

THE SIMULTANEOUS ACQUISITION OF A SECOND AND THIRD LANGUAGE

by

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DECLARATION OF ORIGINALITY

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I declare that "The Simultaneous Acquisition of a Second and Third Language" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



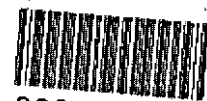
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DEDICATION

This dissertation is dedicated to my husband, Andrew Bruce, and our sons, Reece and Soren Bruce. Without their dedication, support, love, tolerance, kindness, advice and positive direction, this dissertation would never have come about. Thank you.

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SUMMARY

Title : **The Simultaneous Acquisition of a Second and Third Language**
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ABSTRACT

This study investigates whether it is possible and necessary to acquire a second and third language simultaneously in our present multicultural, multilingual South Africa with its eleven official languages.

The qualitative, descriptive empirical research was executed for the duration of the first school term within a multiracial grade four class at Richmond Primary School in KwaZulu Natal. Afrikaans and Zulu were taught in separate periods, simultaneously, for the exact number of lessons per week, with the exact same content, method and teacher.

The success of the research, rested on maintaining absolute reality within the normal daily routine of the school day, in order to see if it is possible to acquire two languages simultaneously.

The very positive outcomes of this research cannot be generalized, but rather indicate possible tendencies that it is indeed possible to acquire two languages simultaneously.

KEY WORDS

Simultaneous language
Second and third language
Language acquisition
Grade four
Simultaneous acquisition
Child language
Second language
Third language
Language facilitation
First language facilitation

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CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

'All people shall have equal right to use their own languages and to develop their own folk culture and customs' (Commonwealth Eminent Persons Group 1986: Appendix; in Herbert 1992: 85). This is a statement that has never been more relevant than in South Africa today, with the disbanding of apartheid and the inauguration of Nelson Mandela as President.

Up to the 1940's and thereafter, right to today, English has been recognized as the common ground and an instrument of a wider African nationalism. According to Brown (1988/9: 41) it has also been seen as potentially integrative and could cut across ethnic division, as for example in post-colonial Zimbabwe's language policy. During the apartheid era, the imposition of two official languages together with the vernacular led to an enforced 'colonial trilingualism' in African education, with equal time being given to the official languages, namely English and Afrikaans, regardless of region, which was an unusually burdensome prescription, even in harsh colonial contexts (Brown 1988/9: 43). Even today bilingualism, meaning an African language and English or Afrikaans, is more prevalent in speakers of African languages, than in one of the past official languages, namely English or Afrikaans. A resurgence of interest in the 1980's in language planning described by one HSRC writer as 'geolinguistics', was in response to an awareness that the old formulae no longer maintained the desired hegemony. The need for a dynamic understanding of the role of language in society has emerged, often expressed as a desire to modernize language policy for the purposes of effective communication (Brown 1988/9: 43).

This understanding and desire for effective communication can be seen in schools today, which are changing their language policies and language teaching with the introduction of the teaching of local languages for example in KwaZulu Natal, Zulu is being taught throughout most junior schools and is also now an option in high school. In doing this the door is being opened for democracy and a deeper understanding between cultures which was not an option before. As

stated in the Department of Education Discussion Document Curriculum 2005, April (1997: 22)
“The advancement of multi-lingualism as a major resource affords learners the opportunity to develop and value

- their home languages, cultures and literacies,
- other languages, cultures and literacies in our multi-cultural country and in international contexts,
- and a shared understanding of a common South African culture”.

This is a very necessary state of affairs for peace, stability and fairness. The now eleven official languages, namely English, Afrikaans, SeTswana, SeSotho, IsiXhosa, IsiNdebele, XiTsonga, IsiZulu, SiSwati, TshiVenda and SePedi are a wonderful option to choose from, an improvement from previously just two official languages, namely English and Afrikaans. With eleven official languages it is now more than ever a very valid reason for the prevalent bilingualism, ideally to become trilingualism, whereby, the more languages an individual is able to speak, the more people and cultures he or she would understand and be understood by.

Nilsen in Veenstra (1994: 78) stated that “Every act of speech is essentially a social act, influencing the attitudes or behaviours of others. Therefore, rather than attempt to divide communication into moral and non-moral, we will think of every communicative act as having an ethical component, as carrying some degree of ethical charge. Virtually every act of speech, then, involves an ethical obligation”. Veenstra (1994: 76) adds that “human communication may be defined as the dynamic, interactive process for engendering meaning in persons by means of signals and symbols”. This meaning cannot be given, or taken unless the receiver and instigator understand each other. With all the different races, cultures and languages intermingling with each other in South Africa it is vital that the understanding and versatility of language be very prevalent.

‘To live as a man is to choose between better or worse on the basis of values...’ (Eubanks in Veenstra 1994: 77). With understanding, this choice is made more sound. Communication reflects this valuing, as does all of a person’s behaviour. People are influenced through

communication according to right or wrong principles, in right or wrong ways, for good or bad ends. Without communication, a person could hardly respond to God or be a responsible being. Without communication, a person could not live (Veenstra 1994: 81). According to Veenstra (1994: 81), communication should be esteemed as more than a tool to be used, and is fully as important as other aspects of the nature of a person as for example, the social, or psychological. To accept and give out information, for whatever reason, people have to understand each other and this understanding will come from communication based in language. In order to dismantle all previous prejudices and to be able to accept other people and their cultures in order to establish sound values, it is vital to be able to make oneself understood and to understand more than just one language. If people are able to communicate, isolation is not likely to occur.

In our newly found South African democratic society, communication is of the utmost importance, not only as a possible means for integrating but also as an instrument for trying to solve the many problems facing our integrating society. Language and communication is necessary in order, to be able to try and comprehend and understand these problems. By being fluent in at least three but possibly more than three languages, would be a very helpful factor. To only speak English or Afrikaans in a Zulu community, or speak only Sotho in an Afrikaans community would be disadvantageous to say the least. The choice of the third language would therefore, obviously depend on the geographical situation of the person/s concerned, and the language required in order to erode barriers and ensure that everyone understands one another, and the correct information was passed on.

As stated by Eastman and Stein (1993: 188) 'increased communication across social boundaries leads naturally to wider horizons which, in turn, lead to desires to confirm new possibilities of identity. As communication increases, so too does access to associated languages which lend themselves nicely to purposes of display such as borrowing or code structuring for special purposes'. An example for instance is instead of eating noodles, we now eat pasta. The latter in advertising, unifies the importance of another race (the Italians), the food and the language, in the public eye. There is acceptance, the advertisement arouses the public interest in another culture, and their foodstuffs. A boundary is crossed and some knowledge is made publicly acceptable, Italian food appears suddenly to be acceptable and the Italian people acceptable too.

Another example is “Simunye, we are one”, the well-known South African television line, elevates an African language namely Zulu, and so too the Zulu people with all who are listening. It evokes a reaction and thinking to take place and yet another boundary is shaken and changed. “Zulu speaking people are not so bad - We are all one!” The ability to confirm a new possibility of identity is made available through communication. An important aspect of national unification is the understanding of another language and its people, which cannot be done without communication.

1.2 AWARENESS OF THE NECESSITY FOR FLUENCY IN THREE LANGUAGES

Living in the KwaZulu Natal farming area, where the rural setting predominates, it became apparent to this researcher, from childhood years, that three languages were the most vital tools in order to keep work, home, community and education activities and realities in balance. All the workers on the farms were usually Zulu, those who were not Zulu were mostly Pondo's or Xhosa speaking, but they themselves were fluent in Zulu. The researcher's home language was English but in the surrounding community were Afrikaans or German speaking people and they themselves were fluent in English. At school, English and Afrikaans predominated and as a second language in the education field, Afrikaans had to be examined and passed. In the rural setting throughout the formative years of the researcher, three languages predominated, namely English, Afrikaans and Zulu, and have done so since. Had the researcher not been able to converse comfortably in all three languages, it would have created stumbling blocks in the everyday run of activity and later on to the researcher's own success. In the academic situation, French and Latin were also available to the researcher and thoroughly enjoyed and were useful when travelling overseas, but because they are not of importance in everyday life, have receded in importance. This reinforces the idea that languages must be practiced in order to be usable. It became apparent to the researcher in growing up that competence in three languages is imperative for everyday life success here in South Africa. This competence eased problems and made it easier to resolve little misunderstandings that occurred during the day. The interesting thing was too, that speaking and understanding all the languages before reading or writing them were the most important skills to master. Because Zulu was used every day and no examinations

had to be written, it is the one language in which 'text' has not played a major part. This fact reinforces the basic idea that linguistic functions are essentially auditory. These auditory understandings lead to speech and language. According to Bannatyne and Thomas (1971: 43) the phoneme is the basic sound unit of speech and the morpheme is the smallest unit of meaning. In Bannatyne *et al* (1971: 103) is Osgoods contention that the word is the basic unit of language, the concept is the base unit of thought, a prior development to language phylogenetically and ontogenetically, this being at the very root of expression. Because it is important to understand these rudimentary beginnings to language, the following terms are important, must be understood and have merit:

- phylogenetically (meaning the evolution of a species), that is language, from and with the beginning of the species, at the very start and
- ontogenetically (meaning the development of an individual organism or person), but also the reason for the existence, content and structure of language, with meaning as the main determinant, at the basis of the structure of language, definitely has great importance, as does
- genotype (referring to the genetic constitution of an individual organism) the genetic inheritance or the potential passed down in families definitely determines the potentialities of an organism including the language behaviour (Bannatyne 1971: 72).

Without the innate possible or latent potential of an organism, nothing could be learnt or stored and later actualized.

The surrounding environment would help determine which or how many of these potentialities would be realized during development. It stands to reason, that within every child is the potential for multilingualism and depending on the demands of the environment and home climate, there is no reason actually why more people, especially beginning in the child hood years, should not be fluent in three or more languages. It would aid the disintegration of the very many prejudices that abound about different people and cultures. If one is able to communicate and be knowledgeable about another language and culture, apart from understanding the individual,

things like humour, beliefs, preferences and goals, suddenly become clearer. Behaviours also appear to be more acceptable if there is knowledge about why or what, a person is doing.

Apparently children are not encouraged to advance linguistically if the language they hear is made too simple and reduced to their level... (Clarke-Stewart, Friedman & Koch 1985: 437). From this researcher's experience, this is true, as understanding was always greater than actual verbalizations. Research also suggests that it is the child who plays the major role in actively selecting the language he or she finds salient or necessary at the time (Clarke-Stewart *et al* 1985: 437). This is also true, as provided a child has the tools, that is, vocabulary, he/she needs, vocabulary will be organized into the necessary order needed for the situation. According to Clarke-Stewart *et al* (1985: 440), correlational studies indicate that children have greater language ability, the higher the level of their parent's education. Being exposed to adult speakers other than members of the immediate family relates positively to acquiring a vocabulary, whereas spending too much time with peers has little effect on learning language, rather, it would appear to slow down the process. The latter is understandable, as the adult knows more and can feed the children more words, whereas the peers are very often at the same linguistic level, so they basically only practise the language. In order to help children acquire three languages, the second and third simultaneously, the language contexts should be kept completely separate. From personal experience, there were three separate contexts in which all three languages were learnt, which helped reduce confusion, but aided the learning and acquisition of the languages. It was only in middle childhood that the researcher became first aware of, and gained insight to the situation. At a younger age, things just happened and life went on. As the researcher got older, learning was more intentional, a goal was the end point, the three languages were necessary in the researcher's life. Communication is always the principal reason for speaking, and therefore also the principal reason for fluency in three languages. Why learn three languages if there is apparently no use for them? The ensuing information will hopefully justify the necessity for more than one, but at least three languages in the educational situation in our New South Africa. The following section will discuss this necessity and the situation as it appears in KwaZulu Natal.

1.2.1 Multi Racial Schools In KwaZulu Natal

With the integration in schools throughout the country now, the situation in the classroom is very different because classes are now multiracial. Here language is the very key to crucial life success, an instrument in acquiring a good education, a better lifestyle and a means to open doors to higher institutions of learning.

An example of language distribution in many integrated schools in KwaZulu Natal for instance, is that the children are usually either English, Afrikaans or Zulu or other speaking at home, that is, their home language as Language One (L1); they come to school and are taught in English, the lingua franca of unity in South African which for many is Language Two (L2) and then they then have to learn Afrikaans or Zulu which for many is Language Three (L3). The sequence of languages varies, for example (L1) = English, (L2) = Afrikaans, (L3) = Zulu - or - (L1) = Zulu, (L2) = English, (L3) = Afrikaans - or - (L1) = Afrikaans, (L2) = English, (L3) = Zulu. Other languages also come into play as shown by the results of the following survey done in a grade 5 class (1997) at Richmond Primary school in KwaZulu Natal, illustrating the need for fluency in more than one, but at least three languages.

It is interesting to note that most of the class was being educated in their second or third language, that is, English, a very commendable feat. Those children speaking four, five or six languages are bright, well above average children, so reinforcing the idea of the cognitive flexibility that comes with multilingualism. Each province has a dominant language spoken in that respective area for example, Zulu may be the important language in KwaZulu Natal, in Gauteng it may be Afrikaans, in the North it may be Venda. Depending on the school and its geographical situation, not forgetting the school policy on language teaching, the availability of qualified teachers, the necessary three languages may vary. For example, in the Wartburg area (KwaZulu Natal) German, English and Zulu would possibly be a common combination of languages, in Richmond it would be English, Afrikaans and Zulu, as shown by the survey mentioned (See Table 1.1).

Table 1.1 Multilinguality in grade 5N (1997)

| Survey - June 1997 | |
|--|-----------|
| An information survey of different languages spoken in a grade 5 class at the Richmond Primary School, Richmond, KwaZulu Natal. | |
| Total children in the class | 25 |
| Total of children able to speak English | 25 |
| Number of children able to speak Afrikaans | 19 |
| Number of children able to speak Zulu | 22 |
| Number of children able to speak Xhosa | 02 |
| Number of children able to speak Venda | 01 |
| Number of children able to speak Sotho | 01 |
| Number of children able to speak Swazi | 03 |
| Number of children able to speak Dutch | 01 |
| Number of children able to speak French | 03 |
| Number of children able to speak Hindi | 01 |
| Number of children able to speak Shangaan | 01 |
| Number of children speaking four languages | 06 |
| Number of children speaking five languages | 02 |
| Number of children speaking six languages | 01 |
| Number of children whose home language is English | 09 |
| Number of children whose home language is Zulu | 14 |
| Number of children whose home language is another | 02 |

Noting that the ages of these children vary from 9 years to 12 years, their language ability is commendable.

At a high school in Pietermaritzburg a third choice of language offered would possibly be French, German or Latin, depending on the qualified teachers available, course chosen by the children and variety of subjects offered by the school.

Nevertheless, the problem for the children increases, depending on the home language he/she speaks, the language of tuition and the language spoken by the peer group. As shown by the survey and possible choices available, these are the normal accepted situations in schools and the children have to cope, one way or the other in order to get through the school day and ultimately the school year in order to pass. Language in these circumstances then most certainly is instrumental in helping children reach their goal of a good education. The more versatile the child, the better he or she would appear to achieve.

1.2.2 The Parent's Communicative Role

Children in our schools today have to be versatile in many areas. Language and communication ability are just two important areas demanding their attention, but areas in which the parents themselves have to be versatile, is understanding more languages than just their mother tongue, should they wish to be of assistance to their children.

Language acquisition for parents is vital, as they are the ones responsible for the welfare and educational upbringing of their children in our multicultural society. Today more than ever, it is to the child's advantage having parents who are capable and knowledgeable in languages other than their own, and who are able to understand different people and their culture.

To be of any assistance to their children in our multicultural society, parents have to be able to understand their children's situations both socially and educationally in order to give insightful, knowledgeable and informed advice to their children. One of the risk factors discussed by Miller-Lachmann and Taylor (1995: 76) which significantly raises a child's chance of low achievement and dropping out of school, is limited English proficiency; that is, whether the child and the family use a language other than English at home as their primary means of communication and whether the child is able to understand, read and communicate in English, well enough, to learn in an English only classroom. Like parents who did not complete high school, parents with limited English proficiency tend to be less involved in the English speaking school and often have trouble communicating with school personnel and assisting children with their assignments (Natriello, McDill & Pallas in Miller-Lachmann *et al* 1995: 77).

All children in the grade 5 class surveyed are educated in and are able to read and speak English, and some surpass their parents.

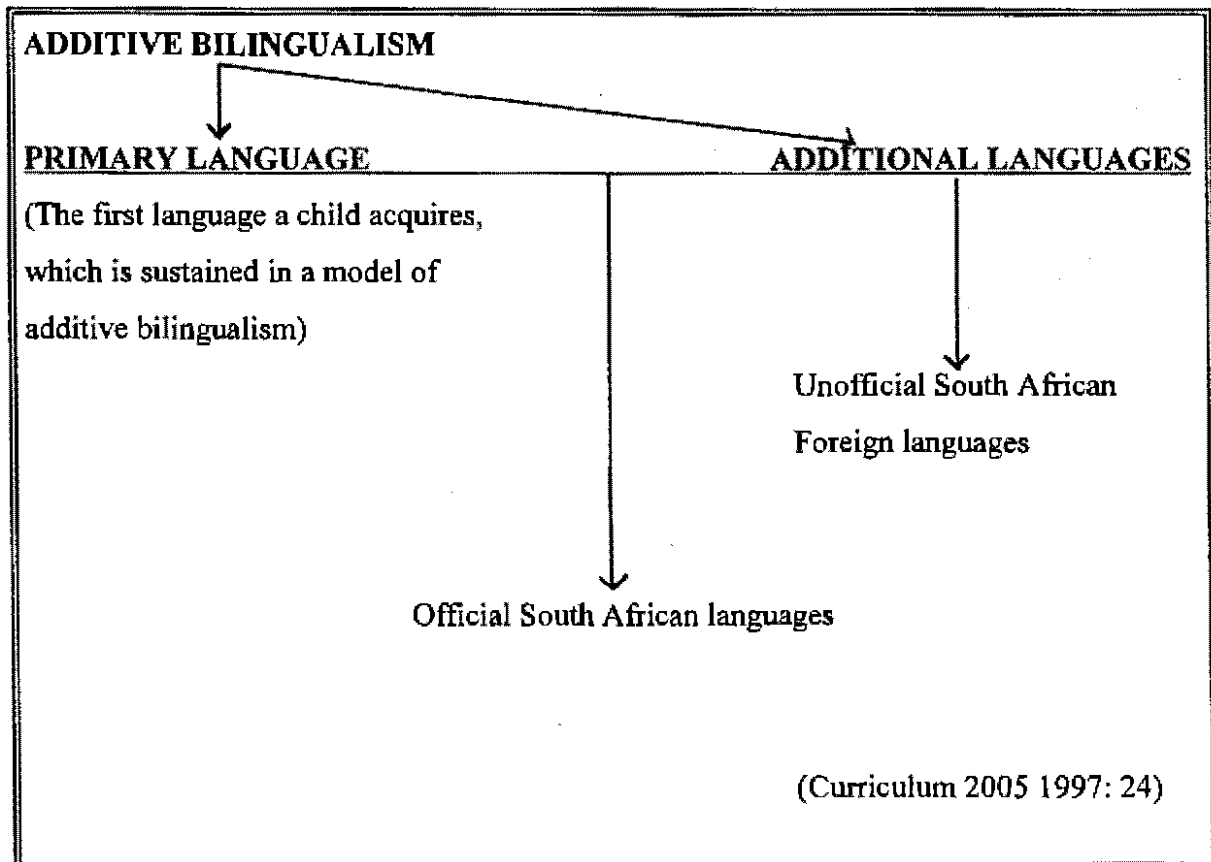
This communication between parents and their children and school is vital for the child's success and then the success of the adult as parent. Because English has been adopted here in South Africa as the universal language, it is vital that parents be versatile in English especially if their child is in an English medium school, but at the same time, be versatile in the languages required by their children and themselves, socially and in the community.

In order for the child to be successful, there must be no contradiction between home and school, or home and the child's learning situation. The parents need to know and understand the aims and assumptions of those engaged in teaching their child and should be able to voice their own opinions inclusive of understanding the opinions of others. This necessity reinforces the importance of being able to speak and be knowledgeable in other languages, in our now open and developing society.

As stated in the Curriculum 2005 Document (1997: 23) 'The constitution advocates a policy of multilingualism. The proposed language in the Education Policy subscribes to the additive bilingualism model'. The following is a sketch of this model (See Figure 1.1).

From this model, it appears that speaking more than one language is most certainly the ideal, especially if one were to follow the route of a primary language and an additional language. This may be an official language, or foreign language or one of each, so equalling three. Being able to understand and talk three languages would be a great advantage in all aspects in life.

Figure 1.1 Additive Bilingualism Model



For parents to be of assistance to their children within the framework of this model, they too must be multilingual. In order for language to be a successful means for being

- involved and acting in the world in order to
- establish successful relationships,
- glean knowledge,
- engage with others in reciprocal exchange,
- integrate new knowledge into existing knowledge and to
- obtain and convey ideas and information successfully (Curriculum 2005 1997: 25).

This can only be done with understood language. Parents can only help their children if they too can speak the languages their children can, or are expected to.

1.2.2.1 *The home environment*

At home, within the family and primal mother-child interaction, the child learns his/her home language. The most important 'gear stick' for his existence, the very tool with which he/she communicates and steers himself/herself through life, is language.

Young children, before the age of puberty, who are exposed to more than one language seem to acquire all the languages fairly well. All normal children everywhere learn language. This ability is not dependent on race, social class, geography, or even intelligence (within a normal range). This ability is uniquely human. As stated by Gibson and Levin (1975: 153) children's early language reflects their knowledge of reality. If reality is two or three languages - these languages are acquired.

Provided the home environment inculcates support and guidance and fosters a climate of love and interaction, the pathway for achieving a multilingual education would be easier. Should the parents themselves be multilingual, the children start with an advantage in acquiring more than one language and having a reliable source for their education at home. This valuable back up from home would then spill over into the education situation.

1.2.3 *The Teacher*

The teacher has to be versatile and knowledgeable, as the learner's development of terminology and language relevant to the field of learning is the responsibility of the subject teachers in co-operation with language teachers. If a teacher does not understand her/his pupils, their culture and language, and is unable to converse and facilitate the learning process, the whole learning process could then disintegrate. The onus is on the teacher and the various institutions to train teachers accordingly, so that they are able to have this versatility in language and be competent in at least two but possibly three official languages. This would help ensure that they proceed through the day, no matter what problem occurs, they are able then to converse, be understood and make themselves understood and so solve any occurring learning problem.

By being fluent in more than one language, ideally three, the teacher is able to speed up the learning process. If a child does not understand a concept in English, it is very beneficial for the child, if the teacher is able to explain the work concept in the child's home language. The child learns from the adult. The more able and capable the adult is, the more beneficial for the child and the more he/she learns.

According to Miller-Lachmann *et al* (1995: 104-105) there is no reason why children cannot be fluent in two languages or achieve in all their subjects while maintaining a bilingual bi-cultural identity. Language instruction must be meaningful to children, and by giving them an active role in the learning process and by integrating the various aspects of language (listening, speaking, reading and writing) instruction meaning is given to education (Fox in Miller-Lachmann *et al* 1995: 277). To be able to switch languages in order to obtain this goal or meaning and understanding, would be a vital element in active education. Unless the teacher is knowledgeable he/she will be unaware of the changes taking place within the child. Diversifying the pool of teachers is one way of improving the language spread in a school and ensuring multilinguality and pupil friendly teachers.

1.2.4 In Unison

From the above information, it becomes clear that it is to everyone's advantage to be fluent in more than one or two languages in present day South Africa. In order to understand the many cultures that surround us and to communicate more freely with the many people who inhabit our everyday lives, being versatile is the essence. Being able to exchange information and speak with and understand each other, would be an added advantage in solving many problems and moving towards a winning country.

The questions arise continually, why must people communicate? Why should there be an interaction between different races? Why is just English not the only language that should be learnt? The question of democracy and freedom of choice and being understood and understanding all come in to play. To learn and speak only English, would be a very narrow route to take, at the cost of understanding a plethora of customs, rituals, cultures, beliefs and

viewpoints of other races and peoples that abound in our country. Education itself would suffer a great deficit, as all the people trying to obtain an education would be very limited in what they were learning.

Because the very essence of an informed society is education, it makes sense to begin educating our children, opening the doors to multilingualism and making available all the very necessary channels required by them to learn the languages they need, to ensure that they get the education they require, and understand all the information they want to understand. Competence in the language of learning and teaching is crucial for academic mastery across the curriculum, although language is not an end in itself; it is the tool by which the children reach their outcome or end point, that is their goal, for instance, a suitable qualification. The ensuing chapters of the dissertation will be exploring the possibility of attaining an acceptable communicative standard in a second and third language simultaneously due to the fact that similarities of the spoken word across all languages are underestimated. Spoken language is learned by tiny children, quite spontaneously. There is no need for formal instruction. Most human characteristics, which are learned spontaneously, are universally and innately human and are characteristic of the species. Infant language is not a carbon copy of the adult model, and they say things their way, but it is telegraphically structured language in its own right, where imitation plays a part. According to Child (1986: 174) "the rate at which the child is able to use and understand words is quite slow in the early stages of language development". There is also a difference between the number of words we actually use (active vocabulary) and the larger number we are able to understand (passive vocabulary) (Child 1986: 174-5). With this in mind and that gesture, demonstrations, sound effects, and repetition are a few concrete ways through which the child learns, it seems therefore logical to make full use of this wonderful human talent to help create a 'talking society', one that crosses boundaries.

1.2.5 General

In order to acquire a second and third language simultaneously, it would appear that it would have to happen in an environment conducive to comfortable experimentation and exploration, as the infant requires language. According to Elliot (1981: 169) early child language is heavily

dependent for its interpretation on the context in which it occurs. In other words the linguistic behaviour, that is, what a person says or understands, on any particular occasion and in any situation, is influenced by many factors, namely the immediate context of activity, the expectations of the participants, each individual and the way in which they are negotiating their intentions as the interaction proceeds. The longer term factors for instance, personality, interactional style, linguistic resources available and so on, all enhance or inhibit the interaction between two people. With child language, being dynamic in nature, account has to be taken of both old and new developments, as well as gradualness of phonological change. Each one would achieve that of which he/she is capable, in their time. Obviously the more positive situation of open communication would be the most vital to inculcate, and increase good communication ability.

Because the child is an active organizer of his/her own system, acquiring more than one language would result in misinterpretations, mispronunciations to mention but two common errors made in the language acquisition process. These different organizational principles would account for some of the individual linguistic variations between children. In mastering various languages, the child's perception of speech must be viewed in relation to his/her linguistic and biological function, that is the acquisition of the units which permit lexical communication. Each child would keep to his/her ability to achieve the language fluency and do so in his/her own time.

1.2.5.1 Language diversity

According to Elliot (1981: 63) Stark proposes that a developmental sequence can be outlined which may have certain aspects that are universal. This agrees with the idea that there is the co-existence of extensive diversity across time, languages and children, and striking similarities, patterns that seemingly must derive from some set of invariant properties of the language capacity. The speed of development and the relative uniformity of the final state seem to require invariant properties behind the child's convergence on what is in all respects, a highly complex system. With patience this complex system can be made a winning complex system of multilingual ability, simultaneously recognizing important individual differences between children in the content of the stages.

In order to ensure the best possible development of this complex system very careful groundwork has to be done. To be fluent in three languages the learner has to be familiar with three separate structures and be clear about the invariant properties of each. The learner is an active, cognitively driven processor of language data. As stated by McCarthy (1994: 3) "...conscious knowledge of more than one language may increase the potential use of metalinguistic awareness as a monitor to create acceptable spoken or written utterances in a third language". The metaphor of a child as an active hypothesis maker, whereby the child is seen as actively looking for patterns (although at an unconscious level) making unconscious hypothesis about how certain bits of data are related to others; testing these patterns or hypothesis against new data that fit the hypothesizing system and then when crucial data do not fit, reorganizing the system as necessary, is an apt one. A child learning a language has to do this continually in order to reach higher grades and deeper understanding of language.

As speech is of its very nature variable and redundant, the child listener may misapprehend the cue structure of certain words or even mistake a short phrase for a word creating the impression of misperception on subsequent occasions. Because this happens in the acquisition of one language, in acquiring a second and third one simultaneously, this problem would possibly increase three fold, until the child is well versed in the selected languages. The child should be made to feel comfortable, and allowed to experiment and make mistakes.

As the structures of the languages become learned, the course of development a child takes, how his strategies change as he matures, and the major steps by which he/she arrives at his own 'adult' level of language competence will depend on the individual child.

1.2.5.2 Conclusion

In observing of the petty prejudices and intolerances that abound between different languages and culture groups, the idea that has often come to the researcher's mind is that people do not talk to each other enough. Individuals do not have knowledge concerning each other and therefore do not tell or share enough information in order to understand each other. This lack of knowledge and therefore lack of communication narrows our perspectives. Being knowledgeable in other

languages would provide us with the tool that would be instrumental in cutting across barriers and aid in providing us insight into other cultures and their rituals, beliefs and behaviours. This knowledge would most certainly help to give an understanding about other's lives. Multilingual communication would help open many doors to understanding other races, a very necessary action here in South Africa.

1.3 IDENTIFICATION OF PROBLEM AREAS IN ATTAINING FLUENCY IN THREE LANGUAGES

Having discussed how important and necessary it is in our present day South Africa to speak more than one language, a great number of questions come to mind about multilingualism and the general idea of being multilingual. The acquisition of a second and third language simultaneously, or just more than two languages, results in the following general questions that can be asked.

1.3.1 General Questions

- How do children acquire a second or third language simultaneously?
- Why do children achieve this?
- What is the effect of a child's home language on achieving a second and third language?
- What is the quickest and easiest way in which to learn or acquire a second and third language simultaneously?
- What aspects of the child's personality and ability affect language acquisition?
- Does the education level and attitude of parents affect the language acquisition of the children?
- What exposure is necessary to ensure language acquisition?
- How does the teacher affect language acquisition?
- Does the length of time in a particular education system affect the acquisition of other languages?
- What are the main stumbling blocks?
- Does efficiency in English have bearing on fluency in other languages?

- Which is the best aspect from which to start learning three languages?
- What is the effect of misunderstanding on loss of information in communicating in other languages?
- Which aspects of a language are easier to learn first in order to be able to communicate?
- What bearing does motivation of the child have on acquiring other languages?
- What factors contribute to children achieving a second and third language?
- What is the effectivity of the teacher in teaching other languages?
- Is written language necessary in order to learn and acquire a second and third language?
- Does the teacher understand the pupil, his language and culture and requirements of the child in the learning situation?
- What is the purpose of learning other languages?
- How does language acquisition help the individual and why?
- Is learning material relevant to the child and his/her situation?
- At which point or level of understanding would one consider a child to be conversant or able to communicate in a second or third language?
- Are adequate measures taken by the teacher and school to ensure the best learning climate for the child?

As stated in Elliot (1981: 13) '...it is more appropriate to identify the child's task as that of acquiring communicative competence', especially pertaining to language development, assuring that each child's grammar falls within the bounds of the set of possible human languages dictated by principles of universal grammar.

- Who acquires these three languages as such?
- What is the length of exposure required, for second and third language to become 'fixed' or permanent?
- What factors within the child ensure that he/she is successful in acquiring these languages?

These questions are very general and broad, and will be dealt with in the theory chapters that follow. It is however necessary to select specific questions which can be used to guide this investigation.

1.3.2 Specific Questions

Because each study naturally evolves from trying to answer very specific questions, it is necessary to formulate these questions as they may help the researcher to conduct the literature study and empirical investigation.

Up to now the discussion has been generally on the positive side of being multilingual that is, speaking more than one language, possibly three. But to pinpoint now, the pathway of the research, is the idea that a second and third language may be acquired simultaneously. Achieving multilinguality in three languages may be possible at any age. The following are eight specific questions that underpin this research project:

- Is it possible, desirable and necessary in South Africa, today, to speak more than one language fluently?
- Is it possible to acquire a second and third language simultaneously, and become fluent, being able to communicate effectively in the chosen languages?
- Is it necessary and desirable that English be a main language, due to public demand and the fact that English is spoken far and wide?
- Is the choice of the second and third language based on geographical location, necessity and or personal preference?
- Is language teaching the very basis to a good education and therefore should schools ensure that the languages of the neighbourhood are spoken at the school and available to be taught by experts?
- Is excessive deprivation in any aspect of human growth and development a retardation of the ability to absorb language and does this result in the learning process of language acquisition to be greatly slowed down?
- Are children who battle with first language more likely to be unable to acquire a second and third language simultaneously?
- Is the ability and successful achievement of a second and third language fluency, enhancing to the intellect, self concept, self image, academic process and ultimately the success in his/her chosen field?

1.3.3 Research Question

Having asked all of these specific questions, a final research question embodies all of the above. Is it necessary, possible and desirable to acquire a second and third language simultaneously?

The researcher wishes to present a scientific argument that acquiring a second and third language may be easily done, simultaneously, and that context, environment, geographical situation and academic needs play a particularly deterministic role in the choice of languages. Fundamentally, the researcher wants to investigate the importance that the learning situation, motivation, attitude, ability, enthusiasm and meaningfulness of the languages have as tools to the learner, which all have a powerful impact on the learning process and on the speed at which a second and third language are acquired.

1.4 THE AIMS OF THE STUDY

Having asked all the above questions, and finally stating the research question, it is necessary to then state the aims that are pivotal to this study.

The aims of this study are:

- To investigate whether children can acquire a second and third language easily.
- To investigate whether the learning situation and teaching/learning methods used, influence the children in their language acquisition.
- To investigate whether the ability and aptitude of the children affects their language acquisition making it possible/impossible to acquire a second and third language simultaneously.
- To investigate whether attitude, enthusiasm and motivation play an important part in the simultaneous acquisition of a second and third language.
- To discover any other factors that influence the successful simultaneous acquisition of a second and third language.

A great number of languages are spoken in South Africa today, a few examples would be, namely, IsiZulu, IsiXhosa, English, SeTswana, SiSwati, Afrikaans, French, German, Portuguese, Spanish, Sotho, SePedi, Dutch, Chinese, IsiNdebele, TshiVenda. It is obvious that the more languages one individual is able to speak, the more integrated he/she may become in another culture and the more knowledge and understanding he/she may glean. A conclusion that may be drawn here, is that, a multilingual empathic insightful and understanding person would be a great asset to society. Why not make it possible to achieve this from a grass roots level, that is, pre primary and primary school education? This leads us then to the demarcation of the study.

1.5 DEMARCATION OF STUDY

- First a literature study will be undertaken to investigate the various aspects of language, language acquisition and learning. This will be followed by an empirical investigation, the results thereof and the conclusions.
- Chapter One discusses the foundations of the study.
- Chapter Two - the importance of language, what is language?
- Chapter Three will investigate information on a second and third language and methods of language acquisition. This includes factors that influence language acquisition. This will lead to the empirical investigation in Chapter Four.
- Chapter Four will be an exposition of the research method of The Empirical Investigation to be conducted on the simultaneous acquisition of language, namely Afrikaans and Zulu as second and third languages in grade 4B at Richmond Primary School, Richmond, KwaZulu Natal.
- Chapter Five will be the documentation of the results of the empirical investigation in grade 4 at Richmond Primary School.
- Chapter Six will comprise of the conclusion and recommendations of the study.

1.5.1 General

An example of the complex situations that exist is a child who speaks Xhosa at home, is educated in English, learns Afrikaans, and socializes with Zulu speaking children. Likewise an English speaking child who is educated in Afrikaans and socializes with many Zulu speaking children or a Dutch speaking child, being educated in English and socializing with many Zulu

speaking children and learning Afrikaans, are but a few situations that exist in our society today. Therefore the more languages a child and his parents can speak, the more instrumental the language may be in achieving a winning end result, and the less stressful these learning and social situations would become.

This study is intended to provide information that should be useful to a wide spectrum of South African society, in particular to parents and teachers of primary school children. In its attempt to make available to the population, knowledge which will enable children to acquire a second and third language simultaneously, it is hoped that communication and understanding will be facilitated between the different cultures, races and language groups, therefore helping to create a more meaningful universal education system will be an end point and positive outcome. The changing of English and Afrikaans as the two dominant languages in schools, which for many years has been a major disadvantage to the majority of the population in South Africa, now opens the door for a rich experience of knowledge exchange, but also for a total revamp of the educational system, so that all language groups are catered for and the relevant teachers are trained in order to empower the children with the knowledge of the language they require in order for them to achieve the best education they can for themselves.

1.5.2 Methods Of Investigation

A thorough literature study on the following will be conducted to gather information on listed topics:

- What is language?
- Language acquisition
- Simultaneous language acquisition
- What is a second and third language as against general multilingualism?
- Factors that influence language acquisition
- Methods of teaching languages.

After the literature study a hypotheses will be formulated and an empirical investigation will be carried out to test the hypotheses. In order to explore the simultaneous acquisition of a second and third language, relevant methods of investigation have to be put into practice. The following list highlights the research methods that will be used. As this will be an ideographic research project, qualitative research methods will be implemented. The following qualitative method will be used in the form of interviews and surveys, observation and enquiry:

- interviewing the research population
- surveys whereby each theme and its contents will be carefully administered, documented and analyzed
- observation of the specific language lessons and the resultant behaviour and rate of language acquisition that occurs
- inquiry whereby a great interest will be taken in each lesson, and as many questions as possible will be asked, in order to discover and establish new information. Every incidental opportunity of gleaning information will be fully utilized as will any other way that may become apparent, as the researcher goes along
- very low key simple testing will be done to establish knowledge.

1.6 DEFINITION OF KEY CONCEPTS

Various concepts will be used in this investigation and in order to prevent any misinterpretation of concepts, those which will be used frequently will be clarified in this section. Because language, literacy and communication are intrinsic to human development and central to lifelong learning, the following concepts will be clarified:

- Language One (L1)
- Language Two (L2)
- Language Three (L3)
- Language acquisition
- Academic needs
- Simultaneity

- Geographical
- Context
- Environment
- Geolinguistics

1.6.1 Language One (L1)

This refers consistently throughout the study to the mother tongue of the child. In other words, the language the child was born into and learned from the start. It is the tool which the child uses in order to achieve his understanding of his life-world. It is his home language, his most dominant language. According to Reber (1985: 390), language is the medium through which we code our feelings, thoughts, ideas and experiences, the most uniquely human of behaviours and the most ubiquitous behaviour of humans. Van den Aardweg and Van den Aardweg (1988: 131) defines language as the body of words and the ways of combining them so that man can express himself verbally and communicate. It is then, as language one, the language in which the child is most comfortable in his day to day communication. L1 is the abbreviation for Language One and will be used throughout this dissertation.

1.6.2 Language Two (L2)

This will always denote the second most important language to the child. It is the language he/she needs, next to or parallel to his mother tongue. It is the next language that the child needs either to socialize or be educated in. It is the language the child automatically uses if his mother tongue does not suffice. Language Two is denoted by L2.

1.6.3 Language Three (L3)

It is the third most important language to the child. It is the language that the child requires in order to be educated in or socialize with. It is the language the child requires to achieve a goal, and often might require a little more motivation or effort to acquire. An example might be a child who speaks Afrikaans at home, is educated in English, but has to learn Zulu in order to communicate freely in a social setting with his/her classmates. Language Three is written as L3.

1.6.4 Language

The concept "language" will always refer to the tool with which people communicate, the way a person makes himself understood. Language, according to Bannatyne and Thomas (1971: 36), is the form of communication which transmits denotative and connotative information from one human being to another (or even to animals). The language itself is not the information being transmitted but it may facilitate individual thought processes internally by giving a verbal structure or organization to the 'informational' systems we possess. Concepts are formed or changed through language and perceptions may change or be created. Without perception, no meaning could be assigned to people, objects or self and no life-world could be constituted. According to Van den Aardweg and Van den Aardweg (1988: 131), language is a powerful ability entrusted to man alone and an inability to grasp language and communicate, inhibits intellectual development.

Reber (1985: 390) defines language, as what we speak, the set of arbitrary conventional symbols through which we convey meaning, the culturally determined pattern of vocal gestures we acquire by virtue of being raised in a particular place and time. It is therefore the tool we use to convey meaning. This may be any language, depending on where we grew up and which language was instilled within us. Language may also refer to more than one language. Language is basically the medium through which we communicate.

1.6.5 Acquisition

According to Krashen (1981: 1) language acquisition is subconscious, requiring meaningful interaction in the target language - natural communication - whereby, speakers are concerned with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant, but speakers modify their utterances to acquirers, to help them understand. Opinion is, that there is a fairly stable order of acquisition of structures, with clear apparent similarities across acquirers. Acquirers may self-correct only on the basis of a 'feel' for grammaticality.

In context, acquisition is the action of gaining more knowledge of a language by first hand experience, a mental attainment, a useful or welcome addition as in another language, in which knowledge, skill and understanding thereof is great enough to be able to speak it, in order to get meaning across. Language development itself is an aspect of normal ageing. According to Singleton (1989: 265), first language acquisition normally continues, in some of its aspects at least, right into old age, and that a high degree of success in many aspects of second language acquisition is possible at any age. In the study, acquisition therefore defines the acquiring of a language.

1.6.6 Academic Needs

It is important to include academic needs here, as children have these needs which must be fulfilled in order to be successful. To be successful in acquiring two languages simultaneously, a great need or desire within the learners must be fulfilled. In this context academic needs refers to the requirements of an individual in achieving his/her desired academic goals. It refers to whatever knowledge, tools or information a child needs, in order to achieve this academic goal. According to Reber (1985: 465), a need is something or some state of affairs, which, if present, would improve the well being of an organism. In this instance it would be the well being of a child's academic situation, the so-called need, in this instance, academic, would aid a child in his learning process, and would ultimately lead to the child's satisfaction in the learning situation.

1.6.7 Simultaneity

In this study, the word simultaneous, refers to the acquisition of Afrikaans and Zulu at the same rate. Simultaneity is the occurrence of two or more events at the same time (Reber 1985: 699). Events occurring at the same time, in other words, learning or acquiring two tasks simultaneously, would be two things done at once, like acquiring a second and third language at the same time. According to the Oxford Dictionary (1979: 1065), it means occurring or operating at the same time. In this study Afrikaans and Zulu will be taught simultaneously each week, for the same length of time, in different periods, covering the same topics. Because of the vastness

of the topic being researched the following aspects need an explanation due to the fact that they are relevant in enhancing the understanding of the languages in context.

1.6.8 Geographical Situation

Various geographical areas do tend to have dominant languages and or dialects, spoken. What is spoken and where, varies from area to area. The languages researched in this study are relevant to the Richmond area namely English, Afrikaans and Zulu. The Oxford Dictionary (1979: 444) describes geographical as, of geography, latitude, angle made with plane of equator by being perpendicular to earth's surface at any point. Situation (Oxford English Dictionary 1979: 1069) is explained as a place with its surroundings occupied by something, set of circumstances, position in which one finds oneself. In other words, it is the area and location on this earth in which a person lives, for example Joe lives in a large house on an extensive farm near Makovlei in Gauteng. It designates the physical whereabouts of a person's habitat. In this study the geographical situation will be described hand in hand, with the language that predominates there.

1.6.9 Context

Context in this study, refers to the language context. The situation in which the language is learned or acquired, used and practiced. As described by Reber (1985: 153):

- Generally those events and problems (physical and mental) that characterize a particular situation and have an impact on an individual's behaviour (overt and covert). In this instance it would be the language.
- The specific circumstances within which an action or event takes place.
- In linguistics, the surrounding words, phrases and sentences that are components of the meaning of any given word, phrase or sentence.

The Oxford Dictionary (1985: 219) describes context as ambient conditions which in turn can be explained as milieu or situation. The meaning would therefore be the ambient surroundings of the individual at a given moment or situation in time. The language context would therefore

be the conditions and discourse which would take place between any two or more people at any one place or time.

1.6.10 Environment

Reber (1985: 242) describes it as that which surrounds. Generally it is taken to stand for the total physical and social surroundings of an individual organism. An individual's internal environment consists of those physiological and psychological events occurring within him.

Van den Aardweg *et al* (1988: 85) describes it as the condition and influence under which one lives. The environment does not affect each individual in the same way. The Oxford Dictionary (1979: 347) describes environment as surroundings, surrounding objects, region or conditions, especially circumstances of life of a person or society. In other words, it is the place, immediate surroundings and influences that a person, individual or child lives in and is surrounded by, hence influencing the language spoken.

1.6.11 Geolinguistics

Because this is not a common term, a simple explanation is required. This word may be broken up into Geo - meaning earth, geographical situation (Oxford Dictionary 1979: 444) and then linguistics which is defined as, of the study of languages, of language (Oxford Dictionary 1979: 632). In other words, depending on the location or where a person lives will dictate the language that is predominantly spoken there. For example, in KwaZulu Natal, Zulu predominates. In Swaziland it would be Swazi. Gauteng would have a great variety of languages, but a great deal of Afrikaans is spoken there, as well as SeSotho.

Geolinguistics would also be the term used to explain that the area determines the languages spoken or required, for example, Richmond in KwaZulu Natal, English, Afrikaans and Zulu are mostly spoken although there are other languages spoken. Elsewhere it would be different, say German, English and Zulu or English, Zulu and Sotho. The location and community determines which languages dominate or are preferred.

1.7 SUMMARY

In conclusion, having discussed the positive reasons for being multilingual and stating the research methods for inquiring whether it is possible and desirable to acquire a second and third language simultaneously along with specific research questions that this poses, Chapter Two will be devoted to what language and language acquisition is all about.

1.8 FURTHER DEVELOPMENT OF THE STUDY

A theoretical/literature study will be done and the results thereof will be given in Chapter Two and three. In Chapter Two the importance of language is discussed along with knowledge about language, what it is and why we require it. How we acquire language along with language theories, the aspects of language that need to be taken into account and the physical aspects of man enabling language to be spoken are also discussed.

In Chapter Three theories on a second and third language are discussed along with various methods to obtain them and the interesting aspects of personality that play a part. After the literature study, an empirical investigation will be undertaken. The methodology will be summarized in Chapter Four to discover if and how Afrikaans and Zulu may be acquired simultaneously with the results summarized in Chapter Five. Chapter Six will comprise a summary of the research and recommendations for further study.

CHAPTER TWO

THE IMPORTANCE OF LANGUAGE

2.1 INTRODUCTION

In order to come to grips with the importance of a second and third language acquisition, it is necessary to clarify various concepts and perceptions of language and the relevance that these have in our vastly varied society in South Africa. To not be in a position to communicate with other races and language groups due to a communication problem and lack of understanding, is a great disadvantage. According to Brown (1988: 39) possession of two languages is not merely a matter of having two tools, but actually means participation in two physical and cultural realms. It seems logical to extend this statement to mean possession of two and more languages is not merely a matter of having two or three tools, but it actually means participation in two or three physical and cultural realms.

To be fluent in three languages and be able to switch from one to the other would be greatly advantageous. Suspicion, prejudice and problem solving would most certainly be less of an 'ogre' should more knowledge be had by all and more freely communicated. This understanding would be especially beneficial, being carried over into the education system. The more knowledgeable everyone is about one another, the less of a threat a multicultural classroom, school and education system would be.

According to Brown (1988: 44), 'It is precisely in a non racial educational context that problems concerning language arise and increasingly need to be addressed, not only in the tardily desegregating institutions where they suddenly occur, but also in serious intellectual endeavours'. It is therefore up to us to rethink and work out alternative language policies in education and to voice them amidst all the other changes required in our new South African education system in order to fit a new society and equip them for the future.

There is no better place to start other than in our schools, especially in kindergarten and primary school, where the very basis of language is put into practice. Before we are able to put any language policy into practice, the teacher, the adult, the parents, those in pivotal positions have to know where they are going and what goal they wish to achieve. If all adults and then, therefore, children, were able to be exposed to multilinguality and be given the opportunity to speak, learn and be exposed to at least three languages from the start, by the time they were in primary school, each would in theory, be fairly self sufficient in communicating in more than one language, which would then, in theory also, enable the children to converse comfortably with each other. This leads us to the question in the next section to this chapter.

2.2 WHY DO WE NEED LANGUAGE?

Language is the tool we use to communicate with the world around us, how we convey meaning to others and obtain meaning for ourselves. The need to understand other people and to be understood by others is a very basic need of each individual, within a relationship, family, society, situation, culture, country and the world. The person himself needs to be able to understand himself and be able to communicate these feelings effectively before he can be understood properly by others and then be able to rationalize these feelings effectively so others can understand him fully. In this way he gives substantial meaning to his environment and to his own life. At the very basis of this, is language. It is a common meeting point of individuals from which they can share information, understand and be understood. Language is at the very basis of good communication. How do we communicate well? The obvious answer would be by interacting with each other and exchanging information. Who would 'each other' refer to? They would obviously be all the people around us. The rainbow nation of all races, colour, languages and creeds. Being able to converse in at least three languages comfortably would be very advantageous in this communication process.

According to Piaget in Elliot (1981: 44) a conscious understanding is a more advanced achievement by a child. The child's knowledge of language and his language skills, help to promote his thinking, because they promote concept information and enable him to take advantage of instruction, that is, the explanation of concepts and relationships. In other words,

the more understanding a child has, the greater his/her concept formation, which would then lead to more positive interchange and communication. Piaget believed that the source of intelligence lay in the individual's own actions on his environment (Elliot 1981: 45). Good language ability therefore, would be very advantageous to the child.

The educative concern of adults finds expression through communication. Hence, language as a vehicle of education is also basically linked with a philosophy of life of the people concerned. According to Luthuli in Dreckmeyr (1990: 83) language is the medium through which children are inducted into society. Language is an index of a peoples' thoughts about life and their future. It is as important as the role of education itself.

Luthuli continues that it can be said that language is the lifeline of every education endeavour. The attitude of the parents at home and that of the society in which the family functions, towards language, are normally unquestionably to be those of a child, that is, the child will learn from his environment in which he/she lives. The child expresses himself and herself within his or her capability of his/her developing language system, this in turn gives rise to understanding. Understanding cannot be obtained beyond the ability of the child. Language in this sense is a vehicle through which a philosophy of life is conveyed to the not yet adult members of society (Dreckmeyr 1990: 83). It is the medium through which we code our feelings and thoughts and life experience. To be more emphatic about the effect of a language in education that is relevant and that is related to a philosophy of life, one could state that a child is in the true sense, a product of communication, not just any communication, but relevant and meaningful communication. Dreckmeyr reports that one's beliefs, convictions and attitudes are passed on to the younger generation by means of language. The child learns, through language, about his life, environment and what is expected of him. How advantageous it would be to educate in three languages, giving all three different perspectives on things, enabling the child to enrich his/her philosophy of life and acquire many insights into and from three different cultures. No matter how concrete the education, in three different languages, the advantage of enabling a cognitive flexibility and fluency, to be able to switch from one to the other, would be to each and every child's great advantage. Clarke-Stewart *et al* (1985: 443) state that bilingualism appears to have no detrimental effect on cognitive development or verbal fluency but rather in this researchers

view will ultimately be of great cultural advantage to a child, in fact trilingualism would be even more so here in South Africa today. An illustration of this point is the following survey of a grade four classroom of thirty-two children at Richmond Primary School (1997).

Table 2. 1 Multilinguality in grade 4B (1997)

| Home Language | Children |
|---|-----------|
| English | 13 |
| Zulu | 15 |
| Xhosa | 03 |
| Sotho | 01 |
| TOTAL | 32 |
| Speaking three languages fluently | 15 |
| Being able to make themselves understood in three languages | 14 |
| Speaking two languages - one not very well | 01 |
| Speaking four languages | 03 |
| Speaking four languages - one not very well | 03 |
| Speaking six languages | 02 |

Language of instruction is English

All learning Afrikaans

All learning Zulu

It must be noted that this is an informal survey and serves to illustrate language proficiency. This survey was done by way of interviews and general class questioning. What is vitally important is that less than half the class are being taught in their home language and most of the languages here, were not formally taught from no understanding, to good understanding. The only formally taught language from scratch is Afrikaans. Most of the languages spoken by the children are African languages.

It could possibly be argued that bilingualism is an ideal, but in looking at the evidence, in actuality it would appear that bilingualism is adequate and multilinguality an ideal. If language is an index of the daily activity of people's lives, each child being able to converse in three languages, would be like a dictionary of skills to utilize, in building an interacting, conversing nation.

In the final analysis, every education system finds expression through the medium of a language. In South Africa, the medium is mostly English, but Afrikaans, Zulu, German schools do exist to mention but a few. The evidence is irrefutable, multilinguality exists everywhere in South Africa and automatically, and the most appealing scenario, is the ability to all be able to communicate, exchange information and find out about each other.

As is reported in Clarke-Stewart *et al* (1985: 446), languages do differ in terms of what is expressed and how it is expressed. In order to gain understanding of this difference, and to be knowledgeable of the different perspectives, fluency in three languages would be a great advantage. According to Herskovits in Dreckmeyr (1990: 83) without language, the very communication of knowledge that sets human beings apart from other species, could not have developed.

The argument put forward by Herskovits (in Dreckmeyr 1990: 83) whereby education that ought-to-be, in other words, a seemingly effective education, can only ignore the importance of a language, to its own futility, is a very true one. When looking back to the past decades this futility was well illustrated by the Sowetan Riots in 1976. Forcing an education and language on a population, creates frustration and anger. This is different to encouraging a choice and making many options available. Due to the multiplicity of languages spoken in South Africa, the more options available, the better for all. Acquiring two extra languages simultaneously would appear to be one possibility in the long road to improving these options. In multilingual classrooms, children understanding the teacher and teacher understanding children, not to mention children understanding children as well as the written word and subject matter, is a real challenge that has to be met. Being able to communicate in three languages at least, and being fluent enough to switch from one to the other would go far in facilitating understanding in the classrooms. The

learning process would be aided, in that understanding would be increased because the lack of understanding in one language would be compensated for by explanation in an understood language, by the teacher who would have all the facts and know what to say.

If, as according to Piaget in Clarke-Stewart *et al* (1985: 446), language skills help promote concept formation, that is through knowing what to say and how to say it, the correct association of ideas occurs. It would stand to reason that unsound concepts would be formed should language be insufficient. Because language is insufficient, knowledge would be lacking and understanding not there, because incorrect idea association can cause and affect relationships, classification and generalization of things in the environment which have taken place. Incorrect association of ideas, because of a lack of understanding due to a language barrier would probably lead to wrong labelling in the classroom of the child, by the teacher who sees the child, as possibly lacking in ability, which given the facts, would be totally wrong, as the child might actually not have understood anything from the first instance. With improved language ability, this confusion would be avoided.

A lack of understanding, knowledge and insufficient communication due to a possible lack in language skills would be the basis of much 'ineducation' or lack of educational understanding. According to Brown (1988: 36) the racist idea that languages were pure and as a result that pidgins and Creoles were simply the incompetence of inferior beings, no longer holds, any more than the idea that English and Afrikaans should be as the dominant languages in South Africa. We cannot talk of mass education through the medium of English (Brown 1988: 40) either, unless we make use of special books written in special vocabulary, due to the multiplicity of African languages spoken in most schools today. Understanding each other and the language/s spoken in order to put across vital information, is imperative, if we wish to create a competent society of superior knowledgeable and understanding beings.

The problem of understanding what is communicated is paramount and as mentioned by Van den Berg (1980) in Dreckmeyer (1990: 99) 'the vernacular of the different black groups have not yet reached the level of sophistication associated with scientific work, especially in the natural sciences'. According to Luthuli in Dreckmeyer (1990: 99) a second and even third languages have

to be employed in schools for this purpose. Research has shown that instruction in languages other than the vernacular leads in many cases to rote learning and memorization rather than insight, which may bog the child down in a morass of doubt and may cause emotional problems (Van den Berg in Dreckmeyr 1990: 99-100). Should this happen to a child at school, it is understandable that the child would not only feel frustrated, but school would become irrelevant to the child's needs and personal situation. This would obviously destroy the required learning environment for the child. The possibility that this destruction could be permanent, is an alarming one, as given the opportunity to acquire and learn in possibly three languages so that instruction would be meaningful and subject matter understood, is not an impossibility and could change the course of a child's life and his/her future success. In the researcher's view, the following is an apt summary:

- Without language we cannot communicate.
- Without communication we cannot educate.
- Without education, society is lost to this world.

Surely it is our task to ensure a balanced informed choice for all? Without a fluid interaction with others, it is impossible. Therefore the more able and capable people become in conversing with each other, the more informed choices they will be able to make.

In order to find the solution to understanding each other in order to educate in our multilingual society, it is vital to have a clear perception of what language actually is.

2.3 WHAT IS LANGUAGE?

We talk it, sing it and write it, our whole bodies are part of it, we think it, but we take it for granted, we use it everyday and never really think twice about it. Language is as much part of us, as our bodies are. We could not survive without it. The interaction between individuals is vital for progress and generation of future ideals. Language must not be seen only in the context of hearing, speaking, seeing individuals, but also must be taken into account for the blind, deaf and mute individuals who also have a right to a meaningful existence and communication.

