform yourself about the cultural assumptions of others and adapt your behaviour accordingly
- Ask others who come from a different background to yourself about their culture
- Be aware of subtle cues and adapt your behaviour accordingly
- You can adapt your behaviour without compromising your own core values and intergrity
- Be flexible, non-judgemental and accommodating
- Treat people as individuals and not as stereotypes
- Respect, dignity and tolerance should guide all our inter-cultural behaviour
- Be aware of cultural differences in your body language
- Be sensitive to different interpretations and customs