The question always arises. 'So what is language, actually'? Here a variety of explanations and perspectives are needed which are vital in order to get a healthy all round idea of the different definitions. The context in which the language will be examined is, the day to day needs of the individual within his/her home, social and educational milieu.

A child learning to speak has to first learn the sounds. He/she must hear them correctly, process this information and then produce the sounds. The sound production must be correct in order to join them together to form simple words. Along with this must be the understanding of what each string of sounds or words mean and then how to relay individual perceptions to others effectively through simple sentences and the body, in the form of body language. All of these events are the very basis of practical language usage which must develop to full blown conversation, written language and all the other symbols that facilitate language itself.

According to Clarke-Stewart *et al* (1985: 447) language may be regarded as more a reflection than a determiner of cultural perceptions and individual thought, encoding information that is socially important. Although different languages may have different words and construction, intentions in one language may be expressed in another. Ease and variability of expression will probably be determined by how important any concept or relation is to the culture and speakers of the language. According to Whorf, languages determines both our perception and thoughts about the world (Clarke-Stewart 1985: 446). Piaget in Clarke-Stewart *et al* (1985: 446) tends to agree with this, but is not as forceful. His view also states that thought can affect language, but not having language, he says, does not stop the individual from thinking. But he does mention that through language training, children can advance to the next cognitive level. Vrey (1979: 152) on the other hand advocates that language is instrumental in developing thought. Through language, objects, concepts, generalization and attitudes are symbolized. Suzman (1987: 241) reports that Osgood and Zehler state that 'multiple experiences with any type of event will gradually build up a prototype version of that kind of event, this implies that pre-linguistically, the child develops an understanding of how, in typical situations, people and things usually interact - a store of knowledge-of-the-world'. This would lead to a second knowledge base, from which to draw.

Van den Aardweg and Van den Aardweg (1988: 131) describe language as a body of words combined in such a way so that people may communicate. It is through language that the infant finds meaning in this world. When the infant cries, his mother picks him up to pacify, feed or change his clothes. The infant directs the parent and the parent interprets the infant's noises accordingly, the infant learns what to do and whether the environment is loving and warm, or cold and rejecting. Mastering a language or languages, is an essential part of being human. Wilkinson (1971: 13-14) on the other hand says that language is mainly a system of agreed sounds, and is a purely human, not instinctive way of communicating ideas, emotions and desires by means of a system of voluntary produced symbols. Chomsky in Elliot (1981: 10) in yet another view, discusses language universals as a possible reflection of some other aspect of the shared human condition and part of the child's inborn capacity for language. This knowledge about the structure of the language will have to be learned, which ever one it may be. Vrey (1979: 125) goes on to discuss the fact that the use of language is the most characteristic function of the human mind and from infancy right through to adulthood, the person is continually improving his linguistic powers. Everything that the individual learns, is to a certain extent, dependant upon knowledge and control of language. This reinforces the enormous importance that language has with regard to education.

Language is no doubt a vehicle to a better education. Linguistic competence is a prerequisite not only for all school activities but for the whole of the child's mental development. Due to this vital importance of language as such, to a child and his/ her education, it is apparent that the child must be fully understanding of the language that he/she is using, to learn in, study in, socialize in, write in, in order to acquire the knowledge that he/she wishes to gain and therefore then, be able to move successfully forward to a fruitful adulthood. To understand and be competent in one language in order to learn, study, socialize and acquire knowledge is necessary, but to understand and be competent in three languages is obviously the ideal, as versatility and broader horizons would be immediately available for life.

In actuality the scenario is a very different one. Many children are being taught in a second, third or fourth language, and because they do not fully comprehend what they are being taught, are reading, learning or listening to, they cannot answer correctly, read fluently or research properly

and are therefore being labelled as stupid, dumb, practical, learning disabled or plainly just lacking in ability. Any of these so called labels, by perhaps 'insightless' teachers, are damaging to the child and the learning process. Not only are these demotivating factors, but they destroy the child's self esteem and instead of making a child move forward, they do the opposite, whereby the child may feel that he/she's useless and may cause him/her to just give up and stop trying. This scene could be a totally different one, should the child be correctly helped and he/she be given the tools to improve understanding, that is, language acquisition skills. If the child is put in a position where he/she is helped to understand, through language, the information he/she requires, the whole future of a child may be changed, right down to the child's self esteem and confidence, choice of future career and way in which he/she perceives himself and behaves and of course, his/her success.

The debate on what language is, may bring in many facets, but the truth is, to function successfully in society, we have to be well equipped and versed in the art of language. As listed in the Discussion Document Curriculum 2005 (April 1997: 22), Language and language learning will:

- empower people to make and negotiate meaning and understanding,
- access education, information and literacies,
- think and express thoughts and emotions logically, critically and creatively. It also enables people to respond to others in all manner of ways,
- interact and participate socially, politically, economically, culturally and spiritually.

It also helps people to understand the relationship between language and power to influence relationships through this understanding and develop and reflect critically on values and attitudes. Language helps people communicate in different contexts by using a range of registers and varieties. Here it seems fitting to mention the following aspects of language which are of paramount importance to communicative success,

- spoken language, inclusive of all speech acts or utterances which are significant not so much in terms of what they say, but rather in terms of what they do (O'Sullivan, Hartley,

Saunders, Montgomery & Fiske 1994: 293). Many kinds of actions are possible because of spoken language, for example, warning, promising, naming, exemplifying, complimenting, challenging, to name but a few.

- written language which includes all forms of symbolic meanings that facilitates languages itself. Apart from all the letters of the alphabet which facilitate reading and writing, there are also the numerous other symbols which, according to O'Sullivan *et al* (1994: 312) could be a sign, object or act that stands for something other than itself, by virtue of agreement among the members of the culture that uses it, for example, ♀ meaning female, < meaning less than. Each context should be studied to ascertain its particular use.
- body language - the body is always moving and communicating and in order to communicate effectively, a person must be aware of significant others and the messages their bodies convey and therefore how to complement them. For example, if a person is crying, there is a need to move closer and comfort them. If a person is having fun, then a little teasing is acceptable. These are two very simple examples, but more complex experiences we all have, daily. When body language is misread, it can lead to insecurity, problems or uncomfortable and unpleasant situations.

By knowing and understanding language, standard forms of language can then be used by the individuals when necessary. Basically, as inferred by this information, language is contained in every aspect of life. Without it, these aspects could not be developed or used. A person lacking in any one of the language aspects, namely written, spoken, symbols and body language, would be greatly disadvantaged, causing possibly frustration, anger, resentment to name but a few feelings, which would then possibly prevent a person from succeeding.

This leads to the next question. How do we learn or acquire a language? This is an important question because a second and third language would possibly be acquired in the same way. If fluency in one language is to our advantage, fluency in three languages would be even more so, as it enables the individual to access information from three different language backgrounds and three different cultures, and language groups.

2.4 HOW DO WE ACQUIRE LANGUAGE?

From very conception to old age it would appear that we are acquiring language. Babies in the womb are familiar with their mother's voice, and respond to her tone, to name but two instances that illustrates that infants are aware and can communicate with the outside world, which for them must appear a very exciting place, or, a very threatening one should circumstances not be ideal. Because the newborn child interacts, reacts, responds and manipulates his world and acquires language through these interactions, it is important to mention the effects of maturation and learning, imitation, readiness and willingness to learn, play and early language development. A child cannot acquire language without the help of his/her educators. How the child acquires language will be discussed in the ensuing sections of this chapter.

2.4.1 Maturation And Learning

A definition of the words maturation and learning, is important in order to understand the actual process of maturation and learning.

- **Maturation** is a gradual process which occurs from the moment of conception to adulthood right to old age. The child matures physically, mentally, emotionally, psychologically, socially and in every aspect of the self, day by day. In doing so he/she becomes more capable as each structure and aspect of his/her being becomes more adult. Maturation includes the language faculties. A Child born deaf, dumb or blind will be at a great disadvantage and will be seriously, if not, permanently handicapped as far as linguistic development is concerned. Certain speech sounds cannot be uttered by a baby until he/she has reached a certain stage of physiological and intellectual maturity (Vrey 1979: 125-126). When this level of maturity is reached a child can speak only the language which he/she hears from his/her parents and other adults. Language usage is the clearest manifestation of educational communication between child and the adult, who knows more (Vrey 1979: 126). Physiological and linguistic maturation is normal and inevitable. The difference with linguistic maturation, is that it depends on the innate

ability of the child and the significant adults that surround, educate and lead him/her to adulthood.

- **Learning** is an action whereby new relationships are established or existing ones improved (Vrey 1979: 222) the child is actively involved in improving himself/herself. Through learning, the child gains meaning and attributes meaning to the world around him/her. Effective learning requires involvement with the process of learning or meaning attribution which is only possible through the intentions of the individual or if there is a goal to be reached. The child will only learn if he wants to realise his/her goal (Vrey 1979: 221). Insight as success or understanding and success will motivate and ensure that learning has taken place. Successful acts must be reinforced in order to achieve permanence. Children are learning all the time and depending on how positive or negative the experience, will decide how much, how far or to what heights a child will climb. This includes the linguistic ladder. It is therefore vitally important for the teacher to ensure a happy positive extensive learning experience, especially when acquiring a second and third language as well.

Vrey (1979: 125) states that the interactive influences of maturation and learning are responsible for a child's linguistic development. Certain speech sounds are able to be uttered by the children only when they have reached a certain stage of physiological and intellectual maturity. To ask a seven month old baby to say 'fabulous' would be expecting a little too much, but to ask him or her to say 'pa/ma' is not, but to request a seven year old to say "fabulous" is not asking too much is easily accomplished. It is important to bear this in mind when looking at the acquisition of a second and third language. Each child will obviously acquire only what he/she is capable of acquiring at whatever developmental stage the child is. Once taken beyond that level which the child is ready and able to acquire, the child becomes stressed with too much foreign information, and learning in general does not occur, least of all a second and third language.

It is important to mention development here. This refers to the gradual unfolding, or gradual, perceptible improvement of the child (Vrey 1979: 10). Each chronological age has its norms of development as to what a child should be able and capable of doing. Linguistic development is a long and continuous process of learning which moves from simple and differentiated usage to

the complex, varied and differentiated language which the child understands and uses as a means of communication with others. As the child gets older he/she is linguistically capable of more and more. An example would be the discontinuance of some sounds and the addition of others along with the acquisition of vocabulary. The same applies to the acquisition of other languages. The child begins with simple utterances, and as soon as he/she feels more comfortable and gets to know more vocabulary, utterances and expressions get to be better and better and longer and more intricate words and sentences are utilized. It may be deduced that language usage is the clearest manifestation of education communication between child and adults, the latter of whom have more knowledge of the world. The more educated a child is, the more he or she is able to communicate and the wider his or her vocabulary, the more languages he or she speaks, the more versatile the child is socially, educationally and in the work place, not forgetting - cognitively. It would appear that the child's intellectual development is closely related to his control of language (Vrey 1979: 145). The more symbols a child is able to manipulate and understand the more images he/she will be able to construct. It would work the other way as well - the more images a child is able to construct and the more symbols he/she is knowledgeable about, the more he/she would be able to manipulate them to create something new.

McCarthy (1994: 1) states that the learner's language learning experience provides not only a basis for the development of metalinguistic awareness but also a framework within which his/her awareness of the language learning process can be further developed. This indicates that speech development is possibly strongly associated with positive interpersonal relations. A person who feels confident enough to talk and interact with others is more likely to break down barriers and cross thresholds, than someone who finds it difficult to express himself/herself and sits mute or says one or two words. The more versatile a person is with language, the more likely he/she is to succeed. This reinforces the reason to aid children to acquire more than one language, so, as they mature and are able to learn more, the languages must be available. Being able to communicate with more people would definitely aid in covering more ground, gaining more knowledge and understanding and most certainly breaking down barriers and obtaining more successes. As a child develops and becomes more capable with maturation and learning, it is necessary that the child be able to be versatile with language in order to develop relationships and explore his/her life world more fully.

2.4.2 Imitation

According to Crystal (1987: 29) 'The classical explanation of language learning was that it was essentially a process of imitation and reinforcement. Children learned to speak by copying the noise patterns heard around them, and through stimulus and response trial, and error reinforcement and reward, they would refine their own production until it matched the language of their adult models'. If this was purely the case, babies should be able to say more and at times children especially, should not be able to say, what they often do say. There is obviously more to language acquisition than pure imitation. Imitation obviously does play an important role in the development of pronunciation (Crystal 1987: 30) but is not solely responsible. Claims that there is a connection between speech (language) development and the child's identification with the mother who teaches him to speak appear to be in agreement with Crystal (1987: 33) who states that some argue for a very close relationship between the mother's input structures and the needs of the child. This implies imitation and following a role model, but a poor role model would possibly be very detrimental to the child, as would a poor identification with the mother, who teaches him to speak. The fact that a deaf child does not learn to speak because he does not enjoy the advantage of being able to imitate the speech of other people is also evidence of imitation (Vrey 1979: 138) and its importance in language acquisition. De Croly in Vrey (1979: 138) goes on to distinguish four types of imitation:

- imitation with or without understanding (comprehension) - where the child just says what is heard, a verbal production, with or with no understanding,
- intentional and unintentional imitation (sometimes described as voluntary and spontaneous imitation) - here the child deliberately mimics what has been heard and uses it effectively or just spontaneously and effectively picks up all utterances and uses these effectively,
- immediate and indirect/delayed imitations - a child may imitate effectively and immediately what is heard or may utter what is heard effectively, a day or two later.
- accurate and inaccurate imitation - a child will imitate exactly what is heard, or may imitate what he/she thought he/she heard and say it incorrectly.

All four types are observable and when one associates with children, especially younger children, this imitation is evident. In acquiring a second and third language, the same would then apply. Children imitate the sounds and words that they hear, practise them and eventually through the initial imitation, gain knowledge and practice until languages are learnt. The 'in' sayings of children but especially teenagers, is evidence of imitation.

According to Menyuk (1978: 69) imitation is a necessary stage between comprehension and production. The order of acquisition of those particular language structures would then be:

- comprehension
- imitation
- production

Imitation would play a role, of information about rules for production, that is, what the child said. The child's imitations are a conservative estimate of his comprehension of structures and an overestimate of his productive abilities. The structure of the imitations indicate what structures are in the process of being acquired for production. The process would be the following:

- Recognition of a structure in the input message, that is what is taken in accurately.
- Immediate repetition as a rehearsal of the form used by the speaker to express an intended meaning, that is, child says what he/she hears because of imitation.
- Several rehearsals of the form without an immediate model (the number might vary depending on the complexity of the structure, that is, practice.
- Storage of an expressive rule - memorize.
- Spontaneous generation of the structure, that is, usage.

De Croly in Vrey (1979: 138) believes that auditory differentiation must precede speech and is an essential element of imitation. He maintains that the development of comprehension and of auditory perception are inseparable. Children only distinguish words to which they attach significance. Imitation cannot therefore precede understanding, for a function must, not only be within a child's capacities, but must also satisfy an individual's need or further an individual interest. Leopold in Vrey (1979: 139) points out that imitation is not a passive process but

regards the child's active co-operation as being a vital key to success, and that it is the child himself who decides what he wants to imitate.

Because of the vast discussion that may be developed on imitation and due to the limitation of this dissertation, the following unanswered questions appear important enough to mention:

- Does imitation happen for every structure?
- Do all children use an imitation strategy to acquire new expressive structures?

The answers to these questions will be touched on as the study progresses.

It would appear that in order to afford the children the opportunity to imitate when acquiring a second and/or third language, the educator must be fluent in the desired languages so that the child may imitate an 'expert' role model. Also children should be in a situation in which they are comfortable in order for them to be willing to experiment. According to Child (1986: 157) verbal interchange between parent and child, and child and teacher, and teacher and parent is an important communication channel by which the world is delineated and defined. The child learns from the adult who knows more.

2.4.3 Willingness And Readiness To Learn

The terms willingness and readiness to learn, require explanation in order for them to be fully understood.

- Learning, according to Collins (1988: 445) is knowledge that has been gained through studying. This explanation implies the active participation of the learner in acquiring the information.
- Language learning, according to Krashen (1981: 2) is thought to be helped a great deal by error correction and the presentation of explicit rules. This also implies the activeness of the learner in correcting errors and taking in rules.

- The active participation of the learner in taking in information could be described as the willingness of the individual to take part and actively learn. If the learner was not willing, the information would not be taken in and the learner would not take part. The learner is motivated and desires the information and so goes out and actively acquires it by interacting positively with significant others in order to find out the desired information. The learner is willing and positive in the taking in of information.
- Readiness to learn is a little different, in that a child might be willing to learn, but not ready for a certain type of information, for example, a three year old is willing to learn, but is not ready to learn quadratic equations or the quantum theory in detail. A child of two years old is not ready to fly a jumbo jet, although he might be willing to learn. Therefore, being ready to learn implies a developmental stage of maturation whereby the child is mature, able, capable and wanting to learn certain information. If the child is ready to learn, every part of the child, physically, emotionally, psychologically, socially, is geared to absorbing that information as unproblematically as the child is innately capable of, at that level of sophistication that has been reached by the child. The information is not beyond the child and the child can cope comfortably with the information presented and store it. There is good understanding. A one year old is not ready to read Shakespear, but is ready to look at pictures.

A child who is willing and ready to learn a concept, will do so quickly, efficiently, comfortably and experience a positive learning experience, should all his/her faculties be functioning adequately.

According to Du Toit & Kruger (1993: 107) when learning is synchronised with willingness and readiness, the skill is more effective and more quickly consolidated than when the child is not yet ready for a particular activity. Here aspects of personality also come into play, including locus of control, motivation and so forth, which will be tackled in chapter three.

In view of this opinion, it would appear that whatever the language that has to be acquired, the child must be willing to go out and try the language, act upon the information he/she has gleaned and be ready to acquire it, in order for it to be effectively learnt. This can be done in numerous ways. One very effective means is play, whereby the child uses the new languages in a fun way.

2.4.4 Play

Play is an important element in language development because it is through play that children experiment with their knowledge of language and share ideas, skills and create solutions for problems. There is no need for secrecy, which promotes mental hygiene (Vrey 1979: 80).

Another opinion is that new sounds are not learned through imitating the speech of other people, but, according to Taine in Vrey (1979: 138), originate in the child's spontaneous conversational play as he matures. Language plays a central role in social activity, as the vehicle by which children convey their ability to form concepts (Child 1986: 149).

According to Piaget in Child (1986: 148) imitation is an example of accommodation as the child is attempting to change behaviour to become someone or something else. Deferred imitation is the ability to copy someone else in their absence and shows great advancement because the child is able to form images of events which can be recalled for future events. This imitation may be evident in play.

According to an interview 15/4/1998 with Reece Bruce, 8 years old, play is the experience of outside, practising the adult world and having fun. Soren Bruce, 5 years old, interviewed 15/4/1998 says play is acting out what you see, being the boss of the whole farm. Both agreed that language plays an important part in negotiation and the taking on of different roles and working at different aspects of the adult world.

Stevenson (1993: 152) adds to this and states that a child who is exposed to a first language culture, where he/she himself/herself does not speak the first language, is anxious to achieve native-like pronunciation and be like his peers, and will pick up the local colloquialisms and pronouncements far quicker, say, than an adult. Stevenson also throws light on speaker model preferences. It appears that when both teacher and peers speak the target language, learners prefer peers as models for themselves, so reinforcing Taine's idea of learning through play. In agreement of this is the idea that children learn more language behaviours from members of their own peer group than their parents. Stevenson (1993: 122) also goes on to say that children tend to prefer

the dialect or languages spoken by members of their own ethnic group. This preferred social group, that is, the social group of the children, is an important point especially when observing children, or aiding children to achieve a second and third language simultaneously. It would appear that in order to achieve language fluency, learning from each other would be an ideal and comfortable route to follow instead of the more formal route of teacher pupil. Love (1990: 165) states that no matter what linguistic community they are brought up in, all physically and psychologically normal children develop unconscious knowledge of, and hence the ability to utter and comprehend, the infinite set of spoken sentences which constitutes the language in question. How the children play and the language required in play could be dependent on many variables.

Language acquisition appears to have many facets, including the general hidden aspects like intelligence, motivation, aptitude, attitude, cognitive style, personality (to be discussed further on) and frequency of hearing and using the languages. This would be evident in how a child plays. Language acquisition is more than just a maturational and hearing, auditory perceptive process. It would therefore stand to reason that acquiring a second and third language would progress along a similar line, but require a more active input on the part of the learner. By active usage of the languages in play, learning would be facilitated. He/she would be constantly in a position to make a choice that he/she wanted to or did not want to acquire the languages concerned, especially if the second and third languages were not acquired in the home environment along with the mother tongue. This would also bring into account the personality and enthusiasm along with the expertise of the teacher. Good interaction with an expert teacher would aid language development. The more a child is able to play, using the languages in question, the more positively and successfully the child is likely to achieve competence in the language required. This leads to the next discussion, namely Early Language development.

2.4.5 Early Language Development

According to Du Toit and Kruger (1991: 43) language acquisition is a slow and difficult developmental task which has to be mastered with the help of a child's educators. The child begins with initial undifferentiated pre-vocal gestures and tries and arrives at differentiated and complicated speech which he himself understands in such a way unique to himself, that is

receptive speech, and he can use it, this is expressive speech, and this can also be understood by others. Jordaan and Jordaan in du Toit and Kruger (1991: 43) expand on the receptive and expressive speech part and state that children also learn visual receptive speech, that is to read written language, and visual expressive speech, that is to write. They state that the child's language acquisition follows a particular hierarchical sequence. Jordaan and Jordaan in du Toit and Kruger (1991: 49) go on to state that language enables a person to think by the agency of inner or implicit speech. Du Toit and Kruger (1991: 49) report on this and say that during implicit speech, language symbols which represent objects, concepts, relationships and generalisations are manipulated or ordered and reconstructed to find solutions through thinking. Finding solutions would appear to be a very sound way to think, when acquiring a second and third language. The children making the effort to acquire a second and third language would be in a position to continually have to solve problems and decide what or how they are going to say something.

When young children learn to speak, the people around them do not first speak in morphemes, then single words, then sentences and eventually paragraphs to then further expansions. They hold natural normal conversations. Young children are exposed to large chunks of speech and they try to join in and participate from as early as a few months. They use the context of these interactions with their care-giver to help them understand what is said. According to Elliot (1981: 149-150) there is a difference in the way adults address children, in comparison to fellow adults.

Lightbown and Spada (1993: 14) discuss this aspect, and three essential characteristics of 'care-giver speech' are listed in Kenyon (1993: 36):

- It deals with the here and now
- It is syntactically simple and more redundant
- It is essentially communication.

According to Child (1981: 183) 'The mother is a particularly important figure in the early language development of her children. The frequency and content of her conversation with her babies and toddlers significantly affect their progress'.

Using the above information, it would appear to be sensible to ensure that when children are in the process of acquiring a second and third language, the environment, as far as possible, should reflect a richness in the chosen language, or languages, so that the children may be exposed to the flow of sounds and also be able to experiment themselves. Essentially here and now, simple communication would possibly be the most sensible avenue to travel in acquiring a second and third language.

According to Child (1986: 183) there are three overlapping stages required in order to assist language development. These are the following:

- reception (listening with understanding)
- internal symbolisation (interpreting, reasoning and concept building)
- expression (communicating by speaking or writing).

Between reception and internal symbolisation, we require a process of decoding the incoming signals into a form which is readily interpreted in terms of previous traces in the brain. This is then encoded into a form which enables individuals to communicate to their friends and family. Different linguistic environments have a very variable effect on language usage; not just as a regional accent or dialect, but also in the systematics of the language (Child 1986: 183). Language is one of the most important means of imitating, synthesizing and reinforcing ways of thinking, feeling and behaving, which are functionally related to the social group. Language skills of parents, and purposes for which language is used, are dominant influences. It is important for children to understand their parents and for parents to understand their children. If children are able to picture or feel what is being said and label those images, communication becomes much easier. Through iconic representation, that is, when mental images enable us to build up a picture of the environment, or eidetic imagery, where a vivid image of a single event is recalled in great detail (Child 1986: 179) and where these are then transformed into symbolic representation or production of a word as such, the child is able to communicate meaningfully.

As children mature and brain development occurs, more elaborate regulation of language behaviour is then possible. As the child gets older and is cognitively more capable, should he/she

not be able to clarify or classify things and events in his/her life, it would be impossible to carry out the simplest task, let alone more difficult mental operations that humans are capable of. Child (1986: 141-142) mentions that bringing images to fruition, and understanding sounds is vitally important. The more understanding, learning and knowledge that there is, the more likely it is that transfer will take place and permeate into other aspects of life. In the acquisition of a second and third language, this transfer would occur by using the languages acquired in social settings, spontaneously. The classification of content would be knowledge of vocabulary, grouping objects and words correctly, being able to recall and produce the correct sounds. Underlying this would be the storage in memory of the correct images so that they may be recalled and transferred when necessary.

The process of remembering is divided into three stages according to Child (1986: 135):

- The acquisition stage where the individual deliberately tries to memorize the material.
- Retention - the storage stage where, by a conscious effort, individuals can retrieve and reproduce information.
- Act of recalling information and where information is deliberately brought to mind.

In the simultaneous acquisition of language, memory and recall are vital. If nothing is stored, nothing would be able to be brought to mind and used. If information is well organized and stored in the memory the acquisition knowledge would be possibly easier. Towards the end of the sensory-motor stage according to Piaget in Child (1986: 148) the child is starting to represent the world in mental images and symbols. With the onset of language the child is able to represent objects in their absence, for example, bricks symbolize cars in play in the child's imagination and play becomes very important to the child. With the child being able to imagine and store these images, memory begins to play an important role, as it does with the acquisition of three languages. In order to be able to differentiate between the three languages a child has to remember the different sounds and what they mean. If there is no memory, no differentiation can take place, and therefore no communication. According to Gibson and Levin (1975: 150) language is a creative process, hallmarked by novelty, yet the person talking is unaware of the fact that any amount of language contains novel and unique elements and the uniqueness of any

single utterance is taken for granted. From all kinds of language around them and without any systematic guidance, children extract guidance and the system of rules of various degrees of complexity and abstractions in the process of language acquisition. Language reflects a child's knowledge of reality. Speaking in other languages would be a reflection of this reality from a different perspective. The ability of the child and his/her knowledge of the language would dictate from what depth the child could express himself. Each expression would be unique and novel according to the ability of the child. The same would apply in all languages. The following section will discuss a few opinions on learning more than one language.

2.5 THE ACQUISITION OF MORE THAN ONE LANGUAGE

The acquisition of more than one language appears to be a great advantage, but has many difficulties in its learning. Being bilingual in the International School in Geneva as against Bombay, are as radically different experiences, as are being bilingual in a private school in Johannesburg as against the docks on Durban Harbour in KwaZulu Natal. The same would apply to trilingualism and any other 'lingualism' that may be learned.

According to Wode (1994: 325) there are no biologically based restrictions as to the number of languages that can be learned, or the age ranges during which this can happen. The latter poses an exciting prospect given the topic under discussion. According to Elliott (1981: 173-174) there are many different kinds of bilingualism, for example:

- simultaneous bilingualism whereby some learn both languages in the home
- successive bilingualism, where a second language is learnt when the children go to school
- additive bilingualism, where some successive bilinguals learn another language without their first language losing its importance for them
- subtractive bilingualism where others have no choice, but to learn the second language since it is the dominant language in the community.

Elliott (1981: 174) states that some simultaneous bilinguals hear only one language from each person around them, with their father speaking only German and their mother only English,

while others are surrounded by people who frequently switch languages. From this so called simultaneous bilingualism, clear stages emerge by which children develop their two languages.

- Stage 1- children learn a single language system which has contributions from both languages. There is a period of mixed speech, lasting till the child is approximately two years old.
- Stage 2 - discrimination between two language systems, first at lexical level and then syntactically as well. Children seldom combine lexical items for both languages in a single utterance and they begin to show an ability to translate from one language to the other (Elliot 1981: 174).

Bilingualism is fragile at this stage, and taken away from the bilingual environment, a child soon loses the language from which he has been removed Elliot (1981: 175). But on the other hand, bilingualism can gradually stabilize with continued exposure. A lesson can be taken from this, in that, the acquisition of a second and third language must be meaningful to the child or person and that it must be in an environment where a child is able and capable of using the languages they are learning. There must be significant others to whom and with whom, the child or adult can communicate in the specified languages.

According to Elliot (1981: 175), a robust picture emerges of the bilingual child, benefiting cognitively, socially and culturally from his experience. As Burstall in Stevenson (1993: 166) states "In the language learning situation, nothing succeeds like success". Clarke-Stewart *et al* (1985: 443) reinforces the positiveness of bilingualism by saying that bilinguals have done as well as, if not better, than monolinguals on both verbal and non verbal tests. Bilinguals have also expressed more ideas in a test of storytelling. Clarke-Stewart also states that bilingual children may have an advantage compared to monolingual children.

Vrey (1979: 138) on the other hand argues that there are indications that early contact with more than one language can lead to confusion and may even retard the linguistic development of the child concerned. But investigators have found that in isolated cases, children have been taught two languages simultaneously without any detrimental effect. Clarke-Stewart *et al* (1985: 443)

indicates that studies showed that hearing two languages from the same person did not affect children's vocabularies. The most significant predictor of the number of words known by children was their mother's education. The latter is an important and interesting point. The mother's level of education as well, would appear to play an important role in the child's acquisition of a third language. This will be elaborated on, later in the research.

An interesting survey was done by the researcher during February 1997 at Richmond Primary School in order to find out whether more than one language does affect a child negatively. The survey was done of all the children who came top of their classes at the end of 1996 and the languages they speak. The results were very interesting (See Table 2.2).

Because the children are obviously bright, intelligent and quick to learn, being the top children in their respective classes, language obviously has been a vehicle to success. From this survey, it is clear that, although they all have some knowledge of more than one language, it has not retarded their academic progress at all. It would seem to be more appropriate to conclude that their language ability has enhanced their success, reinforcing the argument of that the child benefits cognitively, socially and culturally from knowing more than one language.

Table 2.2 Top children and the languages they speak (December 1996)

| GRADE | LANGUAGES SPOKEN |
|---------|--|
| Grade 1 | English and little Zulu |
| Grade 2 | English and Hindu |
| Grade 3 | English with a little Afrikaans |
| Grade 4 | English, Afrikaans, Zulu, Dutch |
| Grade 5 | English, Afrikaans, Zulu |
| Grade 6 | English, Afrikaans, smattering of Zulu |
| Grade 7 | English, Afrikaans, Zulu |

The fact that most of these children speak two, three or four languages is a good indication that their cognitive flexibility, intelligence and multilinguality go hand in hand. Multilinguality appears to not have negatively affected them but rather to have put them onto a winning pathway.

A view by Van Den Aardweg and Van Den Aarweg (1988: 133) states that studies indicate that children who are exposed to two languages in the pre-school period show retardation in both languages. They also say that children do better at school when their lessons are given in their home language. But all is not lost, as they go on to say that children will use languages without confusion if they come into contact with the languages in different surroundings or from different people. This is useful especially if each parent communicates in a different language. Chomsky in Elliott (1981: 10) stresses the importance of universals in languages and continues to say that despite many superficial differences between languages of the world, they share many important features at a deeper level. Bearing in mind the views on the various structures of a language, in the simultaneous acquisition of a second and third language, it would possibly be advantageous to the learner to try and find out the similarities in the deeper structures of the two languages. This would possibly facilitate the language acquisition, of the two chosen languages. Competence and language acquisition go hand in hand. According to O'Sullivan *et al* (1994: 53) the word 'competence' in linguistics, now means intuitions about language, especially those that enable a native speaker to distinguish between grammatical and ungrammatical sentences in the chosen language. Reber (1985: 137) states that competence is the "embodiment of the deep abstract rules of a language". This would be in line with Chomsky's view on the many important features of a language at a deeper level and his view that sentences have a deep structure and a surface structure (Palermo 1978: 31). In order to understand a language, language competence would be necessary, especially when trying to compare languages or gain a deeper knowledge. It would therefore be necessary for learners to have knowledge and practice in a language, before these languages can be compared or be of much help to each other. According to Wode (1994: 334) "speech perception in humans develops out of their auditory system" the latter of which is a vitally important link to language acquisition and competence. Listening and being part of a group which is talking and interacting would be the only way to develop these auditory passageways and help with the language competences. This discussion leads us to the next section on different language acquisition theories.

The following are the relevant theories to be discussed:

- A Cognitive View with the components
 - i Competence
 - ii Performance
 - iii Capacity
 - iv Cognitive Code
- A Behaviourist View (Skinner 1957)
- The Communication Approach
- Second Language Theory
- The Activity Approach or the Discovery Method

Language acquisition has been of great interest to scholars for many years. How and why people acquire language as they do, what causes delays or deficits in some and not others, the reason why some acquire languages easier and not others, has and will always be of great interest to educationalists especially, as they are the ones educating and usually teaching the languages as such.

Gagne and Briggs in Dreckmeyr (1990: 17) emphasize the fact that information must be meaningful to the learner, in order for him/her to learn it. Spolsky (1969: 272) states that analysis has been unable to produce any evidence that the amount of formal language instruction had any effect on the learning of the language. This is an interesting point, intimating a possible sequence of development through maturation. Child (1986: 168) says that language is systematic, where "certain orderings are accepted as having prescribed meanings". Chomsky in Elliot (1981: 7) on the other hand discusses an innate ability children have for acquiring language, in the form of a Language Acquisition Device (LAD) with which each individual is born. Oxford (1990: 1) states that strategies are vitally important for language learning as they are tools for active, self-directed involvement, essential for developing communicative competence. The latter reinforces the idea of information being meaningful to the learner, but before any of this can be verified, or really successfully practised, an in depth look at different views may serve as a useful springboard.

2.6.1 A Cognitive View

An interesting view and a vitally important one is found in Kelly in Hjelle and Ziegler (1976: 214). In his Cognitive theory of personality, he has as the cornerstone of cognitive theory man, being the scientist and generating a working hypothesis about reality with which he tries to anticipate and control events in his life (Hjelle & Ziegler 1976: 215). Kelly's underlying philosophy deals with constructive alternatives, whereby a vast array of options are available for people seeking alternatives to the everyday commonplace. All interpretations of the universe are subject to revision or replacement, in other words, everything in this life can be questioned, changed, or viewed another way, nothing is sacred. In order to be a scientist and change things, see different aspects of situations and be knowledgeable about what options are available in this life, a person requires language, and a good command thereof along with a deep understanding of it too, in order to communicate and find out about all the different viable options. In order to be the scientist, man has to view, understand and experience his environment and then express himself through language and actions in order to manipulate his environment and make optimum usage of options available to him. Because language plays such an important role in this endeavour, it is important to discuss the cognitive approach to language acquisition, beginning with Chomsky's approach. Chomsky has had a great influence on the theory of language acquisition and his cognitive view has been much quoted. A summary thereof ensues.

According to Menyuk (1978: 2) Chomsky described the language users' behaviour as being composed of three parts:

- Competence (knowledge of the rules of language, that is knowing what to say and do)
- Performance (actual use of the language)
- Capacity (innate language forming capacity of humans)

An elaboration of these three parts, ensues.

2.6.1.1 Competence

Competence is the speaker-listener's knowledge of the rules of the language. As stated by O'Sullivan *et al* (1994: 53) competence refers to the native speaker's (tacit and intuitive) knowledge of the language. According to the Oxford Dictionary (1979: 206) competence means sufficiency of means for living, easy circumstances, ability to do, for a task; which tends to reiterate Chomsky's explanation. According to Christ (1982: 58) it means capableness, ability, power, capacity, suitability, fitness, qualification, which all complement Chomsky's view of the speaker-listener having knowledge and knowing what and how to say something. With language competence come the following factors, semantics, syntax, morphology and phonology. These aspects of competence are defined below:

- **Semantic** - meanings of words and the relations between them. According to Reber (1985: 681) it is the aspect of grammar that holds the formal rules and procedures for representing meaning. O'Sullivan *et al* (1994: 277) state that semantics is the study of meaning from a linguistic perspective, that is, "semantic" would mean the particular order of words making a particular meaning of the language. According to Tulloch (1993: 1402) semantic refers to the relating to meaning in language; relating to the connotation of words. From all these views - semantics is equated to the meaning of a language.
- **Syntactic**- usage of language on the other hand means the forms to be used to express relations. Syntactic means the grammatical arrangement of words in a language or the grammatical rules in a language (Collins Dictionary 1988: 815). The word syntax is formed from syn - meaning 'together' and the Greek root (tax) meaning to arrange. Therefore syntax means the grammatical arrangement and relationship of words in phrases and sentences and sentence structure. When learning a second and third language, syntax as well as vocabulary and grammar are studied and are vitally important.
- **Morphological** - aspects or the rules for the composition of words is also a vital part that has to be studied for example, e-a-t eat-ing ate/eat - eating ate: past, present and future state of the word and how it must be spelt, used and sounded. A morpheme is the smallest linguistic unit that carries meaning, and it can be free in that it stands alone (Reber 1985: 452) or may be bound in that it cannot be used without being affixed to another morpheme of, "un", or "ed".

- Phonological - aspects of the language, that is, the sound structure of the language. According to Sparks (1995: 188) Carroll recognized the importance of the sound system of language and through factor analysis he discovered four independent variables one of which is phonetic coding - predictive of foreign language learning aptitude.

These factors are very important, as with first language acquisition, and in acquiring a second and third language simultaneously, the learner will have to become familiar with the semantic, morphological and phonological aspects of both the second and third language that are to be acquired, in order to have understanding and gain insight into what others and the learners themselves, are trying to say in the respective languages. It would stand to reason that ensuring language learners were well versed on the sound of the language, quicker and more efficient language learning would take place.

Competence in a language would form the basis for performance by the speaker. This leads us to the next point. The speaker's performance, would be inclusive of the knowledge that the speaker has gained of the semantic, syntactic, morphological, phonological aspects of the language. The following are important factors aiding understanding and insight into what is said or required to be said.

2.6.1.2 Performance

This is the speaker-listener's actual use of the language in a particular situation and under certain conditions (Menyuk 1978: 2). Therefore the language user's comprehension and production of utterance can be affected by such factors as who is participating in the interaction, where it is taking place and the physical state of the listener. Performance is a vital part of language as it is the speech performance which is the manipulator of society and the person's safe guard, or tool for future happiness. Chomsky in Schwartz (1993: 150) named linguistic behaviour, performance, because one can never 'see' competence, only performance through underlying knowledge systems. This performance is the vital link in communicating in a language or languages in order to be understood. There would be no understanding without performance which leads us to the next heading, Capacity.

2.6.1.3 Capacity

Capacity is the innate “language forming capacity” of humans (Menyuk 1978: 2). According to (Tulloch 1993: 209) capacity is the power of containing, receiving, experiencing or producing, a mental power or faculty or talent. The capacity of each individual would vary from one to the other. Some would be more able and capable than others due to various reasons of genetic make up, personality, anxiety, proficiency, innate ability, social class, home environment, exposure, to name but a few. All these must be borne in mind when helping a learner acquire a second or third language.

According to Chomsky in Elliot (1981: 7) we are born with a Language Acquisition Device (LAD) which enables us to learn language. Language reaches the brain via the senses and is processed, after which we produce it orally. Depending on how or what is learnt and the innate capacity of the learner for language acquisition, it will affect capacity, that is, what and how much will be said. In order to speculate about the process of acquisition, it is necessary to understand the nature of language, of which the following three fundamental aspects must be pointed out:

- Language is structure dependent - words are not strung together randomly.
- Language has two levels - a surface level (the words) - a deep level (the meanings).
- Language allows for creativity - we can understand and produce completely new sentences (Kenyon 1993: 35).

The capacity of the learner will depend on how well these three fundamental aspects have been mastered. Schwartz (1993: 157) states that the knowledge gained lies completely outside the language module (information encapsulation). The resulting propositional knowledge is computed and stored in the central processing system. If the knowledge store is great so will be the capacity.

A learner is able to draw from what he/she knows and deduce from this understanding. No correct deduction can be made from a lack of understanding. Chomsky believes that children

know that language has rules and that they try out ways of saying something until they get it right and they make generalisation about the rules (Kenyon 1993: 35). This is an interesting aspect of language acquisition, which will be of good value in the language class as each child should be given opportunities to try different ways of saying things until they get it right.

2.6.1.4 *Cognitive Code Approach*

This theory is based on cognitive theory, which stresses man's innate ability to learn language using his mental powers to deduce rules and create novel utterances (Davidson Hartnett in Stevenson 1993: 213). Another aspect of the cognitive view is the Cognitive Code Approach to second and foreign language teaching which was a reaction to the behaviourist features of audiolingualism, and was influenced by the works of Chomsky and Miller (Stevenson 1993: 30-31). Hypothesis formation and rule acquisition along with grammar were considered important in language learning. Rules were either deductively or inductively presented depending on learner preference, because grammar was considered important. Errors were seen as an inevitable offshoot of language learning, to be used constructively in the language learning process. Thus the teacher was seen as facilitator to peer and self correction. Error source was not seen as only being transferred from first language, but part of normal language development and/or the internal complexities of the target language. Sentence orientation was the focus, with Chomsky's work in generative grammar being a primary source from which to draw. According to Schwartz (1993: 150). Chomsky's criteria of grammatical competence included knowledge of phonetics, phonology, morphology, lexicon, syntax and semantics.

Mention must be made of Rotter (in Child 1986: 38-39) and his emphasis on the need for a situation to have meaning for a person in order to initiate and guide subsequent behaviour. His concept of locus of control, behaviour potential, expectancy and reinforcement all indicate that the individual has a choice of which direction to go or what action to implement.

An important facet of the cognitive view, is the personal individual choice and the learner preference, that is an underlying factor in these decisions. The choice of the learner is important as everything is subject to revision and change and the learner takes an active part in his/her

language learning and therefore, change, which is vital in acquiring a second and third language. The learner must want to acquire the languages, be prepared to make choices, change, gain more knowledge and be determined to try and experiment in order to achieve success and so, change positively. This determination leads onto the next view, very different to the cognitive approach, namely the behaviourist view.

2.6.2 The Behaviourist View (Skinner 1957)

According to Skinner (in Hjelle and Ziegler 1976: 164) a broad objective is to create a balanced society in which each person is maximally reinforced. Although interesting, this view tends to lose sight of the very nature of man. This idea of reinforcement by the environment is central to the behaviourist theory, and when observing the acquisition of a second and third language the question comes to mind, about the vital part played by the environment in reinforcing the different languages chosen, and their structures and what this effect has, on the behaviour of the linguist and the language chosen. An excursion into consciousness is irrelevant to Skinner in Child (1986: 39), rather external reinforcement and extinction are key concepts to his theory.

Skinner places responsibility for an individual's actions on environmental circumstances rather than on internal autonomy, the self governing part of man himself (Hjelle and Ziegler 1976: 132). The human organism is regarded somewhat as an unopened 'pandora's box' and it is suggested that all the motives, drives, conflicts, attitudes and emotions which govern the inputs and outputs of behaviour should be thrown out of the territory of psychological inquiry, as they impede the development of a scientific study of behaviour. "Skinner assumes that all behaviour is lawfully determined, predictable, and able to be brought under environmental control" (Hjelle and Ziegler 1976: 133). To understand behaviour is to control it and visa versa is the theory. A thorough analysis of one person's or a single organism's behaviour is what Skinner stresses. To predict and determine experimentally the influence of one or more controlled variables upon a specified part of a single whole organism's behaviour in a controlled environment using classical or/and operant conditioning, that is reinforcing a behaviour or terminating it (extinction), is at the core of Skinner's theory.

Conditioned and unconditioned responses and stimuli, reinforcement, extinction all present an interesting avenue to explore in the acquisition of a second and third language simultaneously. Which stimuli will result in which response in acquiring a language in what type of controlled environment? If riding a bicycle, playing the piano, throwing a ball and writing a name, are considered operant response patterns or operants since they are controlled by the consequences which follow their performances, they are voluntarily learned responses for which our identifiable stimulus as such does not exist, then language learning could be reinforced in such a way as well, with more external positive reinforcement encouraging the internal language processes.

According to Skinner in Kenyon (1993: 34), language is a set of habits we learn through imitation. It is a mechanistic view of man and this view is concerned with what is observable, not the unobservable, which is the mind. According to this view:

- Learning consists of acquiring habits
- A 'good' response elicits a reward
- A habit is reinforced by having a stimulus recur so often the response becomes automatic. Skinner related this to language learning and the outcome of this was an emphasis on drilling and other repetitive techniques.

In second and foreign language teaching, Skinner's theory gave rise to approaches such as audiolingualism (listening - speaking), English through activity, drill methods and other repetitive techniques. Language focus is on structure and parts of speech as in reading which is divided into a series of steps of graded difficulty and children are taken through these steps bit by bit from easy to hardest (Kenyon 1993: 35).

The audiolingual approach represents the first effort by United States of American structural linguists to influence the teaching of modern foreign languages (Stevenson 1993: 30). Grammatical structures were sequenced carefully from basic to more complex and vocabulary was strictly limited in the early stages of learning. Proponents of audiolinguality accepted that language learning was concerned with habit formation and over learning. Rules were inductively presented by mimicking of forms and memorization of certain sentence patterns. Drill exercises

were done in order to reduce or prevent learner errors. The latter were seen as bad habits which would be hard to break if they were established. Teachers were instructed to correct all errors that they were unable to prevent. Instruction focus rarely moved beyond sentence level. An example of this would be the acquiring of the sounds of the alphabet a (uh) -b (buh)-c (cuh)-h (huh) then the acquisition of the words cat mat sat etc. c-a-t m- a-t etc. and so building up to simple sentences, the cat sat on the mat etc. Skinner's influence can be seen in many grade (1) and grade (2) classrooms in South Africa today in the teaching of reading and spelling - first and second language. To a large degree it does have its place and it does work in aiding the necessary groundwork in a language acquisition process. It does not answer all the needs of learners, hence the dissatisfaction with usage of only this method. This brings us to the next approach which is more holistic, namely Communication Approach.

2.6.3 The Communication Approach

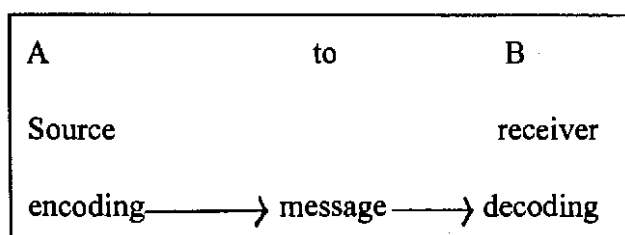
Emphasis in this approach to language acquisition, is laid on 'meaningful' and 'real' communication, rather than the repetition of a particular structure. Language across the curriculum is encouraged whereby material from other curricular areas (for example, a science experience) is suggested for the content of a second foreign language lesson. Pupils are able to make sense of the language from the context of what they see taking place and they are encouraged to aim for fluency rather than accuracy. The psycholinguistic approach to the teaching of literacy skills also emphasises the making sense of a text rather than decoding the print (Kenyon 1993: 37).

According to Stevenson (1993: 31) this communication approach to language acquisition came to the fore in the mid 1970's. It originated in the anthropological linguists' work in the United States of America and functional linguists' work in Britain. All view language as a means of communication. Those who use this approach claim that communication is the goal of second or foreign language instruction and that the syllabus of a language course should be organized around subject matter, tasks, projects, semantic notions and/or pragmatic functions, not grammar. It must be content based, meaningful, contextualized, discourse based - not sentence based. The teacher is the facilitator of language use and communication, then secondly, is to provide

feedback and correct errors. Like all issues there is debate on the nature, extent and type of grammar instruction, grammar awareness activities appropriate for second or foreign language. There is also debate on how, when, if at all - teachers should correct errors of grammar (Stevenson 1993: 31-32).

According to O'Sullivan *et al* (1994: 51) the communication theory, is modelled on a process in which a source encodes and then sends a message along a channel. This is received and decoded at its destination or end point, upon which it produces an effect. (See Figure 2.1).

Figure 2.1 Simple communication theory model



According to O'Sullivan the basic assumptions of the theory are that the aim of communication is to achieve efficiency, which is arrived at when the receiver or destination decodes the identical message to that encoded at the beginning or source. Breakdown and inadequacies at some stage of the process are the cause of failure. Putting these right will therefore improve efficiency so that who says what, in which channel, to whom and with what effect, will be a question easily answered. Lasswell according to O'Sullivan (1994: 52) has structured most of the sociological and psychological research that has followed this model.

Because this approach tends to see the receiver as passive, it emphasizes skills, techniques and processes of communication therefore being favoured by the media. The meaning of the message is not addressed nor the social context or relationship of the people involved and therefore it fits comfortably into the mechanistic frame. O'Sullivan *et al* (1994: 52) states that content analysis is also an essentially communication theory view of the message with behaviourist psychology being another derivate of this model because of its emphasis on interpersonal skills.

This approach is important in the simultaneous acquisition of a second and third language because communication is the prime reason for acquiring these languages. But as all theories go, it has to be used in conjunction with other methods in order to achieve optimum results.

Another angle from which to view acquisition of language is the second language theory.

2.6.4 Second Language Theory

Van der Walt (1989: 52) states that the second language theory attempts to answer the question: How does a child acquire a second language? Recent research like Chomsky's view of an innate language acquisition device indicates the innate or organic model of acquisition as a possible answer to the question. It claims that the child has a natural ability to internalize the underlying rules of a second language. The learner follows his own built-in syllabus and grammatical competence develops in sequences of acquisition. Practice does not make perfect and the teacher cannot interfere in the pupils' programme of acquisition. It is rather a gradual process of organic development of grammatical competence, with its own internal logic and proceeds largely independently of the teacher so long as motivation is present and data are available. There are advantages accruing to bilinguals according to McCarthy (1994: 3) such as cognitive control of linguistic processes, metalinguistic awareness, earlier semantic development, heightened syntactic awareness, creative/divergent thinking, communicative sensitivity which then reinforces the suggestion that the pupil be provided with an acquisition-rich environment with (little or) no selection of linguistic contents. According to Van der Walt (1989: 52) formal work is consequently downgraded, even eliminated with grammatical competence in a second language being acquired through meaning negotiation. This meaning can only be obtained through interaction with others, as is the case with both second and third language acquisition.

Sinn Entwerfen in Van der Walt (1989: 52) states that this theory implies that it is the learners' task to make sense in the language, to arrive through interaction and negotiation at mutually agreed meaning and behaviour. Meaning-negotiation can be achieved through problem solving tasks which in turn have the purpose of creating conditions for meaning-negotiation and comprehensible input. During performance of tasks the learner shows focus on the non-linguistic outcomes of the task rather than on accompanying and facilitating language. Through this

negotiation and interaction with other people, teachers and peers as well as learners achieve meaning and acquire beliefs. In achieving meaning, learners have to fix their attention.

Prabhu in Van der Walt (1989: 53) states that learning of form is best carried out when attention is given meaning. His primary objective is to develop grammatical competence in beginners (of second language). He states that the task based learning operates with the concept that while the conscious mind is working out some of the meaning content, some subconscious part of the mind perceives, abstracts or acquires linguistic structure as a step in the development of an internal set of rules. Prabhu in Van der Walt (1989: 54) repudiates any attempt to develop the language by formal means. He would rather develop the language system within the learners. Tasks are selected and graded in terms of cognitive complexity, being based on the needs of the activity or discourse and manageability for learners.

Developing the language system within the learner through selected cognitively complex activities is an interesting theory for acquiring a second and third language simultaneously. An idea must be achieved of the sequence in which languages are acquired so that the environment of the learner can be made 'user friendly' and conducive to being stimulating in order for the tasks to be meaningful. The ensuing discourse should be such that it is useful in any life situation and can be drawn on at any time and so that the children feel comfortable using it.

Celce-Murcia & Hilles in Stevenson (1993: 36) infer that grammar should never be taught as an end in itself but rather with reference to meaning, social factors or discourse, or of course, a combination of these, which is in agreement with Prabhu in Van der Walt (1989: 53), mentioned earlier in this section. Form, meaning and function are seen as three interacting dimensions of language by Larsen-Freeman in Stevenson (1993: 37) who suggests that the classroom teacher must decide in which area the students are experiencing the greatest learning challenge and respond with appropriate instruction.

In the teaching and acquiring of a second and third language, appropriate instruction is vitally important in order for the language to have meaning for the learner. This then directs one to yet

another theory of language acquisition, namely the activity approach or the discovery method whereby the children are discovering things for themselves.

2.6.5 The Activity Approach Or The Discovery Method

In primary education, this method is rooted in the theory that children learn through doing and discovering things for themselves. Language, thought and concept develop together. Children cannot do things with language, outside their conceptual grasp. Motivation is important and therefore interesting activity is crucial. Both the physical and psychological environment should be conducive to learning (Van der Walt 1989: 54).

Ausubel in Van der Walt (1989: 55) points out that there is no better way of developing effective skills for the self, in hypothesis making and testing (meaning problem solving through doing and discovering things) than self discovery which leads to real knowledge and greater learning and retention. A communicative, natural approach to language teaching along with the Discovery Method in the primary school can help develop the learner's grammatical competence. This can be carried over into other areas as stated in the Document, Curriculum 2005 (1997: 110).

“Learners need varied experiences to construct convincing arguments in problem settings and to evaluate the arguments of others”. Without a skilled language ability, this would not be able to be done.

Van den Aardweg and Van den Aarweg (1988: 26) state that Ausubel's greatest contribution was to the theory of the Cognitive structure and to emphasizing the importance of meaning in learning. This is reinforced by Vrey (1979: 229) who states that a child should be totally involved in perception and significance attribution and that meaningful relationships are intensified and consolidated by the quality of the person's experience. Without being able to express oneself verbally by language usage, the depth of the meaningful experience could not be reached. In the simultaneous acquisition of a second and third language, the scope for meaningful relationships widens greatly. A multilingual child would be comfortable and glean many extra insights and learn many extra things about others, should he/she be able to communicate in more than one language here in South Africa.

In the researcher's own experience, problem solving, discovery and meaningful work are common activities in our schools today. It is always being suggested to teachers to give children "meaningful" work and a chance to discover for themselves, 'meaning in their work' and 'the opportunity to problem solve' and find as many solutions to a problem, as possible. From the researcher's own experience of various lectures attended, the whole idea of Outcomes Based Education (O.B.E.) is the recognition of the importance for the children, working at their own pace, to discover things for themselves and therefore to put together a whole host of wonderful knowledge, ideas, concepts, perceptions. Children, having gleaned much knowledge of language and being able to express what and how they feel, their insights, knowledge and perceptions and ability to interact with each other and within a group will have improved. The end point or outcome for the children would be to use their newly acquired knowledge and language, successfully in life situations on a day to day basis.

Meaning for a child and adult does not lie in the symbol or concept, but in the meaning it has for the individual. New material, to be psychologically meaningful, should be related to previous material anchored in the cognitive structure. Ausubel in Van den Aardweg *et al* (1988: 26) advocates receptive learning with explanatory teaching, to ensure meaningful learning and consolidation, organization, clarity and stability of the existing cognitive structure, which are essentials for learning to be successful. He maintains that the most important single factor influencing learning is what the learner already knows: ascertain this and teach him then the necessary information. This knowledge is important in the next section which pertains to information required for actual classroom experience.

2.7 ASPECTS OF A LANGUAGE WHICH NEED TO BE TAKEN INTO ACCOUNT

Because of the many and varied uses of language, the many different languages and the different people with individual differences and abilities, living and working in different areas, the variety of language aspects are very great. It is important that learners are made aware of the differences between these language aspects in order to increase their understanding, especially in our South African society with eleven different official languages. The languages and their various aspects

which are applicable to this study are:

- First language is English
- Second language is Afrikaans
- Third language is Zulu

Each language is part of a separate culture, which because of our multiracial South African society, forms a part of a whole. In order for all to communicate, language is spoken. This language is comprised of words and sentences which eventually form perceptual 'wholes'. Words are in fact arbitrary, names and words in general, are sounds which symbolize objects, processes, relationships and day to day activities. These words can also be symbolized by combinations of letters, an original attempt to write down sounds. Language is primarily a system of agreed sounds (Wilkinson 1971:13). Therefore it is important for us to know what aspects and elements of a language we must know as each different language is comprised of these aspects. The following will serve as a guide and will differ with each individual language:

- **Dialect** - a form of a language for example, English Lexis and grammar spoken in a particular region (Wilkinson 1971: 18). It is important for learners to realize the difference between regions and the local dialects that exist in order to avoid confusion. Lexis is the total stock of words in a language (Tulloch 1993: 878) grammar is pertaining to the rules of a language's inflections or other means of showing the relation between words (Tulloch 1993: 651). Each language has its own vocabulary and rule structure. A lack of knowledge of these would be deleterious to the learning process, no matter which language is learnt.

Social dialect - this involves class as well as geography in which social dialects differ in both character and pronunciation from the standard language (Wilkinson 1971: 20). Learners need to be able to judge and see for themselves. With foreknowledge, this judgement and insight will be easier, and therefore possibly make certain aspects of a language easier to understand. This would be very pertinent in learning Zulu and English especially when hearing local colloquialisms here in KwaZulu Natal. Acquiring the various aspects of each language, would lead to a greater understanding.

- **Idialect** - this refers to the speech habits of a single person (Wilkinson 1971: 23). In acquiring different languages, it is important to be aware of individual habits, preferences and abilities.
- **Register** - this refers to the use to which a user puts his language in a particular situation (Wilkinson 1971: 23). Each individual handles a situation differently and has different capabilities and ways of saying things. This happens in every language. A learner therefore must be aware of this when acquiring a second and third language, and must in turn, develop his/her own register. Language, then, is a series of choices, knowledge, which is intuitive with the native speaker (Wilkinson 1971: 141).
- **Levels of Language** - the average language user does not realize, and is not aware of the different levels of language that he/she uses on a day to day basis. When acquiring different languages, the learning is more intentional than incidental, therefore these levels need to be learnt, and actively engaged upon - rather than just left to chance. What are these levels?

Phonology - this is the sound system of a language, of which there are three aspects (Wilkinson 1971: 24):

- a. Phonemes or individual sounds. In English there are 44, namely vowels, diphthongs and consonants all making up the different words in the language. In Afrikaans there are 40 phonetic symbols and 26 letters (Dekker & Schalwyk 1989: 7). In Zulu there are 5 different vowel sounds. The latter illustrates the variation from language to language which must be born in mind especially when learning language symbols.
- b. Intonation - the sequence of pitches that give the 'tune' of the sentence. Words are pronounced on a particular note.
- c. Stress - some syllables or words are given more emphasis than others; we stress them. There are two sorts of stress:
 - i that which is inseparable from the words and
 - ii that which we may vary.

We give some syllables or words more emphasis than others, we stress them for example the word 'military', the main stress is on the first syllable according to Wilkinson (1971: 25). Nouns, verbs, adjectives and adverbs tend to receive the stress.

Some interesting facts on phonology are:

- All languages structure phonemes into words although the phoneme sequence will vary in each word and in each language.
- All auditory and vocal activities occur through time as a sequence of 'pieces', the consequences being that conventions of language are related to the order in which similar sequential units occur, whether they are phonemes, morphemes, words or sentences.
- As the meaning of a sentence unfolds it will partly determine the sequential arrangement of the words, nonconventionally and syntactically.
- **Lexis** - This as described earlier, is the vocabulary of a language, that is, all the words in a dictionary, the tools used and ordered together, to give understanding. A word is the smallest unit that can function alone in a sentence (Wilkinson 1971: 25). Languages differ as to their lexis. In acquiring other languages, lexis is vital. Without it, an individual remains unable to express him/herself.
- **Grammar** - These are the rules of a language. The pieces being moved around are the letters of individual words and the words themselves. There are two rules:
 - a. Rules of syntax - the orderly or systematic arrangement of parts or elements for example, bites dog man - dog bites man; of kite flies - flies kite.
 - b. Rules of accidence - include the making of inflections or changes in the form of words. The main ones of have the following purposes:
 - i Change from singular to plural in nouns
 - ii Indicate possessiveness for example, child's book
 - iii Indicate number and tense in verbs, I walk, he walks. He was/will be/had been walking
 - iv Adjust the case of pronouns to be subjects, objects or possessives for example, I/me/mine/my
 - v Enable us to change certain adjectives and adverbs to indicate degree for example, good/better/best: small/smaller/smallest (Wilkinson 1971: 26-27).

Because all languages vary, the grammar of each differs. In order to be understood, it is important for a learner to know what he is saying, if what he communicates is to have the desired effect, especially when acquiring another language.

• **Simple Grammar**

This simple grammar is a description of a language that classifies its words by type and states the rules for putting them together. There are three basic divisions:

a. World classes - whereby one group of words contains those that carry most of the meaning and the main function of the other group is to relate these words to one another. We call the one group:

- i 'content words' or contentives and the other
- ii 'structure' or function words (Wilkinson 1971: 27-28).

A description of these follows:

i Content words - the traditional names of which are nouns, verbs, adjectives and adverbs

ii Structure words which may be classified as follows:

- Determiners which take the place of *the*, for example *a, there, those, some, my*
- Modals and auxiliaries for example: *may, might, should, would, to, have, had, will have*
- Negative: *not*
- Intensifiers: *quite, really, fairly*
- Conjunctions: *and, but, so*
- Prepositions: *by, an, for, over*
- Subordinates: *after, because, if, until*
- Personal Pronouns: *I, me, mine, theirs* (Wilkinson 1971: 28).

b. Basic Sentence Patterns

A sentence has two parts, namely a subject and a predicate. If the subject has a noun or noun equivalent, then we may call it a noun phrase. A predicate always contains a verb or verb equivalent, and is therefore called a verb phrase. How each is used, will vary from language to language, but both are vital in organizing meaning.

- c. Derived Sentences which involve the expansions (by adding more description), interrogatives (does?, why?, doesn't he?) Negatives (does not), and passive (...is...by). It is important to know and understand each way of organizing the different words in order to get meaning, especially in another language, other than as it is explained here, in English.

Another view of the requirements in a language for communicative competence is by Celce-Murcia (Stevenson 1993: 37) who states "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". "When learned as a decontextualized sentence-level system, grammar is not very useful to learners as they listen, read, speak and write in their second or foreign language", according to Canale and Swain in Stevenson (1993: 36). Communicative competence consists of four components:

- Sociolinguistic competence - that is being able to cope and communicate in all circumstances and purposes.
- Discourse competence - the effective means of expressing the speaker's, writer's intended message clearly through selection, sequence and arrangement of words and structures.
- Linguistic competence - grammatically correct forms, inflections and sequences used to express the message (accuracy; the only item involving grammar).
- Strategic competence - unobtrusive strategies to compensate for any weaknesses in the above three areas, are effectively available by the speaker/writer.

In many person-to-person communications, sociolinguistic accuracy and discourse competence is more important than grammatical accuracy, as long as the grammar used gets the correct message across. Some situations do demand a reasonable degree of accuracy (Stevenson 1993: 36).

In acquiring a second and third language simultaneously, sociolinguistic, discourse, linguistic and strategic competence hold firm. To be able to chatter in three languages comfortably, switch between them at lib, and feel comfortable, is an ultimate aim.

The question may be asked then, what is the use of all this knowledge and how does it pertain to the acquisition of other languages? This brings the discussion to the next heading, Understanding and Use of Different Languages.

2.8 UNDERSTANDING AND USE OF DIFFERENT LANGUAGES

Do children understand other languages before they actually use them or put them into practice? According to Stevenson (1993: 113) children have been seen to understand language before being able to produce it, and he continues to state that “understanding normally precedes speaking by several weeks or months...Congenitally deaf children also learn to comprehend language in the absence of vocal skills” (Lenneberg in Stevenson 1993: 113).

One-way communication is relied upon by first language learners while they develop comprehension skills, and researchers have found that children learning a second language in natural settings do the same thing. A silent period for one to three months is exhibited, wherein children develop comprehension and opt for one-way or restricted two-way communication, enabling the acquisition process to develop naturally (Stevenson 1993: 113-114). Success in innovative programmes developed specifically to capitalize on this phenomenon, have had good success, indicating that adults also benefit from having a silent period.

From experiments done, it appears that children’s imitation was better than their comprehension, their comprehension better than their production, which supports the common assertion that understanding does precede speaking. At the same time, children often say things they do not understand, when they are just imitating adults (Wilkinson 1971: 64).

A conclusion that may be reached here, is that, a meaningful situation must be created in which the children understand what they are doing and why, in order for a second and/or third language acquisition to take place. The benefits hereafter become obvious. The children must feel, within themselves, that the learning situation is meaningful and that they want to acquire the languages. There is purpose in it. They will also understand therefore, before they speak.

As discussed earlier, man is the only species that acquires language and communicates in the uniquely human way. Children do so from a very young age and without any formal instruction as such. This raises other interesting questions. Can one understand and acquire more than one language in the same natural way that one acquires one's first language? How does this happen? The next section will deal with these questions. The question may then be asked, what physical aspects of man enable him to acquire language? Why is it easy for man to talk? The following section will delve briefly into this physical aspect of human language.

2.9 **FACTS ABOUT ACQUIRING OTHER LANGUAGES**

According to McCarthy (1994: 4) even limited contact with a second language (six months' instruction for one hour per week) will have benefits for the learner in terms of explicit understanding of the relationship between words and their referents. Learners of a third language possess heightened metalinguistic awareness and language learning awareness. A vast amount of available literature substantiates the advantages of being versatile in more than one language. Potential benefits relate to creative thinking, cognitive control of linguistic processes, greater syntactic awareness, sensitivity in communication to name but a few advantages, indicating that acquiring more than one language most certainly can be done relatively easily. McCarthy (1994: 3) also states that after two years of formal training, a conscious awareness of language as a system has developed in the learner and that this knowledge in more than one language may increase the potential use of metalinguistic awareness as a monitor to create acceptable spoken or written utterances in a third language.

Pupils who are used to using different languages possess a greater awareness of language and sensitivity to the relativity thereof. Third language learners possess heightened metalinguistic awareness and consciously or subconsciously develop strategies that facilitate subsequent language learning (McCarthy 1994: 4). The explicit understanding of the relationship between words and their referents for example, word recognition and any relevant aspect of reading skill is obtained even if language instruction is only for one hour a week for six months. All this very positive information bodes very well for the acquisition of a simultaneous acquisition of a second and third language. Even more encouraging is the fact that, according to McCarthy, third

language learners need not be full bilinguals in order for them to possess a repertoire of knowledge and skills that will facilitate and enhance this task. This sows the idea that both the second and third language could be in their infant stages simultaneously to no detriment to the learning process, but rather could aid in the acquisition of the languages simultaneously. The role of the mother tongue is crucial (McCarthy 1994: 4).

According to Cenoz and Valencia (1994: 206) multicultural societies are the norm - not the exception. South Africa is a good example of a multicultural society as are Canada and the United States of America. With international communication and the language role in ingroup identification, there is a great need to teach two languages in addition to the mother tongue in some educational communities. This most certainly would ring true in South Africa today. Cenoz and Valencia (1994: 206) state that reinforcement and acquisition of heritage languages within an educational system and the use of the minority language as the language of instruction can improve linguistic proficiency in the second and third language. This too can be seen as true for South Africa, but the choice of languages would depend on the geographical area, as to which languages would be considered as heritage and which would be considered as a minority language. A possibility of hot debate must not be ruled out.

According to Cenoz and Valencia (1994: 197) "Bilingualism and third language acquisition are complex phenomena" which have many other factors that play a crucial part, such as linguistic, sociolinguistic, social psychological, educational factors to name but a few, which will be discussed in ensuing chapters which will also include motivation, intelligence, age and exposure. An exciting conclusion reached by Cenoz and Valencia (1994: 196) was that when bilingual students acquire a third language, they gain an advantage because they use their knowledge of the two other linguistic systems and compare them to the new code. This metalinguistic awareness could possibly account for a higher level of linguistic competence in a third language. This is an exciting conclusion especially when considering the simultaneous acquisition of a second and third language.

These skills developed by bilinguals to use the appropriate language in interpersonal relationships could account for the higher development of communicative competence in a third

language. Instruction through two second languages within the school setting has no negative effects, as reported in Cenoz and Valencia (1994: 197). When considering simultaneous acquisition then, it would appear that whatever languages are decided upon, and provided all the correct preparation and climate is set, along with the expert teachers who speak the languages with native expertise, the possibility is very great that the exercise would be successful. The degree of success would then depend on the individual, when bringing into play the reasons for acquiring the languages, motivation, intelligence, language ability and personality. These aspects will be explored more deeply in Chapter Three. On this very positive note it seems appropriate to discuss why humans find language so easy to acquire.

2.10 THE PHYSICAL ASPECTS OF HUMANITY THAT ENABLE LANGUAGE ACQUISITION

As reported in Palermo (1978: 63) the structure and positioning of the larynx to the oral cavity permit the production of sounds that are impossible for primates to produce. He reports that peripherally, the musculature of a man's face, lips and mouth, the geometry of his head and neck that is, the structure and relations of the sound producing chambers, are different from that of the gorilla and chimpanzee and make possible articulation of the speech-sound repertoires found to exist in all languages. The production of these kinds of sounds is impossible for primates other than man.

Lenneberg in Gibson and Levin (1975: 154) mentions correlations between biological growth and language. Selinker in Stephenson (1993: 289) also discusses Lenneberg's concept of Latent Language structure the theory of which is an already formulated arrangement in the brain that is the biological counterpart to universal grammar and is transformed by the infant in accordance to maturational stages into the realized structure of a particular grammar in accordance with certain maturational stages. In other words the human mind is uniquely designed to detect the underlying rules of language and to use them within the context of specific languages. An infant is born with the ability to generate use and understand language. This is also discussed in Lyon (1981: 251) namely that the language-faculty is a uniquely human and genetically transmitted capacity which is distinct from, but operates in collaboration with other mental faculties. This

is in line with the Chomskyan hypothesis which refers also to the Language Acquisition Device (LAD) with which each child is born, enabling him to acquire language. According to Lyon (1981: 249) lateralization of the brain appears to be specific to human beings. These physical attributes which are inborn in the human species enable humans to utilize language efficiently. Animals do not have this ability.

According to Palermo (1978: 74) although the apes are our closest phylogenetic relatives, there is little likelihood that apes and humans are closely related with respect to symbolic function. It would appear that Man's central nervous system also provides evidence of structural and functional differences from that of other primates. Differences of size, weight and fissurization of the human brain, the length and quantity of dendrites, differentiated areas of the cerebral cortex are all noted, but none of these point to language specific behaviour as such, rather as possible reasons for human and animal differences.

Of interest here is the fact that children labelled aphasic are often in the literature referred to as exhibiting normal or above average intelligence on standard tests, but having a specific language disability. These data are now being seriously questioned, and recent findings indicate that these children may be deficient in nonlinguistic as well as linguistic processing. According to Bannatyne & Thomas (1971: 482) the disorder is almost always complicated by other difficulties some primary and some secondary in nature. Those can be speech defects, deafness, mental retardation, minimal autism and slight cerebral palsy. In almost every aphasic child there is an overlay of primary or secondary emotional disturbance. Evidence of specific linguistic behaviour changes, rather than loss of a general ability to function cognitively because of suspected or incurred neurological abnormalities at a very early age, has been cited for species-specific breakdown in structures for language processing. The human vocal mechanism and the structure of the brain and its functions, play an important role in the development of auditory-vocal language. These structures and functions may predispose man toward the acquisition of such a system of communication.

From the above information then it appears that should there be any irregularity in the functioning of the brain, acquiring a second or third language would be very difficult, if not

impossible, depending on the damage to the neurological structures of the brain. Should difficulties arise in first language acquisition, before second and third languages are tried, or frustration sets in, these possibilities of neurological disfunction should be checked out, in order to establish whether acquiring three languages is possible for the learning disabled child.

Menyuk (1978: 15) states that the sequence of development of the forms in which meanings, needs and feelings are expressed, are held to be specifically linguistic. Generated by the use of syntactic and phonological categories and rules, the sequence of development of the forms, both syntactic and phonological, was held to be universal. Both children acquiring the same language and those acquiring different languages were found to exhibit the same sequence of development in the forms they used. It might be hypothesized that this was due to a fixed developmental schedule in aspects of neurological maturation. This might then be thought of as due to a specific language acquisition device as discussed earlier on. Menyuk (1978: 15-16) continues to state that although it appears that children at very early stages of development and from varying linguistic environments, select to talk about the same things in the same way, there is evidence of individual variation. Brown in Stevenson (1993: 37) discovered that children all learned fourteen grammatical structures in a certain order with no relation apparent between parental frequencies and child's order of acquisition. The strong claim of a specific language-learning device with a neurological basis, seems most appropriate to speech-sound production and productive planning of linguistic sequences, but here too, cognitive and social factors play a role (Menyuk 1978: 16).

From this information, it would be possible to infer, that all children have an innate ability to acquire a second and third language simultaneously, but would do so less painlessly should all neurological structures be intact, and should they be comfortable, with acceptable cognitive and social stimulation been given, whereby children are aware or made aware of the advantages of acquiring appropriate languages. Learning must be meaningful and as stated by Spolsky (1969: 272), "an adult, as well as the child, learns a language better in a natural environment than in a classroom". Acquiring a second and third language naturally, obviously is the ideal, but we may infer that making the learning environment as natural as possible would help learners acquire a second and third language simultaneously and painlessly.

2.11 SUMMARY

The aim of this chapter was to familiarize the reader with various aspects of language theory. Herein was discussed the importance of language and the desirability to acquire multilinguality for example, acquiring two or three languages and if possible, the latter simultaneously. This aspect will be discussed more fully in chapter three and four. It appears that to begin multi language education early, preferably primary school, although it is not necessary, is the ideal. Older children and adults are able to acquire other languages and appear to possibly be better learners and able to obtain a good level of understanding, but may possibly not develop a good accent.

Also discussed are the important reasons for needing language and the necessity for more than one, in our South African society today, especially the pertinent part that language plays in continuous education. According to Shoai (The Teacher August 1997: 3) in discussing the New policy on language, "The policy encourages pupils to learn two or more languages. Being multilingual should be the defining characteristic of being South African".

The acquisition of language in general, moving along the continuum to the acquisition of a second and third language increases the possibility of cognitive flexibility, wider boundaries of communication, transgressing more peripheries, gaining more knowledge, insight and understanding of other peoples, that would be otherwise unobtainable.

The different language theories embrace the different perspectives from which various teaching methods develop, which affect the acquiring of the aspects of a language that need to be taken into account. The important role of imitation and auditory language processes in language acquisition reinforces the need for good role models and communication processes on top of a solid understanding of what is being said. The physical aspects of man which enable him to verbalize and articulate the speech sounds as he does, this unique ability appeals to the idea that it is most certainly advantageous to acquire as many languages as he is willing and able to do so. In our multilingual South African society today, this most certainly appears to be the most sensible pathway to a fully integrated society and a solid education.

The following Chapter Three, defines a second and third language, explores the various methods used for acquiring other languages and discusses the various aspects of personality that enhance the language acquisition process.

CHAPTER THREE

A SECOND AND THIRD LANGUAGE

3.1 INTRODUCTION

Up to now information about languages, namely the different aspects and ideas and what constitutes language along with the importance of multilinguality have been discussed. This chapter will concentrate on what second and third languages are and what factors aid their acquisition. Before beginning the full discussion, a few ideas from contemporary writers will help to highlight the importance of a second and third language in our present day South Africa.

In Dooms (1997: 3) Ngugi recommended a language policy he called 'triglosia' for multilingual societies such as ours. He maintains that 'every citizen is required to have at least three languages, a home language, an official language and another local language. Through this policy, a peaceful co-existence will be promoted and the government should be involved in producing such a policy'. This is a commendable suggestion, and looking at the evidence of the surveys conducted, triglosia and multilinguality is already a fact in many families' lives. Hopefully the trend will continue and expand to multilinguality.

Shoai (1997: 3) in discussing the new language policy in South Africa, whereby 'pupils can now choose their preferred language of instruction when applying for admission to a particular school,' stated that the policy encourages pupils to learn two or more languages. In order to achieve this successfully, the necessary structures need to be developed in schools so children may learn two or more languages comfortably. This cannot be achieved without suitably trained and qualified teachers.

The view that multilinguality should mean more than two languages and that learners studying English and/or Afrikaans should be obliged to learn one of the historically ignored languages, that is the local African languages, has been strongly argued according to Shoai (1997: 3). The

decision to date is that there should be no obligation, although learners should be encouraged in this direction.

Many black parents choose for their children to abandon the mother tongue and adopt English, which has more international status and economic advantages, according to a teacher, Joe Makua, in Mpumalanga (The Teacher September 1997: 23). Perceptions about African languages are likely to change only when politicians, television presenters, academics and the populace in general begin to use these languages at public meetings, socially and generally, and when most people can understand the language used. In order to understand the languages, it is through education, the tool through which to get the general public speaking to each other, and understanding what they each say.

'Effective communication between the different racial and language groups (which is a prerequisite for a healthier society), is totally dependent on the people's proficiency in the language, or languages, used as means of communication' (Botha in Human 1992: 10). Never before has this been more pertinent than now, in the new South Africa. F.W. de Klerk in his historical parliamentary address on Friday, 1 February 1991, stated 'the vision of a new South Africa brought most South Africans increasingly closer together. In most hearts there is a yearning for peaceful solutions and co-operation. The majority are tired of the negative and destructive. They wish to take hands, but do not always know how to do this'. This too is true for now, as it was then. We are well into the process and construction of a new South Africa but people are still struggling with prejudice, communication problems and change. The ensuing chapters of the researcher's dissertation will hopefully help to break down some communication barriers and be a guideline to possible language acquisition procedures in the future in order to achieve multilinguality.

3.2 WHAT IS CONSIDERED A SECOND LANGUAGE?

A knowledge of another language over and above one's mother tongue which can fulfil interpersonal relationships, especially at an international level (Biebuyck 1973: vi) could be considered the definition of a second language. Circumstances from country to country differ,

but one factor which they all have in common is, that the needs of the country determine which foreign language is to be studied at school as a second language. Most non-English speaking countries offer English as a first foreign language, but here, South Africa is fortunate in having English as one of the official languages, as it is a first language and in many instances a second language for many South Africans.

Because English is considered the “lingua Franca” of the country, the universal language, where schools are not mainline English, English is offered as a second language. An example is a Zulu school. Children are taught in Zulu but learn English; another example is an Afrikaans school, where children learn English as a second language. What happens then at an English school? Up to now Afrikaans has automatically been the second language. This is now changing slowly and varies from province to province. Here in KwaZulu Natal, Zulu is becoming more and more dominant as a “desirable” second language, as it should be, being spoken so widely throughout this part of the country. In Gauteng, North Sotho is now being made an option in some schools.

A second language then, can be defined as the language required by the individual over and above his home language, and which most fulfills his needs in his academic or working environment. In this study L2 refers to a second language.

Because of the changing policy of Education in South Africa at present and because of the fact that learners may now choose their preferred language of instruction (Shoai 1997: 3) the second language choice may vary greatly in the different areas, and from person to person. This would be compounded by the fact that South Africa now has eleven official languages, as against two in the past.

3.2.1 A Third Language And Its Considerations

‘Language is the nourishing tie that joins man to the world and it is also the means for man to emancipate himself and to affirm his will to power. Man can know and become master of things, only because he has first named them and he is able to name them only because he has been summoned by his Creator to speak for himself’ (Wallwork in Biebuyck 1973: 1). This

“nourishing tie” can only be strengthened if it is fed. To speak a third language is another way to forge and maintain the only way to keep the tie between people, namely the people of South Africa. By being fluent and able to communicate in African Languages, which have up to now been very neglected especially in educational institutions, now more than ever, they have to be brought to the foreground and learnt by the peoples and used on a day to day basis.

The question may be asked, which language should be learnt as a third language? This question is a broad one, as in many circumstances, due to the areas people live in, or the workplace, the third language may be easily chosen, but where it is not, it should be the one that is mostly used in the area by the local population. In other words, it would be the most commonly spoken language, or language needed in an area, other than the home language and second language. Even as the researcher writes this, the loop holes in the argument are evident and, therefore the researcher wishes to define the third language as the “Third most needed language in an area, that is required by the individual to fulfill his academic or workplace needs”. Due to eleven official languages and other foreign languages spoken in this country - this choice too would cover a very wide spectrum of languages.

A universally recognized fact, is that a thorough knowledge of the language of a nation is necessary, before the way of life of that nation can be fully understood and appreciated. Therefore a speaking knowledge of each other’s language would make a significant contribution to mutual understanding and tolerance (Biebuyck 1973: vi). A third language would increase this understanding greatly. Because of the confinement of the past years, generally speaking, very few people of the white population at large have been able to communicate in an African language as such and visa versa. This lack of knowledge about each other, has led to suspicion, mistrust and a great many misperceptions. Because of people always looking inwards this has had an implosive effect, whereby this lack of knowledge has caused great destruction. It is important now, for all to look outwards and broaden our horizons, gain knowledge about each other and communicate, in order to move forward and create a successful country. Language is man speaking, communicating by word of mouth and is so closely interwoven with every facet of life, that each new word or concept serves to broaden man’s perspective and to make the world around him more meaningful, and to give him increased powers of communication, association

and dialogue. By learning a third language, man will be able to convey to even more fellow-beings, the quality and benefit of this experience and so emancipate and speed the process of change and ensure the continuing progress not only of himself, his family and friends but also of the human race successfully, here in South Africa.

3.2.2 When Should These Languages Be Introduced?

This question is an interesting one, well worth discussing. In many peoples' lives, using three languages is a day to day occurrence and these do not have to be taught, as indicated by the surveys mentioned in Chapter One (section 1.2.1) and Chapter Two (section 2.5). They have been acquired socially and incidentally and adults and children alike, speak fluently and move from one to the other quite freely and happily.

The question of when to introduce language arises in schooling policies. Practical implication will have to be gradual, with problems and deficiencies that are revealed, being resolved by research and practical experience as each need arises.

The following are suggestions which could act as a guide. The child goes to the school with the language of instruction of his choice. It must be noted, that the language of his choice - or his parents, may not necessarily be his mother tongue, and tuition therein continues to the final year of schooling. The second language should be or could be introduced at grade 3 (Biebuyck 1973: vii), and this language is the chosen second language of the community and school and the teacher is suitably qualified. This tuition also continues to grade 12. The third language may be introduced in grade 3 or 4 at the latest, or simultaneously to the second language, depending on the policy of the school, the availability of suitably qualified staff and the needs of the community. The latter also depends on how progressive the school is, in being prepared to offer three or more languages. Children should learn a third language at least until grade 7 or 8, until they have had a good chance to know a little bit about the language, its peoples and how to speak it and write it and have the option to continue through to the high school years to grade 12 or beyond.

From grade 8, the fourth, fifth and sixth languages may be taught, according to the choice of the learner, if it is in line with his/her ultimate aim in education. This too continues to grade 12.

By being given the opportunity to acquire these languages, the children will be able to open doors to many cultures, and glean information that would otherwise be lost or missed. Second and third languages are a top class tool to versatility in everyday social life.

3.2.3 What Functions Do The Children's Use Of Language Have?

We all understand that language is used to communicate, to talk, to aid the smooth functioning of our daily activities and to express emotion and feeling.

On a daily basis, then, what function does language have for a child and how will the acquisition of a third and fourth language aid this function?

As reported in Child (1986: 185) the following functions of language for children are worth noting. They are:

- Self maintaining: maintaining the rights and property of the self
- Directing: the child's activity and that of others (Egocentric speech)
- Reporting on present and past experience
- Logical Reasoning
- Predicting and anticipating possibilities
- Projecting with the experiences of others
- Building up an imaginative scene for play through talk.

If these are the functions of the first language, then the second and third will follow suit and also enable the child to achieve cognitive flexibility mentioned in Chapter Two of this dissertation, benefiting the child in all aspects of his/her life.

According to Child (1986: 186) the three skills of language are:

- Reception, that is listening with understanding
- Symbolisation, that is concept building, interpreting reasoning
- Expression, that is communication; all of which are central to talking and then once a child is able to talk and express himself effectively, then ideally follows on the reading and writing.

The latter according to Britton in (Child 1986: 187) has two sets of categories:

- Relating to the audience for which the writing is undertaken
- Related to the functions of the written language, that is what the writer hopes to achieve, the purpose of writing he defines as transactional, expressive and poetic.

In order to get to the reading and writing level in a second and third language then, the person has to have a very sound knowledge of the language, to have any credibility on paper and to enjoy reading the written words. This reinforces the idea that the child or adult must be able to talk comfortably before he/she gets to the writing and reading stage.

In order for the child to get to the comfortable talking, understanding stage, the question may be asked, what qualities does the child need to have and what qualities need to be instilled into the child in order for him/her to be ready, able and willing to learn and acquire a second and third language? This then leads onto the next section.

3.3 ASPECTS OF SECOND AND THIRD LANGUAGE DEVELOPMENT

Gibson *et al* (1975: 131) state that a child's linguistic maturity is the mean length of his utterance measured in morphemes, but even though children have substantial receptive and productive vocabularies, they tend to use a reasonably small collection of words, over and over (Gibson *et al* 1975: 130). But even so, the most important aspect of vocabulary development is the acquisition of the meaning of words. Apparently, according to Clarke-Stewart (1985: 444), studies show that, for most part positive, or at worst, neutral effects of bilingualism on cognitive

development and language use occur and his suggests that, in a multicultural society such as ours, the one drawback is a slower rate of vocabulary growth for a limited period of time. This may be a small price to pay for greater ultimate facility in languages and greater communicative ability. What seems to be most important is that the school not demean the children or their native language while it is teaching them English and what might be added here, any other language that the child or children might be learning. The children will and must be allowed to make mistakes, but must do it in a climate of unconditional acceptance where the adult is more knowledgeable, in control and takes them to higher ground.

Once a child controls language, it undoubtedly plays a part in ensuing perceptual and cognitive development. Therefore, in the acquisition of a second and third language, in order for the child to acquire meaning which would engender cognitive development, the process as such has to be sound enough to be a solid foundation on which to build understanding. The question may be asked, how do we get there? This takes us to the next section.

3.3.1 Discussion Pertaining To Methods Of Second And Third Language Learning

Language is a creative process with its hallmark of novelty. Yet without understanding, this novel creativity will never be realized. Any string of language contains novel and unique elements, but achieving creative language is the challenge.

A linguistic communication system is minimally a selection of expressions from which a speaker can choose to utter and then with reasonable confidence, expect that the utterance will transmit to the addressee a meaning different from that carried by any other expression in the system. According to Lahey (1988: 3), language expresses what individuals have in mind, their beliefs and desires. It is intentional. Verbal language first manifests itself in the use of expressions in request-like fashion, or as a baby does, to get the addressee to perform a 'ritual', thus building a communication system. Expressions become meaningful items in the system through adult and child displaying to each other how the other's expressions are understood. Early meanings centre around actions: doing things and wanting others to do things and perform certain actions The

child's perceptual and cognitive abilities are a constraint on what meanings can enter the systems. The beginnings of verbal language are influenced by the communication system that antedates it ontogenetically; that is because language results, in part from our perceptions, from aspects we see, hear and feel at the moment, a large part of the content of these thoughts comes from the knowledge we have stored in memory about objects, events, and relations in the world (Lahey 1988: 3). The language therefore that is uttered, is based on what is already known or stored there in the mind from the beginning, including all aspects of the child's communication system and interaction in his inner world. Language represents stored knowledge (Lahey 1988: 3).

Meanings that involve objects can only be established if those objects are present to be acted upon in the context, the same can be said about feelings and any other aspect of the child's beginning in understanding a language or languages. Once a child can define whatever it sees, feels, smells, touches, hears and experiences, in whatever language it is learning, he/she can then be said to have an understanding of the language. Verbal output will definitely be an extension of his/her conceptualisation. All this will enable the child to develop relationships, whether it is with another person, object, culture or language. The child will have knowledge of the language. The more languages he is knowledgeable in, the more varied the relationships he will be able to form. It is important to note that rules and strategies govern each language that a child might learn. Therefore it is important to note that a linguistic rule is a description of a specific sequence of acts that is directed towards achieving some goal. A strategy then is a general plan or collective action for achieving that goal. A child has to be motivated to plan his strategy in achieving multiple languages.

Each child that is able and capable of speaking his/her home language and a second or third language and more, has taken that one important decision, to learn the language or languages. The strategy is in action, as seen by the plethora of languages spoken in one grade 5 classroom. This brings us to the next point as discussed in Bannatyne and Thomas (1971: 172-173) which is that without phonetic auditory/vocal language the written or printed code has no decipherable content. Children are capable of taking internal and external perspectives on situations and they are able to relate event time to speech time. In other words, in verbalizing or reporting an

instance they are able, from within their frame of reference, to report or give information to others, telling them how they feel and putting the events in sequence from within and externally. This is also possible using other languages. It may be argued that the task of a child is answering the question, "How do I solve the problem of learning how to communicate with others in my linguistic community"? In other words, "How do I tell people things"? This question is answered partly by multilingualism and the fact that children's earliest use of language is intentional, to control the speech roles which imply a speaker and an addressee. The more languages a person is able to speak the more situations he/she would be able to be part of, or control. At what age then is this all amicably possible?

The age of 10 (ten) years appears to be the critical age for introducing a new language to a child. The reason being that at this age the tendency to acquire a language unconditionally like a baby or pre-schooler, is passing and from ten onwards the child's conceptions, that is, conceptual learning ability, takes a central place in his/her cognitive development. The child learns more through cognitive processes like logic, thoughts and idea formation (Potgieter 1988: 28). It stands to reason then, that if ten years is the age where language acquisition ability changes, to a more conceptual ability, that second and third language acquisition should take place preferably below the age of ten years. This is reinforced by Clarke-Stewart & Friedman (1987: 346) who state that "It has been suggested that children must learn language during a critical period between infancy and puberty, if they are to speak normally".

According to Potgieter (1988: 29) Lambert, Gardner and Olton, between the ages of four and ten years, children require less elucidation on target language problems in reaching the same level of target language efficiency as older children. Children of this age are more positive about language acquisition than older children. Because there is a direct link between positive and negative motivation and the success or failure in a language this positive phase should be capitalized on. This differs to the views of Snow in Stevenson (1993: 147) who argues that age confers a positive advantage for speed of acquisition, and that younger learners surpass older learners only after several years of exposure to the second language environment. Penfield and Roberts in Singleton (1989: 53) assert that "for the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine. Lenneberg in Singleton (1989:

53) says puberty is the age limit for language acquisition. According to Krashen in Singleton (1989: 117):

- Where time and exposure are held constant, adults proceed through early stages of syntactic and morphological development faster than children.
- In early stages of syntactic and morphological development where times and exposure are held constant, older children acquire faster than younger children.
- Acquirers who begin natural exposure to second languages during childhood, generally achieve higher in second languages proficiency than those beginning as adults.

In considering the views presented, it would appear that there is a distinction between formal and informal exposure, but the general consensus appears to be that, the younger the better, to begin the exposure to a language if it is to be successfully acquired.

There are many other views as to why a second and third language should be acquired by a young child. According to Stern in Potgieter (1988: 28) children have a natural ability for languages along with greater mental flexibility and spontaneity than adults do, as well as fewer inhibitions (Potgieter 1988: 28). It is vital that we tap this ability.

In line with the information are other researchers who stood against formal tuition in a foreign language from too young an age. Their prime argument was that, too early a beginning in formal foreign language teaching would interfere with the acquisition of their mother tongue. Later research has proved them wrong as shown by the research done by W.R. Jones, with bilingual students of Welsh and English, who were being taught French as well. His general conclusion was: "The introduction of French as a third language to pupils about eight years of age and of above average ability in a Welsh (bilingual) school did not adversely affect their performance in the other two languages, that is Welsh and English (Biebuyck 1973: 24). This information gives a very positive view for the simultaneous acquisition of a second and third language.

In the next section the ways in which children can be taught these languages will be discussed.

3.3.2 Methods Of Foreign Language Learning

There is always much discussion on methodology but it would appear that rules do particularize and order the individual actions necessary to effect a plan for attaining some goal, like taking part in a conversation. The strategy may be a means to a further end. For example, What and how do I say it? Lahey (1988: 11) states that two events can be related to one another according to the time each occurs. They also have a relation between them, when one thing happens because something else happened. And the fact that there is a natural relationship between the internal perspective and speech time events and also between the external perspective and anterior events, that is, the preplanning that goes on intrinsically before the speech is uttered, may lead us to conclude that rules and strategies are themselves the result of inner processing therefore making these sequence of events possible, for instance, "Ah, I know what to say, when and how". Relations within the same event have to do with the time that the event occurs, the mood of the speaker toward the event or what the speaker knows or thinks about the event (Lahey 1988: 11) and all these lead to successful speech. The question may be asked, how do we successfully get to the point of successful speech in two and three languages? Much experimentation and research has been done and herewith follows an outline of how it may be possible to achieve fluency in other languages in a variety of ways.

The methods that follow have been used in the past for teaching of second, third and foreign languages. A superb collection from Potgieter (1988: 30-57) in his multidisciplinary research with Northern Sotho as a third language has served as a basis herewith, and as a springboard to others, along with the original sources, wherever possible.

3.3.2.1 *The Interlinear Method*

As reported by Potgieter (1988: 30) Comenius used this method in the acquisition of Hebrew whereby words, phrases, sentences, dialogue and expressions were directly and linearly translated from the mother tongue into the target language and memorised (semantically paralleled).

3.3.2.2 *The Grammatical Synthesis Method*

This method was apparently used and implemented for the learning of Greek and Latin whereby the target language grammar was acquired by language exercises that had to be translated into and out of the target language (Potgieter 1988: 30).

3.3.2.3 *The Analytical Method*

This method attempts to finely analyse the morphology of the target language and to describe and compare it to the mother tongue. It originates from the grammatical synthesis method according to Rombouts (Potgieter 1988: 31).

3.3.2.4 *The Analysis-Synthesis Method*

This method attempted to reconcile the target language/languages structure, and the structure of the mother tongue of the learner on a morphological and semantic level (Potgieter 1988: 31).

3.3.2.5 *The Behaviouristic Method*

According to Bennett in Potgieter (1988: 31) the acquiring of a foreign language is central as far as its usage on a daily basis in everyday life situations like business, administration, travelling. These situations should actually be simulated in the classroom so the children can practise and be prepared for everyday life. The presenting of situation bound passages wherein the relationship of meaning and context is found and discussed, is important for language development.

In order to stabilise the language, dialogue or a reading passage is introduced and continually reinforced. Each learner must have the opportunity to repeat certain words and phrases and answer questions set by the teacher. He/she is also given opportunity to dramatise certain parts of the content until each is totally familiar with the required content. The teacher gradually moves into the background until the content is central. Drill work is vitally important here.

To practise until production is competent is entirely in the hands of the learners, who use it in “Life situations” in the target language until the teacher is happy that the requirements of any specific or chosen theme are met before moving on to the next one (Potgieter 1988: 32).

Programmed instruction must be based on an adequate specification of the ‘terminal behaviour’ aimed at, and as discussed in Chapter Two, under behaviourism “the material of instruction must be organized and presented in a carefully designed sequence of steps, so that each step is to the greatest extent possible, made easier by virtue of the material learned in previous steps” (Bennett in Potgieter 1988: 32).

Given the behaviourist account, the learner is given a chance to give the correct response and should he/she make a mistake, the learner will then be given a chance to correct it. Bever in Singleton (1989: 146) says that learning a third language in such a way would be harder and less probable with age with the fourth language being harder still. In fact data indicate that learning the fourth language before age fifteen is no harder than acquiring the second. This reflects the limited view of the behaviourists.

3.3.2.6 *The Indirect Method*

The learner is put in possession of a number of grammar rules and a specific amount of vocabulary as well as printed text in which are the rules and words. The aim is that the learner, through his/her own internalised learning processes will generate new original sentences. Deductive methodological principles are important here (Potgieter 1988: 32-33).

3.3.2.7 *The Direct Method*

According to Hartnett in Stevenson (1993: 213) the direct method tries to mirror first language acquisition by total immersion. Potgieter (1988: 33) on the other hand says this method has its roots in the beginning of the twentieth century whereby language specialists started to realise that a language had to be spoken and had to have meaning for the learner. It was more than just a case of acquiring grammatical knowledge. This method advocates the written word be kept from the

learner because in mother tongue acquisition it is not used before the learner is well versed in the art of listening and talking. The verbal efficiency of the learner is dependant on the environment in which the learner finds himself (Potgieter 1988: 34).

A rejection of the mother tongue, whereby the mother tongue plays no part in the acquisition of the second language according to Potgieter are criticisms levelled at this method. The best method of teaching is therefore the direct oral method whereby the learner acquires the target language through the medium of the target language itself by learning target language equivalents to mother tongue words, phrases, sentences and dialogue that are unknown to the learner at that time.

3.3.2.8 *The Integration Method*

Many teachers use an integration of the direct and indirect method of foreign language learning. Grammatical- translational and oral methods are used together. Those that advocate the integration method state that it is vital that learners are knowledgeable about the language structure of the target language in order to speed his/her ability to be versatile in the language.

The teacher therefore has to take many things into consideration when preparing lessons. The cognitive content has to be increased, whilst the verbal opportunities to practise would have to be shortened. This would be an immediate problem for those children who are not intellectually gifted. The teacher would have to keep a firm balance, as to lean more to the direct method which would deny the child the knowledge of the grammatical part of the language, which in turn would increase the likelihood of verbal errors. To lean more to the indirect method would deny the child talking opportunities in which to practise the grammatical elements. The teacher's workload is therefore much increased by keeping a carefully planned balance (Potgieter 1988: 35).

3.3.2.9 *The Bilingual Method of Dodson*

According to Dodson (1967: 65-66) it is important to find a method that moves away from the continuum of the “indirect - direct method” and that gives the child the opportunity to learn a language as effectively as possible. Dodson (1967: 60) states that speaking contacts are of greater importance in the pupils’ development towards true mastery of a language. An example is Dodson’s idea that in a learning situation, it is the response which is the most important factor determining the quality and rate at which a human being can learn an additional language (Dodson 1967: 4). Dodson illustrates this by an example of a teacher teaching and helping his learners to acquire meaning of sentences. Correspondences can be established between a) objects, b) qualities, c) actions or combinations of a), b) and c). A teacher wishing to convey the meaning of the term ‘le crayon’ in the sentence ‘le crayon est sur la table’ (the pencil is on the table); must have available a large number of pencils which he shows to the pupils whilst saying the foreign language sentence, so that the children are not mistaken into thinking that it might be a pen! Pictures, audio-visual aids, animated film, mother tongue equivalents are all ways of aiding pupil understanding and ‘giving meaning’ (Dodson 1967: 5). Enabling the pupil to become fluent and accurate in the spoken and written word and to prepare him to achieve bilingualism is the ultimate aim of this method (Dodson 1967: 66). A summary of this method follows:

- **Imitation** (Dodson 1967: 70)

Basic everyday sentences are learnt in the foreign language by the learner acquiring them through the teacher, who explains them in the mother tongue, so the foreign languages are understood as much as possible.

- **Interpretation** (Dodson 1967: 82)

The teacher gives an oral mother tongue stimulus for the pupil’s foreign language response. Learners look at picture series of everyday situations. They interpret these situations in the target language and generate corresponding oral responses. The learner must first acquire the skill of reproducing sounds then apply the powers of reasoning to work out the contents of his/her proposed answer.

- **Substitution and extension** (Dodson 1967: 102)
The learner keeps within certain structural bounds whilst he is creating new but related concept chains at a rapid pace (Dodson 1967: 105). The learner moves away from the learnt responses of the teacher and picture series. The learner is encouraged to be creative in his/her response to the situations series and to generate much oral language. Dodson (1967: 107) speaks of 'chaining' or expanding on an idea. Learners get the idea that language consists mainly of stringing together various clauses.
- **Independent speaking of sentences** (Dodson 1967: 113)
Here the children do not receive a spoken stimulus from the teacher either in the mother tongue, or foreign language. Children are encouraged to speak without pauses so they experience a continuous flow of language in describing new situations.
- **Reverse interpretation** (an optional step Dodson 1967: 117)
The teacher gives a number of overlapping new sentences in the "foreign" language, and the learner has to react in his/her mother tongue. The interpretation must be a correctly spoken mother tongue interpretation.
- **Consolidation of question patterns** (Dodson 1967: 119)
The teacher teaches the learners how to ask questions in the target language within the context of the "learnt" situations. The questions have to be answered in the target language. The learners are encouraged to ask and answer in full sentences, in correctly patterned sentences. The question pattern to be used may merely be written on the board.
- **Questions and answers** (Dodson 1967: 120)
The child progresses from the known to the unknown and the teacher irons out difficulties so the learner may progress to normal conversation. There should be no pause between stimulus and response conversation.
- **Normal foreign language conversation** (Dodson 1967: 126)
In the target language, the teacher and learner carry out a simple conversation in the target language about, or within the boundaries of the situation being studied or discussed (Dodson 1967: 127).

3.3.2.10 *The FLES Method*

The acronym FLES stands for “Foreign Languages in the Elementary School” according to Keese in Potgieter (1988: 37). Its greatest credit is the development of positive relationships and better cultural comprehension of the foreign language. There are eight important points.

- **Listening comprehension**

This duplicates the natural acquisition of comprehension because the learner progressively understands more from the beginning and it provides the learner with the opportunity to acquire a passive vocabulary.

- **Production and pronunciation**

The learner requires a good model to imitate so that he/she can generate good production. If the teacher is not a good model to emulate, then he/she must have cassette tapes so that children may listen to these master tapes.

- **Dialogue**

This is the most important opportunity for natural and credible model imitation. The learner must be compelled to say something in the target language, in a particular situation. He/she must begin to see the connection between a situation and the target language. Non verbal gestures help to get meaning across.

Dialogue which has as a central theme, the obtaining and providing of information, is of vital importance. Hand puppets may be fruitfully used. Learners must be continuously changing oral opportunities to interact so that various types of dialogue may be in the form of drilled work and all may practise.

- **Situation evoked dialogue**

These situations may include drama and must stimulate spontaneous oral exchange. The learners must want to put forward their ideas and try out words. Dialogue that is made up must be written down, and then can be memorised and dramatised.

- **Narratives and descriptions**

Here topics may be chosen, for example a television programme, a pet or an outing, which are to be discussed in the target language. This may lead to story telling lessons.

The reason for this is, that there are certain phrases that are continuously used which must be committed to memory.

The teacher may also plan lessons to include the five steps, namely

- i Listen and hear
- ii Imitation
- iii Memorisation
- iv Implementation of known phrases in unknown situations
- v Self expression.

Children do not need to be aware of these steps (Potgieter 1988: 39).

It is important that vocabulary and language structures are systematically planned and divulged so that learners may be led to generate new dialogue alone with known language structures and vocabulary within each learner's unique production capacity.

- **Incidental learning**

The learner memorizes word phrases, sentences that he/she learns or hears incidentally on a day to day basis. It is therefore important for the teacher to expose the learner/s to as much spoken language (necessary small talk) in the target language, as possible and to use lucrative language and phrases. The teacher may discuss school incidences, the weather, future plans and school activities daily, in order to provide for the learners, the best possible environment for learning the target language.

- **Visual material**

Real objects, subjects, pictures, discs, videos, flash cards, strip films, computer programmes and more, ensure a variety of stimuli and a quick variation of the presentation and control of drill material. Telephones are also very important in the target language classroom (Potgieter 1988 :39).

- **Songs**

Musical language reinforcement, reinforces the talking exercises, the rhythm, revision, and the ditties make it easy to remember content of the target language.

Listening exercises are the first step to the learning of a target language. Learners are able to be encouraged to weave a story around a song, making it the centre of the theme.

The FLES - method does rely greatly on a) Imitation b) Mimic c) revision/repetition. The repetition is in agreement with Stevenson (1993: 129) wherein it is stated that “extremely high frequency may have unexpected effects on the learning and use of some aspects of language”. The learner tends to memorize whatever is frequently heard and one effect is that, of the forms that are frequently heard, some of them at least, will be reproduced and represented in the child’s production even if the structure is far beyond his/her understanding (Stevenson 1993: 130). Imitation and mimic is mentioned in Oxford (1990: 27-29) when discussing language activities for the embedded strategies game. Under the topic gossip, is the suggestion to listen carefully in the new language to juicy gossip. So when telling it to someone else, correct information is passed on. Under the topic canned talk - common routines and expressions are learnt by heart in the new language, so they maybe used when necessary. To help the learner, a native speaker must be found to explain new things to him/her. Mouthing entails observing how the native speaker shapes his or her mouth when talking, then observing in the mirror and trying to get the same shape: A short-haired or long-haired dictionary would be a native speaker of the target language who would be able to explain meanings of new words in the target language. These basic tips all appear to reinforce the imitation, mimic ideas of the FLES method.

3.3.2.11 *The Literature Science Method*

The study of the target language literature is important as it allows the learner to discover meaning within a context. It also helps to broaden the learner’s experience of the target language. In this method, a detailed analysis of the text is made under the guidance of the teacher, with certain key portions of the text being memorized by the learner. These are then dramatised eventually and this is apt considering that literature first received credible stature through the theatre (Potgieter 1988: 40).

3.3.2.12 *The Prague Structuralistic Method*

This school of thought was kept busy with the synchronous (occurring at the same time) description of language, before the diachronical (historical development of a subject) study thereof. The school made use of analytical comparative paradigms to study the systematic characteristics of two unrelated languages. The description of one language would therefore change in agreement with the language with which it was being compared. The comparison of two or more languages concentrates on categorical differences between the languages (if they are not related). It could also concentrate on the adjustment differences of aspects of the languages compared and certain grammatical categories (if related) or on the different stylistic use of formal and functional items (if they were closely related) (Potgieter 1988: 40).

This method then, looks at the general and underlying characteristic of the mother tongue and the target language. The analytical comparison indicates which items in the target language are identical to the mother tongue, and which items differ. It also tries to establish whether there are fundamental differences between the mother tongue and target languages and whether the same categories function differently in both languages. The reason for this method was to give the teacher opportunity to first unlock the most difficult subject contents to the learners. The teacher also has to fix the attention on those aspects of mother tongue that do not agree with the target language, considering that these aspects would highlight the hardest learning tasks.

While the teacher concentrates on the meeting points of the mother tongue and target language, the children do not actually learn to speak the target language. It is important to note that oral expertise in the target language is not of great importance in this method.

3.3.2.13 *The Computer Support Method*

This method originated in the behaviouristic method of stimuli-response. The value of this method lies in the diagnostic function of the computer and its immediate ability to inform the learner of any response which is inaccurate. It compares the learner's message with every other list of preprogrammed responses and searches for the correct one and checks for any other

underlying messages in the learner's response. The computer also checks the learner's response, takes out or puts in, word changes, order of content change, even monitoring sentence length and so forth. The computer prepares responses before despatching these to the learner through the screen (Potgieter 1988: 42).

Through the computer, it is possible to work on the phonological aspects of the target language, through the auditory facilities and speech production. The correct pronunciation is produced by the information on various discs. Cassettes and videos may be used as well. Auditory comprehension and dictation, comprehension, the identification and recognition of spoken target language production and the comparison thereof with the written word are made much easier through the computer, as is the written grammar drill and practice of language structures. With the advances in computer technology to date, it may be used very effectively for language acquisition.

3.3.2.14 *The Language Laboratorium Method*

The task of the language laboratory method is to expose the learner to the mother tongue speech of the target language so that he/she may have optimal opportunity to hear how the target language should be spoken. A further task is to differentiate between students so they can learn at their own pace and then supply enrichment material to fill in between formal lessons in the target language (Potgieter 1988: 43). The core of this method is that the learner hears a master voice that produces words, phrases and sentences. The learner's learning ability is accelerated as it gives the learner an opportunity for imitation as the speaker normally is a mother tongue speaker of the target language.

Overall, the language laboratory experience must give the learner enough opportunity for drill and practice and must lead the learner to listen critically to him/herself as well as afford the opportunity to master reading and writing in the target language.

A follow up on this would be the experience of the learner being in a social setting with mother tongue speakers of the target language, and then practising all the drilled structures in a natural setting.

3.3.2.15 *The Film/Video Method*

The advantage of this method is, that it may simultaneously present the target language and the target situation therefore ensuring that the semantic expertise of the learner within the target language, may be realized.

Unfortunately it can only afford a limited contribution to the learning of the target language grammar structure because it is instruction of the target language, in action. The people see the action and talking on the screen in an acted out social situation. This method cannot monitor the production of the learner, in as far as vocabulary, phrases and sentences are constructed in the target language, either. Due to the fact that the acted out situation can be seen as unnatural and forced, it can inhibit the learning of a language rather than enhance it.

The one advantage it does have is that the normal conversation speed of the target language can be slowed down so that the learner can listen comprehensively and pick up the language patterns (Potgieter 1988: 45). Whatever aspects of the language are required to be reinforced, can be acted out, videoed and watched when necessary.

3.3.2.16 *The Situation-Instruction Method*

The child, through subject directed motivation, self confidence, exercises and revision, acquires an adequate knowledge of the target language. It also follows on, in the psychopedagogical truth, that the child acquires a target language within a specific context or language situation, along with drama and play.

The child must be led, through instruction to achieve adequate listening, talking and comprehension skills like the mother tongue speaker in the target language. In this method, it is

important to encourage children to achieve a talking knowledge of the target language. The child achieves his self confidence through various activities:

- The learner learns interesting folk songs to memorise, choral verse and buzz group work.
- The learner is exposed to continual revision of the sounds of the target language so that he/she may acquire the rhythm patterns of the target language and commit them to memory.
- Revision of work done must be thoroughly planned in conjunction with the rules of structure, vocabulary and so forth until it can be memorized without a problem in a variety of communication situations.
- The child should be led to think in the target language through a variety of carefully planned question strategies.

This method gives a great amount of attention to the development of the learner's reading and writing ability and creativity in the target language (Arnold & Varty in Potgieter 1988: 45).

3.3.2.17 *The Phonetical Method*

Both the writings of Closset and Potgieter were consulted. According to Closset, the order of language acquisition appears to be first the sound and then the writing; a language departs from the spoken language which is not words but sentences (Closset 1954: 40). Listening, talking, reading and writing are the goals of this method. The target language sentence is the point of departure. Learning the words in a context of a sentence can be meaningful and use is made of pictures, flashcards, gestures and definitions made from well known words (Closset in Potgieter 1988: 46). This method is evident in many classrooms in South Africa today. According to Closset (1954: 86) "*De actieve metode moet met gesloten boeken worden toe gepast...Platen en tabellen, zang, gramafoon, lantaarnplaatjies, films, radio enz. Kunnen onze taak belangryk verlichten. We zouden overal speciaal daarvoor ingerichte lokalen moeten eisen*". Closset goes on to say that homework and exercises must follow logically from work done before, with much emphasis on many different ways of revision to the stage, where at the beginning of every year there must be revision of the previous years work.

With the handling of reading material, the text must be broken up into sections and worked through, gaining insight into the most difficult words. The learners can ask questions and correct answers then the learners read the text and eventually translate, this being the most secure and natural way to comprehend. Then follows a systematic comparison with the languages. Sections of the text may be put into dialogue and presented to other learners, so ensuring the opportunity to talk, discuss, abbreviate, correct and give all learners the practice in the target language. According to Closset, (1954: 105) through active learning on the part of the learners, knowledge of the language, the vocabulary and all aspects of the spoken language, insight into text, all supply the learner with knowledge and insight into the new culture and with a good base for more advanced learning higher up (Closset 1954: 105).

3.3.2.18 *The Psychological Method*

The core of this method is the spoken word whereby the verb is the core of the meaning of any sentence and the child must be led to name and describe his/her every day life situation in the target language. The teacher must therefore use the everyday experience of the child, as a starting point. The child must not be smothered in too much target language content otherwise he will not want to do more in future when it is necessary and he is ready to. Therefore new content must be kept to the minimum in each lesson in order for the child to be effectively stabilised in the target language. No written work must be expected of the child until he has a comfortable knowledge of production and listening in the target language (Potgieter 1988: 47).

3.3.2.19 *The Reading Method*

This method advocated that the first half of the academic year is used for intensive study of the grammar of the target language. During the second half of the academic year translating in and out of the target language, is done. These translations are used for reading exercise purposes.

Reading efficiency according to Van Niekerk in Potgieter (1988: 47) may be increased with the appropriate reading matter.

3.3.2.20 *The Narrative Method*

This method advocates the development of the learner's listening expertise and rests mainly on the telling of stories, anecdotes and monologues. Researchers agree that telling stories, anecdotes and monologue will progress when it is used in conjunction with other foreign language teaching methods in the lessons and not on its own (Potgieter 1988: 47).

3.3.2.21 *Handbook Method*

Children use the handbook to unlock and follow the included content. Questions that are based on the content are answered from the handbook as well. One drawback of this method is that the teacher has no real control over the way the children master the content and he/she does not need to put much effort into preparing and planning lessons. This could lead to dissatisfaction and loss of interest on the teacher's part which would then affect the learning process of the class. Working only from a handbook could become monotonous and meaningless for a child. Variety in lessons would be limited.

Taute (in Potgieter 1988: 48) questioned this method and is of the opinion that it has no contribution to individual, independent self industry in achievement of the target language. Children are not led to adequately acquire or talk the language.

According to the theory presented thus far by the researcher of this dissertation, this method is inadequate, as it has no bearing on the auditory aspects of a language, which according to the information also presented thus far, is the very basis of language development, whether it be mother tongue or foreign language learning. Because of the lack of verbal input the children do not hear the language as much as they should and so would battle to pronounce and associate sound with symbol as they would seldom hear or practise it. It would be a major problem, should the child battle with reading. It would be sensible to combine this method with others.

3.3.2.22 *The Discourse Method*

This was a reaction to stereotypical methods, that marked the traditional school. The latter required no resistance to meaning and ideas of the teacher and handbook, whereas the discourse method requires the teacher to have a thorough background knowledge of the subject under discussion. It also requires the learner to prepare thoroughly and orientate himself or herself to the subject or problem under discussion.

This method also requires the teacher to move into the background and to afford the children the opportunity to discuss the topic or subject under scrutiny (Potgieter 1988 :49). The children have to make a conscious decision about what they have to say and be active in their learning. This method is very much in agreement with information gleaned so far in this research and would appear to have more merit than the previous handbook method, although a combination of the two would be acceptable.

3.3.2.23 *The Problem Setting Method*

This method places a great amount of value on the learner's self initiative, and the beacon of a child's creative thinking, is according to Duminy and Van Niekerk (in Potgieter 1988: 49), a problem solving consciousness. It is important to have a clearly formulated problem set in every lesson, whereby the children discover the solution themselves.

This above method appears to have been adopted in all aspects of the academic infrastructure for Curriculum 2005 (April 1997). An example is the assessment criteria number six in the Foundation and Senior phase and number five for the intermediate phase, about working with numbers Curriculum 2005 (1997: 111) "solving of real life and simulated problems". In discovering technology Curriculum 2005 (1997: 86) Phase S, one of the assessment criteria is "problems, needs and wants are identified and explained". The Range statement says, learners

should engage in processes of:

- investigating (research and so forth)
- planning and designing
- developing (constructing, making, modelling and so forth)
- evaluating (measuring, testing, deciding and so forth)

The onus lies directly with the learners to take responsibility for their learning.

Van Niekerk in Potgieter (1988: 50) reckons that this method is outstanding for the instruction of African languages, because insight into these languages is of cardinal importance. He also argues that this method may be inspanned when unfolding the grammatical structures of a language into the target language. The mention of structure, leads us to the next method, namely Bloomfield's structuralistic method.

3.2.2.24 *Bloomfield's Structuralistic Method*

Here, units of language are used in target language instruction. The drill of the structure of the target language is used to lead the learner to adequate target language behaviour. Grammatical terminology is largely avoided in this method.

In South Africa this method became known as the "audio-lingual method" discussed in chapter two of this dissertation. It also led to the propagation of the language laboratory, which ensured that today this method still has a firm hold in foreign language learning (Potgieter 1988: 50).

3.3.2.25 *The Transformational Method*

According to Potgieter (1988: 50-51) Chomsky and his ideas of a language acquisition device are the basis of this method. Chomsky advocates that a person is born with an innate language ability to abstract the rule system out of the language environment in which he/she lives, and to master it. This ability he calls the language acquisition device. Potgieter reports that Slobin,

McNeill and Lenneberg support Chomsky's idea concluding that this language ability functions between the first and third years, after which it is drastically reduced. Chomsky postulated further that the child develops the ability to master the grammatical production of language and to generate his/her own discussion. He called this competence. The actual production is usually full of mistakes and errors. These language results, he called performance.

According to Gibson *et al* (1975: 180) "Chomsky is called a 'Lexicalist' since the focus of semantics,... involves the choice of words that have meaning in the framework or context of the sentence's grammatical form... Chomsky postulates an abstract form... the lexical representation of the word at a point between the surface structure and the phonological end point of the sentence. The speaker reader is aware of the lexical representation intuitively, but their criterion as a construct makes clear, certain aspects of word choice and the similarities among words. They are selected after the surface structure and the grammatical forms of the word, are specified. The speaker knows to say he has courage, not, he has courageous, that is, the word is a noun, not its adjectival form". According to Potgieter (1998: 51) Chomsky received recognition for his transformational approach to written language. This approach conveyed that a language's utterances were the result of a surface structure that existed through a number of transformations that developed from a sub structure.

There are some universities which still use this approach to try and solve the problems of the acquisition of target language, but according to Potgieter indications are that the learner would take too long to acquire this method, and by the time he/she had, he/she would have lost interest in the target language. Like most methods, this need not always be the only one employed.

An interesting point reported by Singleton (1989: 145) is that learning theory cannot in principle account for the acquisition of linguistic knowledge in the first language; and it cannot therefore, be resorted to for an explanation of a critical period in a second language!

Singleton (1989: 145) points out Chomsky's view on the absurdities of extracting information from the training of animals to perform simple tasks in laboratory conditions, to the complex and never ending human language behaviour. Learning theory has come to be regarded as

fundamentally flawed, being no longer taken seriously by psycholinguists as anything approaching a complete model of language acquisition. With this idea in mind, it stands to reason that a combination of methods would be best used tools to aid in acquiring a second and third language simultaneously. With this in view, a brief discussion will follow, which covers some functional methods.

3.3.3 The Functional Method

Most of these methods have the aim of developing the child's communicative target language production ability. This is a sensible view, when one realizes that the aim of a language is communication, discourse and being able to make oneself understood. Attention will be given to a few of those who advocate these methods.

3.3.3.1 *Botha's Initiative*

Botha is from the Randse Afrikaans Universiteit, being well known for his research in Afrikaans literature within the boundaries of his "taalhandelings onderwysmodel". His new interpretation possibilities for Afrikaans literature, within the boundaries of the "taalhandelings onderrigmodel" has led to his recognition. According to Botha, language manageability is tied up with the intentionability of the speaker. Language tuition cannot therefore be given without careful attention to the spoken strategies (Potgieter 1988: 52).

3.3.3.2 *Goslin's Initiative*

Goslin calls his model the "functional language model" of which there are five important language management strategies used, namely:

- Acquisition of information through the setting of questions
- Supplying information by the answering of questions
- Persuasion through giving of instructions and the aims of friendly requests

- The expression of feelings and inclinations and the use of non verbal expression like greeting someone with a hand gesture
- The use of social sharing like beginning and ending of a conversation, similarly, speech protocol.

In lesson situations this method has the language approach as a starting point of communication in the target language. Because of this approach and by this method, the relevant language structures are drilled even though the language structure is not the lesson theme as such but rather the language operation or action. The appropriate vocabulary is similarly introduced to the level of the child's ability within the lesson plan (Potgieter 1988: 53).

3.3.3.3 *Halliday's Initiative*

Halliday reports that language description departs from the standpoint that communication is primarily concerned with the assignment of meaning in the form of messages and is not too concerned with grammatically correct sentences. He differentiates three important functions of language, namely:

- experience function
- interpersonal function
- textual function
- **The experience function** stems from the fact that a child learns to experience his environment through language and therefore language should give the child's experience a definite structure that is reflected in interpersonal communication.
- **The interpersonal function** of language has three ways in which sentences can be communicated to the listener:
 - i adjustable sentences ("stelsinne")
 - ii question sentences
 - iii command sentences

- **The textual functions** have to do with the manner in which the single sentence is used, incorporated and communicated within the longer discourse context (Potgieter, 1988: 53).

3.3.3.4 *The Initiative of Krashen*

Krashen (1981) advocates in this monitor theory that a language is best learnt when the child is exposed to a target language that is a little above his level of understanding and language ability. He maintains that his method is in line with the natural language acquisition ability of the child. The child has to first learn to listen in the target language before he can try to create written work in the target language. The child's receptive ability and expertise should be tested continuously throughout (Potgieter 1988: 54). Krashen (1981: 3) states that the performer must have time to think about what he/she has to say. The performer must also be focussed on form, or correctness and thirdly, a correct representation of the rule, is necessary. The model allows for self correction using acquired language knowledge or a 'feel' for grammaticality. Comprehensible input is the crucial and necessary ingredient (Krashen 1981: 9-10) and the classroom should be viewed as a place where the student can get the encouragement and input he/she needs for acquisition. The best language lessons possibly are those in which real communication takes place, in which the acquirer understands what the speaker is trying to say. Teacher talk surrounding the exercises may be far more valuable than the exercise itself as a teacher teaches language best when using it for what it was designed for: communication (Krashen 1981: 10-11).

3.3.3.5 *Van Ek (1975, 1977)*

Van Ek (1976: 158) maintains that any talking has two goals that may be differentiated thus:

- a concrete aspect that leads to language transactions
- a general aspect that leads to open conversation.

The language transaction is marked by the fact that it is more or less predictable, for example the discourse between a motorist and petrol attendant is to a large degree predictable. This aspect

of speech makes it easier to plan a language theme and order of language actions for the target language claims. Van Ek (1976: 6) states that having insight into the communication needs of the learner and the type of contacts he/she might be expected to have, which necessitate the use of a target language, will enable the teacher to be more efficient.

The general production of speech highlights the unpredictability thereof. It is this very unpredictable aspect that tends to cause trouble for communicative instruction and which possibly leads to the misconception that children are unable to pick up a target language or battle to do so. According to Van Ek (1976: 7) functions that the learner will have to be able to fulfil and handled are the following:

- a general characterization of the type of language contacts which as a member of a certain target group he will have to engage in;
- the language activities he will engage in;
- the settings in which he/she will use the foreign languages;
- the roles (social and psychological) he will play;
- the topics he will deal with;
- what he/she will be expected to do with regard to each topic.

The language forms by means of which the learner will fulfill each function and express each notion will have to be taught in order to fulfill the functions and notions adequately.

Van Ek's (1976: 5) language model gives attention to foreign language as a skill and what the learner has to do; to the social role of speech enjoyment to the speaker listener style registers and voice intonations to the language structure that prevails in a discourse context: to the language and speech background and themes and appropriate comprehension structure. This method has good merit for the instruction of an African language especially if coupled with another method, for example, Goslin's method of questions, commands and supplied information. The more practical a method, the easier it is for all learners to practise it. It is more user friendly, as not all users are able and willing to be highly academic and theoretical. Verbal communication is seen as a form of behaviour. This leads us to the next method by Wilkins (in Potgieter 1988: 55).

3.3.3.6 *Wilkin's Initiative*

His research is viewed as being learner-orientated in communicative functions (what the learner wants to do with target language) and in notions (what meanings the learner wishes to communicate) and these are the terms in which a language should be classified (Potgieter 1988: 55).

These deductions came strongly with the learner's intuitive language feel and is obviously one of the reasons the functional - notional approach is strongly recommended in the teaching of African languages. Specific functions and notions of the threshold level of the delivery of content must be freed and it can only be done if the target language of the learners is known and identified at each level of readiness as such, with the appropriate level and standard of work then set.

3.3.3.7 *The Child's Initiative*

Within all the methods of learning a second, third or fourth language and all the studied methodologies the actual unschooled natural ability of the child should not be forgotten. The ability of the child to move into a new area with a different language, to play with his/her mates and to acquire their language, through pure interaction playing and speaking with enjoyment is one of the most interesting aspects of language acquisition. It is also one of the best, if not the best way to acquire and practice a second, third, fourth or just an extra language. It is also the most painless method. Because children act out their life roles, problems, fantasies, games, imitations and so forth, through play, to match a foreign language with these actions, in play, would be an added bonus.

To pick up another language in a situation that is conducive to fun and enjoyment, with no pressure of the formal kind, other than to be a 'mate' to someone else and ensure that one is understood, is surely the best way to become versatile in a language. Language uses in play interaction is one of the most important ways children try out potential identities and try out a greater sense of agency that society explicitly allows them. The language choices made by young

bilinguals in play may provide a critical window to the process of language acquisition as identity construction and into the ways in which children reflect, resist or reshape the messages they have received about each language and their attitudes toward each one (Orellana 1994: 175).

When teaching an 'extra' language, it is important to bear this enjoyment, unpressurized circumstance in mind and try to ensure that in more formal tuition, somehow this happy, enjoyable aspect is kept as part of its curriculum. It is important that enjoyment is part of the classroom climate and every language lesson.

3.3.3.8 *The Initiative of Shuttleworth*

Shuttleworth (1984: 249) states that learning is a decision making process, and language learning requires the making of coding decisions. The learning of a target language in a formal situation could be facilitated if learning tasks are:

- Carefully structured coding tasks
- Made to lessen the negative influence of The First Language (L1) and
- Such as to allow ample opportunity for experimentation with the possibilities of the target language.

Learning tasks should take place within the context of meaningful exchange of information and early experience of coding competence will help to stimulate and maintain motivation (Shuttleworth 1984: 249).

Shuttleworth (1984: 249) goes on to say that with carefully structured learning tasks and meaningful coding tasks aimed at "facilitating and enhancing the acquisition process" with early experience of coding competence being the result, the outcome will be successful target language acquisition.

With this method according to Shuttleworth (1984: 250), no elaborate or expensive teaching aids or "real - life situations" had to be prepared, the only teaching aid that is needed is the teacher's

voice and a few sketches on the board occasionally. Generated ideas and the satisfaction which a feeling of competence brings, maintains the interest.

Time and effort is required in acquiring a language along with adequate coding opportunities and a teacher's own use of the target language must be highly competent. The teacher also has to create learning tasks which allow the learners to compare or complete pattern practice drills, both orally and written with their own choice of vocabulary. Similarities between the First Language (L1) and target language can be exploited in order to facilitate coding tasks which will differ greatly among languages (Shuttleworth 1984: 251).

Shuttleworth states that if the acquisition of a target language can be facilitated to the extent that learners experience an early measure of coding success, prediction is that the undertaking will develop a momentum of its own, and elaborate, expensive, time consuming efforts to obtain results will not be necessary (Shuttleworth 1984: 252).

3.3.3.9 *The Initiative of the Learner*

Of vital importance is the learner in his/her academic situation and his/her desire to acquire the target language/s. No matter how many methods may be used to stimulate the acquisition of a second, third, fourth or fifth language, the latent ability of the child, or adult, his/her reasons for wanting to acquire the languages and the certain aspects of the learner's personality, all play a part in the success or failure and level of competence that each learner reaches in the target language.

With this in mind as well as the learner and his/her characteristics, the following section will explore those aspects that lead to success in a second, third or foreign language acquisition.

3.4 ASPECTS OF PERSONALITY THAT NEED TO BE TAKEN INTO ACCOUNT FOR SUCCESSFUL TARGET LANGUAGE ACQUISITION

Personalities of the child and the adult are bound to affect the rate of acquisition and the relative proportions of understanding. People differ in how demonstrative they are. Verbal pointers to word meaning are contained in parental speech as well as teacher speech and this will include adult speech which all help the children to acquire a language or other languages. It is important therefore to view aspects of personality in order to understand the part these aspects play in language acquisition. The following section will explore these aspects.

3.4.1 Motivation

A person's behaviour is governed by certain needs and interests which influence how he/she actually performs (Stevenson 1993: 158). This cannot however, be directly observed, but rather inferred by what the person actually does.

Brown in Stevenson (1983: 159) identifies three types of motivation:

- global motivation which consists of a general orientation to the goal of learning a target language
- situational motivation which varies according to the specific situation on hand and changes from one moment to the other. Naturalistic as against classroom learning is a good example because one is spontaneous and the other is formal
- task motivation - whereby the person is geared to a particular learning task (Stevenson 1993: 159).

Gardener and Lambert in Stevenson (1993: 159) distinguish between integrative and instrumental motivation. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integrating into the group, or making friends with members of the target language groups. Learners are seen as likely to maintain their mother tongue. Instrumental

motivation refers to more functional reasons for acquiring a language, for instance, promotion, passing an examination, getting a job, being accepted into a group (Crookes & Schmidt 1991: 471-472). The instrumental and integrative motivation reflects a continuum rather than alternatives (Stevenson 1993: 160).

Motivation as described by Gardner and Lambert is identified with the learner's orientation toward reaching the goal of learning a second language. Ellis in Crookes & Schmidt (1991: 479) points out that clarity is lacking on the effect of motivation and learning. Schumann in Crookes & Schmidt (1991: 477) emphasizes that motivation is important because it spurs learners to be in contact with target language speakers and the resultant verbal interaction results in negotiation of appropriate input, the immediate cause of acquisition. Motivation according to Keller in Crookes & Schmidt (1991: 481) refers to people's choices and which experiences or goals will be approached or avoided and the amount of effort that will be exerted in that respect. Direction, persistence, continued motivation and activity level are listed as key behavioural aspects of motivation in Crookes and Schmidt (1991: 481), as are interest, relevance, expectancy and outcomes. Personal needs of the learner are also vital for success in motivation whereby a student believes he/she needs to learn. There are needs for achievement, affiliation and power with pleasurable success being the key determinant in these activities. Expectancy plays a vital role, expectancy for success in a language attribute to the level of motivation and motivational success. As reported in Crookes & Schmidt (1991: 475) the desire to learn the language, for whatever reason, attitudes toward the language-learning situation and the activity of language learning along with the effort expended achieving such goals, are all part of motivation for learning another language.

This leads us to the next discussion that works in conjunction to all the above aspects, which is attitude.

3.4.2 Attitude

A number of different attitudes have been investigated and found relevant to target language learning.

- The group specific attitude to the community who speak the target language
- Attitudes towards the learning of the language concerned
- Attitudes towards languages and language learning in general (Stevenson 1993: 160).

These attitudes are in turn affected by the personality of the learner for instance, whether the learner is ethnocentric or authoritarian. The social milieu in which learning takes place also influences attitude as does the difference found in monolingual and bilingual contexts. The most obvious deduction to be reached would be that the more positive the attitude in every area, the more positive the learning situation would be and therefore the more efficient and quicker the target language acquisition would become.

It is important to give a dictionary definition of attitude in order to understand the very basis of an attitude, and why it has the effect that it does. According to Van den Aardweg and Van den Aardweg (1988: 26), an attitude is a “mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related. They prepare people for action, are learned from experience and exert a motivating force on behaviour”. The latter ties in with the findings of Burstall in Stevenson (1993: 161) who concluded that achievement affected later attitudes and later achievement to a greater extent than early attitudes affected either later achievement or later attitudes. From this it is clear that it is the motivation engendered by the learning process itself that appeared to matter most (Stevenson 1993: 161).

Reber (1985: 65) states that “the term attitude originated from the Latin *aptitudo*, meaning fitness therefore rendering one fit to engage in performance of some task”. This is interesting as in language acquisition of a second and third language, very definitely a positive attitude therefore would be a fit state of mind with which to tackle the task of acquisition. Reber (1985) goes on to mention that “an attitude was viewed as some internal affective orientation that would explain the actions of a person, but that contemporary usage generally entails several components

namely:

- cognitive (consciously held belief or opinion)
- affective (emotional tone or feeling)
- evaluative (positive or negative)
- conative (disposition for action).

The importance of each of these will vary according to the theoretical tilt of the writer, for example, cognitive theorists usually maintain that the underlying belief is fundamental, whereas behaviourally orientated theorists focus on the conative. Some theorists feel that a combination of all the affective and evaluative aspects are the critical ones". As far as second and third language acquisition is concerned, a positive combination of all the aspects would possibly play a vital part in the learning process.

The above discussion then leads us into the next topic, which is personality. With motivation and a positive attitude, what aspects of personality aid the language learning process.

3.4.3 Personality

Personality is one word used for a great many aspects of a person. Herewith follow a few definitions. Sears (1990: 165) uses the term personality to mean the final form which the basic temperaments take, having been modified over the years by experiences and parental nurturing. Certain broad traits, coping styles and ways of interacting in the social environment that are more or less characteristic of a given person, emerge during development. These according to Carson, Butcher & Coleman (1988: 223) normally crystallize into established patterns by the end of the adolescent years. They represent the individual's personality, the unique pattern of traits and behaviours that characterize the individual. According to Van den Aardweg and Van den Aardweg (1988: 168), personality is the sum of intrinsic traits, characteristics and consistent attitudes that identify an individual as unique. Self, self concept and self esteem are all interrelated and part of our total being. Personality is also seen as a dynamic relationship between the individual and his world. Having an adequate personality would obviously be the ideal for

a learning situation, especially if acquiring a second and third language simultaneously. Combs in Van den Aardweg & Van den Aardweg (1988: 168) describes an adequate personality as:

- Seeing oneself positively, accepting oneself as of importance, as successful, esteemed and of integrity.
- Looking at oneself realistically and honestly.
- Showing perception of and empathy with others and their problems.
- Being well-informed with an enriched functional perceptual field.

These traits obviously will only be matured in adulthood, therefore in the developing adult, it would be important for the teacher, parents, peers and significant others to ensure that these aspects of personality are adequately and carefully trained in order to aid the smooth acquisition of language. The developmental level of the child must be taken into consideration, and language acquisition should be reinforced according to the stage the child has reached.

According to Hjelle & Ziegler (1976: 185) Allport's theory states that the physical self, knowledge and experience of the body including bodily sensations attests to one's existence and are important to personality development. This sense of one's own body remains a life-long anchor for self awareness. Self-identity (2-3 years) is the realization that the "I" is different from others. Self-esteem (2 years) is developed or not from success or failure, pride or shame; extension of the self (4 years) involves possessions, both things and people; self concept (self image) is an image of the self as it is, for example, "I am tall", compared to others according to norms and expectations; rational self, is where he can solve problems, test hypotheses about reality. Appropriate goals-setting long-term goals and seeking to pursue them (Van den Aardweg and Van den Aardweg 1988: 169). Language lessons should be planned according to the developmental stage of the child, in order for the content to have meaning for the child and therefore also be comfortably learnt.

Personality and language are inextricably connected. A person who is extroverted, proud of his/her body and who feels in control of his/her life is possibly more likely to be more garrulous, happy to experiment with language, and to interact with more people, along with not feeling

threatened by making mistakes. On the opposite side, a personality who is shy, withdrawn, insecure and lacking in personal and/or social skills would possibly not be so willing to experiment or acquire a new language as easily, due to the different drawbacks within the self which would need to be addressed first before reaching out into the new domain of simultaneous language acquisition. According to Stinnett, Walters & Kaye (1984: 145) communication is in its highest sense, communion, a union of thoughts, feelings and meaning. Mutual respect, trust, understanding empathy and nonverbal behaviour used by individuals in giving and receiving messages are all part of effective communication. How do personality and communication work together? The job of the teacher would therefore be to ensure that lessons are planned and executed in a manner in which each personality is given the maximum opportunity to improve an aspect of it and to gain confidence and the necessary tools with which to communicate. Each learner should be given the opportunity to gain maximum experience within the boundaries of his/her personality, of the target language experience. An astute teacher would therefore ensure that a withdrawn learner would be encouraged to become more extrovert and an extrovert, to be aware of those quieter than him/herself and so forth, ensuring that all the social skills required by a personality in communicating, would all be melded together to form an effective communicating entity.

Every factor about personality should be remembered in the teaching of a second and third language, as it would make the content of the lesson and the symbols of the language, far more meaningful than if the information is divorced from the real world of the child or adult. A shy child would therefore be encouraged to talk more and be given the lead. An example of this would be learning about the body and its relevant names in the target language and then the situations in which the physical self gets into and what it should say in that given situation. It is important how the physical person should act, what and how the person should say anything, in order to solve the problem of making oneself understood in that target language, but doing it and saying it in a way that it ensured success and made the person feel confident. This confidence and success of the personality would then ensure motivation to learn more and inculcate enjoyment in target language communication. In order to ensure success, facets of personality need to be understood. The following section explores these facets.

3.4.4 Facets Of Personality

3.4.4.1 *Extroversion - Introversion*

There are many other facets of personality that have been investigated but the extroversion - introversion hypothesis is appealing. According to Stevenson (1993: 162) it has been suggested that extroverts learn more rapidly than introverts and are more successful. Extroverted learners will find it easier to make contact with other target language users and therefore will obtain more information. An extroverted classroom learner will gain more practice in the target language. Research results lend only partial support to this hypothesis in that there appears to be no significant relationship between extroversion - introversion and proficiency, but in a study by Rossier in Stevenson (1993: 162) oral fluency correlated significantly with extroversion/introversion measured by Eysenck's Personality Inventory. According to Wilkinson (1971: 111) language development takes place under guidance in compulsory situations. An "enabling" rather than "authoritarian" discipline according to Wilkinson (1971: 113) will encourage this development. It would appear to be beneficial no matter the extroversion or introversion of the personality concerned.

3.4.4.2 *Social skills, self perception and locus of control*

Social skills are related to the extroversion/introversion distinction. As reported in Stevenson (1993: 162) Fillmore, in his longitudinal study found that the social skills of the learner control the amount of exposure to the target language. Spanish speaking children who found it easy to interact with English-speaking children, progressed more rapidly than those who did not. In this study, "talkativeness" and "responsiveness" were significantly related to measures of language development. The ability to make active use of the target language, (in this case it was English) led to fast learning This is in agreement with Hamers & Blanc in Cenoz & Valencia (1993: 124) who suggest that the acquisition of the minority language is very much dependent on the contact the children have with the language in their social networks. The characteristics of good language learners is their use of strategies to contact and maintain discourse with native speakers of the target language. Cenoz & Valencia (1993: 115) discuss the fact that linguistic models, social

representations of language, relationships with others, values, attitudes and perceptions are all provided in social networks through language. This reinforces the idea that target language learning is shaped through the individual's social network, reinforcing the idea of informal discourse in related happy surroundings. According to Cenoz & Valencia (1993: 124), social networks emerge as the element that articulates the relationships between ethno-linguistic vitality, motivation and second language acquisition - influencing it directly and indirectly.

Worthy of mention here is the learner's self perception. A student who perceives himself/herself as successful and sees the events in life as under his/her control and that his/her efforts will lead to academic success, will experience success. Therefore an underachiever must change his/her self-perceptions and develop the feeling that success is in fact possible (Crookes & Schmidt 1991: 490).

Locus of control, also plays a vital part here and is linked to self perception according to Reber (1985: 407). It is the perceived source of control over one's behaviour. Measurement here runs from high internal to high external locus of control. With an internal locus of control, is a person who tends to take responsibility for his own actions and who sees himself as having control over his own destiny. With an external locus of control, is a person who tends to see control as coming from elsewhere and who attributes success or failure to outside forces. It would stand to reason that a person who had a stronger inner locus of control and saw himself/herself as in control, would be in a position to seek and gain success far more rapidly than one who worked from an external locus of control and expected his/her success to come from somewhere else. In the acquisition of language, a person who takes charge of him/herself would be in a strong position to choose a successful, and social pathway and achieve the target language rather than a person who relied only on outside circumstance for success.

The ideal in acquiring a second and third language simultaneously, would be to have an inner locus of control but allow oneself at times to be externally influenced, like by a teacher in learning and practising the target language.

A learner therefore who cannot visualize his/her own success in the acquisition of a target language and who does not feel in control, would then most likely feel very anxious and/or threatened. According to Oxford (1990: 142) "A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning. Harmful anxiety presents itself in many ways for example, worry, self-doubt, frustration, helplessness, insecurity, fear, physical symptoms". An overly anxious language learner is more likely to be inhibited and would be unwilling to take moderate risks. Successful learning requires the overcoming of inhibitions and learning to take reasonable risks like guessing and making mistakes.

Tolerance for ambiguity is possibly related to being happy to take risks and experiencing a reduction of both inhibition and anxiety; which is related to successful language learning. Self-encouragement and anxiety reducing strategies help learners cope with these ambiguities in language learning. Relaxation, deep breathing, meditation, listening to soothing music, laughter, along with positive statements about oneself, taking wise risks, rewarding the self after success are all ways to counteract stress. Listening to one's body, discovering feelings, attitudes and motivations in view of language learning, all help counteract the stress, as does discussing one's feelings with someone else, using a checklist to discover what one is thinking, all lead to successful learning rather than the lack of control, motivation, success and then outright failure (Oxford 1990: 143-144). This then moves us to the next section on individual aptitude whereby each person has his/her own innate strengths and weaknesses. It is important to know which aspects are most conducive to positive successful language acquisition.

3.4.4.2a *Aptitude*

"Aptitude is the amount of time required by the learner to attain mastery of a learning task" (Block in Vrey 1979: 262). One cannot leave out individual differences here. Those people who have good language skill, high motivation, inner locus of control, plenty of contact and the desire to mix with others and to communicate, will obviously be more likely to be highly successful and skilled than a person who lacks all of these qualities. Individuals will all vary as to what they are capable of at any given time, on these scales, as will their success rate. These individual

differences will include language aptitude, competence and performance. Their phonological processing and syntactic skills, their different linguistic coding differences to mention but a few, will all have a bearing on and effect on the language learning ability and speed at which language is acquired.

It is important to discuss different cognitive styles and learning strategies, as these also differ from person to person in intensity and success and have an effect on language tactics used. The next section will be devoted to these aspects of target language acquisition.

3.4.4.3 *Cognitive styles*

According to Vrey (1979: 265) cognitive style means “the way in which a person approaches problems or sets about tackling new study material”. There is a difference between a) a person who tackles a task via understanding and b) the one who aims at reproducing material correctly in a mechanical way after memorizing it. With understanding, a distinction between an analytical approach, non-analytical or total approach must be made.

A stereotypical approach or rigid cognitive style would possibly make it very difficult for a person to understand a learning task, and rather a flexible and therefore adaptable cognitive style would promote rapid understanding. Acquiring a language would also be affected by the cognitive style, as the more flexible a learner is, the more information he/she would acquire. By being rigid, the learner would shut out information and so jeopardize the learning of the target language.

It seems fitting to mention “insight” here. Insight consists of becoming aware of the relationships between data, in such a way that a pattern emerges (Vrey, 1979: 266) and a solution emerges for a respective problem. Insight can never be “passed on” by a teacher, but rather has to be achieved by the learner himself. Understanding depends on insight into relationships relevant to one’s purpose. The speed at which a language is acquired and the learner has insight into what he/she is trying to say would greatly affect the language acquisition process.

According to Stevenson (1993: 156) cognitive style refers to the manner in which people perceive, conceptualize, organize and recall information and each individual is considered to have more or less consistent modes of cognitive functioning. There are various dimensions to cognitive style and the two of which have enjoyed much popular attention are field dependence and field independence.

- **Field dependence**

A definition refers to reliance on outside views in handling information and seeing the field as a whole in handling information with the self view being derived from others. Field dependent people are socially sensitive and have greater skill in interpersonal social relationships.

- **Field independence**

Field independent people on the other hand rely on strength within the self in processing information, on being analytical, and on seeing the field in terms of its individual parts which are distinguished from the background. An independent separate sense of identity is achieved and a less skilled interpersonal social relationship scale is observed.

The data on these aspects of cognitive style have not produced any significant findings and it would appear that field dependence/independence is not an important factor in target language acquisition, but with different studies these would possibly become so. Of interest here, related to the cognitive style issue is the different types of learners described by Reay (1994).

3.4.4.3.a *Different types of learners*

According to Reay (1994: 79-80) there are four different types of learners:

- The activist who is unafraid of getting something wrong, is open minded and flexible. In language learning, success would possibly be high as he/she will be happy to experiment, experience variety, excitement and people in the target language.

- The reflector who is cautious, careful and methodical, a good listener and rarely jumps to conclusions. This person in language learning would appear to reflect, analyse, deliberate and draw conclusions but would not rush into practise before being confident. He/she knows what he/she is about to say.
- The theorist who is rational, logical, disciplined and asks objective questions. When acquiring a language, his/her responses would possibly be very carefully thought out, spontaneity would possibly be carefully controlled, with a striving for perfection.
- The pragmatist who plans, is practical, tries things out and makes them work. He/she looks for early opportunities for experimentation. His/her success in target language acquisition would possibly be good, especially with desiring to experiment and finding solutions to problems, practical applications, new techniques, theories and ideas.

None of these categories are hard and fast, but possible guides as to those who would possibly be more successful than those who would not, in language acquisition.

3.4.4.3b Different learning styles

According to Lightbown and Spada (1993: 40-41) there are different learning styles, which suggest that different learners approach a task with a different set of skills and preferred strategies, the different types of learners are namely:

- Visual learners who cannot learn something until they have seen it.
- Aural learners who need to hear something once or twice and then will know it.
- Memorizing over and over until well practised will aid others to grasp information.
- Physical action needs to be added to the learning process for others, to help make information stick.
- The need to have new knowledge in ways that involve them more completely is yet desirable for others.

According to Lightbown and Spada (1993: 40) everyone learns in this way and can benefit from a variety of learning experiences. Certain ways of approaching a task are more successful for one

person than for another. It is deleterious to force a person into learning in one way, rather, encouragement to use all means available to learn another language is advisable, and it is false to assume that one particular textbook will suit the needs of all learners.

3.4.4.3c *Visual, Auditory, Kinesthetic, Olfactory, Gustatory Learners*

Yet another interesting variation in thinking on cognitive style that ties in with the ideas of Lightbown and Spada are those of Ebrahim (Lecture 16 June 1996). He maintains that people are either visual, auditory, kinesthetic, olfactory or gustatory in their “external input” in other words, in how they learn and react to their environment. Once one has established how a person learns, the teacher must then home in on the person’s strong points and supply the type of information necessary that will be to the advantage of the learner, to make his/her learning most successful. When acquiring a second and third language simultaneously, learning through all the modalities would obviously be advantageous, but emphasis on a person’s strong point would be a great advantage. Another aspect which works in conjunction with these factors of personality discussed so far is meta cognition. This next section will discuss these aspects.

3.4.4.4 *Metacognition*

Language learning strategies are important and the more effectively they are used will ensure that language learning is more effective (Oxford 1990: 22). It is also important to know where all these strategies fit in.

Direct strategies for language learning are (Oxford 1990: 18):

- memory strategies whereby mental linkages are created, images and sounds are applied, reviewing is done and then action is employed.
- cognitive strategies whereby practising, receiving and sending messages, analysing and reasoning and creating structure for input and output are put into action.
- compensation strategies of guessing intelligently and overcoming limitations in speaking and writing are practised.

Then the indirect strategies follow (Oxford 1990: 20):

- social strategies which are asking questions, co-operating with and empathizing with others
- affective strategies for example, lowering anxiety, encouragement to the self and measuring one's emotional temperament
- Metacognitive strategies whereby the individual has to centre his/her learning, arrange and plan learning and evaluate learning.

The question may be asked as to why metacognition is of importance and therefore expansion on the above information is needed:

- When an individual centres his/her learning, over viewing and linking up with known material is important, as is paying attention and perhaps delaying speech production to focus on listening. This ensures that the correct information comes in.
- When arranging and planning learning, the learner has to find out about language learning, organising, setting goals and objectives and identifying the purpose of a language task along with purposeful listening, reading, speaking and writing. Planning for a language task and seeking practice opportunities are all very important if the learner requires practice.
- Evaluating learning through self monitoring and self evaluating is vitally important in order to ensure success and the correct learning passageways.

Without these indirect metacognitive strategies the learner would not have an organized schedule through which to work, and success would not be as great. As stated by Stevenson (1993: 166) the relationship between personal and general factors is important as the personal are a reflection of the latter. How the learner responds to the group dynamics of the learning situation or to the teacher and course materials, or how he selects study techniques, are determined by age, aptitude, cognitive style, motivation and personality. These general factors that are open to modification can also be influenced by a successful personal learning style and the two have a joint influence on target language proficiency. Nothing succeeds like success.

Because learning strategies are closely linked to success and learning styles, it is important to review them. Hernandez (1989: 120) reports that learning styles are consistent patterns of behaviour which are defined in terms of cognitive, affective and physiological dimensions, and are possibly stable indicators of how individuals process information and respond to sensory, affective and environmental dimensions of the teaching process. Cognitive dimensions refer to how learners decode, encode, process, store and retrieve information. Affective dimensions refer to emotional and personality characteristics related to motivation, attention, locus of control, interests, willingness to take risks, persistence, responsibility and sociability. Physiological aspects incorporate perceptions like the visual, auditory and kinesthetic and lastly environmental characteristics refer to noise level, light, temperature and room arrangement.

Metacognition plays a vital part in success as well, along with the other facets discussed. According to Lightbown and Spada (1993: 90) students can develop quite advanced levels of comprehension in the target language without engaging in oral practise. Motivation, intelligence and the quality of instruction play a part and vocabulary and certain grammatical features can be taught at any time. Instruction that focuses primarily on meaning but allows for focus on grammar within meaningful contexts, works the best. Even with all the finest tuition and correct metacognition, according to Lightbown and Spada, language learners create their own system of rules through the development of hypotheses about how language works, which is an interesting point. In order then for the simultaneous acquisition of a second and third language, all the aspects discussed thus far, must be put into positive practice in order for the learner to be able to come to his/her own dynamic, correct, useful conclusions and obtain simultaneous happy success in two languages.

Within all this discussion of cognitive style and metacognition leading to success, one point that requires discussion is cognitive dissonance. The next section will discuss this aspect.

3.4.4.5 *Cognitive dissonance*

This is an important aspect, as it involves motivation, attitudes, values and cultural interaction. What is cognitive dissonance?

According to O'Sullivan *et al* (1994: 47) it is a state of disharmony, inconsistency or conflict between the organized attitudes, beliefs and values within an individual's cognitive system. People are motivated to restore balance, equilibrium or consonance by reducing this conflict. People are psychologically driven to strive to maintain an efficiently balanced and well organized outlook on the world and consistently justify and rationalize actions even when they appear irrational, inappropriate or unnecessary. So how does this affect language acquisition? A learner who wants to be part of a peer group, academic group or merely improve himself/herself in the work place will be motivated to really work hard at achieving a good, quick standard of the required target. Language should be the key to their success and the relieving of their cognitive dissonance.

The latter also leads us to the final section of this chapter. Relieving the cognitive dissonance must lead to a more positive self identity, self concept and confidence in the learner. The question that may be asked here is, how does the identity formation of the pupil affect second and third language acquisition where meaning attribution, experience, involvement, self concept and self actualisation are important?

3.4.4.6 *Identity formation*

Because identity and self concept are so closely interwoven, as stated by Reay (1994: 45) a learner's self image comprises the sum of a person's experiences and self-esteem. Building on old skills is important, not destroying them, or creating a void within the person. Any learning situation that threatens self esteem is obviously a learning block. A positive, supportive learning environment is imperative, especially when acquiring a second and third language.

According to Van den Aardweg and Van den Aardweg (1988: 113) identity is a sense of the self, knowing who and what one is and the knowledge that one is distinguishable from all others. The integrated whole of the self-concept gives rise to an identity which should be stable yet continuous. As a child becomes more capable, his self concept is changed and enlarged and with educational assistance an identity unique to the individual emerges. He/she is accepted by others and acquires dignity.

“Being someone” implies performance or action, for example, being a rally driver, that person must drive. Identity implies action and action implies identity, a free, realistic interaction between being (a rally driver) and doing (driving). Being involved in what one is doing, wants to do and can do and experiencing actually doing, are very necessary factors in establishing one’s identity. In other words, the conclusion of the researcher is that by really getting involved in the acquiring of a language, experiencing the language and using it successfully would result in a positive language identity, for example, “I am a good language learner, I am successful”. The action of successful learning would depend on the response of others and leads to subjective standards governing one’s evaluation of the self, effectively one’s total identity. Self evaluation is a basic component of self esteem and the primary source of self esteem, is the regard in which others hold the person. Therefore in language acquisition, the learner needs to feel that he/she is held in high esteem by the teacher educator. In order for the learner to want to learn and feel comfortable, the educational climate surrounding the learner must be positive, comfortable and conducive to free expression, growth and positive interaction. So what does this mean for simultaneous language acquisition?

The researcher concludes that the more positive the identity of the learner, the easier he/she will find it, to give meaning attribution to the target languages. The more he/she understands and views the learning situation as meaningful and useful, the better confidence and identity will be achieved. The more meaningful the target languages are and the more positive experience the child or adult learner has in the target languages, the more involved and motivated the learner will become in acquiring the languages, the better the languages will be acquired. The more involved the learner becomes, the more active he/she will be in ensuring success in the languages.

Giving positive meaning to the learning experience, experiencing the target language as pleasurable, useful and being deeply involved in learning these languages would therefore lead to a positive self concept. The more positive a person feels about what they are doing the more likely it will be that the learner will become involved, achieve success and self actualisation, that is, attaining all that the learner may possibly attain in every aspect of target language acquisition, development and learning. The more successful the learner is the more articulated the

multilingual identity of the individual would be, therefore the more positive the self concept, identity, action and self esteem would become. All are mutually dependent and interactive. Keeping all aspects positive therefore, would result in a positive successful simultaneous acquisition of a second and third language.

The more positive the self concept the less threatened the learner will feel in facing an unfamiliar situation with acquiring two languages and practising them.

3.5 CONCLUSION

At this point it is vital to add that the social survival of the species is one of the most fundamental uses of language and for that matter, the reason for any communication system between the individual members of any species. Memory is one of the fundamental keys to language processing, with imagery being the forerunner of symbolism. In order to process symbolism there must be an understanding of imagery. In order for humans to survive amicably with each other, the imagery, internal and external perspectives and attainment of goals must all synchronize in accordance with the same rules and strategies so the people may be in harmony with their communication. This cannot happen unless the individual is in harmony within himself/herself and understands and knows what he is saying. By being fluent in more than one, but at least three languages, the opportunities for this harmony are far greater. By being able to bring to mind imagery and continuing it through to understanding symbolism, will be to any child and adult, a great advantage, especially if the person is able to do so in more than one language. It cannot be forgotten that the ability, motivation, dedication and enthusiasm of the child or adult plays an important part as does the child's volitional choice to work towards acquiring a second and third language, painlessly.

3.6 SUMMARY

An outline of this chapter encompasses the discussion on a second and third language and when they should be introduced. Age ten appears to be the crucial age. The discussion included the functions of language in children and then progressed to include aspects of second and third

language development continuing on to methods pertaining to second and third language learning of which, research indicated, there are many. No method would be successful without the input of the learner, incorporating the aspects of personality that affect language acquisition. Motivation and attitude through to learning styles and personal identity all play a major part in ensuring that successful language acquisition is the final result.

The composition of Chapter Four, which follows, will encompass all the research methodology and the programme followed in trying to answer the question, “Is it possible and desirable to acquire a second and third language simultaneously”? The two languages in question, for this research, are Afrikaans and Zulu. A creative eclectic approach is taken for teaching these two languages.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

A weekday edition of the New York Times contains more information than the average person was likely to come across in a lifetime in the 17th Century England (Information Anxiety, Richard Saul Wurman, Time Magazine, December 9, 1996). It is interesting to see how things change as the future unfolds. Unlike in the 17th Century England, modern man is able to accept, reject, create, research, refute any information that is available to him. This is all done through language. In this chapter, the researcher hopes to provide a wealth of interesting information on simultaneous acquisition of language.

For practical purposes of the research, it is important to restate the research question. Is it necessary, possible and desirable to acquire a second and third language simultaneously? In trying to answer this question before beginning the scientific study, a few practical aspects of language acquisition need to be discussed. This information is beneficial to the practical success of the study.

According to Schwartz (1993: 159) "Lexicon is learned in a distinct manner from syntax ... aspects of syntax are not learned in this sense, they grow... Morphology are learned in the same way individual words are learned". Sparks (1995: 187) records that "...auditory ability appeared to distinguish students who achieved normally from those who were underachievers in foreign language learning... and was often responsible for the differences in people's ability to learn foreign languages which could not be explained by (low) intelligence or motivation". Sparks continues to say that research indicates that those children who make more rapid progress in their first language tend to do better in foreign language learning at school. Clarke-Stewart *et al* (1985: 373) states that the knowledge base is an essential part of the cognitive process. What a person knows must influence what he/she can learn or remember (Clarke-Stewart 1985: 371). Therefore in teaching two languages, a great effort must be made to supply a good knowledge base in both

languages to ensure that learners have a great deal to choose from. To follow on from here, learners should study because they want to, because they like to, and because they are interested in what they are doing. Therefore too, the teacher's task is to ensure that the learners really enjoy what they are doing and must want to experiment and acquire the respective languages.

4.1.1 Practical Theory

Another aspect to be borne in mind as researched by Swain and Lapkin (1991: 638), is that "it appears that minority language literacy has a generalized positive effect on third language learning in that its positive impact is not limited to literacy related activities in the third language". There is also a link between being literate in one's first language, as opposed to just having oral and aural skills, which enhanced third language learning (Swain & Lapkin 1991: 640). Added to this, Klein (1995: 420) questions whether, how fast learners proceed through stages of development and whether they reach the final stage may be aided by the richness of their prior linguistic experience. This reinforces Clark-Stewart's idea of a knowledge base. Continuing in the research of Klein (1995: 426) he reports that Eisenstein found a trend for those who had learned a nonnative language (a language that is not a mother tongue or community language, for example, French) in a school setting, that showed greater aptitude for learning subsequent languages than those who had become bilingual at home. A further suggestion was that formal acquisition of second or foreign languages may help learners on decontextualized tests of nonnative language ability, replicating classroom learning, but may not necessarily aid communicative language acquisition.

Orellana (1994: 172) contributes an important point, that the children of parents who use high degrees of child-centered speech, which builds on the contributions that children make to a conversation, seem to have more advanced bilingual language ability than do the children of parents who adopt more adult-centered speech. Orellana (1994: 173) adds to this by saying that children made decisions about what language to use with a given speaker, based on the speaker's language proficiency, language preference and social identity. The topic being discussed was not an important factor for language selection. These points are very important as to classroom teaching in that it is important to involve the children in their learning whereby they discuss and

do things while conversing in their target language. The teacher must be fluent in the languages required in order to be the language role model that maybe followed. As expounded by Shuttleworth (1984: 129) concepts for competent language use, are successful linking of meaning and sound. Unless the learner is given ample opportunity to apply his/her verbal information in decision making tasks linking meaning and sound he/she will be able only to talk about language, but not to speak it. Shuttleworth continues to expand on this and says that oral language use normally occurs in discourse situations with at least two people (speakers) participating in a meaningful manner. Therefore when acquiring a second and third language simultaneously the exchange must be meaningful and learners must not be isolated in their task, for example in a language laboratory booth or in a desk with a book. Meaningless exchange of information can easily happen, when what is to be said, and how it is to be said are determined by someone else, leading to uninspiring, unproductive lack of learning, boredom and consequential failure.

Being able to ask, complain, apologize, persuade, compare, praise, criticize to name but a few abilities, are all important in language acquisition and must be borne in mind in lesson preparation when helping learners to acquire second and third languages. According to Shuttleworth (1984: 188) linking sensory data and a system of sounds correctly, fluently and at any time creatively in order to exchange information appropriately to the situation, is coding competence. If a learner is not able to transfer linguistic knowledge to real life communication situations, it is because he/she has not acquired coding skills. He/she must be able to construct a question like "Do you know how to sing"? Acquiring the skill to code and exchange messages fluently, correctly and at any time creatively, according to Shuttleworth (1984: 186) will mean that no problems will be experienced with the communicative acts. But at the same time, any strategy which underlines the learner's dependence or lack of skill will have a negative and adverse effect on his willingness to continue. At this point it seems pertinent to mention that the adoption by the child/learner of a separate identity might facilitate language learning in part by lowering affective filters (Orellana 1994: 190). In short, using puppets and masks and acting would be a marvellous fun way to engender excitement and language acquisition.

So what does all this have to do with simultaneous language acquisition so far? It is important to keep all this information in mind when preparing lessons and tasks for the children to

participate in, when leading them down the pathway of simultaneous language acquisition. The child progresses from sounds to words to syntactic and morphological structures, the mastering of one level depending upon the successful acquisition of the supporting skill (Shuttleworth 1984: 134). One must not forget that concentrating on only one facet of a complex, many sided skill is deleterious, whereas, multifaceted skill training along with multi methodological training and teaching is to the benefit of the learners and the learning situation and ultimately simultaneous language acquisition. At the same time, a warning is given from research done by Minami (1994: 172) where children grow up learning two languages from birth. The well known substantial variation in rate of development in first language acquisition, is likely to be ignored in second language acquisition. As a result, the slow rate of development in an individual child's linguistic ability tends to be attributed to simultaneous acquisition of two languages. But at the same time "effective education is developmental, building on the skills, knowledge and experiences that young children acquire in their homes and communities prior to coming to school and while they are in school" (Minami 1994: 173). It is important to utilize predictable books in order to help children develop scripts and schemas used in the target languages (Minami 1994: 173). Heightening awareness of the importance of oral and written personal narratives in school classrooms, is of interest, functional literacy is of utmost importance (Minami 1994: 175). Learner exploration like being able to read the signs on the street or at a railway station, combining cognitive and affective learning therefore developing skills applicable in the broader learning context is important (McCarthy 1994: 2). All of this helps the identity construction of the learner to 'become somebody'! The ways in which people use language say a great deal about who they are and the group/s to which they belong, or wish to belong to. Families, school, and societal factors play significant roles in shaping the identities assumed by children and expressed through language (Orellana 1994: 175).

Lakshmanan (1995: 318) in the research pertaining to the role of biological factors in language acquisition, suggests that instruction cannot cause learners to skip a stage but can only enable them to move more quickly through the various stages. This information is worth bearing in mind especially in drawing up programmes and lesson plans for simultaneous acquisition of a second and third language. The more effectively facilitative the lesson planning, teaching and acquisition is - the more effective the learning process and ultimate outcomes will be.

A brief summary of this introduction is necessary, in order to highlight the information herein and then discuss its importance in the research:

- Lexicon and syntax are acquired differently.
- Morphology is learned.
- A greater knowledge base is needed for further learning.
- Teachers play a vital role in supplying required language knowledge and must be fluent in target languages.
- Language literacy in one language facilitates target language acquisition.
- Rich prior linguistic experience enhances the speed at which the target language is learned.
- Children who participate actively in their meaningful language acquisition are more likely to experience better bilingual ability.
- Coding skills are important for linguistic transference.
- Effective education is developmental building of skills, knowledge and experiences.
- Language instruction enables learners to move through language stages more quickly.
- Adopting a false identity and therefore lowering affective filters aids language acquisition, for example, talking through puppets, wearing masks and through these media, practising language.

Because of the very practical nature of the ten points listed, it is very important to bear them in mind when drawing up the research programme in order to facilitate the learning process and the acquisition of the target language.

The following section then, discusses the preliminary research project on the simultaneous acquisition of a second and third language. The research will be a qualitative research.

4.2 RESEARCH METHOD

Because of the very nature of language acquisition and language and communication being a central feature of social life (Gall, Borg & Gall 1996: 629) involving language as being a system

of signs, it is imperative to study it as such, as these signs can come in many forms, for example, spoken and written words, also a person's wink, an anchor at the entrance of the school gate, the colour of a flag. Anything in the social environment is a 'text' that can be read, interpreted and spoken about. Depending on how well the individual has acquired language, will depend on how well information is spoken about, and reported and interpreted. The latter is the key to this study. Is it possible, desirable and necessary to acquire a second and third language simultaneously in order to facilitate the talking process, so that information may be effectively passed on?

Apart from being curious about the act of communication and the factors that influence this act, the researcher has, for many years toyed with the idea that it is possible and desirable to acquire a second and third language, possibly together. Not only is it a challenge to the person concerned but it is a great asset to be able to switch languages in a social situation in order to get meaning across, or to pass helpful information on and to avoid being misunderstood by the excluded parties, (or understood - an example being, at Christmas time, with parents communicating in a language not understood by children, concerning Father Christmas!). The whole idea is to see if it is possible, to teach two languages in a similar way for an equal number of periods a week, to the same children in a normal school environment. At the end of the given period, which will be ten weeks, to then assessment will be done to see if the children have gained equal knowledge in the two languages, and to see if they are able to converse in simple sentences in both languages. The whole success of the study is geared to ensuring that everything done with the children, fits into an average day at school and is taught by the researcher as any ordinary average teacher would teach, given the time to do so. It must be a reflection of absolute reality at school.

For two years, the researcher has been involved in the teaching of three languages, two languages of which are a second and third language at that academic level, and the other language namely English at first language level. Having been actively involved therein, and conversing with the children, the long standing idea has gelled into a research project.

This has been reinforced by the ongoing debate at this time on language and medium of instruction in the schools. The researcher is in agreement with Mda (The Teacher November 1997: 6) who says that "conducting research on multilingual classrooms, the implementation of

the language in education policy, defining functional multilingualism or bilingualism for each of our situations”, should be done. Mda stated that Africans should take a leading role herein. The researcher can see her point, but would rather suggest that educationists should take a leading role herein, no matter the race, colour or creed, as the end information would be very relevant to all. Depending on the languages being taught or used as a means for instruction, would determine who was disadvantaged or advantaged for that matter. Bearing this in mind, the researcher has made every effort in the research, to ensure that no one was disadvantaged.

It is also true, that English is a second or third language for many (Mda 1997) and when trying to learn it, when IsiZulu, SeTswana or IsiXhosa is the home language, it does pose a problem. Yes it can and does alienate the child and make learning mechanistic, or just plain difficult. The degree of difficulty for the learner depends on how accommodating the teacher is. World wide, English may be the best choice for economic advancement and international communication, but it too has its problems. So therefore it would appear, that to start the child off in his home language in order for the child to grasp and understand the very basics of his education, would be to his great advantage. Then, through the education system the child should be able to acquire the other languages that would help him/her to achieve success and finally international communication ability. This is an ideal situation, but is not out of the question when looking at the theory and possibilities for language acquisition. This reinforces the idea that to be able to switch in conversation in the learning place or elsewhere, to another two or three languages, would be very beneficial.

Mda (The Teacher November 1997: 6) also makes the following points:

- Linguistic evidence says that people learn best in their home languages. This suggests that as languages of instruction to African language speaking learners, the use of African languages is an educationally sound recommendation.
- English is not spoken in some countries, for example, Mozambique.
- The advocacy of the use of African languages is linguistically, culturally, morally and humanly correct (The Teacher November 1997: 6).

Another point that Mda makes is that English is a divisive language, separating people into classes and groups, favouring the middle-class, the educated, and the urban groups. This point, the researcher feels is an arguable one because in any society there is a division due to language of some sort, whether it be IsiZulu, IsiXhosa, IsiSwazi, Swahili or German to name but a few, as in each language society there is a class difference. This very idea came to the fore in the research done by Blommaert (1992) on Codeswitching and the Exclusivity of Social Identities: Some Data From Campus Kiswahili. Here Blommaert says it is argued that the specific socio-historic background of Tanzanian society accounts for the social valency of Campus Kiswahili, because of this social history, the identity constructed by speakers of Campus Kiswahili is an exclusive one which is inaccessible for the majority of the population (Blommaert 1992: 57). A negative dimension is the construction of identities by exclusion. Herbert (1992: 5) states that language everywhere has the potential to be socially divisive. In this research, a positive identity will be inculcated, whereby no race, culture, or language group will be elevated.

In the researcher's own life experience, the division in Afrikaans, IsiZulu and German societies has been evident, which reinforces the divisive potential of language and the point made by Mda, that English is divisive. But by seeing the whole picture, one sees that English is no more divisive than any other language. Divisiveness is rather a potential factor relevant to all language groups. In this research, language is seen as a tool to encourage cohesion, not divisiveness.

4.2.1 Qualitative Research

This brings us to the point of qualitative research. Due to all the points discussed above, it is therefore important to do a qualitative research, so the researcher may become actively involved in the teaching of the languages and observation of the outcomes, taking into account the different abilities of the children, their different cultural backgrounds, different home languages, motivational states, dedication to working and learning and desires to achieve the languages taught and investigate any other important point/s that may become evident as the study progresses.

As the study progresses it will be important to bear in mind Mda's views to see if they are relevant depending on the situation. Ngugi (The Teacher August 1997: 3) also favours the

adoption of African languages as medium of instruction and through which political and economic discourses can take place. Makua (The Teacher September 1997: 23) argues that these views are noble but somewhat impractical, in our South African situation, even if they are in agreement with the new language policy, because of the viability of English as a language of wider communication. He states that English can be unifying and emphasis should be placed on teaching it as widely and effectively as possible, but not as a means of undermining the other languages. This point, the researcher feels is an important and valid one. In this research, English is the facilitative language, a unifying facilitator.

With the findings of this research, the researcher is not going to quantify the findings, but rather work qualitatively with the grade 4 class at Richmond Primary School in KwaZulu Natal, and then not generalize results but rather indicate tendencies found in the simultaneous acquisition of a second and third language. Both the emic and etic perspectives will be given, that is, the perspectives of the participants and that of the researcher, in order to get a balanced view point from which to indicate tendencies.

4.2.2 The Descriptive Research

The qualitative research will be of a descriptive nature, as the researcher wishes to describe the different methods used and the results obtained. As stated by Gay (1992: 217) “Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of this study. A descriptive study determines and reports the way things are”.

The researcher plans to measure what is “actuality” and then report the way things are, in a classroom situation on a day to day basis for 10 (ten) weeks, in trying to establish whether it is necessary and possible, to acquire a second and third language simultaneously.

Children will not be randomly selected and put into two groups. The two grade 4 classes, as is, the reality, will be utilized as the target and control group respectively. The control group will carry on normally, with no simultaneous language instruction, but with just the normal

curriculum. The researcher felt that experimentation in an actual situation was the ideal for this research as, any teacher gets a class of children, or adults, and has to educate them in the required skills to the best of his/her ability. Therefore, to take the two classes as is, is actuality, and to work with them and educate them is the norm. The results thereof, the researcher felt, would be a true reflection of reality not an ideal, or a false situation.

Because the research will be executed on a day to day basis with the research population of the one grade four class at Richmond Primary School the two languages that will be taught simultaneously are Afrikaans and Zulu. These two languages have, for the past year been the second and third language at the school, with Afrikaans as the second language and Zulu as the third language. English is the medium of instruction at the school, and therefore the language one. For purposes of the research, Afrikaans and Zulu will be taught simultaneously, that is, for equal periods each week, the subject matter will be exactly the same and the same methods and format for each lesson will be followed. The reason for not teaching the two languages in the same lesson is due to the literature of this dissertation, the research of which indicated that two distinct contexts for the two languages, would aid the acquisition, so that the child associates a certain situation with a certain language. Pham (1994: 188) states that young children who learn two languages simultaneously acquire them by distinguishing two distinct contexts for the two languages, for instance home/neighborhood, home/school, mother/father. Pham continues to say that generally children do not experience difficulty discerning the separateness of such contexts, though sometimes acquisition in both languages is slightly slower than the normal schedule of first language acquisition. The researcher felt that the separate times of the day would constitute separate contexts for each language. Wode (1994: 325) states that there are no biologically based restrictions as to the number of languages that can be learned, or the age ranges during which this can happen. This is a very encouraging concept which forms one of the foundation ideas for the simultaneous acquisition of a second and third language.

Because of the multicultural community in Richmond, Afrikaans and Zulu are not unfamiliar or foreign languages to the children and being able to communicate, read and write the two languages would be to their advantage. Due to the fact that all learners are being taught in English, and have an academic knowledge of the language it may be presumed that the children

are likely to make use of their prior knowledge, skills and tactics (Pham 1994: 188) in English (L1) to aid them in acquiring the second and possibly the third language. This is reinforced by Hernandez (1989: 94) who discusses the fact that proficiency in one's first language provides the basis for language acquisition in a second and that continued development of the first language enhances acquisition of the second by further expanding the cognitive and linguistic resources available to the individual. Command of verb tenses in one language facilitates their development in the second. The advantages and positive effects multilinguality have on cognitive, academic and linguistic ability have already been discussed previously. The process is one of enrichment. The lessons prepared, will be enriching to the pupils in all aspects of their day to day living.

According to Hufeisen (1995: 176-177) trilingualism is the norm in Israel, Finland and North Africa. Hufeisen continues to state that individual trilingualism throughout the world is more common and probably even more widespread than bilingualism. English three (L3) learners are usually wary, following any negative experiences in learning their first foreign language. It would appear to be a logical deduction to make from the latter, that a positive language learning experience would result in a positive attitude. It must be borne in mind that interference from the mother tongue and second language in relation to third language in free speech is prevalent. Hufeisen (1995: 178) goes on to state that the first foreign language significantly influences the learning of a second foreign language. So how does this affect the research? It will be vitally important to keep the experience in both languages very positive, whereby the children can identify and use what they are learning in a day to day basis. The researcher must also bear in mind the aforementioned problems and try as far as possible to keep the learning situation positive and Language one (L1) interference harnessed and kept to a minimum. English (L1) must rather be a positive facilitating language than a hindrance.

According to Marlatt (1995: 18) research indicates that total physical response strategies support extended recall of language and vocabulary. The researcher is in agreement with this from own personal experience in the first, second and third language classroom. Marlett continues to say that "muscle-touch" learning methods that emphasize speech, listening and motor skills seem to accelerate language acquisition among students with a variety of learning disabilities. The

researcher is of the opinion that all students benefit from these strategies and have much to gain from being active in their learning. Total Physical Response will be used in both language classrooms and incorporated in the various methods used to help the children acquire the two languages simultaneously. The researcher will be very tolerant of student errors in order to try and minimize the fear of making a mistake or mistakes. The focus will be on intelligible communication (Marlett 1985: 19) and on working together and so enabling the learners to refine their use of the languages as they become more proficient. When they finally become confident enough to begin to speak or sign, the attention will be on producing effective communication (Marlett 1995: 19). At the same time the researcher will provide each learner the opportunities in each of the language lessons to say something (anything) in the target languages, so that he/she may try out and practice what he/she has learnt and acquired. Confidence building will be a very vital and basic element of each lesson.

Imitation, interviews, participant and non participant activities, naturalistic observation and surveys will be done. Children will be given instructions, commands and directions by the researcher. Children will also be afforded the opportunity to be creative in all lessons, within the tasks set, with the researcher adopting a position of support and facilitation in the development of the two languages, using English as a facilitative language. Very informal testing will be done whereby the children will not be pressurized into learning, rather, the immediate knowledge will be tested and children will be taught how to learn.

Themes will be followed for a week at a time, worksheets and lessons will be planned accordingly. Van Groenou (1993: 34) states that research confirms that children learn functional language much earlier and faster than formal grammar, rules of vocabulary, and so forth, so a broader socio-linguistic background will be drawn upon in order to strengthen functional language skills. Labels to familiar objects and signs in the classroom and environment will be introduced in the two languages, namely English and Afrikaans, English and Zulu. As the children's expertise grows, Afrikaans and Zulu comparisons will be made. Children and parents will be encouraged to keep speaking their mother tongue.

Everything that the children will be exposed to, will have a functional, day to day connotation, and the different cultural expectations will be discussed, so terminology will be rationally understood, and not viewed as 'stupid' or 'unnecessary'. An holistic approach at all times will be adopted, involving both hemispheres of the brain and purposeful instruction, cultural classroom arrangements co-operative learning and peer tutoring will all be incorporated to enhance, facilitate and ensure positive trilingual learning. Van Groenou (1993: 34) also reports that one group of studies supports a link between bilingualism and divergent thinking with disadvantaged bilingual children scoring as well as control group English speaking children. It would appear to be quite in order to extend this idea to trilingualism as well, because of the extra challenge a third language would pose. Divergent thinking, in our multi faceted and multilingual society would be an added advantage for the children, to acquire.

Khaba Mkhize (KwaZulu Natal SABC General Manger) at a meeting to discuss the "erosion of the Zulu language" (Echo News January 1998: 6) was reported to have said "Our culture will always be determined by the respect we give to our language, as language determines thinking. We cannot get people to respect themselves without respecting their language". This is a debatable point, but with simultaneous acquisition of two languages and the first language used as a facilitator language it would appear to be one way in aiding the preservation of the mother tongue, whichever language it would be.

Piaget, according to Van Groenou (1993: 33) explains that language is dependent on the development of symbolism: memories, images, concepts and abstract symbols are in a broader sense identical to thought. Language is just one model of expressing thought, not thinking itself. Van Groenou continues to say that Montessori (1967) states that language begins when the word is linked with perception. Child (1986: 176) states that there is no single widely accepted, comprehensive account of the relationship between language and thought. Child (1986: 176) goes on to discuss a spectrum of speculations by Cromer, for instance:

- language determines thought,
- language does not determine thought but only predisposes people to think in particular ways,

- cognition determines language acquisition
- cognitive abilities enable us to understand and use creatively the linguistic structures only when abilities are adequate.

All this information does challenge Mkhize's statement of language determining thinking but for the research purposes, it reinforces the idea that an eclectic approach to the teaching of the two, simultaneously taught languages must be observed, whereby all ideas and aspects of the development of language may be taken into account and all the different methods discussed in this research, may be incorporated where necessary to ensure the best results.

Shinn-Strieker, House and Klink (1989: 47) state that cognitive processing is important to overall language development in children. Marlatt (1995: 18) reports that comprehension of speech should precede actual speaking and that in primary language learning, listening and comprehension are the basis for later acquisition of speech. Shinn-Strieker *et al* (1989: 47) discuss the fact that reading skills emerge after language and cognitive processing and that it may be that as language develops, young children are mentally active in constructing holistic concepts through simultaneous integration of perceptual gestalts. The research also provides information about language development being inextricably entwined with simultaneous and sequential processing and early reading. So where does this lead us? In the classroom research, it will be important to concentrate on the auditory processes discussed earlier in this dissertation, thus facilitating the comprehension of the language. The researcher must ensure correct pronunciation and word order, so comfortable, correct imitation may be the result, and a variety of stimuli must be used to ensure interest and all round variety to facilitate understanding. Ample opportunity for creative exploration by the children, must be given within each lesson, and only when the children comprehend, understand and know the subject matter, must the written word be presented. As stated by Shinn-Strieker *et al* (1989: 48) fragmented, imposed instruction must be avoided. Elements of spoken language are a prerequisite to learning to read. Earlier concepts have to be fully understood before a new concept is required to be learnt and assuring the understanding of the concepts that a child has to learn, is vital. Marlatt (1995: 19) says that clear quick feedback builds motivation and helps students learn skills and concepts simultaneously. Throughout the qualitative research, clear quick feedback will be given.

Once the children are able to communicate simply but effectively, then they would benefit from the written word. Their own creative writing would then possibly be the last thing to try in a research situation and the penultimate goal, as the children would have to have a sound knowledge of the language in order to do this. The ultimate aim, obviously then, is to be able to talk, read, write and be able to switch comfortably from one to the other in all three languages. This would take longer to achieve than just a research programme of ten weeks, but the researcher plans to see how much is possible to achieve during the ten weeks.

As mentioned earlier, the content of each lesson in each of the respective languages, must be meaningful and interesting and something to which the children can relate. Therefore, the themes for each week will include everyday subject matter which has relevance being studied at school. The whole programme but especially the first four weeks will have an emphasis on oral work in order to develop the auditory capacities and lay the foundation for understanding in both Zulu and Afrikaans simultaneously. This understanding will always be associated with simple actions, in line with the research by Marlatt (1995: 18) who states that "Language that is associated with simple actions... is more easily learned and retained".

4.2.3 A Brief Précis Of The Ten Week Programme

It must be noted that all methods discussed in Chapter Three of this dissertation, were consulted when drawing up this programme. The researcher chose to rather have an eclectic approach than just use one or two methods. They have thus been used as a whole, when setting each theme, although individual methods are mentioned individually with each week's theme.

4.2.3.1 *Week One*

This will involve acquiring numbers one to ten, incorporating how to ask about the date, time, numbers in the class and so forth. In the two languages concentration is on vocabulary, mainly nouns, to establish number concept. This is done to illustrate to the learners that working in numbers is universal, not just 'English'. The children will be given the insight that the same number concepts can be learnt in both Zulu and Afrikaans. Working in two's and planning an exercise will be the ultimate goal here. This ties in with section 3.3.2.18 of this dissertation

whereby the everyday experience of the child is used as a starting point. The numbers are used everyday in the classroom and at home. Correct production and listening in the two languages is important.

4.2.3.2 *Week Two*

This week will incorporate lessons on parts of the body and direction left, right along with a few comparisons. The aim will be to develop the simple present tense sentences in both languages. Because of the ages of the children, the researcher felt that, the self was the best place to start, as it is the personal self that meets the world each day and gives meaning to life experience. To be able to express oneself comfortably about the self is important. The children will each make a doll. Individual work and speaking to the class telling the class about their doll, is important here. This section is linked to The Narrative Method in section 3.3.2.20 of this dissertation, whereby the children make up and tell the class their “story” or “information” about their doll.

4.2.3.3 *Week Three*

This week will involve the person in his/her space learning simply about home, the different rooms and the incorporated furniture, also the garden. This will include the teaching of simple questions. The whole topic will be about the house. Each child will plan and make a house, with much use of language in and around the whole topic. Individual work, decision making and talking to the class will be part of the exercise along with making their own model of a house. This section is linked to The Problem Setting Method discussed in section 3.3.2.23 of this dissertation, as well as Goslin’s Initiative in section 3.3.3.2. wherein setting questions is important. Children have to experiment in order to be truly successful here.

4.2.3.4 *Week Four*

This week will entail a continuance of the house theme, discussing the school and those in it and the different physical attributes bringing in the past tense and what was done and where. Group work, with experts taking the lead, will be paramount here. Problem solving in a group in order

to produce a little play will be important. The Problem Setting Method (section 3.3.2.23), Discourse Method (section 3.3.2.22) and The Initiative of Shuttleworth (section 3.3.3.8) coding competence and decision making method of this dissertation, have influenced the researcher in setting the task work for the children during week Four. Individual skill is important here, within a group production using language.

4.2.3.5 *Week Five*

This week will see the beginning of simple literacy, incorporating topics of what has been done. Here the alphabet in both languages will be brought in and introduced so that written words will be more readily picked up and acquired and read. Each child must have a chance to read the alphabet in each language every day. Basic words respectively for each letter will be discussed and written down, with the relevant sounds of the individual words and letters being discussed as well as the simple phonics in both languages will be covered. Here the Phonetical Method (section 3.3.2.17) and the FLES Method (section 3.3.2.10) of this dissertation has been consulted. Production, pronunciation and the five steps that need to be included in lesson planning, were useful to this week's lesson plan.

4.2.3.6 *Week Six*

This week will involve aiding the children with yet another tool: 15 everyday sentences are written up, the idea here, being that these sentences are useful everyday average tools, for communication. The researcher explains and reads each one so the children understand them. They are then copied down in the respective languages (Zulu and Afrikaans) with the English equivalent. Questions are asked in and around these everyday sentences. They are learnt and 'played with'. At the end of the week the children are informally tested to see if they remember them. The test is different in that the Afrikaans and Zulu is put up and the English equivalent must be written down. The children are not pressurized to be right, but rather to do their best to show what they know. Here the Literature Science Method (section 3.3.2.11) and the Integration Method (section 3.3.2.8) along with the Bilingual Method of Dodson (section 3.3.2.9) were

consulted. It is important that the children, sound, read, learn, imitate and play around with these 15 sentences so that they feel competent in using sentences correctly in both languages.

It must be remembered that the exact same lesson format will be administered in both language classes and separate tests will be made up for each language. The format of the tests will be the same, but in the different languages, namely Afrikaans and Zulu being used in the respective lessons. With the pre-test and post-test strategy, the scores of each child within the class will be charted and compared in order to view each child's progress and how he/she is comparing to others in acquiring the two languages simultaneously. Careful setting of the tests will ensure that extraneous variables are kept to a minimum, but also reflect a true classroom situation. Everything in this research will be done during the normal running of a school day and periods allotted to the languages. The object is to see if this tuition and the simultaneous acquisition of two languages is possible on a day to day basis in the normal running of a school, and whether this knowledge can be acquired easily within the time allotted to the respective languages.

4.2.3.7 *Week Seven*

The children are given a poem to copy down and learn in both languages. When copied down, it is read, explained, illustrated, chanted and played with, that is, acted out. They have to recite it correctly and read it. In each case they have the English equivalent as well. Time is allocated to the children to learn it. The Reading Method (section 3.3.2.19) and Prague Structuralistic Method (section 3.3.2.12) played a part in this literature idea of a poem in both languages. The mother tongue (English) was used as the pivotal language of understanding and comparison.

4.2.3.8 *Week Eight*

The poem is tested in an amicable, relaxed environment. The same poem must be read out loud to the class by each child. While children are reading the rest of the class must work at chain stories and draw a comic story thereof in eight blocks. Children work out chain stories and then four line stories, if they work very quickly. These are all presented to the class. The Integration Method (section 3.3.2.8) and The Situation Instruction Method (section 3.3.2.16) of this dissertation were useful sources along with all the others, for this week. The Discourse Method

(section 3.3.2.22) was also consulted. When the children present their stories and poems, the teacher/researcher, moves into the background and becomes the facilitator.

4.2.3.9 *Week Nine*

In order to bring in a little description, the colours and seasons are introduced along with commands and creativity in the form of drawing. The Initiative of Krashen (section 3.3.3.4) was an important source here. The teacher/researcher is using language that is “a little above the level of understanding and language ability” of most of the children in the class. The children have to really concentrate when they follow the instructions and draw their pictures.

4.2.3.10 *Week Ten*

This is the last week of school. Due to the excitement and interruptions that occur during the last week of school, group task work is done as a challenge, so that the children’s interest can be kept up, along with the fun aspect in order to create a story. Peer tutoring and experts are encouraged. A page of pictures is used as a springboard, to help ideas to flow. From this the children create their own use of language and dialogues and stories in their groups. They organize themselves and make their plays ready to produce and show to the class. Fun communication is the whole idea, along with making use of what they know, have acquired and learnt. The Functional Method (section 3.3.3) of this dissertation were the dominant influences for Week Ten, work preparation. The children are in control, problem solve, organize themselves and produce their plays. The teacher/researcher is merely a facilitator. The comprehensive communication between the children is paramount importance.

This also draws to a close, the whole beginning program of simultaneous acquisition of a second and third language along with the first term of 1998.

4.3 **THE RESEARCH POPULATION**

The language ability of the research class is of interest here. With this in view, the following discussion has merit. According to Swain and Lapkin (1991: 639) minority language literacy has an enhancing effect on third language learning independent of overall general minority language

proficiency. Minority language children who have maintained their heritage language, supporting it with literacy knowledge, can be expected to perform better in third language performance compared to those who do not read or write in their heritage language (Swain & Lapkin 1991: 38), and with this in mind the following survey was done in the grade four class in which the research was taking place. The children were asked which language was their home language and what other languages they were able to speak. Table 4.1 represents the results. There are 31 children in the class.

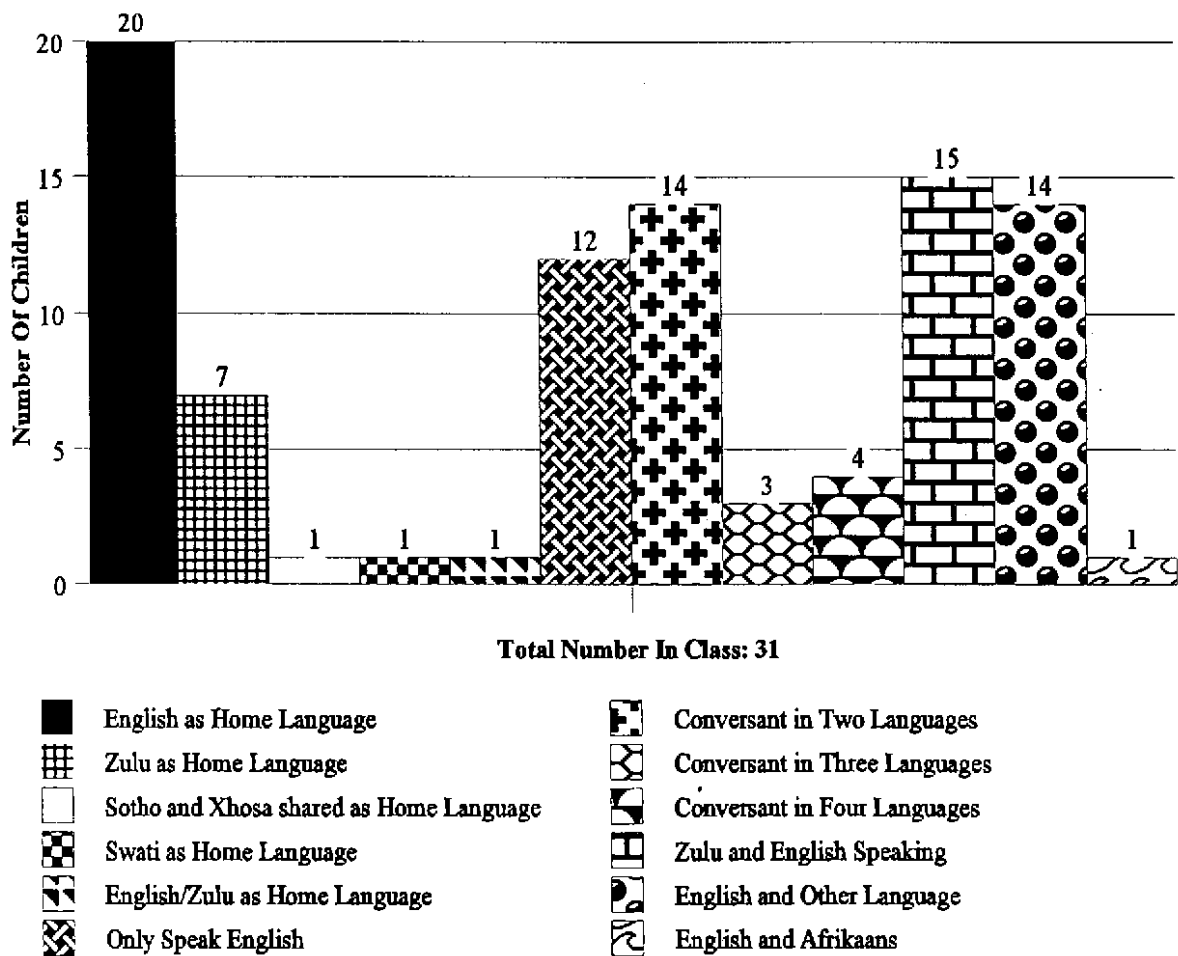
Table 4.1 Informal survey of languages spoken by children in the research class (January 1998)

| | |
|---|-----------|
| English as Home Language | 20 |
| IsiZulu as Home Language | 7 |
| SeSotho and IsiXhosa shared as a Home Language | 1 |
| SiSwathi as Home Language | 1 |
| English and IsiZulu as Home Language | 1 |
| Only English as Home Language | 12 |
| Able to speak Two Languages | 14 |
| Able to speak Three Languages | 3 |
| Able to speak Four Languages | 4 |
| IsiZulu and English speaking | 15 |
| English and 1 other | 14 |

There are eight different languages spoken in this class, namely English, IsiZulu, SeSotho, IsiXhosa, Yugoslav (Sebran), Afrikaans, SiSwathi and Irish. Of the three languages required for this dissertation, the 'foreign' language to most of the children in this class is Afrikaans, only one of the children says he speaks it, the rest do not, except as a subject learnt at school. Zulu to all of them is used everyday somewhere and is very functional in the school as there are many Zulu speaking children.

Figure 4.1 depicts the language ability of the research class. These are the languages that the children say that they can converse in. No statistical tests were administered to verify their ability. All are able to speak and write English, as the medium of instruction at Richmond Primary School is English.

Figure 4.1 Language ability of research candidates



In comparison to the other grade 4 class, who will only have one hour of Zulu a week as against three hours of Afrikaans, the experimental group do not appear to be as versatile in languages as the non research class. Interestingly enough, most of the control class are Zulu speaking at home, with English as their second language, the language of tuition. In most cases they have Afrikaans as their third or fourth language. In the research class, 20 have English as a home language, whereas in the control class, 22 have Zulu as a home language, but are being educated in English. The research class therefore, without any pre-planning as such is the ideal class in which to carry out the research, because their Zulu and Afrikaans knowledge, appears to be fairly scant as a group. Table 4.2 indicates the language ability in the non research class. It is interesting to note that there are six languages spoken in the non research class, with English, IsiZulu and SeSotho as the main home languages, in comparison to eight in the research class, with English, IsiZulu, SeSotho, IsiXhosa and SiSwati as home languages. Multilinguality appears to be generally the norm already in South Africa, if these surveys typify the rest of the country.

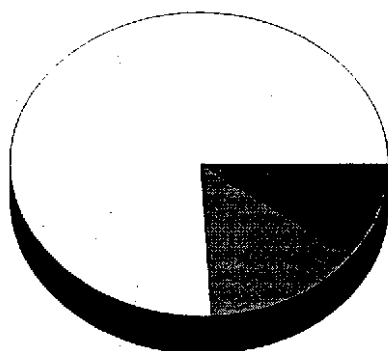
Table 4.2 Survey done January 1998. Informal survey of languages spoken by children in the control class

| | |
|---------------------------------|-----------|
| English Home Language | 8 |
| Speaking Afrikaans | 7 |
| IsiZulu Home Language | 22 |
| Speaking IsiZulu | 28 |
| SeSotho as Home Language | 1 |
| Speaking SeSotho | 3 |
| IsiXhosa Speaking | 3 |
| French Speaking | 1 |

The number of languages spoken in the class is six, namely English, Afrikaans, IsiZulu, SeSotho, IsiXhosa and French. Not one child is unilingual, a very interesting fact, reinforcing the need for language versatility in all aspects of South African Society, especially at the foundation phase of education.

Figure 4.2 Control group

All 29 speak at least two languages



- 22 Speak 2 languages
- 4 Speak 3 languages
- 3 Speak 4 languages

It is interesting to note from Figure 4.2 that a large percentage are versatile in two languages whereas in the experimental group the percentage is less than half. The situation in the research class appears to be ideal for the research, of a simultaneous acquisition of a second and third language, in that Zulu and Afrikaans are on a similar footing with the children of the class. This was more due to chance than planning. The grade four class to be used for the research is the 'faster', working class, and were grouped as such. They were not empirically tested for ability. The control class that will continue more or less as normal, is the 'slower' working class and would appear to reinforce the idea that, with a lack of knowledge of language, in this instance, English, it retards the academic progress of a child. All the children, except four, are Zulu speaking as a home language and they learn in English. The classes were not split on ability as such, as no formal testing was done. It was done by the previous grade three teachers. Due to the fact that the present 'control' class teacher is a first year teacher, two of the more boisterous children were put into the research class. The researcher felt this was in order, as the research class is mixed ability, and this occurrence is part of reality in schools, which for the measure of success of the research is very important.

4.3.1 Racial Distribution Of Class

There are thirty-one children in the experimental group (at the start of the research), which is mixed with fifteen boys and sixteen girls, also not deliberately done, but it just happened in this way. The school being multiracial, there are eleven African children, four Indian children and sixteen European children in the class. As a group of children, they appear to be a very well integrated in class and are a pleasure to teach. Twenty-three of the children are day scholars and the other eight children are hostel children. The class as a whole appear to be very motivated. As always, a few children require pressure to work, the others are happy to put in good effort to all they do.

According to Hernandez (1989: 97) the most favorable conditions for language minority students under which to learn their target language in, is a linguistically balanced classroom. The quantity and quality of language that learners are exposed to, provide input for language learning. Klein (1995: 424) concluded that metalinguistic knowledge aids learners in the acquisition of nonnative languages and is responsible for the success of language three (L3) over language two (L2) learners. Klein (1995: 427) continues and quotes Thomas (1988) "bilinguals learning a third language appear to have developed a sensitivity to language as a system which helps them perform better on activities usually associated with formal language learning than monolinguals learning a foreign language for the first time". The potential for language one (L1) interference increases with the number of languages a student knows. The latter theory appears to be reinforced by the control grade four group who, being mainly Zulu speaking as (L1), all speak two languages which are mainly Zulu and English. English is their language of instruction and their main second language (L2), with Zulu being the dominant spoken language at home.

With the control group being educated mainly in their second language, English, this possibly is a major factor contributing to work pace. This tends to reinforce the statement in the review by Minami (1994: 172) who states that the varied rate of development well known in first language acquisition, is likely to be ignored in second language acquisition, the result being that the slow rate of development in an individual child's linguistic ability tends to be attributed to simultaneous acquisition in two languages. The gaining of understanding in English and at the

same time the lack of understanding in English because Zulu is their home language, would definitely be a drawback for speedy completion of work, as it is for most of the control class who are working in their second or third language namely English. Because of their advantage as a class with being fluent in Zulu, it will be interesting to see how well Afrikaans is acquired in the control group as against Zulu and Afrikaans in the experimental group.

The researcher is teaching both Afrikaans and Zulu to the experimental group as well as English. This is in line with suggestions by Hufeisen (1995:179) who states "Curricular considerations should include both foreign language simultaneously, for instance, a teacher who teaches English and French could teach both languages to the same class". The question arises as to how this should be done. A summary of the research methods and procedures follows.

4.4 A SUMMARY OF RESEARCH METHODS AND PROCEDURES

Development of the whole child (Minami 1994: 172) is of vital importance. In every lesson, including aspects of language acquisition, the child as a whole person must be extended, in other words, aspects of the self must be developed to a higher degree of expertise, the vital one, being confidence. A child who feels good about himself/herself will be more likely to experiment, have fun and not be held back by the threat of two unknown languages. A confident child is more likely to have fun making mistakes and improving, and then using what he/she has learnt in an appropriate place, than a very shy retiring child. The two languages namely Afrikaans and Zulu are taught at different times, but for the same length of time each week. The content of the lessons and the methods used to teach the content are exactly the same in both languages. This idea is reinforced by Pham (1994: 188) who states that "concepts are learned almost simultaneously in the two languages when the linguistic forms are similar". Here Pham was referring to first and second languages. The researcher is experimenting with second and third languages.

4.4.1 Theme One: Week One

Numbers/Nommers/Izinombola (oral vocabulary building)

The whole idea of numbers as an oral vocabulary theme to begin with, was to reinforce language across the curriculum and have it as a reinforcer for Mathematics. The children will be led to achieve insight to realize that Maths is not isolated, but can be a language with numbers being universal too, being used and spoken about in any number of different languages. In both Afrikaans and Zulu the lessons for week one will be as follows. Numbers 1 (one) to 10 (ten) and 20, 30, 40, 50. The academic and language needs of the children will be taken care of in each lesson and any impromptu discussions will be carefully handled.

As a total physical response learning task, the children are put into two's and they have to develop a rap song, or rhythmic chant using the numbers. Time is allocated for practice and then when they feel confident, they show their item to the class. Everyone has a chance.

4.4.1.1 Aim

The aim is to teach the children the numbers 1 (one) to 10 (ten), 20, 30, 40, 50. The children must understand the concept of each of these and the symbolism representing them in both Afrikaans and Zulu.

4.4.1.2 Objectives

The objectives are correct pronunciation, written and spoken number knowledge simple sentence construction using number knowledge.

4.4.1.3 Skills

- Visual motor control in copying, writing, cutting
- Productive skills in producing the correct verbal response
- Total physical response by acting out numbers and using the body to indicate the number
- Decision making
- Social skills in partner work
- Test writing

4.4.1.4 *Basic vocabulary list*

| English | Afrikaans | Zulu |
|------------------------|-------------------|--------------------|
| One | Een | Kunye |
| Two | Twee | Kubili |
| Three | Drie | Kuthathu |
| Four | Vier | Kune |
| Five | Vyf | Kuhlanu |
| Six | Ses | Yisithupa |
| Seven | Sewe | Yisikhombisa |
| Eight | Agt | Yisishiyagalombili |
| Nine | Nege | Yisishiyagalolunye |
| Ten | Tien | Yishumi |
| Twenty | Twintig | Amashumi amabili |
| Thirty | Dertig | Amashumi amathathu |
| Forty | Veertig | Amashumi amane |
| Fifty | Vyftig | Amashumi amahlanu |
| Good morning/afternoon | Goeie môre/middag | Sawubona |
| Stand up | Staan op | Sukuma |
| Sit down | Sit | Hlala phansi |
| I have | Ek het | Ngine |
| How many? | Hoeveel? | Mangaki? |

4.4.1.5 *Lesson one and two*

Oral, aural, visual, physical, written aspects of learning to be practised

At the beginning of the lesson introduce the greetings Sanibona/Sawubona...Goeie Môre. Suguma/hlala. Staan op/sit. Then a test will be administered to find out who knows the numbers 1 (one) to 10 (ten) and 20,30,40,50. The children will be asked orally first and then asked to write them down phonetically. No emphasis on spellings will be noted, just the knowledge of the numbers. The papers will be taken in and marked, the marks will be an indication of their knowledge or lack thereof. This will be put into graph form in Chapter Five with all the results.

The numbers will then be inquired about and those children who do know them will be asked to tell the class. From there the list will be drawn up in a 'user friendly' way so that children feel comfortable with the written and spoken words. These will then be written down in their Zulu books by the children and illustrated, thus combining the oral and written aspects of the language.

The children then read, repeat and chant the numbers at the same time indicating with their fingers (a physical response) the numbers repeated. Pictures of the numbers are drawn in their books as well (visual response). Hearing and imitating the numbers is the aural and verbal response. An example of this work is supplied in Chapter Five.

4.4.1.6 *Lesson three and four*

Oral, aural, visual, active learning. Simple sentence construction through imitation.

The numbers will be revised and practised orally. The children also had been asked before to supply a magazine. The children's active physical involvement throughout the lesson will take the form of cutting out pictures so that they can stick them into their books, with the correct written number and number of cut out pictures representing the written number stuck in. The numbers one to six require correct numbers of pictures cut out and stuck in. The researcher goes round to each person in the class and helps them to say in each of the respective languages, "I have found? (correct number for example six or three) pictures". As far as possible the correct pronunciation must be made in each respective language. Each child has a turn to speak. Correct coding is vitally important, as illustrated by Shuttleworth's research (1984) mentioned earlier. Because all is correct imitation in group by group that is helped by the researcher, no child need feel embarrassed or threatened in any way. At the end of the lesson numbers are again rehearsed. Imitating the researcher is an important part of the lesson here. Those that do not need to imitate have free reign to create their own sentences, so catering for the more capable learner.

4.4.1.7 *Lesson five and six*

Total physical response - using all aspects of the self, peer tutoring and recall are important here

Due to the research that has been mentioned previously, whereby total physical response enhances language learning each child in the class is encouraged to choose a partner, and is then encouraged to go outside and together work out their own simple rhythm or rap song, including movement, using the numbers. Each pair is given ten minutes to create and then are called inside and asked to perform for the class. This continual repetition aids the rehearsing of the numbers, encourages the children's own initiative and helps develop confidence to experiment; apart from

having fun and enjoying themselves and the rest of the class, the children are encouraged to help each other. Once again the numbers are rehearsed by having fun. This exercise is done in both languages, namely Afrikaans and Zulu.

4.4.1.8 *Lesson seven*

Here a similar simple test will be administered as at the beginning of the week, to see how much the children have absorbed or remembered after the week of activities. No pressure is applied to the children with these tests. The tests are conducted in a relaxed atmosphere whereby children are encouraged to show what they know. The teacher reads the words, that is, numbers written down in Zulu and Afrikaans so that there is an aural and visual input. Children write the correct symbols to the words. Papers are collected as soon as the children have completed them, then marked and totalled to see if and how much the children have learned and what improvement is evident in their knowledge of the numbers in the two languages, namely Afrikaans and Zulu.

Peer tutoring and “expert” leaders are encouraged in all lessons. During each lesson in each language there is extra language input, questions are answered and ‘birds eye view’ perspectives are encouraged. The emphasis all the time is on communication. New words are learnt and discussions ensue. The experts in the class are encouraged to use their expertise to help others and the teacher. The great emphasis is on language acquisition and enjoyment. Much language tuition happens in each lesson because English is the language of tuition of the school, it is used as the facilitating language in all language lessons to aid understanding and help the pupils to speed up their learning processes to acquire an Afrikaans and Zulu number concept.

4.4.2 **Theme Two: Week Two -The Physical Self (oral vocabulary building)**

The body / Die liggaam / Umzimba

4.4.2.1 *Method of teaching about the physical self*

Because children are egocentric and experience the world from their own perspectives and through their own bodies, the researcher felt that this theme would be a good follow up to the number theme.

4.4.2.1a *Aim*

To teach the children names for the parts of the body so they may understand and use this knowledge in conversation in both Afrikaans and Zulu.

4.4.2.1b *Objectives*

- Symbolism in the written format using both Afrikaans and Zulu for the different body parts.
- Correct production resulting from imitation of the words in Zulu and Afrikaans.
- Total physical response in learning through body usage.
- Construction of doll.
- Simple sentence work.
- Instilling confidence in each child in his/her ability to talk.
- Teach children how to learn. Basic learning skills.

4.4.2.1c *Skills*

- Paired work
- Peer tutoring
- Expert leaders
- Individual and paired discourse
- Teaching children how to learn
- Writing of simple tests
- Visual/motor skills
- Aural skills
- Oral skills
- How to commit to memory (memorization)

4.4.2.2 *Basic vocabulary*

| English | Afrikaans | Zulu |
|------------------------|------------------|-------------|
| Head | Kop | Ikhanda |
| Hair | Hare | Izinwele |
| Ears | Ore | Izindlebe |
| Eyes | Oë | Amehlo |
| Nose | Neus | Ikhala |
| Mouth | Mond | Umlomo |
| Chin | Ken | Isilevu |
| Neck | Nek | Intamo |
| Arms | Arms | Izingalo |
| Legs | Bene | Umlenze |
| Chest | Bors | Isifuba |
| Stomach | Maag | Isisu |
| Hands | Hande | Isandla |
| Feet | Voete | Izinyawo |
| The heading - the body | Die lyf | Umzimba |
| Here is my... | Hier is my... | Nali...lami |

4.4.2.3 *Lesson one*

The numbers are revised and repeated and then each person is given a piece of paper on which they draw a person. The instructions are given in English and Afrikaans also English and Zulu in the respective lessons. The children are then asked to fill in the names of the various body parts. A sketch is done on the board with the lines to the various parts required and then phonetically the children are asked to fill them in on their piece of paper in the Zulu/Afrikaans language lessons, at the end of which, the papers are taken in and marked, to see how much they know about the body parts in Zulu and Afrikaans.

Thereafter with the help from the researcher, the children stand up and rehearse, imitating through a total physical response by pointing to the respective parts so that they are active in both their listening and their hearing, actively pointing to the body part by following through the instruction - there/here is my nose/hand/foot and so on thereby also acquiring a sentence knowledge in each respective language. The fun aspect is also brought in, by the creativity of the teacher, doing this action by song and dance. There are many other ways of reinforcing

knowledge of the body parts. In pairs, children can point to each other and say - here is your head; hier is jou kop; nanti ikhanda lakho/elami.

4.4.2.4 *Lesson two and three*

Total physical response, imitation, drawing and writing, colouring in

A repeat of physically pointing to the body part and chanting the word is done until all children appear to be fairly comfortable and then, the children draw a huge figure in their books and draw in the parts, copying them correctly from the board picture, labelling correctly and then they colour in. For the next lesson they are asked to bring things to make a doll.

4.4.2.5 *Lesson four*

Creative lesson - construction of a doll, simple sentence construction

The names of the body parts are revised and then the children set about the task of making their figures, or dolls bearing the names of the body parts in mind. Each child makes up a very simple sentence in Afrikaans and Zulu, concerning their doll for example, here is my hair/nose. My doll is big and so on. Each child has to say something. If they request help, it is given openly and happily.

4.4.2.6 *Lesson five*

Paired work, dialogue. Peer tutoring and “Expert” leaders are important here

The children once again revise the body parts with the sentence “here is my hair/nose”, then they are put into two’s and are allowed to go outside and work out a simple play in Zulu/Afrikaans using their dolls, and playing with the names of the body parts. They perform their plays for the class in the respective languages. Peer tutoring comes in here for example, a Zulu speaking child goes with a non Zulu speaking child to help him/her. The enjoyment of making, doing and talking is very important. The teacher uses the time that he/she is busy, to go to each child and to get him/her to say something in Zulu/Afrikaans. In the groups of two they are paired in a way whereby the “experts” are the tutors and those go with a child who is not expert. Fun and enjoyment is encouraged and EVERY child has a chance to say something. Those that want to

say a lot are allowed to. In fact everyone is encouraged to say as much as they can or are willing to do. The researcher is at this stage, facilitative.

4.4.2.7 *Lesson six*

Learning and testing

It is important to complete group work from the previous lesson, but also in the last ten minutes to do a similar test to the first lesson in order to ascertain how much has been retained from the lessons performed. Spelling is not the issue in these lessons, it is the knowledge of the words and correct association with the sounds that is important. The researcher explains to the children how to learn, the children practise and then the researcher gives them ten minutes to commit to memory the respective names, in the respective languages. The tests are then written in the respective language lessons. The results of which are put into graph form.

Because reinforcement is vital for the learning process, in each final lesson of Afrikaans and Zulu it is explained to the children how the learning process works and how to learn, and they are given ten minutes to learn the respective vocabulary before the final test is then given. The respective final tests given are all very low key and unpressurized.

According to Pham (1994: 193) "... a speech act system in the child/adult interaction is characterized by the interrelationships between audition, cognition and socialization. Children can truly learn from their speech acts only when there is a true interaction between two partners involved in an exchange". Pham continues to say that the interrelationship of the three levels of language namely syntax which is the study of the internal relationships between signs and their meanings: semantics which is the study of the relationships between signs and their meaning, and pragmatics which is the study of the relationships between signs and their users; cannot be isolated due to the fact that functions and contexts are inseparable from semantic and syntactical constituents.

The researcher is in agreement with Pham's view of pragmatism playing an important part in child language research. A child feels, thinks and experiments with the world around him, via

his body, he explores and internalizes all that he/she comes across. Without the practical aspect of language the child is lost (Source: original). In setting the lessons for the research, the practical aspect of language is included in each section so the children may actively feel, think and speak the languages under scrutiny by the researcher. The questions of pragmatic competence, concerning discourse were formulated from the statements in Pham (1994: 194). The questions are as follows, and will be utilized throughout the practical research:

- Are the children aware of the linguistic communicative function of opening a conversation?
- Are they able to use a conversational opening appropriately in a particular context?
- Do they really mean what they say or are they merely exchanging meaningless greetings?

In each lesson given, the interaction between the teacher and the learner is of vital importance. The teacher, in this case the researcher, ensures a positive interactional academic relationship with each child, and the researcher ensures that each child feels comfortable and says something in the target languages.

The children imitate what they do not know, in this case, from the researcher or from an “Expert child”. This is in accordance with the ideas of Shinn-Strieker (1989: 44) who report that children first learn ‘semantic wholes’ (relationships between holistic words and concepts) then later they read the whole word for the oral referent already in place. The child’s competency with printed language (reading) is predicted on the ability to learn a new arbitrary symbol system and relate it meaningfully to the oral schemata already in place.

In each lesson done, the concentration on oral language is the priority in order to stimulate the auditory faculties and facilitate understanding. According to Shinn-Strieker (1989: 44) language awareness has a mediating effect on cognitive processing and reading. With this in mind, the oral vocabulary is always explained and indicated first and then the written word is produced, copied and explained along with physical involvement, so by the end of each week the oral and written knowledge coincide and match, within each individual. Initially the process is slow, but as the weeks progress, the pace should increase as the children get to know more.

4.4.3 Theme Three: Week Three - The House

The house theme was chosen as the follow up theme to the body, because it felt logical to the researcher, to house the body. Everybody lives in a house, or structure of some sort. It is also the very cocoon from which the body appears, everyday. Therefore a knowledge of the very basic aspects of the house would be beneficial to each individual. It lends itself to much creativity and facilitative knowledge as all race and language groups live, experience and return to a 'house' or home, everyday. Those in hostel are in a larger form of 'house', which still performs the same function with the similar basics, like kitchen, bathroom, sitting room, dining room, bedroom. The vocabulary follows.

4.4.3.1 *Method of teaching*

The House / Die Huis / Ikhaya

4.4.3.1a *Aim*

To teach children the very basic vocabulary concerning the house in both Afrikaans and Zulu so it is fully understood and able to be utilized in conversation.

4.4.3.1b *Objectives*

- Correct imitation of words
- Correct labelling of house
- Simple sentences - this is the..., I clean the...
- Confidence in speaking (yesterday/today/tomorrow)
- Answer a question - what room is this?
- Create a house
- Teach back on house.

4.4.3.1c Skills

- Visual motor skill in writing and drawing
- Auditory skills in listening, imitating, understanding
- Productive skills in correct pronunciation and talking
- Design and technology skills in the creation of a house and its construction
- Creative sentence construction
- Decision making
- Confidence building in giving 'teach backs' to class.

4.4.3.2 Basic vocabulary

| English | Afrikaans | Zulu |
|----------------|---------------------|---------------------|
| Kitchen | Kombuis | Ikhishi |
| Bathroom | Badkamer | Ikamelo lokugezela |
| Bedroom | Slaapkamer | Ikamelo lokulala |
| Toilet | Toilet | Indlu yangasese |
| Lounge | Sitkamer | Ikamelo lokuphumula |
| Diningroom | Eetkamer | Ikamelo lokudlela |
| Verandah | Stoep | Uvulanda |
| Gate | Hek | Isango |
| Door | Deur | Isicabha |
| Window | Venster | Ifasitela |
| Passage | Gang | Iphasiji |
| Pantry | Spens | Iphandolo/iphandoko |
| Laundry | Wassery | Ilondolo |
| Garden | Tuin | Isivande (ingadi) |
| Tree | Boom | Isihlahla |
| Yesterday | Gister | Izolo |
| Today | Vandag | Namuhla (namhlanje) |
| Tomorrow | Môre | Kusasa |
| Shall | Sal | Ngizo |
| I | Ek | Ngi |
| Chimney | Skoorsteen | Ushimula |
| This is the... | Hier is die... | Nansi... |
| I clean the... | Ek maak die...skoon | Ngihlanza... |

4.4.3.3 *Lesson one*

Due to the fact that no tuition was done during the previous year in Zulu and only very simple tuition in Afrikaans, the first lesson of the third week must be used for revision of the numbers and parts of the body with each child saying these respective words and then also repeating their original sentences, “here is my nose” and so forth. Then the children are given pieces of paper and asked to draw a little picture of a house during the last ten minutes of the lesson and are asked to label each room, verandah, gate, kitchen, bathroom, toilet, bedroom, door, window, lounge, passage, pantry, laundry, garden, tree, to see how much they know. This is done phonetically. Together with this they will be asked if they know the words “yesterday, today, tomorrow, I, went and shall/will” in preparation for the tenses. All the time the children are encouraged to speak Zulu and Afrikaans whenever they get a chance, in these respective lessons.

The researcher felt it necessary to mention a point related by Klein (1995: 460) where it is claimed that the progress of a conservative learning procedure is slower than that of a less conservative one because the grammars generated by the former are only powerful enough to fit the data in the input. On the other hand a learning mechanism that generates more marked, less conservative grammars will progress faster. In all the lessons set for the research, plenty of opportunity is given for the children to experiment and go beyond the confinement of the lesson. The researcher encourages this at all times, preferring to be less conservative, but more expansive, extending the children wherever possible. This is in agreement with The Initiative of Krashen (section 3.3.3.4) of this dissertation who advocates that a child must be exposed to a target language that is a little above his level of understanding. The child needs to grow in knowledge, and can only do this, if the adult teaches him/her new information and exposes the child to unknown knowledge and different challenging situations. The adult must lead the child.

4.4.3.4 *Lesson two and three*

Physical, visual, auditory, oral, imitation responses

Children draw a house into their books and fill in the names in the respective languages and then each child has to say, “this is a house, bedroom, toilet, kitchen, bathroom” and so on. They have

a choice of subject matter within the confines of the house theme. They then go on to say, “today I clean the house ... bedroom, kitchen”. All children have a chance to say the words and sentences. The teacher also asks the question of each child, “what room is this”? The child must answer “it is thebedroom, bathroom” correctly, in the respective languages.

By the end of the lessons each child has said three sentences. At the very end of the lessons the class as a whole chants the names of each room as they are pointed to by the teacher. For homework each child is given the task to find a shoe box and bring it to school so that each child can create a house. This is an individual task, the idea being that each child must stand up and tell the class about his/her house incorporating the three sentences learnt the previous lesson. The children are pre prepared, so no child is at a disadvantage, when talking.

4.4.3.5 *Lesson four*

Auditory, oral, recall, revision, total physical response

The children revise the names of the rooms of the house and their three sentences with the vocabulary. They spend time making their houses and whilst they are busy, the researcher goes round and helps each child to say - “Yesterday I cleaned the house, bathroom or kitchen”, or any other sentence the child might want to say in the respective languages. English is always used as the facilitative language. Every child says a sentence, in Zulu and Afrikaans.

4.4.3.6 *Lesson five*

Total physical response. Teach back to class, revision and recall. Creative thinking and problem solving

The sentences and names are repeated again. Then each child tries to make up a sentence of his/her own about his/her constructed home and tells the class at his/her level (This is the first effort of a more creative use of language). There is no correction of mistakes by the researcher, rather an encouragement to experiment to express themselves and the opportunity to say what they want to say in the respective languages. If a child asks the researcher a sentence or sentences and words, the researcher helps. Natural enjoyment is encouraged along with spontaneous

utterances. The child's efforts are accepted, no matter how small. The researcher facilitates and aids each child to try for 'higher ground' and to say more. Wilkin's Initiative (section 3.3.3.6) of this dissertation is important here, as the child uses the language in the manner he/she feels is appropriate.

4.4.3.7 *Lesson six*

Completion of teach backs and time is given to learn words and labels for the house

Time is allocated to complete stories/sentences from the previous lesson. The children are again taught how to learn and are then given time to learn before doing a simple written test, similar to the one done at the beginning of the week. An interim sentence test is done so sentences and their construction are tested and at the same time giving ample opportunity for each child's own creative work, enabling him/her to show the researcher what he/she is capable of saying at that moment in the programme.

This test will be the most challenging so far, again spelling will not count, but rather the understanding and ability to make themselves understood, is the prime aim. The interim sentence test is purely a mark given to the children as they express themselves freely, during the lesson, whilst interacting with the researcher. The children are unaware of the marks allocated.

The idea of the development during this week's theme is to allow the children to develop freely and have a hand in their own free expression and to feel in control. As stated by Van Zyl (1994: 63) a workable definition of development means... "change towards patterns of society that allow greater sustainable realization of human values, that allow a society greater control over the environment and over its own destiny and that enable its individuals to gain greater control over themselves". By working on their houses, talking to each other, exchanging ideas and intermingling, acceptance of each other comes more easily. By saying what they want to say, about their houses, without feeling pressurized, encourages a feeling of control over their destiny. In this instance, their destiny is what they say in class to the others and it is also their ensuing enjoyment.

With this in mind, acquiring a second and third language would certainly facilitate change in individual language ability definitely developing a sustainable confidence and realization of human values. No better way could be found, other than in communication between individuals, that the power is theirs, in gaining control over themselves. The only way to achieve self fulfilment is through fulfilling basic needs, self reliance and participation in life, all are prerequisites for acceptance of each other. Basic needs can only be fulfilled by expressing them through language, and then, experiencing the fulfillment thereof, when someone helps the person achieve this fulfillment, by answering in language and giving guidance, because they have been understood. Three languages would broaden those chances and opportunities.

Information on aims, aspirations, cultures and needs of all peoples, along with assistance to those who are unable to make their voices heard within their own territories (Van Zyl 1994: 64) would definitely become a reality. Those watching television or listening to the radio, would understand more and definitely be able to make an understood, informed choice and pose critical judgement. With lack of understanding and no knowledge base, this is not possible. Simultaneous acquisition of a second and third language would aid this understanding.

4.4.3.8 Conclusion so far

The children have loved the activities, and have gone to great trouble to prepare their little plays. They now all volunteer to come forward and in many cases, the researcher has to tell them to stop their activities, to much resistance, "ah! no - we want to carry on". There is no problem with the socializing and all intermingle very comfortably, black, white, English, Zulu, Afrikaans, boy, girl, although, there is a tendency for peer groups to stick together. When the researcher decides who should be in each group - all go along happily - with very little resistance.

The researcher enjoys the lessons as much as the children, and many good laughs are had!

4.4.4 Theme Four: Week Four - The School

The school / die skool / iskoleni

4.4.4.1 Aim

To teach the vocabulary pertaining to the school and staff so children may utilize the information in conversation and understand their oral production.

4.4.4.2 Objectives

- Vocabulary building - names of respective people in their respective school positions
- Sentence construction
- Working in a group creatively
- Production of a simple play, whereby each child says a couple of sentences
- Confidence building
- Free expression

4.4.4.3 Skills

- Aural skills, imitation and understanding
- Visual motor skills
- Multiracial group work
- Peer tutoring
- Sequencing
- “Expert” teaching
- Decision making
- Organizational skills
- Interaction skills
- Self control
- Tolerance
- Task fulfillment
- Co operative learning

4.4.4.4 *Basic vocabulary*

| English | Afrikaans | Zulu |
|--------------------|------------------------|---------------------------|
| Teacher | Onderwyser | Uthisha |
| Pupil | Leerling | Umfundi |
| Desk | Lessenaar | Ideski |
| Head of department | Departmentshoof | Inhloko yomnyango |
| Head prefect | Hoof prefek | Induna enkulu esikoleni |
| Inspector | Inspekteur | Umhloli |
| Prefect | Prefek | Induna |
| School committee | Skoolkomitee | Ikomiti lesikole |
| Staff | Personeel | Izisebenzi |
| Vice principal | Vise prinsipaal | Iphini likathishanhloko |
| Pre school | Voorskool/kleuterskool | College/inkulisa |
| Primary school | Primêre skool | Isikole samabanga aphansi |
| Mathematics | Wiskunde | Imethemethiki (izibalo) |
| Afrikaans | Afrikaans | IsiBhunu |
| Zulu | Zoeloe | Zulu |
| Principal | Prinsipaal | Uthishanhloko |
| Day scholar | Dag leerling | Ofunda ehlala ekhaya |

The researcher felt that this was a logical follow-on to the home, as the only things that change greatly are the names of the people and subjects involved. It is also real for the children because every day they live in it and experience it on a daily basis. It is their 'home' from 'house' so to say. It is the place where they spend a large part of their day.

4.4.4.5 *School theme: Week four - Lesson one*

To begin this theme, vocabulary extension, group work - co-operative learning, expert teaching and creativity along with sentence construction were chosen as activities. Superficially it is similar to the house theme. In each language respectively, the children are given pieces of paper on which to write anything in that language phonetically to see what the children know and what is transferred from the previous theme, the house. The teacher then takes the papers in and sees what new information, or what lack of information there is. The gap/s must be filled.

Because this theme is so very wide, and very familiar to each child, as they each share the classroom and their education every day, a very flexible approach is taken and the children are

given control. As reported by van der Horst in Educare (1993: 33) "According to Jungian psychology, the quaternity refers to the thinking function, the feeling or emotional function, the physical or sensing function and finally the intuitive function. The integration of these functions is that which creates the high levels of intelligence and the optimal development of human potential". The researcher transferred this idea across to the language class, by giving the children control so that they might tap all their skills and organize, research, socialize and glean anything from whoever they wish to consult. This again brings in all the aspects of Outcomes Based Education (O.B.E.) bearing in mind that culture may be defined as a process of adaptation to the environment (van der Horst in Educare 1993: 32). In culture adaptation, acquiring a language may be seen as a necessary and meaningful adaptation. When giving the children control, teachers allow the experts to take the lead. In Zulu, the Zulu speaking children take the lead, in Afrikaans, the Afrikaans experts to take the lead. The children will acquire a great amount of education by learning from and organizing each other.

The rest of lesson one will be taken up by discussion on the school and the children will come forward with the information.

4.4.4.6 Lesson two

The school, individual work and vocabulary building. Here the vocabulary is given after the teacher has looked through the pieces of paper handed in by each pupil, to ascertain where the major deficit in information lies and the words are discussed and rehearsed. The tasks for lesson three and four are given. The children are told to get into groups of four and to make up a school play. Each child in the group has to say at least one good sentence in the respective language. If they are capable of more it would be even better. The children are given full autonomy.

4.4.4.7 Lesson three

If necessary, the children are given a little time to practise, then each group of children must present its play to the class. Because, in each class there are always children, or one child who would possibly forget or not think of anything at home, scope must be given so that, that one

child or couple of children can present something on their own, from the practice time given in class time. The class listen to and observe each play. The teacher/researcher observes and only helps if asked. Children are unaware of marks allocated.

The teacher then marks each child and his/her efforts: 0 for no effort - no understandable language, 1 or 2 depending on the effort and number of correct words, 3 or 4 for understandable words and broken sentences, 5 for one good comprehensible sentence, 6 for 2 good sentence and 7 or 8 for pleasant discourse. Only a really good effort warrants an 8. While the children present their plays, others draw a comic strip picture only, which is a picture story of their play in their books, comprising of eight blocks. This will be used at a later date for individual orals. It also prevents children from getting too fidgety as the plays proceed and excitement gets high.

4.4.4.8 *Lesson four and five*

Due to plays and their preparation being a fairly lengthy affair lessons four and five are kept for play presentation. The rest of the plays are presented and it is ensured that each child has had a chance to speak - their efforts are put into graph form. Encouragement to talk, and also, the acceptance of what each child comes up with is of vital importance. All cultures should be allowed to speak for themselves and should be described in their own terms (van der Horst in Educare 1993: 36). If the children ask for assistance, it is given.

The whole idea is to allow them constructive time to speak and play around in each of the respective languages and encourage them to feel in control of what they say, so they may practise and use what they know. Enjoyment is of vital importance as they will then be encouraged to experiment even more and the cultural aspects of the language would become more acceptable. The vocabulary given in lesson two is practised again.

4.4.4.9 *Lesson six*

How to learn, is again explained to the children, after which the children are given ten minutes to learn, whereby they sit in silence and look and learn (committing to memory) the vocabulary given, associating it with the English equivalent. The paper is then handed out and they are very

informally and comfortably tested on their vocabulary given. When they are completed, the papers are taken in (ensuring that names are at the top) and then, if time is left they continue with their uncompleted pictures.

4.4.5 Theme Five: Week Five, Six, Seven and Eight - Beginning of Literacy

4.4.5.1 Aim

To introduce to the children the rudiments of foreign, written matter for the children to read, write and learn, then produce:

- The alphabet in Zulu and Afrikaans
- 15 everyday sentences in Zulu and Afrikaans with English as the facilitative language
- Poem in Zulu and Afrikaans with English as facilitative language again

4.4.5.2 Objectives

- To learn the alphabet in Afrikaans and Zulu
- To learn 15 everyday sentences in order to facilitate ordinary conversation in Zulu and Afrikaans
- To read a simple poem
- To recite a simple poem
- To create a simple 4 sentence story
- To broaden the children's scope of language use in Zulu and Afrikaans

4.4.5.3 Skills

- Visual motor skills in writing and reading
- Auditory skills in correct production of sounds within sentences and understanding what is said by others
- Analysis and synthesis of words and meanings
- Reproduction from memory in quoting the poem

- Decision making in what and how to say something
- Creative thinking in story creation
- Sequencing of words within sentences
- Correct production of innate perceptions
- The ability to react spontaneously in both Zulu and Afrikaans

4.4.5.4 *Basic vocabulary*

| | English | Afrikaans | Zulu |
|-------|----------------|------------------|--------------|
| A - Z | alphabet | alfabet | i-alfabhethi |
| | poem | gediggie | inkondlo |
| | 15 sentences | 15 sinne | imisho 15 |

The first four weeks of the program was devoted to all the auditory aspects of Zulu and Afrikaans, to getting the children to get the feel of the language, to experimentation and training of their ears, to experience sentence creation and glean knowledge from exposure they have not had before, in the two respective languages. According to van der Horst in *Educare* (1993: 36) no content should be taught unthinkingly and uncritically and all facts should be placed in their social and historical contexts. Conceptualization would be thus enhanced by contextualisation. van der Horst (1993) continues to say that in this way, respect for others and tolerance for different perspectives and points of view can be cultivated. These are all goals of multi cultural education, and are put into practice in each lesson, through some manner or means, with much internal differentiation.

Subject level differentiation, tempo differentiation and differentiation based on pupil interest (van der Horst in *Educare* 1993: 31) is always taken into account and catered for as much as possible. With plenty of opportunity for free expression, pupil interest is able to come to the fore and then should duly be extended by the capable teacher.

With the beginning of pupil literacy, a finer knowledge of the language is taught. This theme would have to continue for approximately four weeks, as finer detail of the language must be

rehearsed and continually reinforced, so that understanding is ensured. A lesson may take a couple of periods to complete.

4.4.5.5 *Lesson one*

A survey is done in each of the respective language lessons in order to find out how many know the separate respective alphabets and they are marked down. 15 'everyday' sentences are then put on the board and children are asked if they are able to say them, or know how to begin saying them in the respective languages, namely Afrikaans and Zulu. The results are noted.

4.4.5.6 *Lesson two*

The alphabets of the respective sentences are practised, with the experts taking the lead, letter by letter until the class is able to chant them. Individual children are called up to the board to write respective letters down and children draw an alphabet in their books. The teacher continually repeats each letter loudly and clearly to allow imitation to take place so the correct sound is matched and produced with the correct symbol. This enables the child to code these aspects of each language correctly. The future decisions made by each child when using the alphabets in language situations, will hopefully be correct. This insight is based on the Initiative of Shuttleworth, discussed in section 3.3.3.8 of this dissertation.

4.4.5.7 *Lesson three*

The alphabet is chanted again and letter knowledge is reinforced. The children then draw 26 blocks into their books and fill in each letter of the alphabet again along with a picture of an item that starts with the particular letter. Accent, word and article are carefully matched with the item. This is also vocabulary extension and it is written down. Much discussion is had, and the experts are encouraged to come forward with their knowledge. Action and learning go hand in hand, for example, "Hier is my kop (the child touches his head), "Nali ikhanda lami". By the end of the lesson 26 different words are heard and given by the children. Only if really necessary does the teacher step in with giving words for each letter of the alphabets. The children must come up

with the words. The alphabet is rehearsed repeatedly pointing to the letters and acting them out. Simple sentences constructed by the teacher and children respectively, are uttered.

4.4.5.8 *Lesson four*

Fifteen 'everyday' sentences are written up on the board and the children are asked to write phonetically the Zulu/Afrikaans counterparts on a piece of paper, which are then taken in marked and the results are put into graph form.

The 15 'everyday' sentences are then written up with their English/Zulu/Afrikaans counterparts. They are carefully discussed and judiciously copied down from the board so it is easy for the children to refer to in future from the writing, copying and discussing. This way they are being active in their understanding, and learning, in acquiring the Afrikaans and Zulu meanings. Knowledge of these Zulu/Afrikaans sentence counterparts to everyday living, will hopefully aid their everyday language usage in Afrikaans and Zulu. These sentences are then discussed, rehearsed and learnt in subsequent lessons, to help form a basis to the children's language learning, on top of the vocabularies done already. These sentences include a few emotions, questions and observations often used on a day to day basis.

4.4.5.9 *15 sentences / sinne / imisho**

| | | | |
|-----|-----------------------------|-------------------------------|-----------------------------|
| 1. | She is happy | Sy is gelukkig | Uya jabula |
| 2. | They fight | Hulle baklei | Bayalwa |
| 3. | They play | Hulle speel | Baya dlala |
| 4. | They are on holiday | Hulle is met vakansie | Baya phumule |
| 5. | He is sick | Hy is siek | Uyagula |
| 6. | You look good | Jy lyk goed | Ubukeka kahle |
| 7. | I shall be at home tomorrow | More sal ek by die huis wees | Kusasa ngizobe ngi se khaya |
| 8. | Today I am at school | Vandag is ek by die skool | Namhlanje ngi se sikoleni |
| 9. | Yesterday I went home | Gister het ek huis toe gegaan | Izolo ngiye ekhaya |
| 10. | Where are you going? | Waarheen gaan jy heen? | Uhambaphi? Uyangaphi? |
| 11. | How are you? | Hoe is jy? Hoe gaan dit? | Unjani? Kunjani? |

| | | | |
|-----|-------------------|-------------------------------|--|
| 12. | Here is my hair | Dit is my hare | Nazi izinwele zami |
| 13. | What is the time? | Hoe laat is dit? | Sekuyisikhathisini/ sikhathisini? |
| 14. | What is the date? | Die hoeveelste is dit vandag? | Zingaki insuku?/Izinsuku? /Umhlakabani? |
| 15. | He is sad | Hy is treurig | Ukhathazekile |

* There was much debate on how to write the 15 sentences in Zulu, so the researcher included words of similar meanings.

4.4.5.10 *Lesson five*

The 15 sentences are rehearsed and read. The alphabet sounds of each respective language are pointed out, along with the relevant letter combinations in each of these languages. The children have to imitate, and practise, as we go along. As discussed by Dodson (1967: 76-77) the teacher should listen very carefully to every individual response made. If a child makes a pronunciation error the teacher should not move to the next child before the difficulty has been overcome. Each problematic sound and word should be isolated, corrected and then only should the child return to the full sentence as soon as possible. In the experimental instance, the children's written text is available to them throughout the exercise, so they are able to rely on the written text whilst being trained to create and rely on a mental image of the sentence whilst they are responding. Concentration is on the spoken word. All instructions are given in both English and the respective languages. Each learner must be aware of the images and information being gleaned, and made to feel love and acceptance according to Dodson (1967) reassurance, recognition and approval from the teacher (Dodson 1967: 82). When an error is made, the teacher's response is neutral, so no harm can be done and future responses will improve along with positive values gleaned by the interaction. The children are encouraged to learn the sentences, practise and re-use them.

4.4.5.11 *Lesson six*

A game is played using each learned sentence as the answer to a question. The teacher starts by asking a question and the first person to get the answer correct gets a turn to ask a question

him/herself. By the end of the lesson every child must have had a chance to ask and answer a question. The whole emphasis is on correct language and pronunciation and the usage of the sentences. The teacher helps wherever necessary, but always in a positive and friendly manner whereby children feel happy making mistakes and correcting them. The whole atmosphere is one of comfortable learning. It is imperative that the teacher be comfortable and versatile in the three languages, so he/she can draw on background knowledge in lessons.

4.4.5.12 Lesson seven

This lesson would begin at approximately the beginning of the sixth week. The previously learned sentences would be carefully rehearsed and thoroughly revised so that all the children would be able and capable of saying the sentences correctly and know what each one means. The alphabets are reintroduced and reinforced again.

4.4.5.13 Lesson eight

This is the first lesson in which foreign reading matter is introduced. A poem from a worksheet taken from the local newspaper is used. The verse is read through by the teacher first and then by the children in all three languages. It is carefully discussed so it is fully understood, then stuck into the children's books. The verse is learned off by heart by the children. Each child must then in the following lessons say it to the class in each of the respective languages and then read it in both languages, namely Zulu and Afrikaans. The verse ties in with the second week theme - the body and the Literature Science Method in section 3.3.2.11 of this dissertation, whereby the learner discovers meaning within a context. In this lesson, it is the written context of the poem.

| English | Afrikaans | Zulu |
|--------------------------|--|--|
| Two eyes to see | Twee ogies om te sien | Amehlo amabili okubona |
| Two ears to hear | Twee ore om te hoor | Izindlebe ezimbili zokuzwa |
| Two feet to walk and run | Twee voete om mee te loop en hardloop | Izinyawo ezimbili zokuhamba nokugijima |
| Here are my hands | Hier is my hande | Nazi izandla zami |
| Give yours to me | Gee joune vir my | Letha ezakho kumina |
| Good morning everyone | Goeie môre almal | Sanibonani nonke |

The children also see their capability of reading in the respective languages. They have to read the poem out loud. It is done in such a way whereby the children use what they know to gain knowledge about what they do not know. The association and utilization of what they know to help glean what they do not know should lead to synthesis of the whole, that is, successful understanding and reading of the poem.

4.4.5.14 *Lesson nine*

This lesson is used to listen to all the children say their verse in the respective languages. While each child is saying his/her verse the rest have to work out a comic story of four blocks whereby they draw the story only and there is no writing of words. This is in preparation of group work in fours. When everyone has recited his/her verse to the class, each child is then put into groups of four by the teacher. In each group there is an expert in the language, for example, a Zulu speaking child, that is, the expert to help lead in the Zulu lesson. For Afrikaans the expert will be yet another child. Their homework is to think about a story.

4.4.5.15 *Lesson ten*

The children are given approximately 15 minutes to go outside and prepare their chain story and to ensure that each child has at least two sentences to say. Child one begins, child two and three continue, child four ends. The topics are open and so each child has a free opportunity to create and say something to the best of his/her ability. There is an opportunity for peer tutoring and also for imaginative play acting in words. Each group has to organize itself and be prepared for the production session. The faster groups produce and present their stories in lesson ten.

4.4.5.16 *Lesson eleven*

The rest of the groups present their stories. They must all be organized and clearly understandable. Each group after presenting its story, is given a piece of paper divided into four blocks. Each story member draws their part of the story onto the paper so that there is a comic version of the story to put up in class. (Each group is marked on its oral ability. Each individual

on its oral ability). The same scale is used, as mentioned before, on their production and degree of fluency.

4.4.5.17 *Lesson twelve*

Each child has to prepare a four sentence story using what he/she has learnt and knows. Each child has to stand up and tell the class its four line story. The teacher assesses each story on fluency, correctness, understandability, intelligibility and word structure. Because of the very nature of the tuition so far, the researcher is sure that all the children will be confident enough to do this.

4.4.6 Theme Nine: Week Nine - Colours/Kleure/Imibala

Due to the class being scheduled for a two day outing, only three lessons will be available each for Afrikaans and Zulu respectively during this week. The researcher felt that learning the colours in these three lessons would be a good way to help the children to bring a little description into the vocabulary they have been acquiring so far. The seasons fit in well here, so are included. A pretest is done but no post test will be done, due to the time factor and interruptions caused by preparation for the outing. Rather a final picture will be drawn by each child in their books, following the instructions of the researcher telling them what to draw and in which colour. (See photocopy of examples of pictures drawn in Chapter Five).

4.4.6.1 *Aims*

Teach the names of the colours and seasons so that children will associate sound, symbol and colour and season correctly and be able to use them in descriptive communication respectively in Zulu and Afrikaans.

4.4.6.2 Objectives

- Match colour and colour names
- Follow instruction, and draw in the correct colours, and the respective dictated items
- Develop auditory skills in following instruction, understanding and interpreting the correct information
- Correct production of words
- Correct symbolism, in the form of a picture

4.4.6.3 Skills

- Auditory skills in understanding what is said
- Visual motor skills in writing and drawing
- Creative skills in creating a pleasant picture
- Task fulfillment
- Organizational skills in picture production
- Correct production of words (in the names of the colours)

4.4.6.4 Basic vocabulary

| English | Afrikaans | Zulu |
|---------|-----------|-------------------------------|
| Black | Swart | Mnyama |
| Blonde | Blond | Mhloshana |
| Blue | Blou | Somi/luhlaza okwesibhakabhaka |
| Brown | Bruin | Nsundu |
| Green | Groen | Luhlaza okotshani |
| Grey | Grys | Mpunga |
| Orange | Oranje | Wolintshi |
| Pink | Pienk | Bomvana |
| Purple | Pers | Bukhwebezane |
| Red | Rooi | Bomvu |
| White | Wit | Mhlophe |
| Yellow | Geel | Phuzi |
| Autumn | Herfs | Ikwindla |
| Winter | Winter | Ubusika |
| Spring | Lente | Intwasahlobo |
| Summer | Somer | Ihlobo |

4.4.6.5 *Instruction for picture drawing (See Lesson Plan three)*

- Draw a tree, green and brown with red apples
Teken 'n boom, groen en bruin met rooi appels.
Dweba isihlahla esinombala oluhlaza nonsundu sibe

- Draw a house with a red roof, blue walls, orange doors and windows
Teken 'n huis met 'n rooi dak, blou mure, oranje deure en vensters
Dweba indlu enophahla olubomvu, izindonga eziluhlaza okwesibhakabhaka neminyango namafasitela anombala owolintshi

- Draw a garden with green grass and yellow and purple flowers
Teken 'n tuin met groen gras en geel en pers blomme
Dweba ingadi enotshani obuluhlaza nezimbali eziphuzi neziphephuli

- Draw black and white birds
Teken swart en wit voëls
Dweba izinyoni ezinombala omnyama nomhlophe

- Draw two grey dogs
Teken twee grys honde
Dweba izinja ezimbili ezigreyi

- Draw a pink gate
Teken 'n pienk hek
Dweba isango eliphinki

- Draw two blonde haired girls
Teken twee dogters met blonde hare
Dweba amantombazane amabili anezinwele eziblondi

- Draw a yellow sun
Teken 'n geel son
Dweba ilanga eliphuzi
- Draw white clouds
Teken wit wolke
Dweba amafu amhlophe
- Draw blue sky
Teken 'n blou hemel
Dweba isibhakabhaka (dweba umfanekiso wesibhakabhaka).

This is a “filler” or “description” week. Due to excitement and possible interruptions because of planning, each lesson must therefore be self contained. The theme of colour is chosen as it affords the children space to describe, bearing in mind the vocabulary and little bit of literacy acquired. This theme will also be useful on the outing.

4.4.6.6 *Lesson plan one*

A pretest is done on the colours. The English words are written on the board and the Afrikaans/Zulu equivalents are required to be written down next to the English names of the colours. Phonetic spelling is accepted. Because it is the end of the first term and a change of season, the names of the seasons are included. The children are encouraged to relax and draw from what they know. Spelling does not count. The pretest is done in a wonderfully relaxed and amicable environment. Papers are taken in and marked. Colours are then orally discussed and the children pool their ideas as to colour knowledge.

4.4.6.7 *Lesson plan two*

The names of the respective colours are put up in Afrikaans and Zulu next to the English names, as are the names of the four seasons. The children write them down and illustrate each one with

the correct colour, so word, symbol and colour are correctly associated and learnt. The four seasons are written in four blocks and each season is illustrated under the respective name.

| | |
|--|--|
| | |
| | |

As the children are doing this, the teacher goes around to each child who then has to make up a single sentence involving a colour and/or a season. It is a relaxed amicable lesson with all questions answered along with all discussions taken up and explained. The teacher/researcher ensures that all the children are given the opportunity to say a sentence or two in each respective language.

4.4.6.8 *Lesson plan three*

Picture drawing

The children have to draw a picture into their books under the direction and instruction of the teacher who dictates the item and colour to be drawn. The teacher walks around checking that all are doing the correct thing, amid good discussion. The entire lesson consists of creative activity and positive discussion.

A précis of the instructions in English are listed below. For Afrikaans and Zulu refer to section 4.4.6.5.

Instructions

1. Draw a green and brown tree with red apples.
2. Draw a house with a red roof, blue walls and orange doors and windows.
3. Draw a garden with green grass, and yellow and purple flowers.
4. Draw black and white birds.
5. Draw two grey dogs.
6. Draw a pink gate.
7. Draw two girls with blonde hair.
8. Draw a yellow sun and white clouds with a blue sky.

As it is part of the literacy programme, a correctly drawn picture is requested. Following and understanding the instructions is a vital criterion. Much leeway is given for creativity and “Poetic license” in the pictures. Enjoyment is a key factor.

4.4.7 Theme Group Task Work: Week Ten - A Chain Story

4.4.7.1 Aim

To give the children the opportunity to actualize what they have learnt and express themselves to their best ability in both Zulu and Afrikaans.

4.4.7.2 Objectives

- Completion of a task
- Fulfillment of requirements
- Multiracial group work
- Chain story
- Expert teaching
- Good sentence work
- Confidence

4.4.7.3 Skills

- Social
- Oral production
- Creative thinking
- Decision making
- Analysis and synthesis
- Sequencing
- Research
- Problem solving

Children decide, research and produce their vocabulary, choreography and play.

Due to it being the last week of school only four lessons per language (Afrikaans and Zulu), are anticipated.

4.4.7.4 *Lessons one to four - Group chain story*

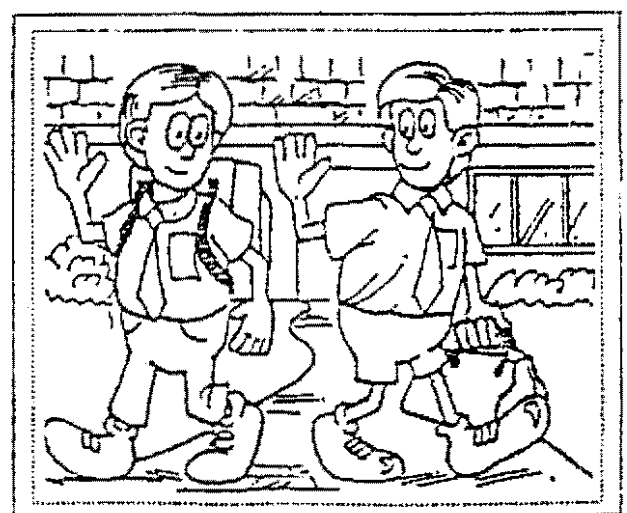
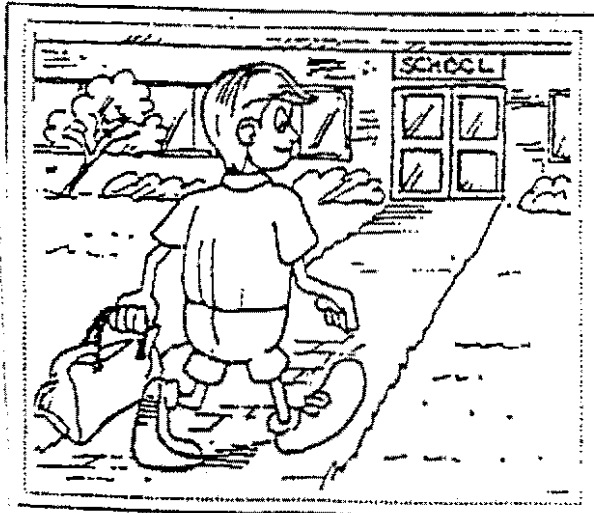
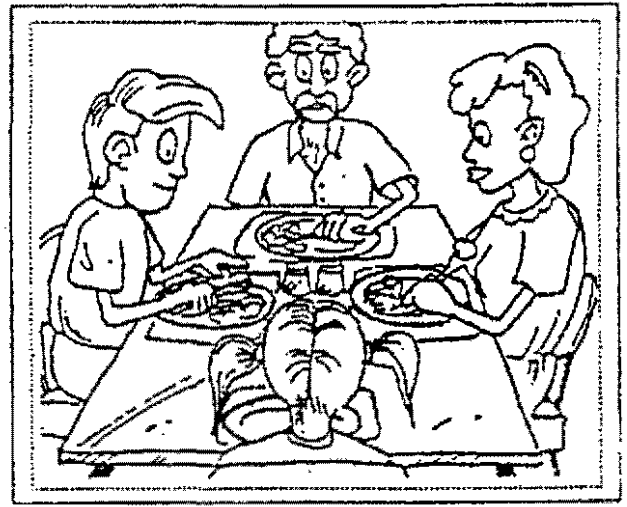
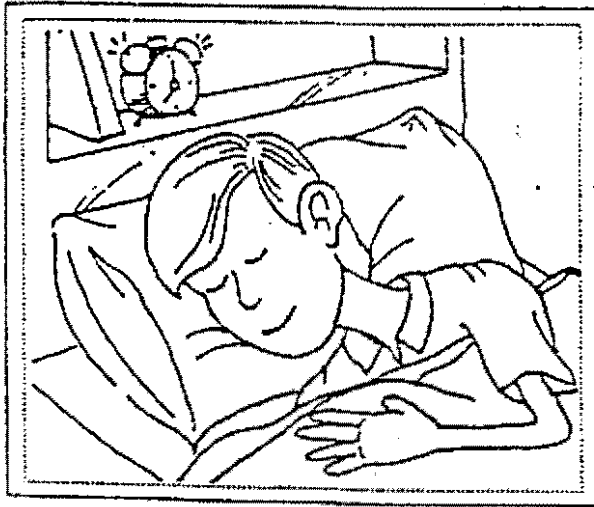
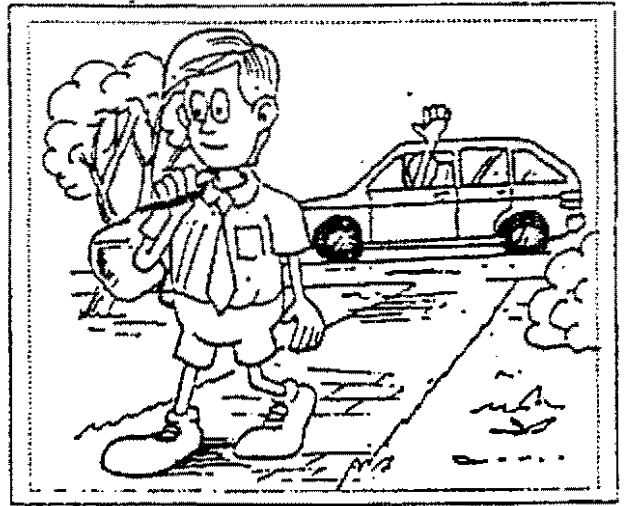
Because of the size of the class (32) and the short week, all the lessons will be looked at in unison, that is, fulfilling the task of producing a chain story. The take off point is a series of pictures (See Picture 4.1).

Children are divided into groups by the researcher. These groups consist of six children of mixed ability, race and peers with No bosom friends. In each group is an expert. The task is that the group get together, go outside and create a story in which each child has to say a couple of lines which develop and build the story. The first and last child begin and end respectively. The four children in the middle provide the content and body of the story. It has to form a cohesive fluent flowing whole. Acting is kept to a minimum, the emphasis being on talking coherently and fluently. Each group presents its item to the class. How each group is organized depends entirely on the individual groups concerned and the conclusions and preferences of each individual.

The researcher explains the requirements of the task namely:

- Organize their group
- Each group to view pictures
- Decide on topic
- Select roles for each members of group
- Work out dialogue in good sentences
- Create an interesting story
- Practice in order to be ready to show to class
- Produce an orderly play
- The first and last child are the beginning and the ending and the other four the fillers or body of the story.

Picture 4.1 Picture series used as a springboard for group work



Time is given for the children to go outside in groups and practise and put together their story. The rest of the lessons are used up by children producing their plays in the respective languages. The groups stay the same in both Afrikaans and Zulu.

In anticipation that it will be fun and enjoyed by the children, they should be far more comfortable with playing in each of the respective languages.

Being the last week of school with the resultant excitement and interruptions that do occur along with absenteeism of children, lessons must be exciting, fun and challenging.

Children are marked on their individual ability and the group score depends on the average score of individual efforts of the children within the group. The children are not aware that they are being marked. The same scale, as has been used previously, dictates the score out of ten.

This exercise will bring the research to a close along with the first school term of 1998.

4.5 CONCLUSION

Because the whole idea of the programme is to see if it is possible to acquire two languages simultaneously, all the lessons are geared to much elementary talking and enjoyment, and training of the auditory faculties so the children may begin to talk in Afrikaans and Zulu. It is designed to be varied, fun and challenging and give plenty of scope for individual creativity, innovation and freedom of speech. At the end of it, it is hoped by the researcher that the children will be able to have fun and communicate in the two languages, which in the beginning of the year, they could not. It is also hoped, that by the end of the programme the children will have had enough fun to want to continue and acquire the finer language skills as the year progresses, in Afrikaans and Zulu.

During the second term, more written work will be done, along with sounds, spelling and reading. The school programme will revert to Afrikaans as the second language and Zulu as the third with Afrikaans having more allotted teaching time.

The research programme is varied deliberately to try and cater for all intelligences and abilities. It has been created in such a manner because the researcher has found that these creative and varied lessons inculcate an excitement and love of learning along with motivation to succeed. The whole beginners' program is designed to be completed in one term, in this example, the first term of grade four, as the children have not yet experienced any second and third simultaneous language tuition.

Chapter Five that follows, discusses all the results obtained in these lessons.

CHAPTER FIVE

RESULTS OF THE EMPIRICAL INVESTIGATION

5.1 INTRODUCTION

According to Smith (1983: 11) "... the overall purpose of educational research is to explain and by extension to be able to predict the relationship between the invariant succession of educational objects and events". The ultimate goal of this approach to research is the development of laws which make prediction possible. The research undertaken and the results thereof in the simultaneous acquisition of a second and third language, will hopefully give insight into this one aspect of objects and events. The objects are the lesson methods and tests used to help the children acquire two separate languages simultaneously. The events are the communicative abilities of the children in the two languages as they work through the different programmes supplied by the researcher, in the two languages. The first term was selected with the programme being started right at the very beginning of the year, because the children had not yet been taught anything in either languages, namely Zulu and Afrikaans.

The question has been asked - is it necessary and desirable to acquire two languages simultaneously? The accumulation of evidence that is to follow will hopefully be systematic in seeking the answer to this question. It must be noted that actual reality, the real conditions in a classroom, in the experimental group was of paramount importance, so no special grouping was done, and new children were just slotted in as they arrived, as does happen in day to day activities in a normal class at any school.

At the beginning of the research, the research class was not very conversant in the two languages at all, in fact most of the children in the research class battled to speak either languages and required the teacher to talk and they then imitated. There was a constant seeking of understanding on both the part of the teacher and the children. The children continually wanted to know how and what to say and when to say something, and the teacher was constantly seeking to understand how the children were acquiring their languages. Because the children had never received tuition

in Zulu before, but had received one year tuition in Afrikaans, initially Afrikaans appeared to be easier to the research class.

The imitation of the teacher by the children and the children by each other, tends to reinforce the information supplied by Menyuk (1978: 69) on the role of imitation.

5.1.1 The Role Of Imitation

As discussed in section 2.4.2 of this dissertation, according to Menyuk (1978: 69) imitation is a necessary stage between comprehension and production. The children who were not familiar with the respective languages, needed to imitate an expert, to help them acquire the various structures and vocabulary. This is a natural easy way to language acquisition, like a mother teaching her baby. This form of controlled communication was a stepping stone to a more free individualized communication, whereby the children could start drawing on their own knowledge and then using it for successful production.

The children needed to first learn some words, so they had something meaningful to talk about. This is the necessary vocabulary supplied by the teacher. The children then needed to learn how to pronounce these words and how to use them. They imitated the teacher in controlled conversation. Gradually, through this method of imitation and controlled conversation the children built up a resource of words that they could draw on. As they became more confident they then moved into a more free form of conversation, whereby they experimented and constructed their own creative sentences. As stated by Lewis (1998) at a meeting for practical teaching of Afrikaans, in Richmond on 26 October, the children must enjoy what they are doing, then they will also like the subject. Preparation by the teacher must be good and material must be challenging, vocabulary must be used in sentences and there must be ample opportunity for success.

This information appears to be accurate as this happened often during the programme, but imitation happened less frequently as the children gained confidence and generated their own ideas. This imitation and controlled conversation was a very important stepping stone to natural,

individual expression and production. This takes us to the next section, the results of the investigation.

5.2 RESULTS OF THE INVESTIGATION DURING WEEK ONE

The following are the results after the first week of the research as explained in sections 4.4.1 to 4.4.1.8 in Chapter Four of this dissertation. The children were unfamiliar with both languages and initially appeared to be negative about Afrikaans, which the researcher took into account, as knowing it would possibly spill over to Zulu if that perception was not changed. The researcher ensured that the week's lessons would be fun and thoroughly enjoyed. It paid off. Through careful preparation the tools were supplied in the form of nouns (names of the numbers) in each respective language and the children were encouraged through opportunity to be physically active in acquiring these nouns and had full autonomy as to how to do their presentation in their group work.

The first week appeared to lay the seed for pleasure, as the week progressed, negative perceptions began to change, the moans stopped and the children had fun, in both language lessons. The researcher ensured that from the way the lessons were planned and carried out, learning and pleasure would go hand in hand, and that even the tests were honestly explained and not a pressurized negative experience. It proved successful.

Before any tuition took place the following were the results of a survey carried out on Monday the 26 January, 1998 in the very first lesson. The idea was to obtain information on the knowledge the children had of initial greetings in Afrikaans and Zulu and how the children felt about their writing ability in the two languages. Table 5.1 reflects the results of the initial survey with 28 children in the class.

Table 5.1 Survey results of initial Afrikaans/Zulu knowledge

| Class | No. | Afrikaans | Class | No. | Zulu |
|-------|---------|---|-------|---------|--|
| 28 | 20 | Can say good morning, goeimôre | 28 | 20 | Can say hello in Zulu, sawubona |
| 28 | 21 | Can say something | 28 | 20 | Can say something |
| 28 | 22 6 | Cannot write in Afrikaans Can write something | 28 | 6 22 | Can write something in Zulu Cannot write anything in Zulu |
| 28 | 10 | Cannot write numbers but can write something else | 28 | 24 | Cannot write anything including numbers |

After this initial survey was done, the class size increased gradually to 32 by the completion of the term and the research. In this survey, Afrikaans appears to score higher in knowledge content due to possibly the previous year of Afrikaans tuition. There is an apparent confusion in the figures in both Afrikaans and Zulu and especially the Zulu children, were not sure of their ability or what they thought was expected of them even though it was thoroughly discussed. The ensuing tests will either refute or conclude the evidence above. For the initial pretest hereafter the children were asked to 'write as they say', the numbers, in both languages (spelling was not the issue as the symbols when written, then read by the researcher had to sound correct). The numbers from one to ten and then twenty, thirty, forty and fifty were asked. It was a way of exposing the children to the fact that a language is not isolated in its content, but cuts across all subjects. This is an important part of theme teaching with language across the curriculum. It was concluded by the researcher that the experience that numbers mean the same, no matter what language they are translated into, was an important one.

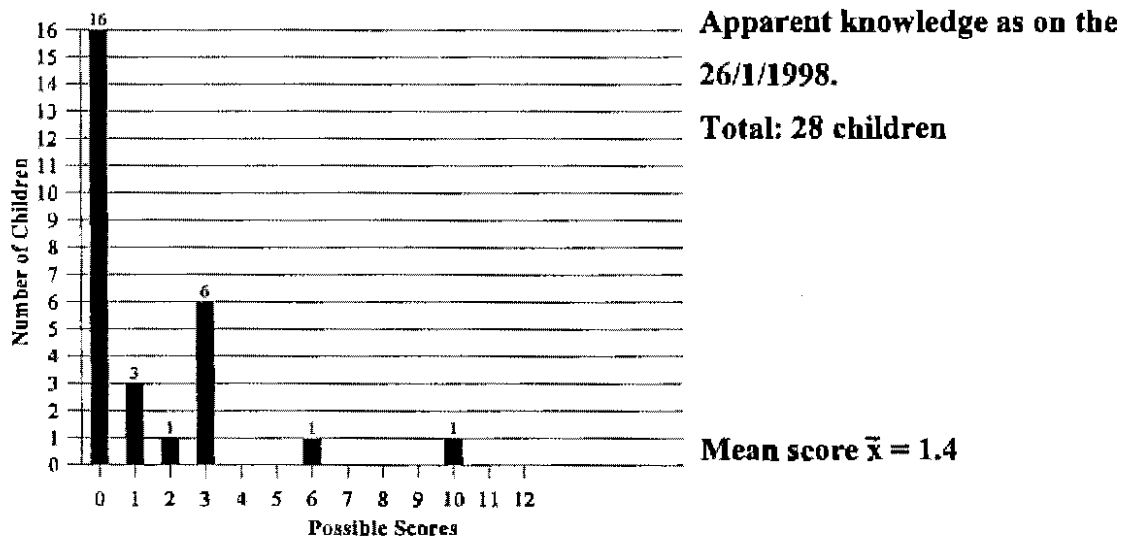
The researcher felt that this universality was an important basis for first knowledge acquisition, as it tied in with mathematics and would help them acquire the basis of numeracy in the other two languages as well as reinforcing this concept of the universality of language and numeracy. The perception that Zulu and Afrikaans are isolated subjects was important to change. The universality of numbers could also be experienced and realized. The present reality for the children is that they learn mathematics in English but the new reality is that it is also possible to

learn mathematics in Afrikaans and Zulu. It gave the children opportunity to view number knowledge from another perspective, which they did, and found it interesting.

Figure 5.1 and 5.2 show the scores out of 14 for the first pretest given in Afrikaans and Zulu during the first lesson of each language in number knowledge from one to ten, twenty, thirty, forty and fifty. Zero is a score. The pretest was done on Monday 26 January, 1998 at the beginning of the year, prior to any tuition in either of the languages.

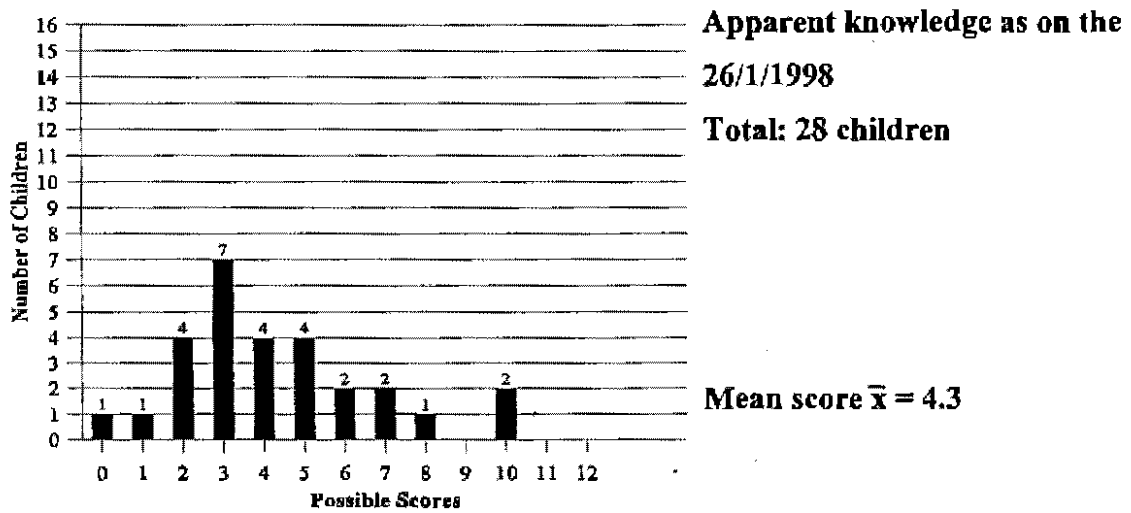
On each graph in Chapter Five, the Y axis depicts the number of children who obtained the respective scores, which are depicted along the X axis. To facilitate reading the graphs, the little number on top of each column, indicates the number of children who obtained that particular score. A \bar{x} indicates the mean, or average score for the class, for those represented scores.

Figure 5.1 **Number knowledge - pretest - Zulu**



Sixteen children knew no Zulu numbers prior to tuition - no Zulu tuition has ever been given to the class before.

Figure 5.2 **Number knowledge - pretest - Afrikaans**



Only one child knew no Afrikaans numbers prior to tuition, probably due to lack of tuition during the grade 3 year. The discussion follows on page 206.

5.2.1 Pretest Discussion

From the two scores reflected in Figures 5.1 and 5.2 it is apparent that the children underestimated their ability and stored knowledge of the numbers in the two languages. It is apparent that far more pre-knowledge is stored in Afrikaans than Zulu. This is due to the previous year, wherein the class had tuition in Afrikaans. Zulu was not taught at all, so the scores attained here for Zulu are attributed solely to incidental acquisition. The Zulu children, mainly were knowledgeable, but not all, as they had been in an English school since preschool and grade one. For the remainder of the week, after these first two tests, the numbers were taught in various ways and included activities outlined in Chapter Four (sections 4.4.1 to 4.4.1.8) whereby the children were physically active and totally involved. This included paired work. (See Photograph 5.1). The children thoroughly enjoyed their paired work and interaction. It encouraged spontaneity, creativity and the confidence to perform.

Photograph 5.1 Paired work

Both girls are English speaking and are nine years of age. They were talking Zulu.



The children were very innovative. Some sang, danced, rap danced and sang, chanted, questioned each other or gave each other a lesson. It was interesting to note how different, yet effective each presentation was. At the core of each were the numbers, either as single nouns or incorporated into very simple sentences. They had fun and enjoyed themselves. As Margow (1990: 18-19) states, “We need to keep the child’s perspective in mind at all times”. The researcher is very aware of this and therefore supplied them with the tools, ensured that they all understood, then melted into the background and allowed them to play and experiment. Margow (1990: 18-19) also states that “We need to listen” and “we need to be non judgmental”. With this first week, beginning the programme, the researcher felt that, how it was handled was of vital importance for the future success of the next couple of weeks. In both Afrikaans and Zulu lessons, the researcher ensured that everything was positive, even to the answering of questions and dealing with a couple of the more boisterous children. For all presentations the researcher listened and did not judge, but viewed the position of the researcher, purely as that of a facilitator. The children were “in control” and told the researcher what they were doing. It was most pleasing to note, that not one child behaved as though they did not know what to do, and every child asked to give his/her presentation. All were also happy to ask for help when they needed it. There were no socializing problems, although friends did tend to stick together.


In order to facilitate the communication of the Zulu numbers, as more than half the class, sixteen out of the thirty, did not know any numbers, they were written down in Zulu in the form that they would be used when talking, for example, ihhashi eyodwa...ikati ezimbili. For examples of the children’s work showing how they wrote them down See Picture 5.1 ‘Izinombola’ and Picture 5.2 ‘Nommers’.


In the final lessons of each language, post tests were given, similar to the first test to see how much knowledge they had gleaned during the week. Figures 5.3 and 5.4 reflect the results. It must be noted that two more children were added to the class after the initial pretest, so bringing the total to 30 children in the class and the post test. The tests were administered regardless of whether some children were absent, as the researcher felt that this was a reality in teaching and school life. Absenteeism happens in all subjects and it is important for the teacher to make allowance for this in all lessons planned to ensure that the child is still able to continue successfully in lessons even though he/she might have been away from school for some personal reason, for a time.


By an English speaking nine year old girl

26/1/98

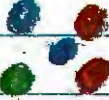
Izinombola


1-eyodwa 


2-ezimbili 


3-ezintathu 


4-ezine 

5-eziyisihlanu (ezinblanu) 


6-eziyisithupa 


7-eziyisiKhombisa 

8-eziyisishiyagalombili 

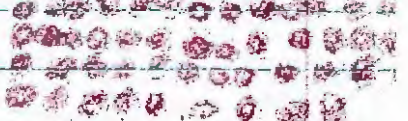
9-eziyisishiyagalolunye 

10-ezilishumi 

20-ezingamashumi amabili 

30-ezingamashumi amathathu 















40-ezingamashumi amane 

50-ezingamashumi ayisihlanu 

By a Zulu speaking nine year old girl

29 Januarie 1998

Nommers

- 1 Een 
- 2 Twee 
- 3 Drie 
- 4 Vier 
- 5 Vyf 
- 6 Ses 
- 7 Sewe 
- 8 Agt 
- 9 Nege 
- 10 Tien 
- 20 Twintig 
- 30 Dertig 
- 40 Vier-tig 
- 50 Vyf-tig 





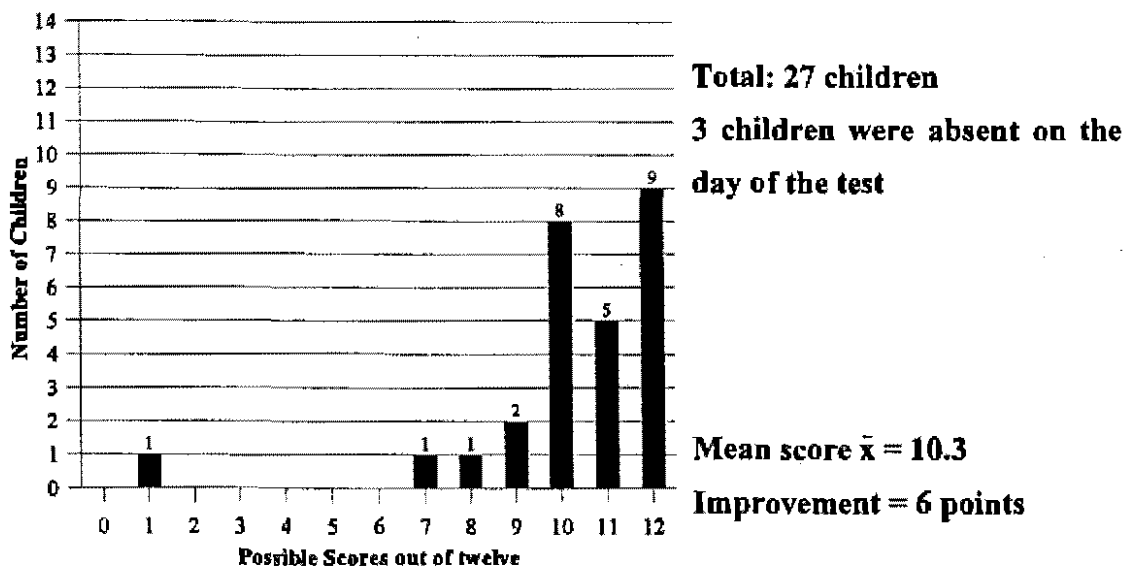
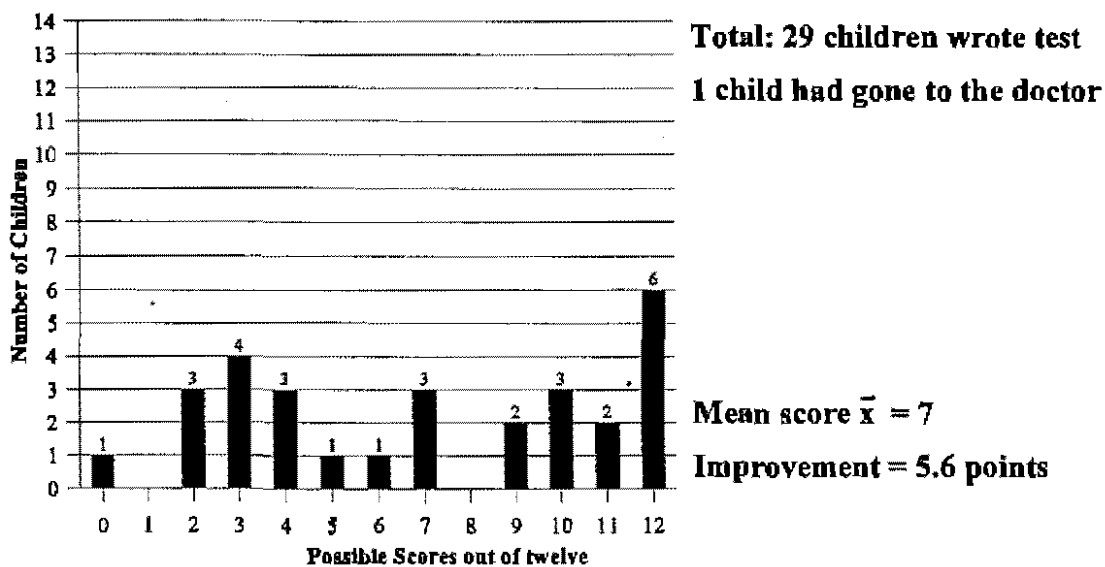
- 1 Een 
- 2 Twee 
- 3 Drie 
- 4 Vier 

Figure 5.3 **Number knowledge - post test - Afrikaans**



A very positive improvement is evident in both languages after tuition.

Figure 5.4 **Number knowledge - post test - Zulu**



Discussion of the post test figures follows on page 211.

5.2.2 Post Test Discussion

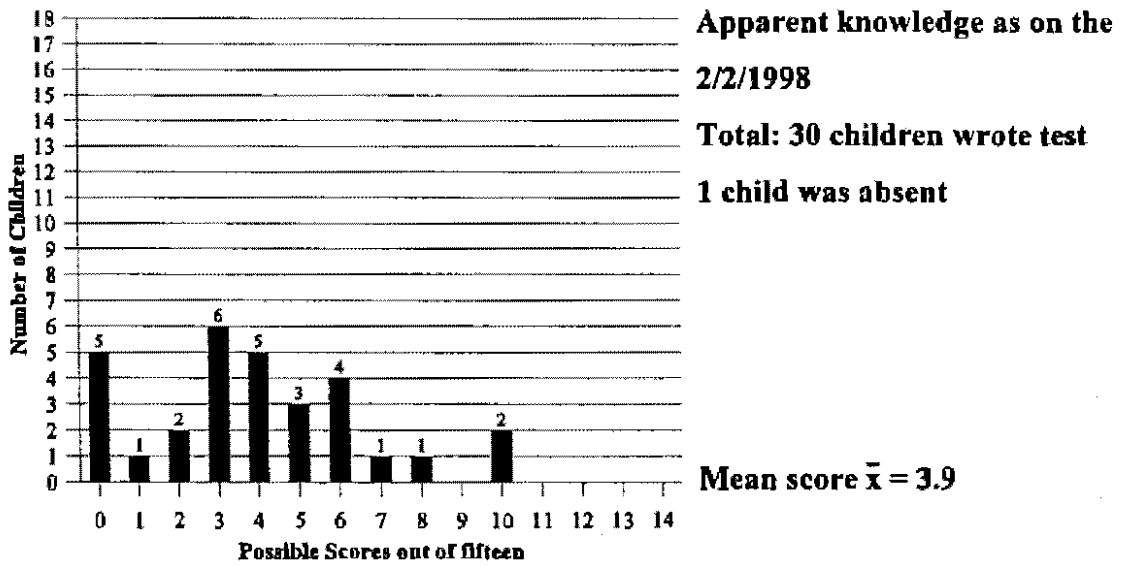
It must be noted that initially the children were not confident and were hesitant to come forward with their knowledge, ideas and little plays that they had made up. This improved greatly as the week progressed, especially when they realized that whatever they came up with was acceptable. There was a tendency to remain within the bounds of the given vocabulary. It is pleasing to note the overall improvement of the number knowledge in both languages after tuition and group work. The maximum score obtainable was twelve. It was encouraging to see that everyone bar one child achieved above six out of twelve correct in Afrikaans. In Zulu, the scores were more spread out, but only one child knew no numbers in Zulu for the post test as against sixteen for the pretest. Twelve scored below six out of twelve for Zulu.

The difference between the mean scores from test 1 to test 2 for Afrikaans was 6. For Zulu it was 5.6. It was interesting to note that the mean scores differed by 0.4 respectively for the two languages after they had been taught the same subject matter with exactly the same method, and covering the exact same content. It would appear from this first week that information was gleaned more or less at the same pace with a 0.4 difference between the two. It is encouraging considering Zulu was the language wherein 16 children knew no numbers. The question that does arise, is the following: Does one language facilitate the acquisition of the other? The 0.4 lag in Zulu scores, could possibly be attributed to the fact that the children were taught Afrikaans the previous year but not Zulu. It will be interesting to see if this fairly close mean score continues in the next themes. It must be noted that yet another child had joined the class, raising the total to 31 children in the class. This increase in class numbers is a common occurrence in schools at the beginning of the year.

5.3 RESULTS OF WEEK TWO - THE BODY

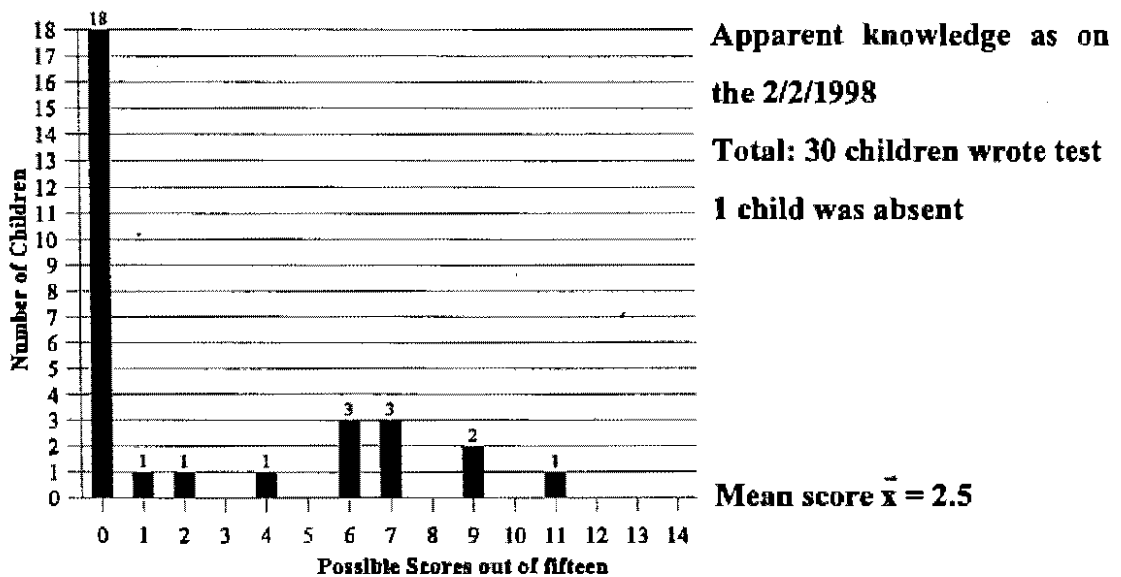
The results in this section are documented from the second theme, week two in sections 4.4.2 to 4.4.2.7 of Chapter Four. The same pattern of a pretest, then teaching, then a post test was done. The children had to draw a person and label the required parts. The results are reflected in Figures 5.5 and 5.6.

Figure 5.5 The body - pretest - Afrikaans



Both graphs indicate that very few children know the names of the parts of the body in either languages.

Figure 5.6 The body - pretest - Zulu



Pretest discussion follows on page 213.

5.3.1 Pretest Discussion

From Figures 5.5 and 5.6 it is obvious that more children know a little more Afrikaans than they do Zulu, also attributable to the fact that they had been formally taught Afrikaans but not Zulu, in their grade 3 year.

For two weeks now, on the pretest, Zulu has scored the lowest. It would appear to tie in with the opinion that a language that is taught, referring here to Afrikaans, is possibly stronger and better handled by the children than a language that is just acquired. The children also find it easier to sound Afrikaans, possibly due to the fact that they had done a little written Afrikaans the previous year. In both Zulu and Afrikaans, the enjoyment stems mainly from when the children are physically involved even if it is drawing (See Picture 5.3 The Body/Umzimba and 5.4 Die Liggaam). They enjoy making plays and helping each other. During this week, language usage in both languages was still heavily reliant on imitation, but already the 'experts' and peer tutoring were having an effect. More elaborate sentence construction was evident, as not only the given vocabulary was used. The boundaries of the given vocabulary were broken. The children thoroughly enjoyed making their dolls and telling the class about them in simple short sentences whilst pointing to the various body parts (See Photograph 5.2 The Body). The dolls proved an effective 'mask' through which to talk. This ties in with research mentioned earlier on in this dissertation in Chapter Four by Orellana (1994: 190) who states that the adoption of a separate identity might facilitate language learning in part by lowering children's affective filters. The latter was evident by the children's eagerness to talk to the class in their simple sentences. These consisted mainly of noun and verb phrases and directives, "nangu udoli wami", "hier is my pop". It was interesting to note that these sentences were short, to the point, dealt with the 'here and now' and did not elaborate excessively into fantasy. This ties in with information gleaned in the first three chapters which is relevant to caregiver speech when talking to infants. The children felt comfortable with simple essential speech at this stage of learning and acquiring a second and third language simultaneously.

By a Zulu speaking nine year old girl



By a Zulu speaking nine year old girl



Photograph 5.2 The Body - A child talking to the class about her doll in Afrikaans

An English speaking nine year old girl



5.3.2 Post Test Results - Week Two - The Body

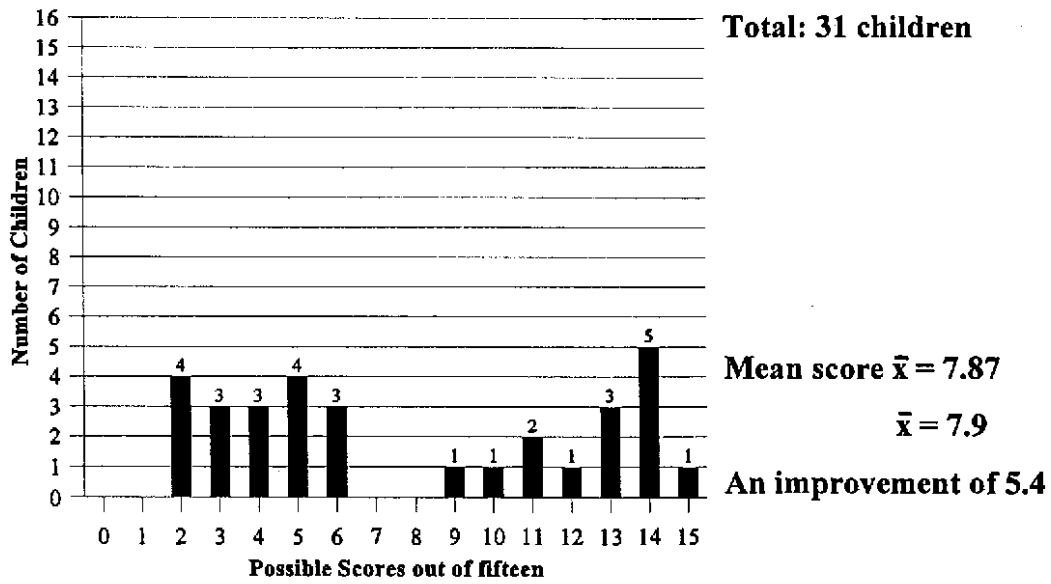
To date the children have learnt to say and draw the numbers and parts of the body. The researcher and the children found pictures to reinforce this knowledge and to say the following sentences, "I have found (number) pictures", "here is my hair, nose", and so on with pointing to the body parts. They are also able to respond to, "draw", "write" and "read", "Sukuma"; "staan" "(stand)"; "hlala" "sit" "(sit)", "quiet", "thula", "stil", "don't make a noise". "I want to hear". "Take out your books" and other incidental words and short sentences all of which require

constant reassurance and repetition, in both Afrikaans and Zulu. Slowly but surely the familiarity of the languages is beginning to be experienced and the children are starting to enjoy all lessons. They do not feel so totally at sea like they did initially. The emphasis is on the oral aspects of the language. Imitation plays a vital part in all lessons. Much enjoyment was had in making the dolls and trying out the respective languages. However, retention and commitment to memory is the biggest stumbling block. The children forget what they have discussed, so much repetition is required. The vital tools are the nouns and verbs. Many mistakes are made and then corrected in putting sentences together, but with imitation, the peer group and expert teachers, the rest comes slowly. Continual reinforcement is required.

It must be noted that the parents too, are very happy with their children being part of the research programme. At a meeting on the afternoon of the 5 February, 1998, 16h00-17h00, amongst other items on the agenda, the research was explained to the parent's present. The experimental group comprises of 31 children. There were no objections. Various groups of children demonstrated their presentations in Afrikaans and Zulu, to the parents, much to the parents and children's delight. At the end of the week a post test was done to establish knowledge of names of the body parts.

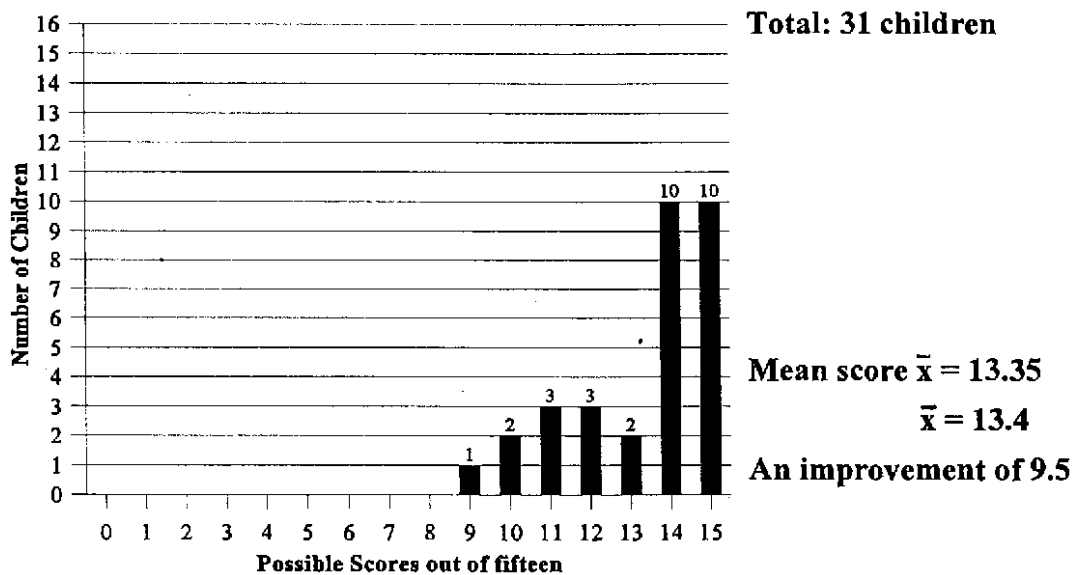
Figures 5.7 and 5.8 are the results of the post test done Friday 6 February, 1998 on the body.

Figure 5.7 The body - post test - Zulu



A good improvement in Zulu knowledge of the body parts is evident here. From 18 children scoring 0 on the pretest, everyone now knows at least two or more names for the body.

Figure 5.8 The body - post test - Afrikaans



An excellent improvement of body part knowledge in Afrikaans is evident here. All children comfortably passed the test.

5.3.3 Post Test Discussion

It is interesting to note that for both languages, the improvement is good after tuition. When comparing the means and noting the improvement in each language, after just two weeks of tuition, it is very encouraging. A comparison is therefore necessary.

Table 5.2 Comparison of Afrikaans/Zulu improvement over the first two week tuition period

| Afrikaans | | Week 1 | | Week 2 | Zulu | | Week 1 | | Week2 |
|---------------|-----------|---------------|----|--------|---------------|-----------|------------|----|-------|
| Pretest | T1 | 4.3 | T2 | 3.9 | Pretest | T1 | 1.4 | T2 | 2.5 |
| Post test | T1 | 10.3 | T2 | 13.4 | Post test | T1 | 7 | T2 | 7.9 |
| Improvement | \bar{x} | 6 | T2 | 9.5 | Improvement | \bar{x} | 5.6 | T2 | 5.4 |
| Overall means | | 15.5÷2 = 7.75 | | | Overall means | | 11÷2 = 5.5 | | |

Zulu maintained a similar rate of improvement dropping by a mere 0,2 points in mean (\bar{x}) improvement, but Afrikaans exceeded last week by improving by 3.5 points, Zulu means $\bar{x} = 5.6 - 5.4 = 0.2$ (lower) and Afrikaans means $\bar{x} = 9.5 - 6 = 3.5$ (higher). There is a 2.25 difference between the two languages. This can possibly be explained by the fact that the one year Afrikaans tuition has caused Afrikaans to be better acquired. No children were absent for the post test.

So far, the tools of the language are being supplied, namely the vocabulary. The researcher found the results very interesting but at the same time in line with previous Afrikaans tuition. The children's scores fell in line with the research as explained by Klein (1995: 426) who reports that those who had learned a nonnative language in a formal setting, that is, a school setting, showed a greater aptitude for learning subsequent languages, than those who had become bilingual at home.

In accordance with Shinn-Strieker's research (1989: 44) 'the ability to learn a new arbitrary symbol system and relate it meaningfully to the oral schemata already in place', was definitely the basis for this improvement. The children obviously found it easier because they had had previous tuition and even though initially they could not remember having had the specific number, body tuition, the oral knowledge stored in their long term memories this was tapped. They therefore found it easier to recall the words in Afrikaans, than in Zulu in which they had had no previous knowledge. As indicated by Klein (1995: 447) prior linguistic knowledge aids the area of lexical learning. Even the Zulu children have not been tutored in Zulu before and have been in English medium schools, so their oral base is purely aural, not written. This reinforces the research by Swain and Lapkin (1991: 639) who state that "minority language literacy has an enhancing effect on third language learning, independent of overall minority language proficiency". In other words, being literate in one's first language as opposed to just having oral/aural skills in that language is an advantage. This is echoed by Sparks (1995: 205) who suggests that poor foreign language learners have difficulty in their native language, that these difficulties are not global, and intelligence is not affected. This has also proved to be true, as those who are showing signs of poor simultaneous language acquisition already, are those who battle in their first language. In this research class, it happens to be a couple of English speaking children.

In all the lessons done so far, knowledge of both lower level (phonological processing) and higher level (meaning) language processing contributes to performance in the target languages. The researcher is aware that the two must meet in order for full understanding to ensue. Cognitive interaction between the three languages is bound to occur. As stated by Klein (1995: 425), the rate of acquisition may be affected by matches and mismatches between previous and target language parameter settings: matches increase rate and mismatches decrease it. The researcher is endeavouring to make each language lesson meaningfully fun and pleasant to be part of. Every effort is being made for more matches than mismatches.

The researcher has also taught Afrikaans for many years, this being the twentieth year, as against this being the third year for teaching Zulu. This is felt to be a very important point, and worth mentioning, as this too will play a part in the results of the tests, especially in 'expertise of the

teacher' although the researcher has endeavoured to try and make the expertise in both as equal as possible and prepares everything exceptionally carefully.

Because of the creative variety of the work, it is relevant to end off this section with a photograph depicting a few of the other dolls made by the children.

Photograph 5.3 **A variety of dolls made by the children in both Zulu and Afrikaans lessons**



5.4 RESULTS FROM WEEK THREE - THE HOUSE

These are the results gleaned from work completion of sections 4.4.3 to 4.4.3.8 of Chapter Four. The vocabulary was taught, practised and used. The children created their own houses out of cardboard boxes and were encouraged to think, create and produce a couple of good sentences about their houses. The normal pre and post tests were done but, tests used in week three varied slightly to the other two weeks, in that a third oral point was given out of ten for good sentence

work. This third mark was allocated if the children were able to say something meaningful and easily understood with the correct word order in the respective languages, namely Zulu and Afrikaans. The marks were allocated according to this key:

- two fluent sentences correctly spoken was awarded a 6,
- one correctly spoken a 5,
- needed help a 4,
- one or two words a 3,
- help all the way a 2,
- a weak effort 1 and
- no effort a 0.

On the other end of the scale

- 7 was allocated for three or more correct sentences and
- 8 or 9 depending on a good effort and pleasant, correct discourse.

The results of the three points are put into graph form and may be easily read. It was encouraging to see how much the children had improved in confidence and were willing to speak and try to put forward their ideas. Before making their houses, they drew diagrams in their books and labelled them (See Pictures 5.5 and 5.6). They were also given a worksheet of relevant words to use (See Picture 5.7). They loved making their houses and extended time was allocated in order for the children to talk 'through' their creations. As discussed by Orellana (1994: 190) by allowing children to practice, appropriating the voices of popular heroes through imaginative play, it is through play acting that children may take risks that they might be less willing to do in their own persona. The adoption of a separate identity might facilitate language learning in part by lowering children's affective filters. This was done through their houses, as well as their dolls during the previous week's theme. The researcher went around the class and spoke to each child in the relevant languages ensuring he/she could all make up a sentence or two, facilitating success wherever possible. The sentences remained short and simple. The more articulate children elaborated.

By constructing their houses and using these about which to talk to each other and the class, has facilitated the enjoyment of trying to acquire the languages and also lessened the anxiety of trying to speak in the target languages. It most certainly was a facilitator for confidence and enjoyment and showing off their handiwork knowing that they would not be criticized or told they were wrong. The houses varied greatly as did their verbal production (See Photographs 5.4 and 5.5).

The results of the pretests done on the house, follow after the Photographs 5.4 and 5.5.

Photograph 5.4 My Huis

A ten year old Zulu speaking girl, talking about her house in Afrikaans.

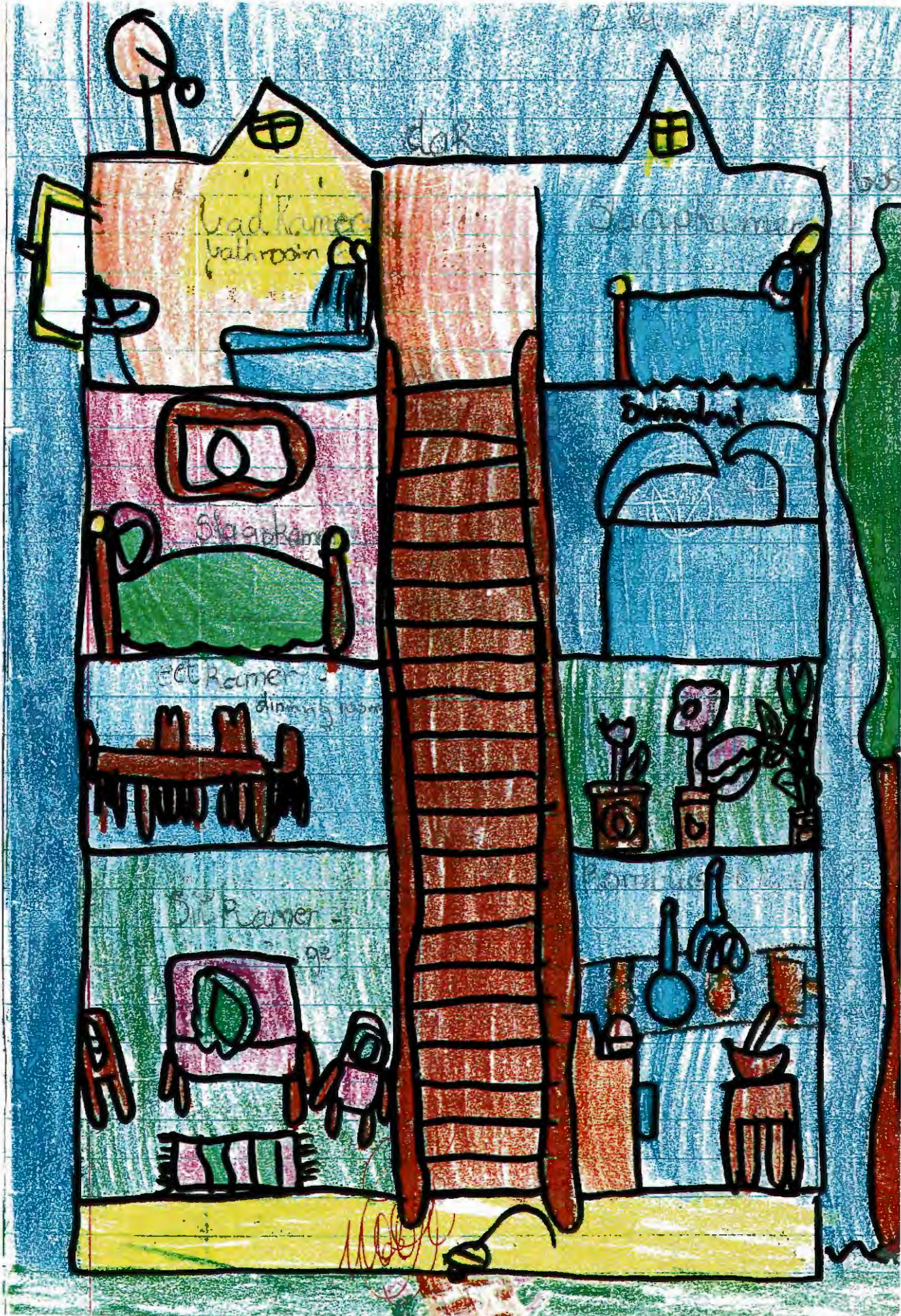


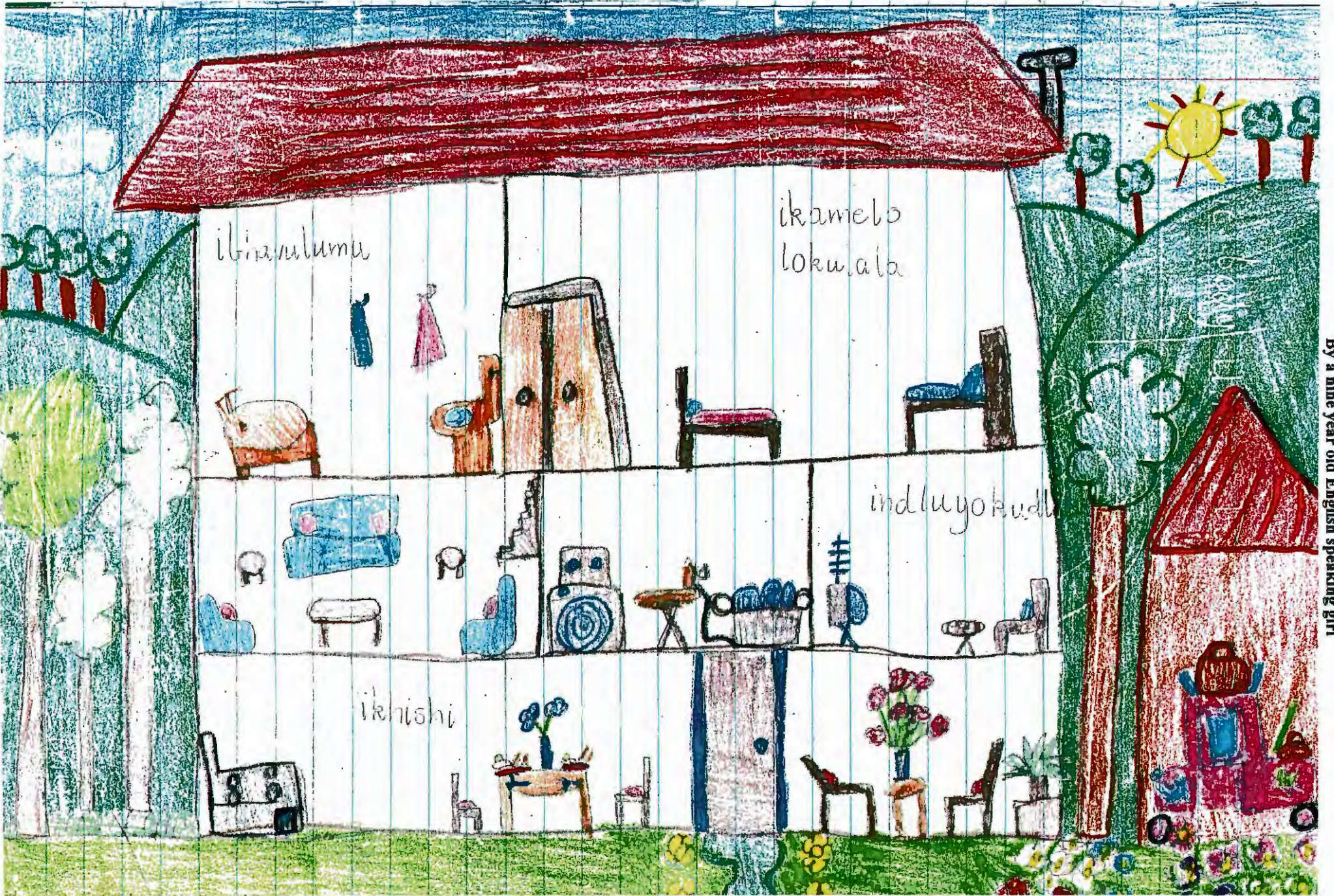
Photograph 5.5 My House

An English speaking, nine year old boy demonstrating his house, in a Zulu lesson.



By a nine year old English speaking girl





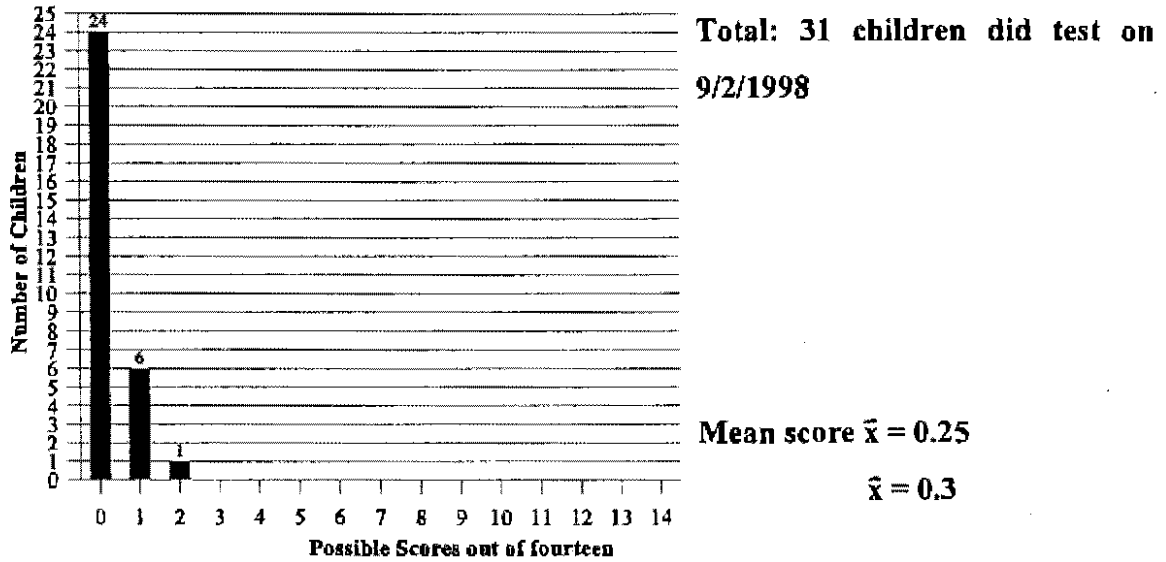
Picture 5.7

Vocabulary Words

| | | |
|--|--|--|
| istadi studeerkamer study | indlu encane toilet | ibhavlumu badkamer bathroom |
| uvulandi stoep verandah | ichibi lokubhukuda swembad swimming pool | ikamelo lokulala slaapkamer bedroom |
| igalaji motorhuis garage | usinki/izinki wasbak kitchen sink | ushimula skoorsteen chimney |
| isango hek gate | umbhede bed | indlu yokudlela eetkamer dining room |
| uphahla dak roof | ikehabethe kas cupboard | ikehishi kombuis kitchen |
| ingadi tuin garden | ikethini gordyn curtain | ilawunji sitkamer lounge |
| umbhede bed | isibuko spieël mirror | iphandolo/iphandoko spens pantry |
| isihlalo stoel chair | ishalofu rak shelf | isitubhi stoep verandah |
| isivalo deur door | isihlahla boom tree | ifasitela venster window |
| | itafula tafel table | iphandolo/iphandoko spens pantry |
| indlela yezimoto/ umgwaggo pad road | | |

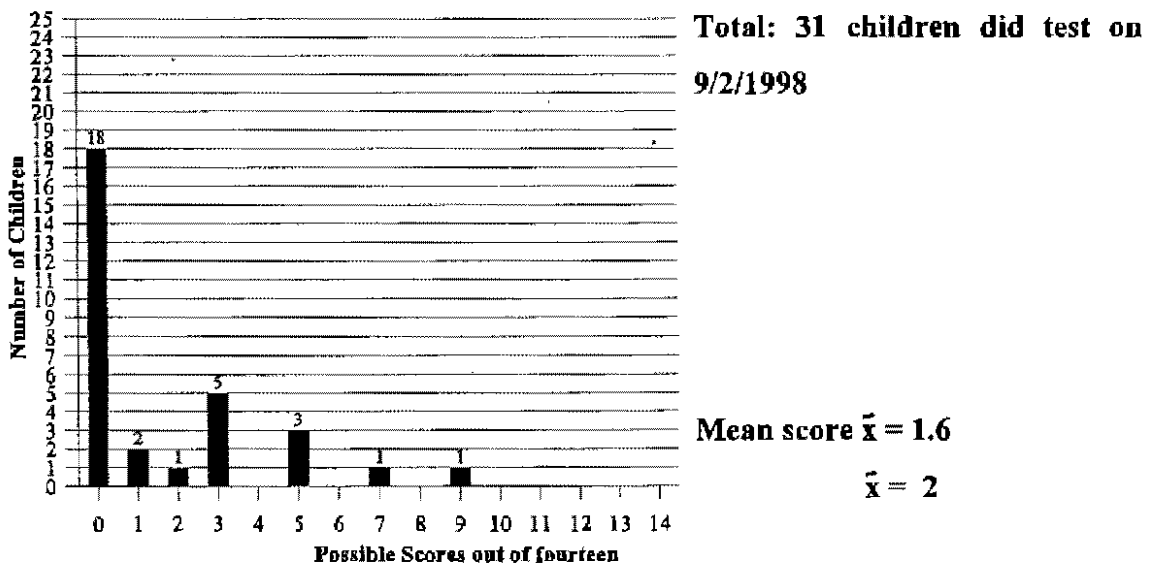
Figures 5.9 and 5.10 are the results of the pretests done, with Figures 5.11 and 5.12 being the results of the interim sentence test.

Figure 5.9 Afrikaans pretest - the house



From Figures 5.9 and 5.10 it appears that more than half the class knew no Afrikaans or Zulu words for the house.

Figure 5.10 Zulu pretest - the house



Zulu fared better than Afrikaans possibly due to the Zulu speaking children who are gaining impetus as the programme continues.

5.4.1 Pretest Discussion

From the information in Figures 5.9 and 5.10, it would appear that the children did not know much Afrikaans for the house at all. This lack of Afrikaans knowledge was confirmed by questions posed to the children as the tests were taken in by the researcher as the results became apparent. The children affirmed that they did not know any words. Tuition in the two languages was then given as explained in Chapter Four. As the lessons progressed and children practised the respective languages and created their houses, the researcher asked the children to say something in each language about their houses. This was then the interim sentence test.

The results of the interim tests, are plotted in Figures 5.11 and 5.12. In these tests, children had to tell the class a little about their house in sentence form. It was very encouraging to see that the whole class was willing to stand up and talk and was able to say something confidently. The researcher went to each individual child as he/she was busy making his/her house. The instruction was purely to tell the researcher a few sentences about their house so far. Children were able to help each other and produce the sentences, which were consequently marked and quantified.

Figure 5.11 Afrikaans - Interim sentence test

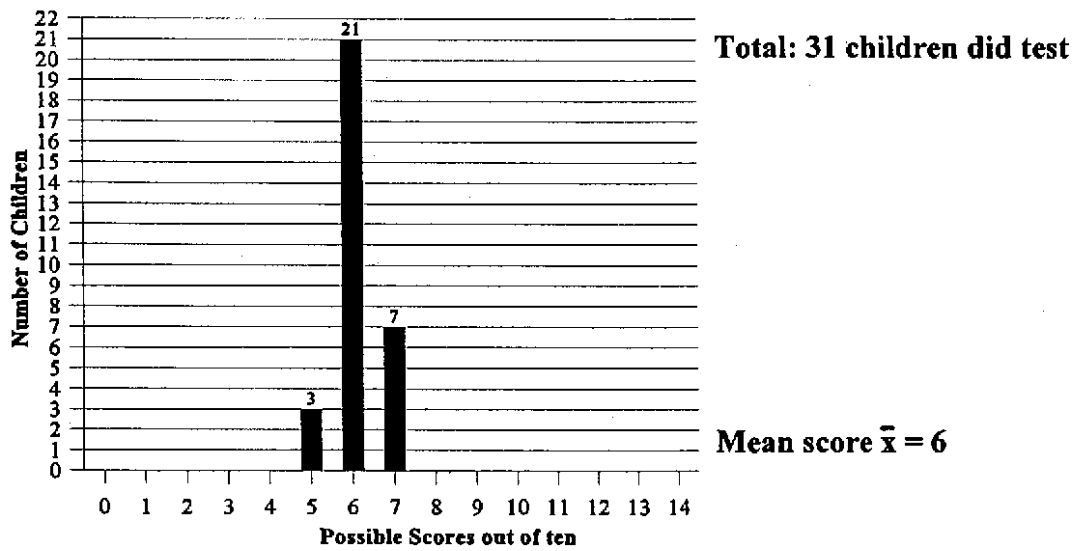
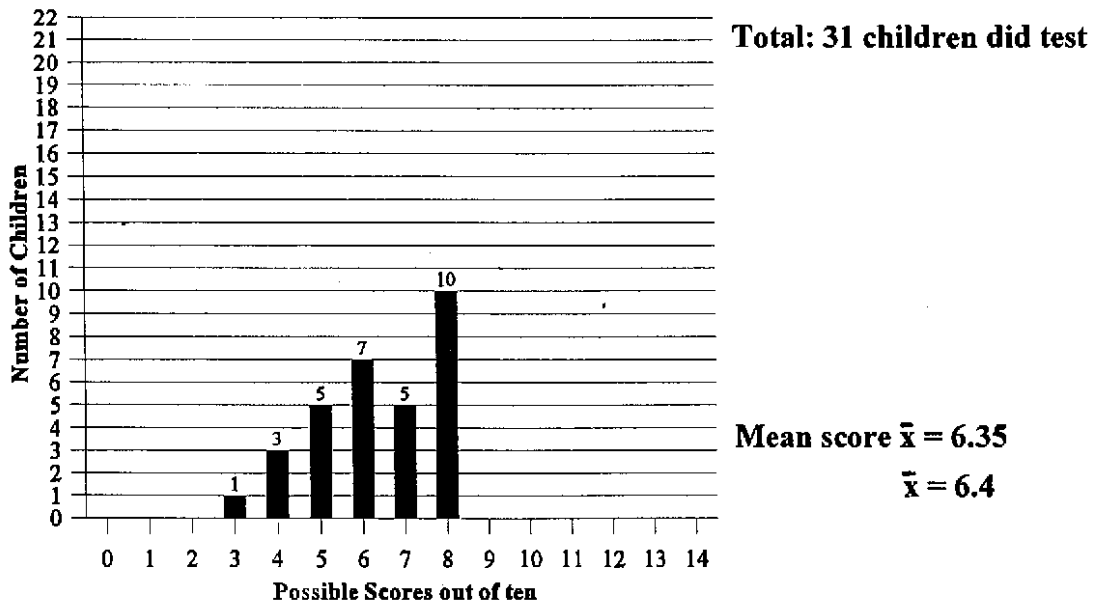


Figure 5.11 indicates that there is a marked improvement in Afrikaans knowledge and also it is gratifying to note that the whole class was able to say something correctly, which was a great improvement from not being able to say anything at all, at the beginning of the week. The central tendency in Figure 5.11 indicates that information used is all acquired in the lessons so far.

5.12 Zulu - Interim sentence test



A marked improvement is also evident here. The scores are more widely distributed possibly due to the Zulu children being more capable and knowledgeable in Zulu.

5.4.2 Interim Sentence Test Discussion

The improvement here was also great, in that the children were able to make themselves fluently understood, which they had not been able to do previously. Figure 5.12 indicates a wider variety of Zulu knowledge, the higher marks being indicative of the presence of Zulu first language speakers. It was interesting to note in the Zulu results that one person said “I don’t know what to say”, but then proceeded to produce an intelligible sentence. Eight children required help of some degree, the rest, which represented more than half the class (22), were self sufficient. This is a very positive result.

The results of the interim test are very interesting in that for Afrikaans Figure 5.11 basically has a central tendency of 5,6,7 with a mean of 6. Figure 5.12 for Zulu has more of a spread of scores, namely 3,4,5,6,7,8 with a mean of 6.4. The most logical explanation for the wider spread of marks in Zulu would be that Zulu is the home language for some of the children, whereas Afrikaans is not the home language of any of the children. Zulu speakers are therefore more likely to talk just on the theme words learnt in Afrikaans as are the English children, whereas those that speak Zulu at home are able to elaborate and fill in more little extras in Zulu, hence the higher scores, for example, 8 in Zulu. The children also appear to enjoy acting more in Zulu than Afrikaans. This preference is gradually emerging possibly due to the predominance of Zulu children in the school (to be surveyed), and that the bulk of the children require Zulu in their peer, social and community settings. Many of the parents speak Zulu. It is the next most prevalent language in the community, after English. In actuality Zulu is the dominant Richmond Community Language, but at Richmond School, English is the language of tuition.

It is even more interesting to note that the means 6 and 6.4 respectively are so close. It would appear that the acquisition of the languages and the structures being taught, as a group, are possibly being acquired more or less at the same rate, as noted previously even though, individually they differ. This ties in with Krashen’s Theory (1981: 125) that “...there are clear tendencies and one can talk about an ‘average’ order of acquisition”.

The same test on the house was then done as a post test in both Afrikaans and Zulu, as had been done the week before for the pretest. The results are depicted in Figures 5.13 and 5.14.

It is pleasing to note, that nobody scored 0 (zero) and the scores generally from the pretest to the post test increased by 6.3 for Afrikaans and 4.1 for Zulu. As each week progresses, the children are slowly beginning to improve in confidence, knowledge and production.

Figure 5.13 Afrikaans post test - the house

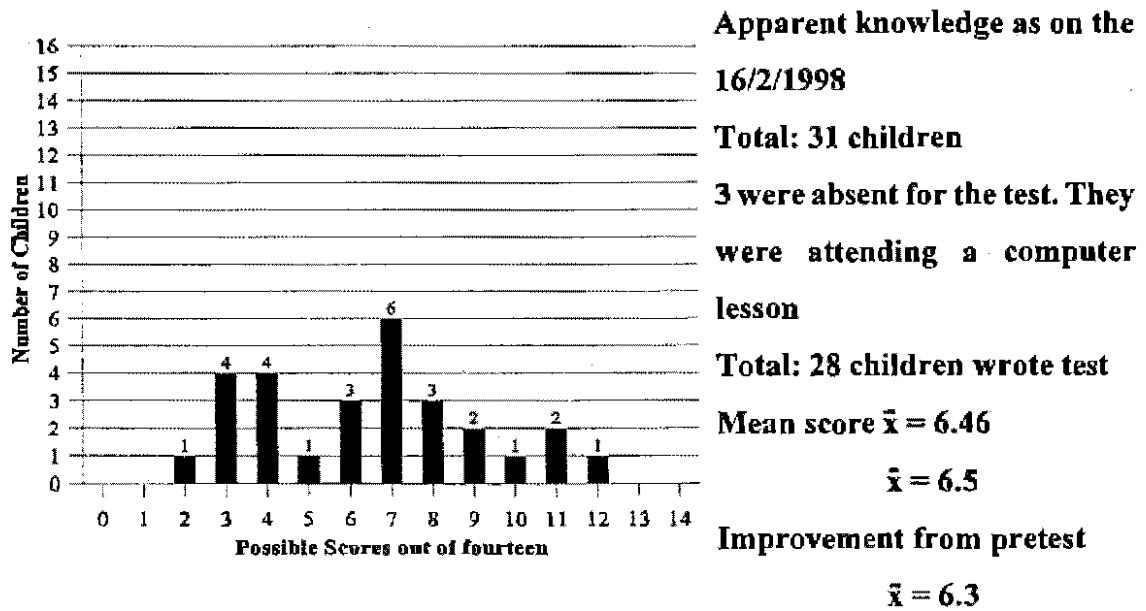
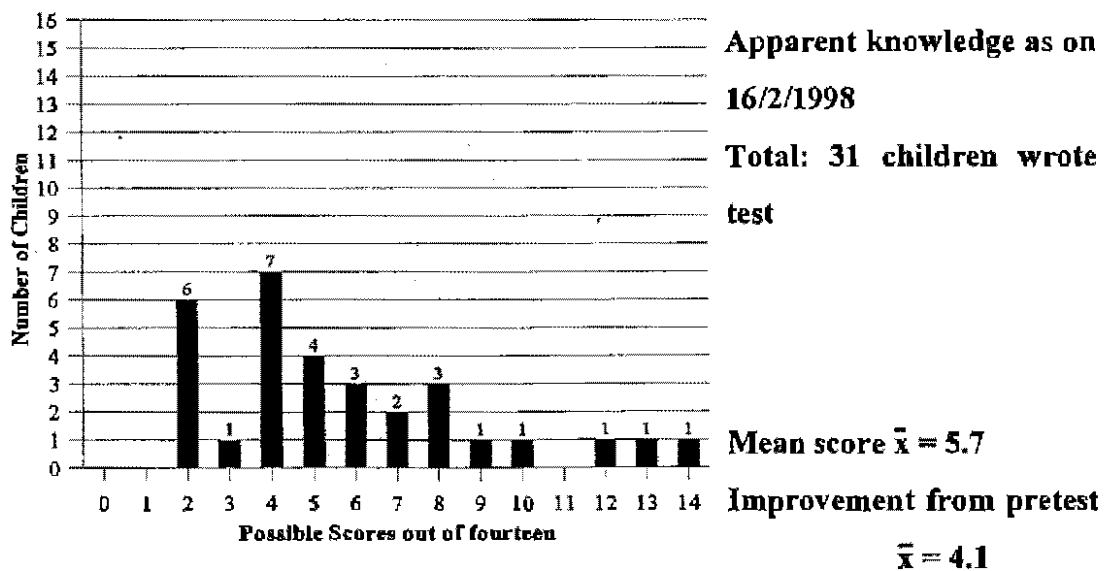


Figure 5.14 Zulu post test - the house



5.4.3 Discussion

The Zulu mean dropped by 0.7 from the interim test to the post test, possibly due to the fact that the interim test was purely production and verbal output, whereas the post test was written, phonetically requiring learnt knowledge and visual output as well. Here the lack of tuition in the language would possibly contribute to lower marks as the children have not had drilling in the phonetics and alphabet in Zulu as yet even though spelling does not count, and words may be written as they are sounded. The length of the words most certainly presented a bit of a barrier because they were difficult to master. This area is slowly being tackled, so children do not feel stilted by it. From the pretest to the post test there is a pleasing 4.1 improvement indicating positive learning. No one scored 0. There is the constant cross referencing of concepts from mother tongue to the target language (Dodson 1967: 89-91). As stated by Van Zyl (1994: 63) the right to communicate is everybody's. By making children aware and knowledgeable about their needs the teacher empowers them to recognize and to verbalize their wants and desires. This is likely to illicit response and eventually help them to be satisfied individuals. Being able to create and communicate in three languages, would ensure even wider influence. Already, the enjoyment and the realization that languages are fun, is taking hold. When the class was asked if it was a problem learning like this, they all said, 'no'. The researcher has ensured that all the children feel comfortable in all lessons. This has definitely paid off, as all children have been forthcoming with information, throughout the programme. It is fitting to conclude this section with a photograph of examples of a variety of houses made by the children (See Photograph 5.6).

Photograph 5.6

Other houses made by the children

On the left of the photograph is a house made by a nine year old Indian girl and on the right of the photograph is a house made by a nine year old English girl. The snail in the middle was made by a nine year old English speaking boy, as his doll!



5.5

RESULTS FROM WEEK FOUR - THE SCHOOL

The results laid out (in this section) are derived from knowledge acquired from the lessons explained in sections 4.4.4 to 4.4.4.9 in Chapter Four.

The results of the initial survey in which they had to write down anything that they knew about school, were as expected similar to those concerning the house. The researcher felt that there was no need to graphically depict this survey as although there was much inclusion of windows, doors, numbers and the physical aspects of the school building, very few included the names of the various leaders and teachers. The Zulu speaking children mostly were able to include the few examples of 'ibooki' 'ideski' phonetically speaking. Afrikaans was less fortunate with virtually no extras. This pre survey was done as a survey mainly to see if, and how many children knew

the more formal names of the leadership of the school and what type of information came up. As mentioned earlier, more of the construction and furniture came up in the testing than people's names. The researcher therefore decided to reinforce the names of the people in a school, as the basic vocabulary to this theme.

Because these people are an everyday part of the children's lives, the researcher felt that the children would identify readily with the names and be able to have some fun, given the activities. This ideology is in line with research, that the language/s must be meaningful to the learners in order for them to acquire them. The views of Van Ek and Wilkin's are useful here (See sections 3.3.3.5 and 3.3.3.6 of this dissertation).

The following vocabulary was then given:

Afrikaans

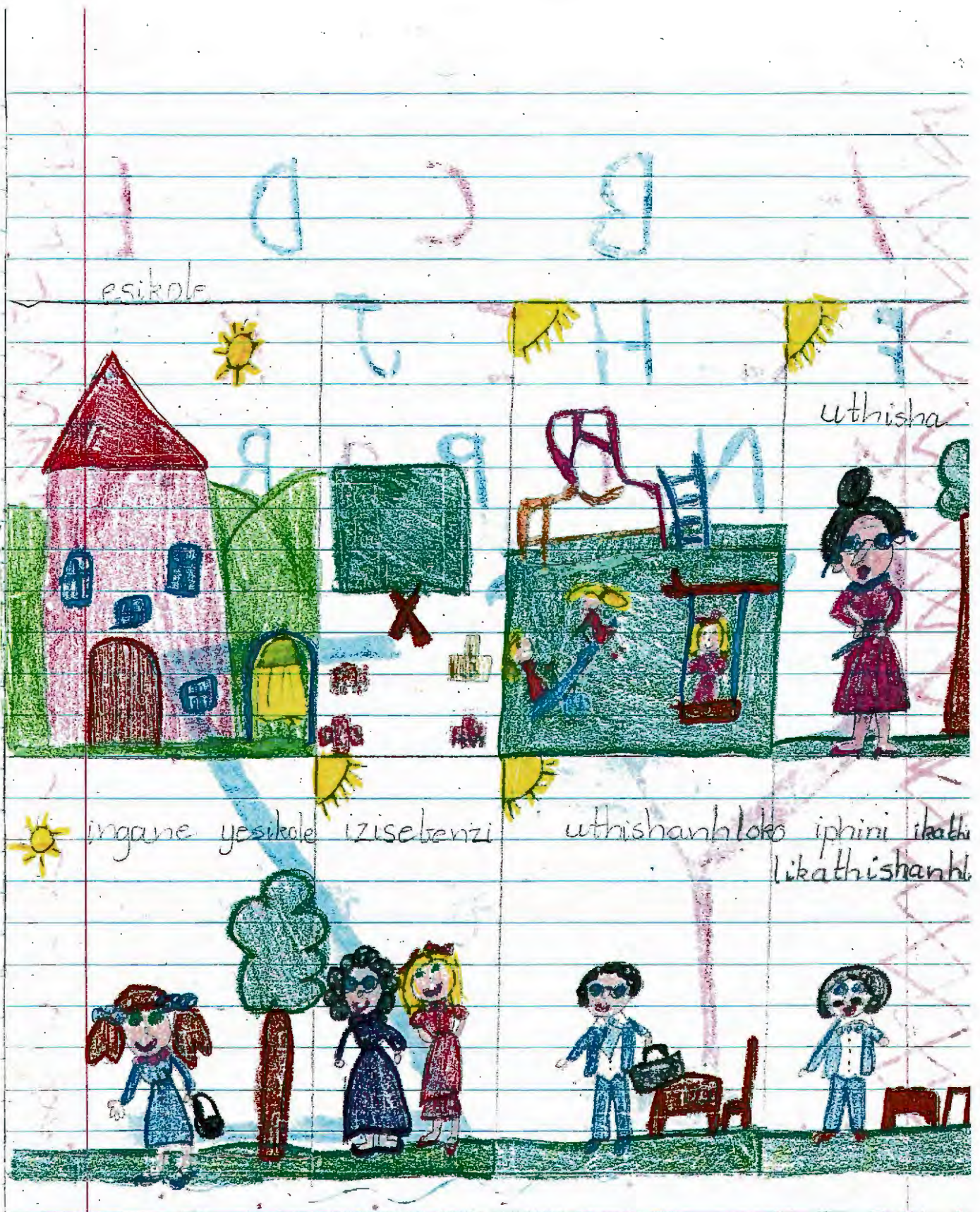
Leerling (Learner)
 Departmentschoof
 Hoof Prefek
 Inspekteur
 Prefek
 Skooldomitee
 Personeel
 Onderwyser
 Vise Prinsipaal
 Voor Skool/kleuterskool
 Primêre Skool
 Wiskunde
 Afrikaans
 Zoeloe
 Prinsipaal

Zulu

Ofunda ehlala ekhaya (day scholar)
 Inhloko yomnyango
 Induna enkulu esikoleni
 Umhloli
 Induna
 Ikomiti lesikole
 Izisebenzi
 Uthisha
 Iphini likathishanhloko
 Inkulisa
 Isikole samabanga aphansi
 IMethemethiki (izibalo)
 IsiBhunu
 Zulu
 Uthishanhloko

These were the basic words for the theme for the children to use in their plays about school if they wanted to. The words were discussed, explained, imitated and chanted. Questions were asked. The children had to work out their own groups of four and plays, which they did with great enthusiasm. Children naturally chose their friends. Dictionaries were allowed and experts were encouraged amongst the children. Apart from the list of vocabulary words given in each language, the children also drew their own pictures (See Pictures 5.8 and 5.9).

By a nine year old English speaking girl



esikole

uthisha

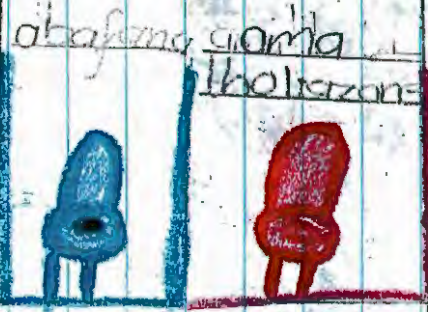
ingane yesikole izisebenzi

uthishanhlolo iphini ikathi
likathishanhl

1 / Isikole



2 / Indleencane
Isisikole



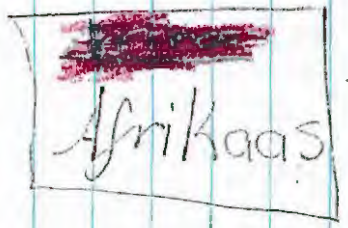
3 / Uthisha



4 / Induna
enkulu



5 / Isibhunu



6 / Imethemethi

1 + 1 = 2
2 + 2 = 4
4 + 4 = 8
8 + 8 = 16

7 / Induna



8 / Umhloli



The children amongst themselves organized their groups, which would determine what each child was to say and do and how the item was to be presented. The topics varied very greatly, but were all in and around the school. One group of Zulu boys did an amusing play of truant boys who went smoking instead of 'schooling' and the consequences thereof. Two girls did a counting lesson and yet another did a classroom lesson experience, where there was a teacher and pupils together. Separate plays and separate groups were made up for Zulu and Afrikaans respectively.

The groups were very self sufficient and some had gone to great lengths, even using puppets with a homemade backdrop. Doing different plays in each of the two languages has proved to be a wonderfully democratic experience in that many children have had the opportunity to take the lead and develop problem solving strategies as each child has had to deliver their part of the their plays and use the respective languages to their best ability. Every child has been given the opportunity to experiment and at the same time have information to use and fall back on. The teacher/researcher was purely facilitative, and was forthcoming with information to every request made.

The language in the plays has not been perfect, children have asked for words as they have gone along, even slotting in mother tongue here and there. The most important aspect has been the confidence with which they have spoken and the enjoyment they have had out of working together and constructing something with which they have been challenged (See Photograph 5.7 Groups of Four - The school).

Photograph 5.7

Groups of Four - The School

A multiracial group of four children (two boys and two girls) speaking Zulu.



Figures 5.15 and 5.16 are results of the language used in the plays. Again the results are based on effort, understandability, fluency, word order and discourse. Marks allocated were 0 for no effort, 2 to 3 depending on single words used, 4 for a broken sentence which was fairly understandable, 5 for 1 good sentence, 6 for 2 good sentences and 7 to 8 for pleasant discourse.

Figure 5.15 Zulu - The school, discourse ability

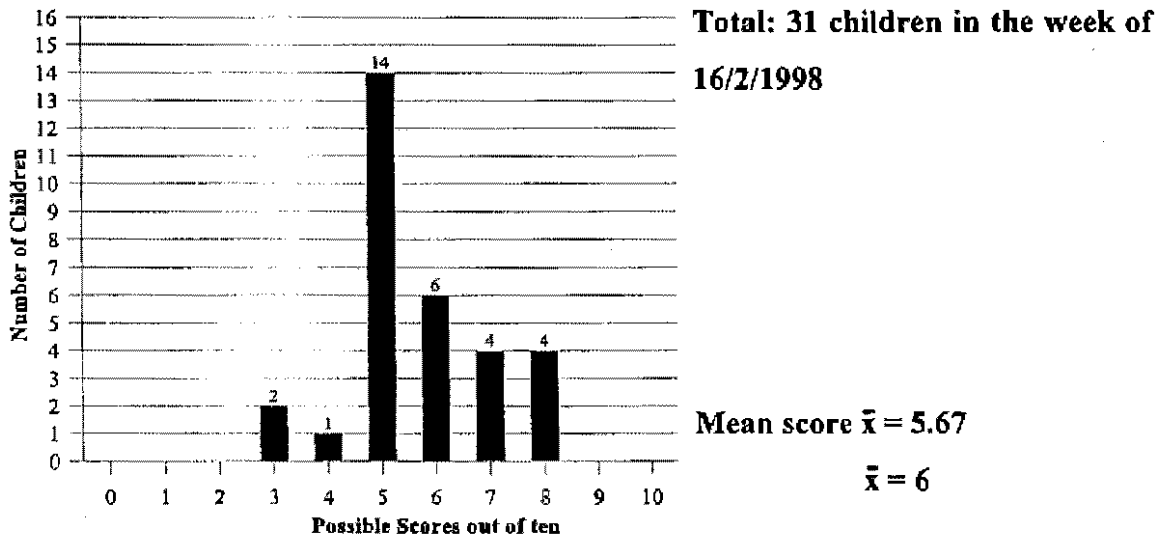
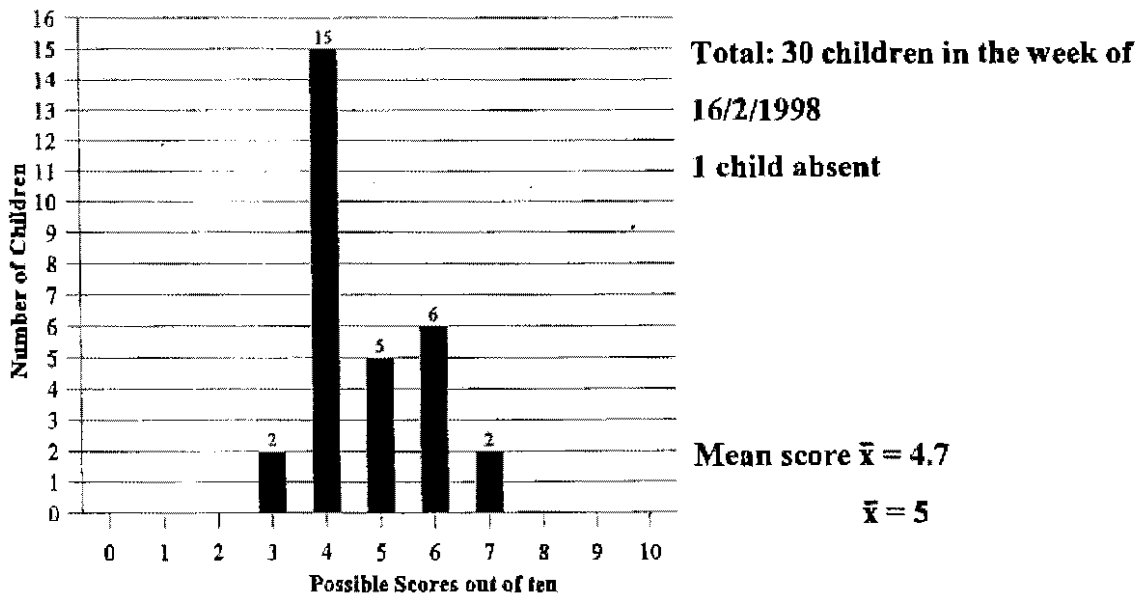


Figure 5.16 Afrikaans - The school, discourse ability



5.5.1 Discourse Ability The School Discussion

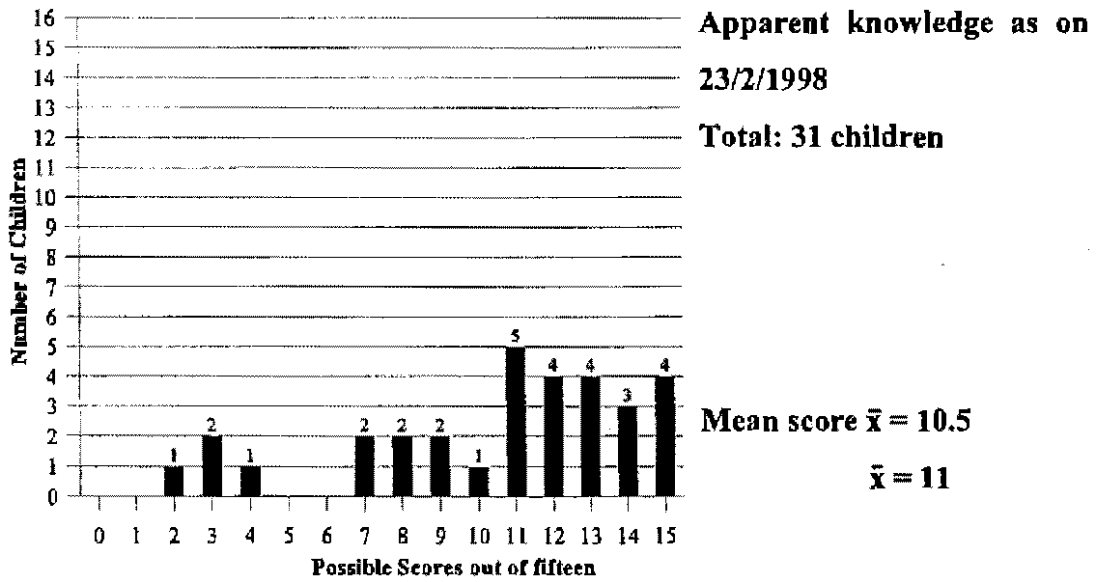
It is interesting to notice that the children fared better in Zulu this time, possibly due to the relevance of the topic. According to Burgelman (1994: 13) “more attention should be given to providing a cultural system in which people can recognize themselves as part of a community...which means the promotion of a culture of diversity instead of uniformity”. All the children identified with school and their experiences as they are all in the same class. Should people be able to understand themselves and each other, they would be more willing to have permeable boundaries and more diversity. As seen in the group acceptance of each other here in the classroom, this acceptability could be followed through to adulthood and a new open diverse society would be born with the skills to talk, discuss and communicate with each other and exchange views, solve problems and have fun together - a very important aspect. For this topic, they could all identify themselves with the community, the Richmond Primary Community. Each group was given time to prepare and present its topics, and it is pleasing to note that for both languages, three was the lowest mark.

Figures 5.17 and 5.18 indicate the scores of the test marks achieved, when tested on the vocabulary given on the school at the end of the week.

Because the words were all fairly lengthy, and especially Zulu words, were intricate, requiring a lot more extra effort to commit to memory, the opportunity was also taken to begin to teach the children how to learn and to give them the opportunity to practise this skill. The children were given ten minutes to sit in silence and commit to memory the vocabulary given. The words were read aloud by the teacher in the respective languages, a few study skills were discussed and every opportunity was given to the children to learn and do their very best. The papers were then handed out and children put their names on the paper - the English words were put on the board and the children had to phonetically write down the Afrikaans and Zulu equivalent in these respective languages. If they could not spell properly, it did not matter, as long as the researcher could phonetically work out the word, a mark was allocated.

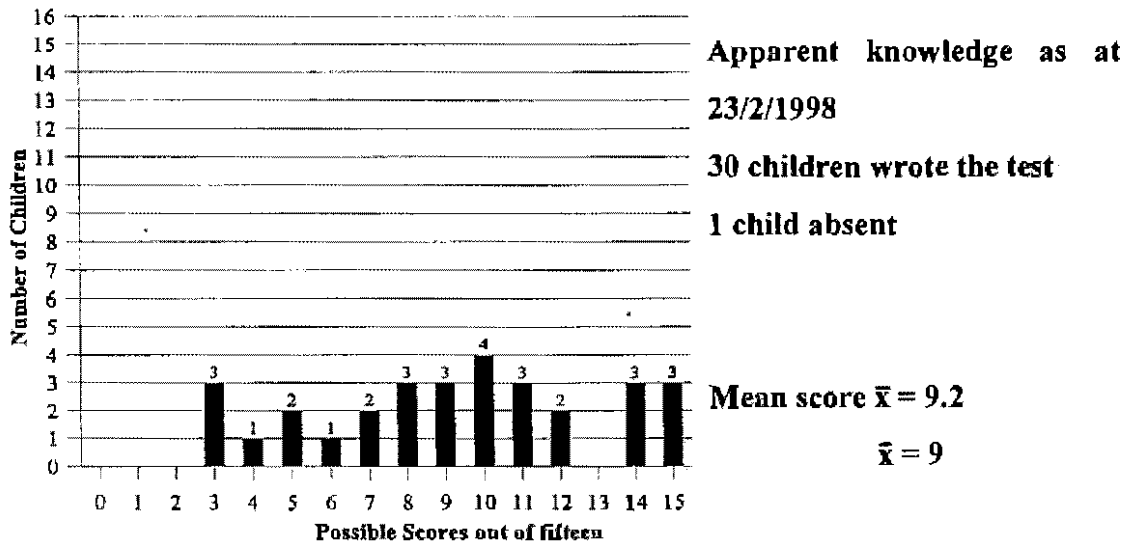
According to Merritt, Cleghorn, Abaji and Bunyi (1992: 104), language socialization refers to the experiential process through which an individual (usually a child) learns how to use a communicative resource of one or more languages, within socially defined domains of activity; this is an integral part of the process of learning how to use the entire range of communicative resources (for example, non verbal modalities). Merritt *et al* (1992) continue to say that the capacity of individuals to perform successfully in new situations depends heavily on what they have learned informally through socialization processes as well as what they have been formally taught. If the children in the research class continue as comfortably with each other as they are at present, South African society can definitely look forward to a possibly more peaceful, open, diverse, multi-cultural society. If schools would be prepared to teach two languages simultaneously in the manner of this research, it would help chip away the severe communication blocks between different races. More opportunity would be afforded for information exchange and the very vital understanding of each other. In the groups, many children have had the opportunity to socialize, talk, get to know each other, lead, be it verbally or in the acting, or organizing, producing or preparing. The most heart-warming aspect has been the success of two children who battle academically, but enjoy Zulu in which they are the experts. These lessons have helped create a strong point in their academic situation. Every child has been given the opportunity to succeed, even if it is a small success. Success is a vital part of healthy psychological and academic growth. Figure 5.17 and 5.18 are the results of the learnt vocabulary on the school at the end of a week's tuition.

Figure 5.17 Afrikaans - The school, post test



It is pleasing to note, that in both languages, most of the children passed the test.

Figure 5.18 Zulu - The school, post test



The discussion on the post test results, follows on page 244.

The slightly lower score of 9 for Zulu, as opposed to 11 for Afrikaans can possibly be attributed to the more complicated appearance of written Zulu, than Afrikaans, although it is pleasing to note that scores are higher even though the degree of difficulty is also greater. The members of the class as a whole are more capable in both languages, than they were at the beginning of the year.

The availability of more than one language is a communicative resource (Merritt *et al* 1992: 118). The study on Codeswitching in Kenyan Primary Classrooms yielded very relevant information for our South African situation. According to Merritt, a general orientation to the bi or trilinguality of the school educated Kenyan is evidenced by the fluid use of interactional particles and classroom management routines in any of the three available languages. Codeswitching appears to be used most, to either focus or regain students' attention or a need to clarify, enhance, or reinforce lesson material. Teachers teaching in bi or trilinguality are possibly unconsciously socializing students into prevailing accepted patterns or triglossic multilingualism. Socially significant variation between the two or three languages involves not only choice of which language to use but also choice in how each language is used (Merritt *et al* 1992: 118).

With the results of the present research on simultaneous language acquisition in Afrikaans and Zulu, so far, this tri-glossia mentioned above, is not an impossibility in South Africa as well. With a motivated teacher, supportive head of the school, parents and staff and a flexible approach to language teaching and relevant teaching of the languages, our children would appear to have the possibility and potential of a bright future in this country. Much has already been said, and could still be said, on the merits of speaking three languages. As mentioned earlier, multilinguality is a communicative resource, a bright creative resource, which could aid the future of the South African society to be on a winning high road. The evidence of this communication creativity in the research class, is very encouraging.

Before discussing the results of weeks five, six and seven, a comparison of the mean data of Afrikaans and Zulu are needed, to see how they compare, and how the children have progressed in the two languages to date. This is an important stepping stone to the next lessons, which incorporate the very rudiments of literacy.

Table 5.3 Afrikaans, Zulu Comparison of the averages obtained for tests

| | Afrikaans | | Zulu | |
|--------|--|-----------|--|-----------|
| | Pretest | Post test | Pretest | Post test |
| Week 1 | 4.3 | 10.3 | 1.4 | 7 |
| Week 2 | 3.9 | 13.4 | 2.5 | 7.9 |
| Week 3 | 0.2 | 6.5 | 1.6 | 5.7 |
| Week 4 | 4.7 | 10.5 | 5.7 | 9.2 |
| | | 6 | | 6.4 |
| | 13.2 | 46.7 | 11.2 | 36.2 |
| | $13.2 + 46.7$ 59.9 $59.9 \div 9 = 6.65$ $= 6.6$ | | $11.2 + 36.2$ 47.4 $47.4 \div 9 = 5.26$ $= 5.3$ | |

The difference between the two languages' means = Afrikaans, 6.65 - Zulu, 5.26 = 1.39 (Afrikaans is 6.65, minus Zulu of 5.26 which is equal to 1.39 difference).

When averaged out, the difference between the means is not that great (1.39). At the end of the research the same will be done, to see whether the two languages differ or not, in the rate of acquisition. Considering that Zulu has never been formally taught before, it is pleasing to see the mean so close to that of Afrikaans. With a difference of 1.39 in averages, the acquisition process would appear to be virtually simultaneous. Weeks five, six, seven and eight results to follow, are the beginning of literacy results.

5.6 THE BEGINNING OF LITERACY RESULTS OF WEEKS FIVE, SIX SEVEN AND EIGHT

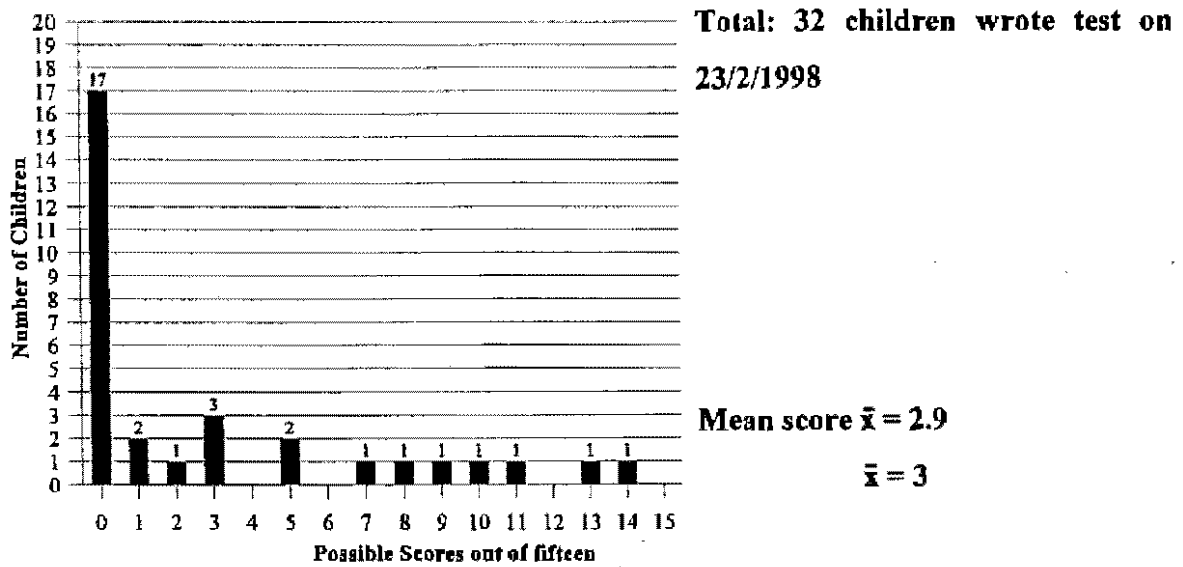
Due to the more formal lessons done in this section, it was more difficult to compress sections into a week at a time, so a number of lessons were prepared which then covered a time span of four weeks, mainly during the month of March, 1998. The outline and content of these lessons is laid out in sections 4.4.5 to 4.4.7.4 in Chapter Four.

5.6.1 Alphabet And Sentences

These lessons were more intricate, involving written symbols. Children were asked to recite the respective Afrikaans/Zulu alphabets. The results were numbers of children who knew the alphabet in Zulu =1, Afrikaans =0. Another child has also arrived bringing the class total to 32 children. In both languages the preknowledge of the alphabet appeared very scant. Only one of the children knew the letters of the alphabet in Zulu and none in Afrikaans. The researcher did not feel it was necessary to graphically depict this result, but did find the results interesting considering the numbers of Zulu speaking children in the class and the one year tuition that the children had had the previous year, in Afrikaans.

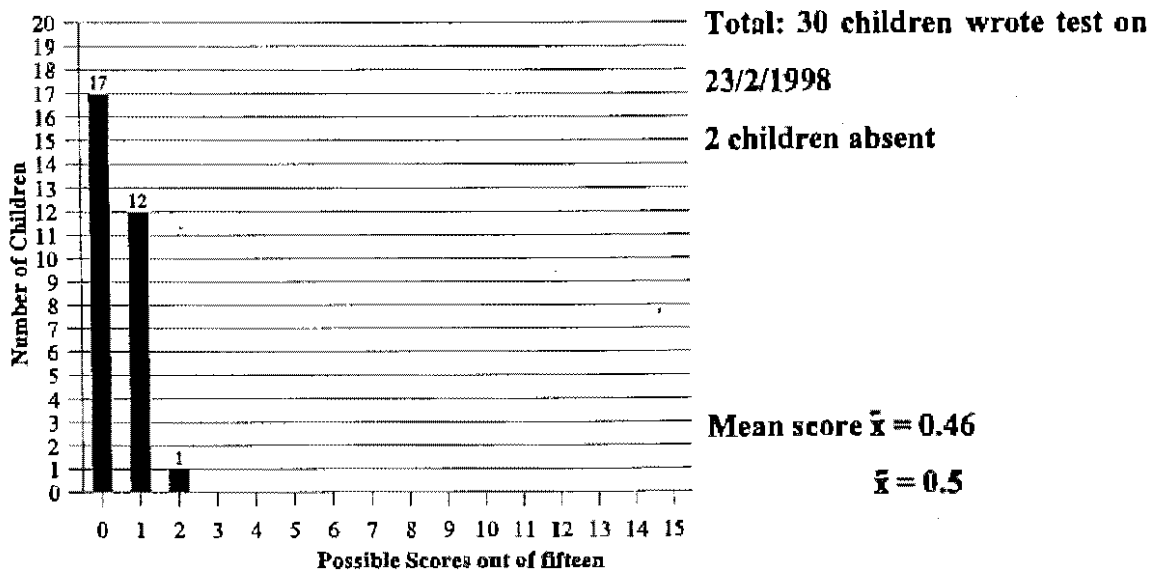
The rest of the week which ended with the month of February, was used to ensure that the children learnt the respective Zulu and Afrikaans alphabets and that they knew what they were doing, understanding the individual letters and the sounds that they make in Zulu and Afrikaans respectively. The week was also used as a vocabulary extension week, whereby as each letter was discussed, a new word was associated with the letter, along with a picture. (See photostat of work Appendix 1 and 2). By the end of the week, everyone knew both alphabets. The pretest knowledge of the fifteen everyday sentences were then tested. The following Figures 5.19 and 5.20 indicate the results of the pretest done on the knowledge of the 15 everyday sentences. The idea of the test was to see if and how the children could and would express these concepts in the respective languages.

Figure 5.19 Zulu pretest - 15 everyday sentences



Both languages scored poorly, Zulu having a slight advantage with the few Zulu speaking children.

Figure 5.20 Afrikaans pretest - 15 everyday sentences



The discussion hereof follows on page 248.

5.6.1.1 *Pretest Discussion*

In both languages, the children did not really have any knowledge at all of the 15 everyday sentences. The reason for the wider spread of marks in Zulu would be the fact that many are Zulu speaking children and were familiar with oral everyday Zulu.

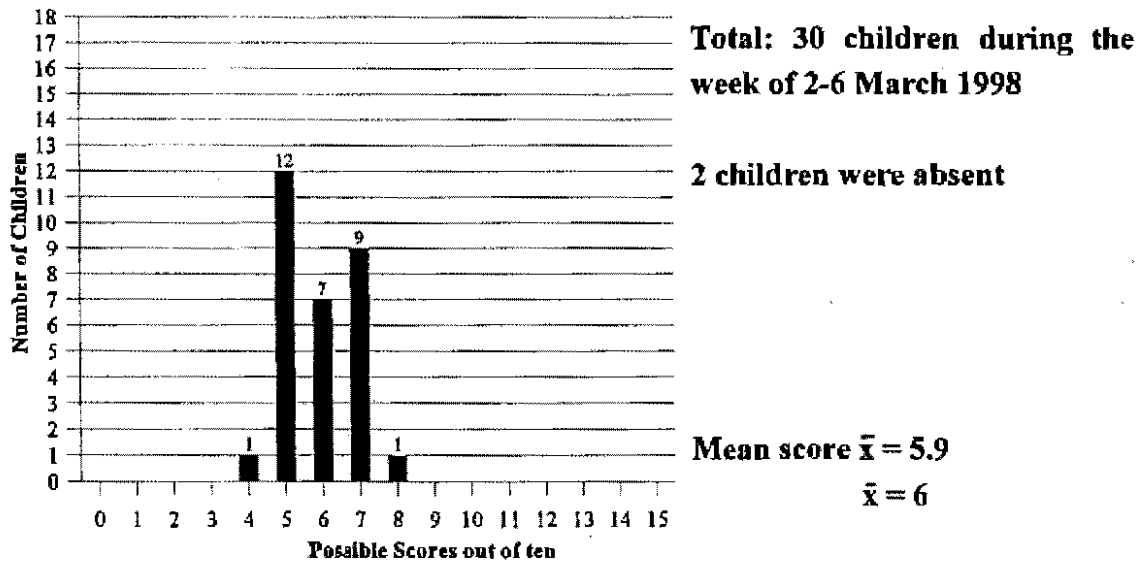
The sentences were written down and learnt and used in the correct context. Questions were also formulated around the sentences whereby each child had a chance to ask a question and answer a question. All this was done in a pleasurable, amicable and fun way by going around the class, but at the same time questions and answers had to be correctly pronounced and sequenced. If one child asked another child a correctly formulated question, the child that answered correctly could then ask the next question. The emphasis was on tolerance, good listening, formulation and production of language.

Because it took approximately a week to have the children familiar with the alphabet, which was the whole of the first week of the literacy programme, the sentences were worked on during the second week 2-6 March, although they had been copied down during the last week in February (See Pictures 5.10 and 5.11 Work Examples). In the interim period of the second week the children were put into groups of four and each group had to make up a chain story which could include one or more of the 15 sentences. Each child had to say at least four correct sentences, any sentences of his or her creation the first child giving the introduction, the following two, the body and the last child, ending the story. It had to form a cohesive whole. The idea was to draw on the individual's and groups creativity. Points were allocated to each child and group for their efforts. Time was given for them to create and then practise. Figures 5.21 and 5.22 are the results of the group work on chain stories. Marks indicate individual efforts.

Key to the allocation of marks

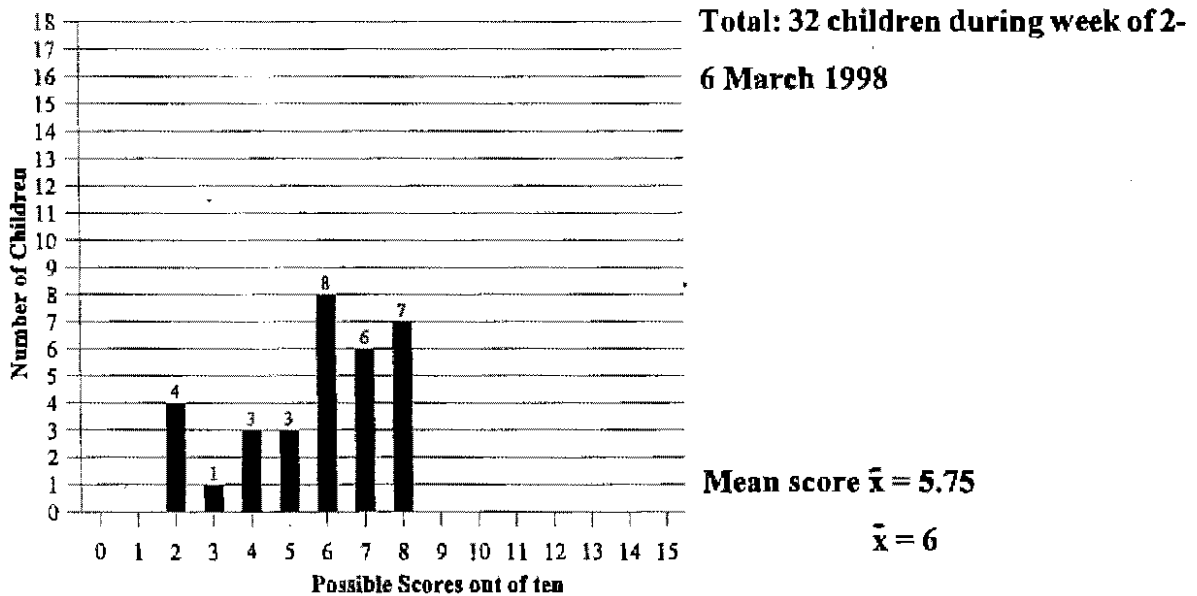
| | | |
|-----|---|-------------------------------|
| 0 | = | no effort |
| 2-3 | = | intelligible words |
| 4 | = | broken intelligible sentences |
| 5 | = | 1 correct sentence |
| 6 | = | 2 correct sentences |
| 7-8 | = | good discourse |

Figure 5.21 Afrikaans chain story



It is interesting to note that both languages scored the same mean, indicating simultaneous language acquisition.

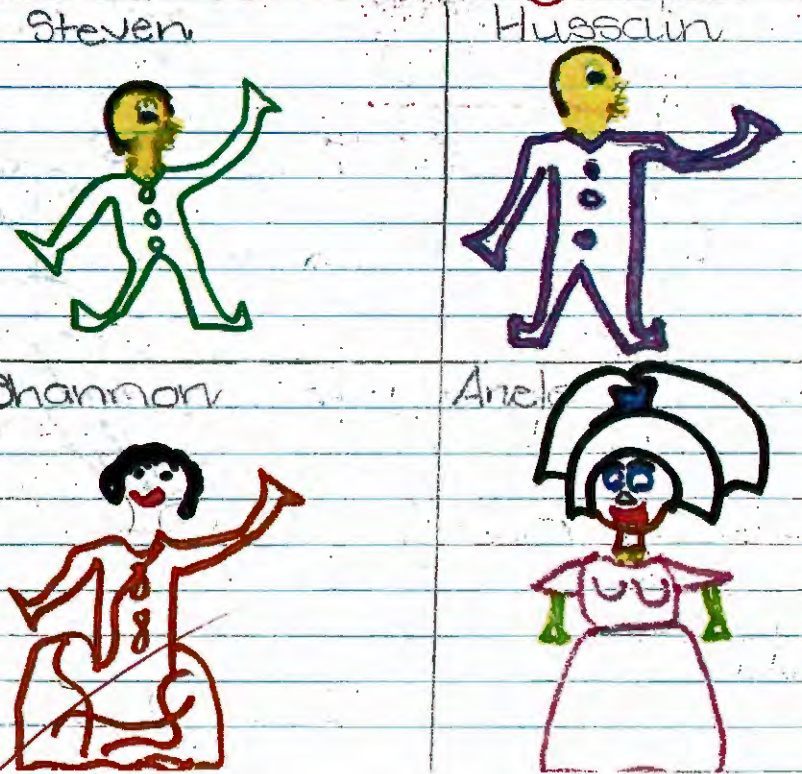
Figure 5.22 Zulu chain story



27 Februarie.

- 1 What is the date.
Die moesielste is dit vandag.
- 2 What is the time?
Hoe laat is dit?
- 3 Here is my hair.
Hier is my hare.
- 4 How are you?
Hoe is jy?
- 5 Where are you going?
Waar gaan jy?
- 6 Yesterday I went home.
Gister het ek huis toe gegaan.
- 7 Today I am at school.
Vandag is ek op skool.
- 8 Tomorrow I will be at home.
Môre sal ek by die huis wees.
- 9 You look good.
Jy lyk goed.
- 10 He is sick.
Hy is siek.

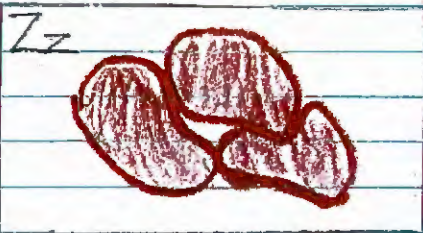
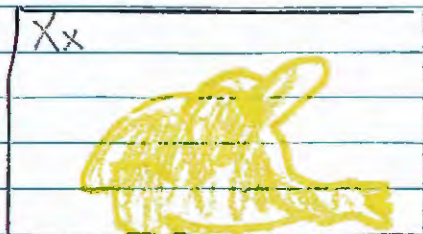
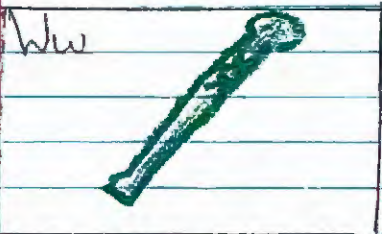
- 11 They are on holiday.
Hulle is op vakansie.
- 12 They are playing.
Hulle speel.
- 13 They are fighting.
Hulle bakkel.
- 14 She is happy.
Sy is gelukkig.
- 15 He is sad.
Hy is treurig.



By a nine year old Zulu speaking girl

Picture 5.10 Work example of 15 sentences (Afrikaans)

250



5/3/98 March

1. What is the date?
Inin Insuku? Umhlakabani?
2. What is the time?
Sekuyisikhathisini
3. Here is my hair.
Nansi izinwele zami
4. How are you? Uniani? Kuniani?

5. Where are you going?
Uhambaphi? Uyangaphi?

6. Yesterday I went home.
Izolo nguye ekhaya.

7. Today I am at school.
Namhlaye, ngi se skoleni.

8. Tomorrow I will be at home.
Kasasa ngizobe ngi se khaya.

9. You look good.
Ubugeka aqhahle.

10. He is sick.
Uya ghuca.

11. They are on holiday.
Uya phumula.

12. They are playing.
Baya dlala.

13. They are fighting.
Baya ahluwa.

14. She is happy.
Uya jabula.

15. He is sad.
Uya bhathazasile.

5.6.1.2 *Chain Story Discussion*

It is interesting to note that everyone was able to say something intelligible, with a greater spread of high and low marks in Zulu. The Afrikaans scores still tend to indicate learnt ability, with the central tendency of scores being still evident, as mentioned earlier in this chapter.

Because of the time taken for the groups to practice and then perform, and one or two school interruptions for example on Friday was a gala with another on the Saturday, Guide Dog presentation earlier on during the week, the post test/for the sentences was then done on Monday the 9 March, 1998 (Week seven).

The children were again taught how to learn. They were given time \pm 15 minutes each in the respective language lessons to sit in silence and learn the sentences and their meanings and how to say them. The sentences were then written up in the respective languages and the children had to write what they meant, in English. The whole idea was to gain knowledge comfortably as well as presentation and language versatility. No pressure was put on the children to learn and proceed. The researcher merely told the children that "what they know" is the most important fact, not what their friend knows. The following are the results thereof, illustrated in Figures 5.23 and 5.24.

Figure 5.23 Zulu post test, sentence test

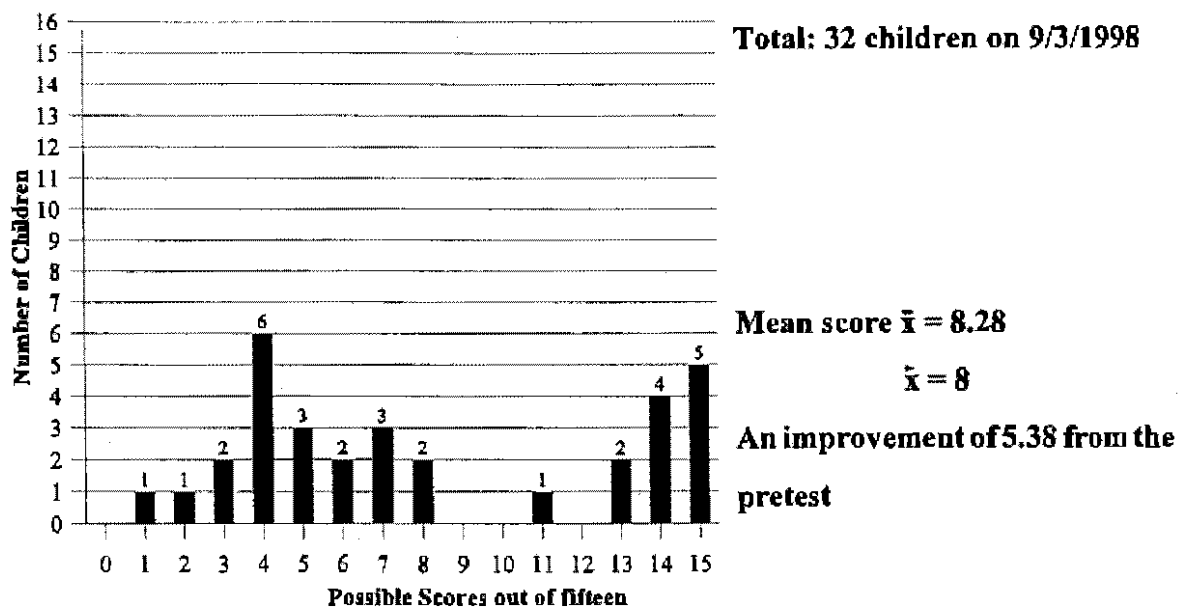
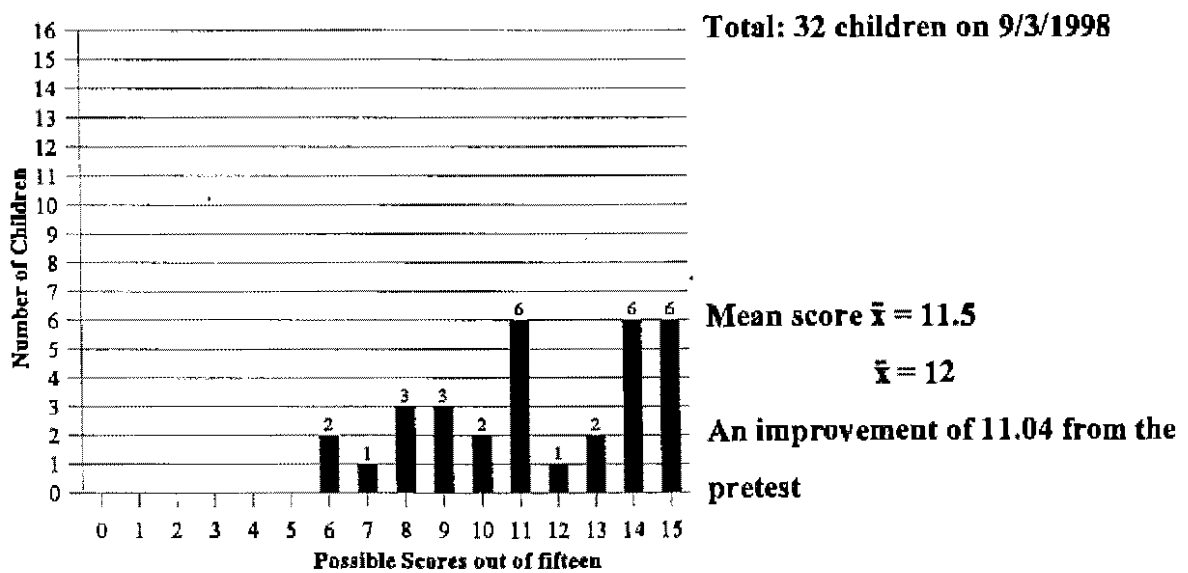


Figure 5.24 Afrikaans post test, sentence test



5.6.1.3 Discussion

Afrikaans still appears to be easier for the children to acquire, possibly due to the easier structure of the language in symbol form. The class has fared well none the less on achieving what they have done, in Zulu. The enjoyment is still there and the children agree that they know far more now than they did at the beginning of the programme. The written Zulu, the class as a whole, does find more difficult than Afrikaans.

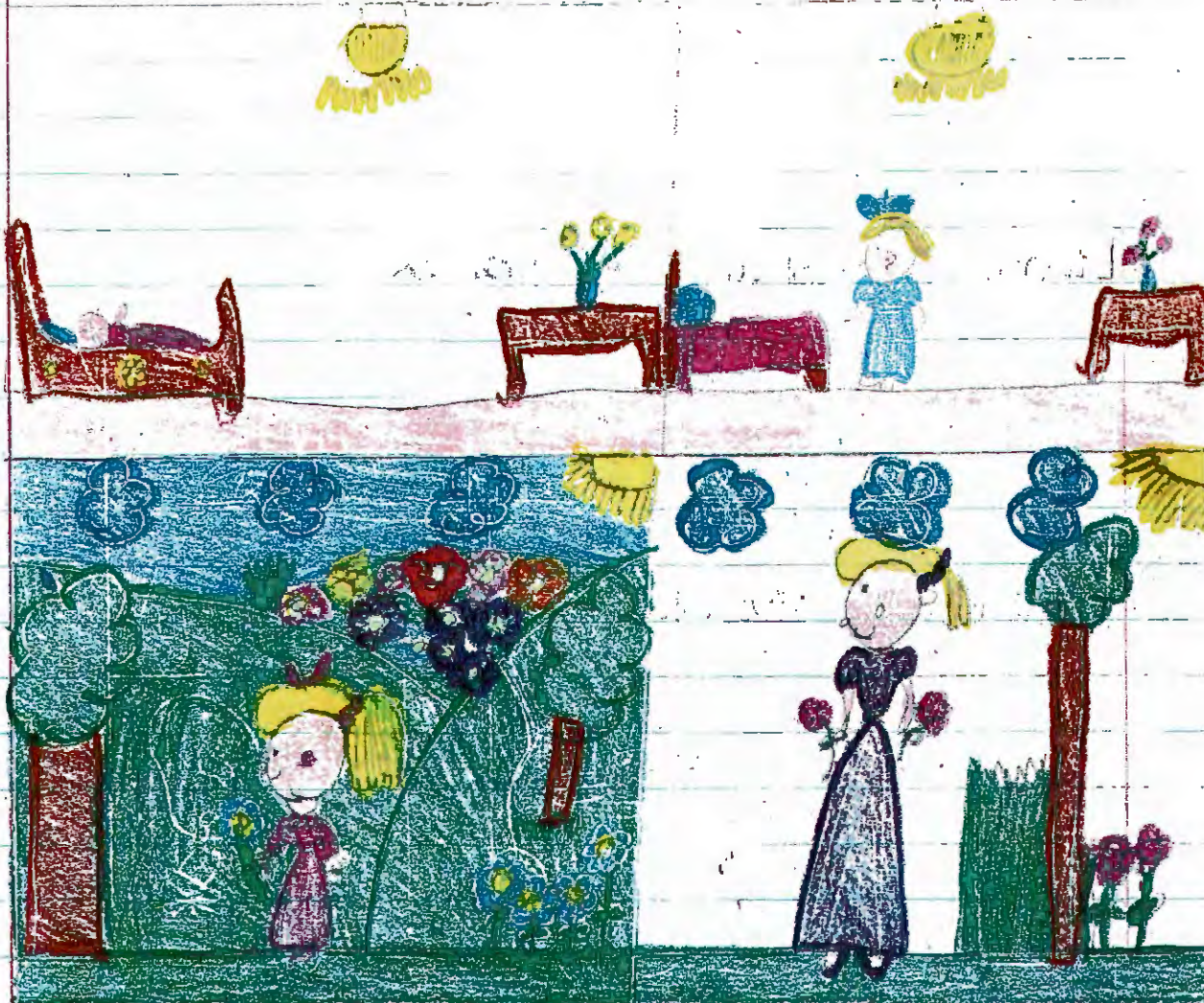
The next step is very simple reading in the form of a poem which is copied down in both Afrikaans and Zulu and their English counterparts. Because of the necessity to ensure the children knew what they were doing, the poem was then copied down in the respective languages with the English equivalent on the 10 March and read and sounded out and then it was illustrated, (See Picture 5.12 and 5.13) and then the children had to then learn it. Fun competition was then brought in here. The rest of the week's lessons was taken up by going over the respective alphabets and then giving each child a turn to make up sentences, imitating the teacher if necessary with yesterday, today and tomorrow sentence's incorporating the tenses and "I am", "going", "I go", "I went to"... Every child eventually said all three sentences in both languages. Time was also given to complete all incomplete pictures and to learn the poem. Much time was allocated to each child saying a sentence. This was a time to practise the languages and then the children were once more instructed to learn their poem. They had to know it well enough to be able to recite it and also to read it. The following figures depict both the reading and the reciting of the poem. This took place during week eight in both language lessons.

5.7 WEEK EIGHT: RECITING AND READING OF THE POEM

Figure 5.25 depicts all the reading and recital results. The averages that are depicted below are taken from these results. It is interesting to note how close all the scores were. The means do not vary a great deal, which is exciting. The following is a summary of the means:

| | |
|---------------------------|------------------|
| Zulu reading | $\bar{x} = 5.59$ |
| Afrikaans reading | $\bar{x} = 5.4$ |
| Zulu recital of poem | $\bar{x} = 6.8$ |
| Afrikaans recital of poem | $\bar{x} = 5.58$ |

By a nine year old English speaking girl



Amehlo amabili
 nokulona
 Izindlebe ezimbili
 zokuzwa
 Izinyawo ezimbili
 zokuhamba nokugijima
 Nazi izandla zami
 ezakho kumina
 Samibonani nonke

12 March

Two eyes to see
 Two ears to hear
 Two feet to walk
 and run
 Here are my hands
 give yours to me
 Good morning
 Everyone.

By a nine year old English speaking girl

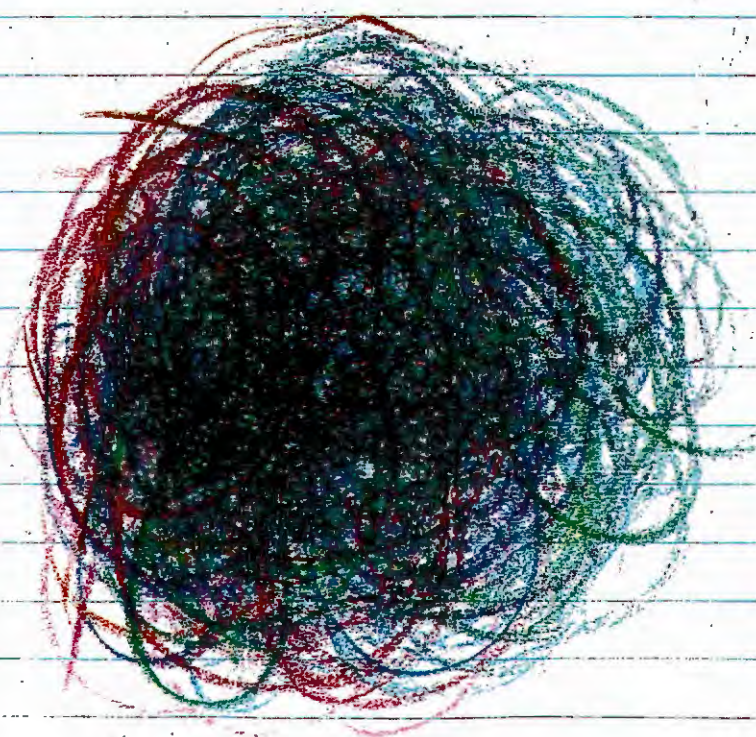
twee egies om
 te sien
 twee oë om
 te hoor
 twee voete om
 daarmee te loop en hardloop
 Hier is my hunde
 Gee joune vir my
 gele mond almal



colours/kleure.

23 March 1998

- black - swart
- blond - blonde
- blue - blou
- brown - bruin
- green - groen
- grey - gris
- orange - oranje
- pink - pienk
- purple - Pers / Purper
- red - rooi
- white - wit
- yellow - geel
- autumn - herfs
- winter - winter
- spring - lente
- Summer - Somer

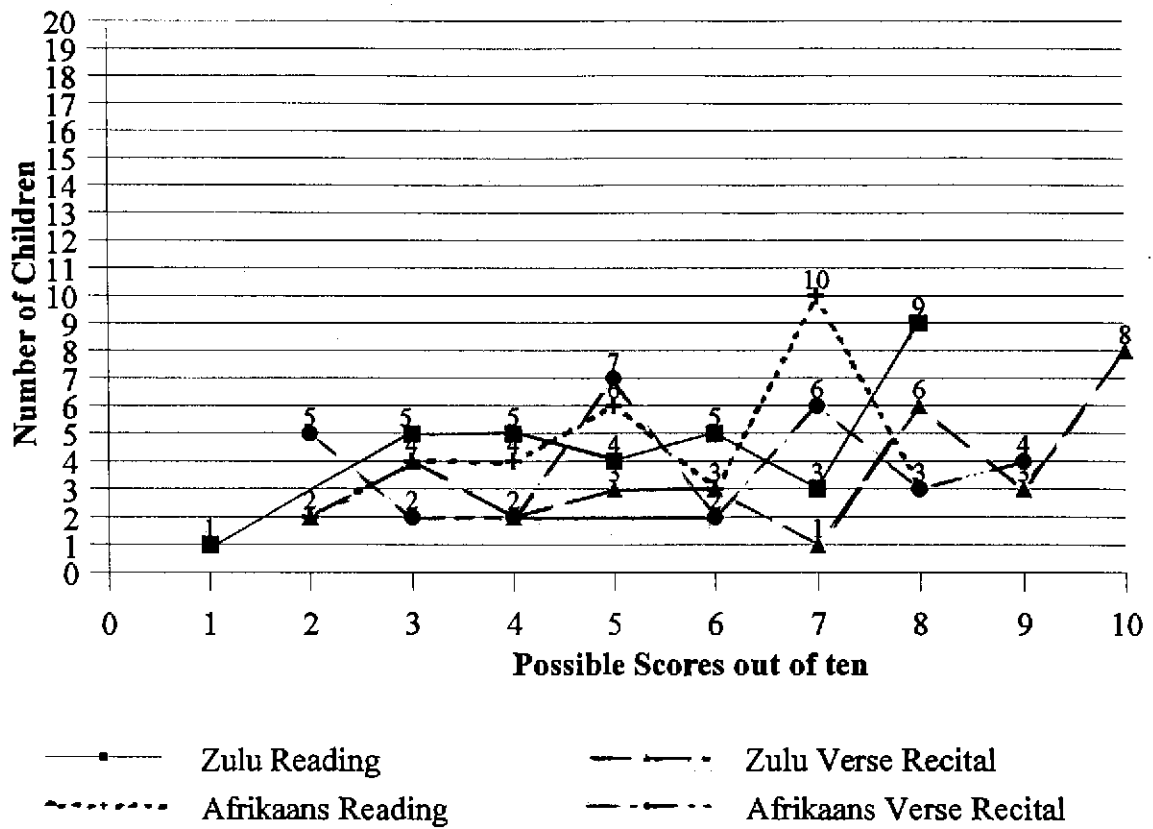


It is interesting to see Zulu taking the lead here. It has once more become apparent that Zulu is the language of preference.

According to Sharma (1995:41) language has two simultaneous uses: one is dynamic where creativity is required, and the other is passive where mechanical or simple use is made of language. The use of language in the family domain would be dynamic because spontaneous creative language is required immediately, whereas the use of language in the classroom would be much more passive, where chance is given to think and knowledge parameters are delineated. This exercise graphically depicted in Figure 5.25 would be termed a passive exercise, because the topic and subject matters are predetermined learnt and repeated. The children do not have to respond to a new unfamiliar topic, but at the same time knowledge of both languages is required even though this is a somewhat mechanical exercise. The knowledge gleaned by such an exercise would eventually be carried over into a more dynamic situation. Language usage at home would be more dynamic as the child faces a new situation all the time and close relationships need to be handled. Word usage is not rehearsed for these, they have to think on their feet in family situations and come up with creative results. This would occur in peer relationships as well. The results from this exercise in Figure 5.25, appear to be fairly evenly scattered, possibly because all the children were repeating given information in the form of the poem. It is pleasing to note that everyone was able to do both reading and reciting of the poem, even if they did battle, or forgot to learn. No one scored a zero score, in either languages. This was a positive result especially for those who battled in their mother language prior to tuition in Afrikaans and Zulu simultaneously.

Zulu verse recital was the highest score as was Zulu reading. This was also an interesting result given the fact that Afrikaans during the first half of the programme appeared to always take the lead. This once more reinforces the argument that personal preference and the meaning that the language has for the child, is very important for language acquisition. Zulu in the community is the most dominant language. It has emerged as the language of preference even with the European English speaking children.

Figure 5.25 Afrikaans and Zulu reading and recital results (week eight)



The following are the means for each exercise rounded off to one decimal place.

Zulu reading $\bar{x} = 5.6$

Afrikaans reading $\bar{x} = 5.4$

Zulu reciting $\bar{x} = 6.8$

Afrikaans reciting $\bar{x} = 5.6$

Overall $\bar{x} = 6.2$

Overall $\bar{x} = 5.5$

The highest score was for Zulu reciting and reading and this could be the result of the number of Zulu speaking children in the class, as they find the language easy and because Zulu has emerged as the language of preference generally. It is interesting to note that the Afrikaans scores have a 0.2 difference for reading. This could be attributed to the learnt nature of the language, whereas Zulu was more spontaneously learnt being the language of preference. There is a 0.7 difference between the Zulu and Afrikaans overall means, reinforcing the statement made by Jernudd (1993: 137) that the acquisition and use of one language inevitably has some

consequences for the acquisition and use of other languages. Learning the two languages simultaneously does appear to be facilitative as the difference in the means is not great. Jernudd (1993: 139) continues to state that settings for acquisition are the school, as well as the society at large because of the holistic orientation of native and/or dominant use and methods are incidental. Döpke (1992: 148) discusses a cognitive interaction between the two languages similar to the cognitive interdependence proposed for concept learning by Cummins (1979) (not discussed in this study). Döpke continues to propose that cognitive interaction consist of the child's orientation on significant models in both languages, structural saliencies in both languages and the child's strive to differentiate between two language systems. The researcher's own observation in teaching Zulu and Afrikaans simultaneously, is that both Döpke and Jernudd are correct. Learning the same subject matter in the two languages definitely facilitated the acquisition process and led to a secure familiarity in that the children knew what they would be doing. It also appeared to help recall, as many times they would say 'Oh we've done this in Zulu/...Afrikaans'.

An important deduction can be made here, that should a school policy allow teachers to communicate subject matter in the pupils' own vernacular languages, which is generally regarded as sound unless there are forceful reasons against, many academic and social situations would be eased. The continuity of school language use, with life language use is beneficial. The less disruption in young lives by sustaining the greatest amount of cognitive and emotional co-articulation between school and family and society, the better (Jernudd 1993: 148). Jernudd continues to state that such a practice would be compatible with self-sustaining and proactive management of local traditions and therefore would be less disruptive of social order and leave room for language policies to manage ethnic relations. This would be a very desirable state of affairs in our present situation in South Africa.

The researcher, at this point in the practical investigation, has found it to be incredibly exciting the way the children have responded positively to learning and acquiring two languages simultaneously. It is a definite "yes" and tremendous prospect for a developing South Africa. The researcher is in agreement with Cenoz *et al* (1994: 205) who state that the teaching of two nonnative languages within the school setting has no negative effects. Simultaneous acquisition

is possible and should become a definite part of education in the future of a successful education system in our schools. This positive conclusion here, leads us to a creative week nine result.

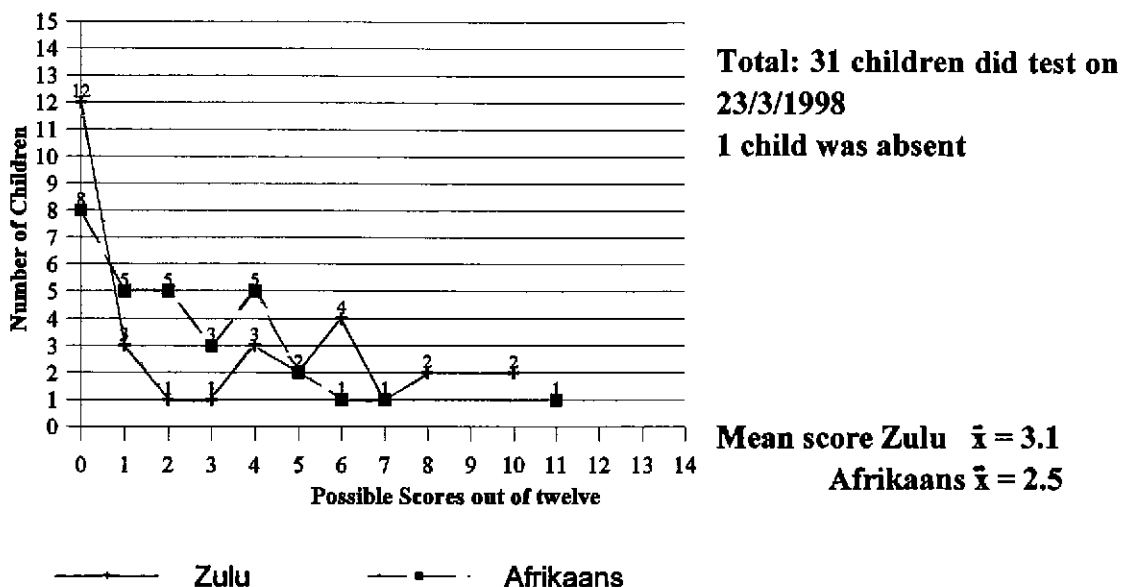
5.8 WEEK NINE: COLOURS/IMIBALA/KLEURE

The results depicted in this section, are concluded from the lessons outlined in section 4.4.6 to 4.4.6.5 of Chapter Four.

This was a very short week due to the fact that both classes went on an outing to Bulwer for two days, so the researcher decided that usage of time and the very concrete knowledge acquisition that had been done so far in both Afrikaans and Zulu had to be optimized and that literacy being the idea, a filler, or descriptive aspect should be brought in with the teaching of colours. It was decided that the season names were also relevant here so they were also taught. The researcher felt that a totally different approach was to be taken in both languages whereby the usual pretest was done to establish knowledge and then a final picture was to be drawn to actualize this knowledge which involved the names of the colours. The results of the pretest are plotted in Figure 5.26.

| Colours | Imibala | Kleure |
|----------------|-------------------------------|---------------|
| Black | Mnyama | Swart |
| Blonde | Mhloshana | Blond |
| Blue | Somi/Luhlaza/Okwesibhakabhaka | Blou |
| Brown | Nsundu | Bruin |
| Green | Luhlaza okotshani | Groen |
| Grey | Impunga | Grys |
| Orange | Wolintshi | Oranje |
| Pink | Bomvana | Pienk |
| Purple | Bukhwebezane | Pers |
| Red | Bomvu | Rooi |
| White | Mhlope | Wit |
| Yellow | Phuzi | Geel |
| Autumn | Ikwindla | Herfs |
| Winter | Ubusika | Winter |
| Spring | Intwasahlobo | Lente |
| Summer | Ihlobo | Somer |
| Seasons | Izikhathi zonyaka | Seisoene |

Figure 5.26 Colour pretest results



Judging from the Figure 5.26 more children appeared to know a little Afrikaans due to tutoring in grade three. Because of the poor results teaching of colour was reinforced by copying down the colours and colouring in the relevant colour next to it and then in the drawing of a picture whereby the researcher told the children what to draw and in what colour to draw it. The research class thoroughly enjoyed the activity and interesting pictures resulted. No post test was done due to the time factor, but the children definitely knew more colour names after three days' instruction in both languages, than they had done previously. An abridged outline of the instructions follow in English, as do colour prints of children's drawings done during this lesson which included the seasons. It was thoroughly enjoyed. (See Pictures 5.14, 5.15, 5.16 and 5.17). It was a very successful lesson overall. Sentences were also made by the children about a colour. The researcher went around to each child, who then gave a good sentence which included the name of a colour. All children were able to follow the instructions in both languages.

Abridged instructions (See full instructions in section 4.4.6.5 of this dissertation)

Draw/Teken/Dweba

1. A green and brown tree with red apples
2. A house with a red roof, blue walls and orange doors and windows
3. A garden with green grass and purple and yellow flowers
4. Some black and white birds
5. 2 grey dogs
6. A pink gate
7. 2 blonde haired girls
8. A yellow sun and white clouds

With the completion of this week, we move to the last week of school, week ten, which was also the final week of the research. (See section 5.9).

Prior to the final week's creative group task work, are a series of pictures depicting the work of the children in the colour theme. Thereafter will follow the final week's results of the programme.

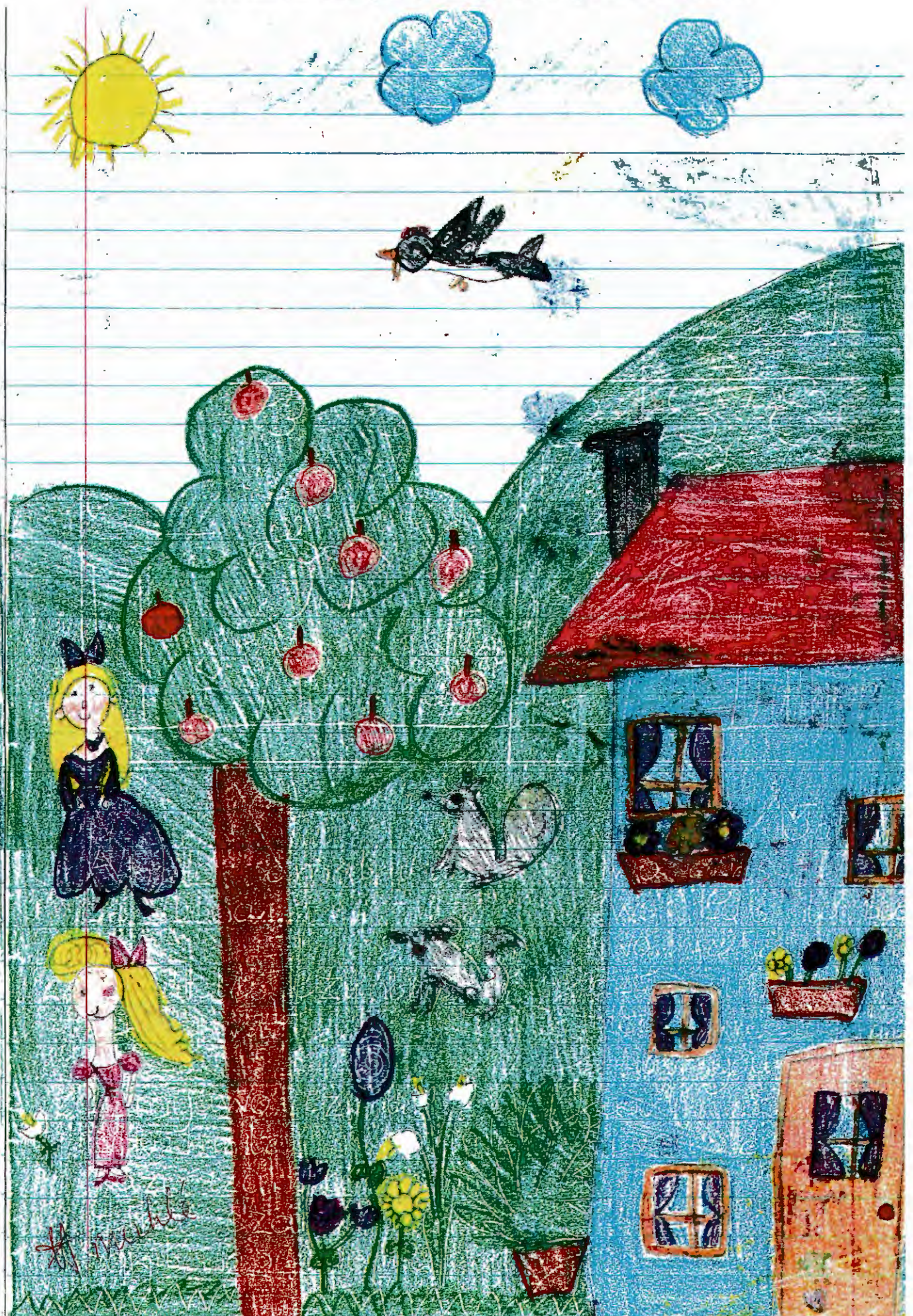
By a nine year old English speaking girl. Drawing done in an Afrikaans lesson



Picture 5.15

Drawing representing colours

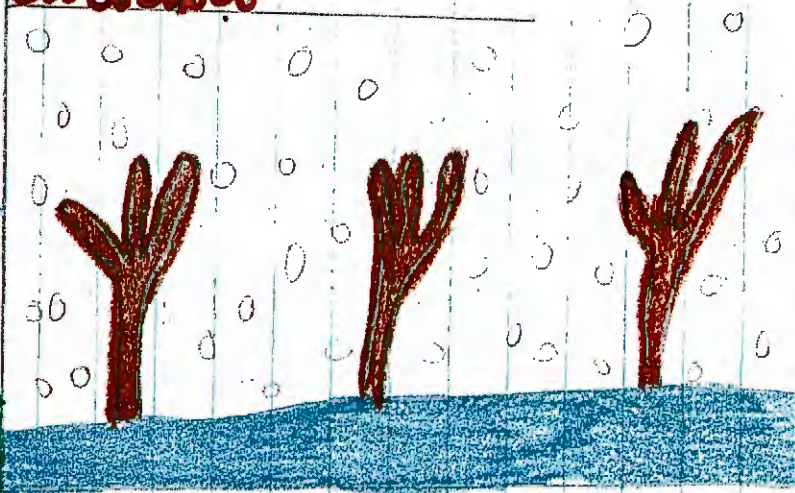
By a nine year old English speaking girl. Drawing done in a Zulu lesson



ikwindla



ulusika



intwasaholo



ihlolo





5.9 WEEK TEN: 30 MARCH - 2 APRIL CREATIVE GROUP TASK WORK

The results depicted in this section are taken from the lessons outlined in sections 4.4.7 to 4.4.7.4 in Chapter Four.

The last week of the research. Because it was the last week of school and the children, especially the hostel children were going home, getting excited and generally getting holiday fever, the researcher decided to complete the investigation by challenging the children with task work. The researcher divided the class into groups of six, which were all multicultural and not peer groups, but very diverse. Basically everyone was 'mixed' according to language, ability, intelligence and culture. They were given a worksheet with a series of pictures on it which each group used as a springboard for ideas (See Photograph 5.8). They had to then go out and make up a story, telling it in sequence from child to child in both languages. The groups remained the same for both Afrikaans and Zulu. Each group had to solve its own problems and organize its individual groups. The researcher had ensured that there was an expert in each group to help facilitate the various languages. The results are documented below. It was wonderful to see the socialisation and cross cultural integration and the children thoroughly enjoyed the exercise with much fun and laughter along with a great variety of stories were told, simply but effectively. The researcher gave very little help here. The children were encouraged to actualize their knowledge. The same criteria were used as before, for marks. The children were not aware of the fact that they were being allocated marks. They were given full control to do the best they could, in their groups. Marks were allocated for good sentences and individual effort and ability in the languages within the groups. The results of their efforts are depicted in Figures 5.27 and 5.28.

Photograph 5.8 Groups of six discussion

A multiracial group of six children deciding what to do for their play in Afrikaans and Zulu. Natural leaders always came to the fore in group activities.



Figure 5.27 Good sentence work

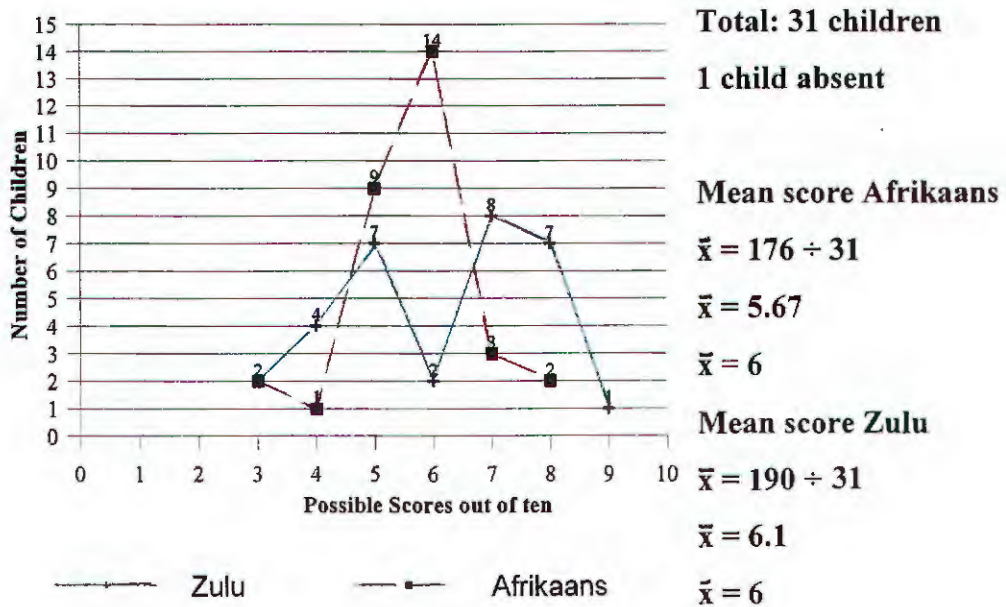
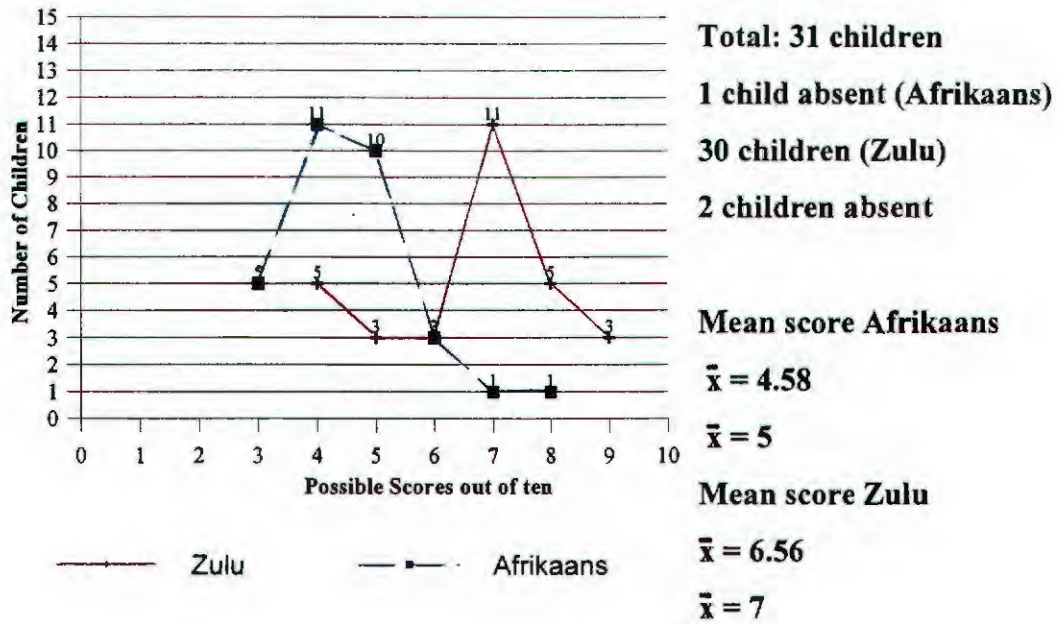
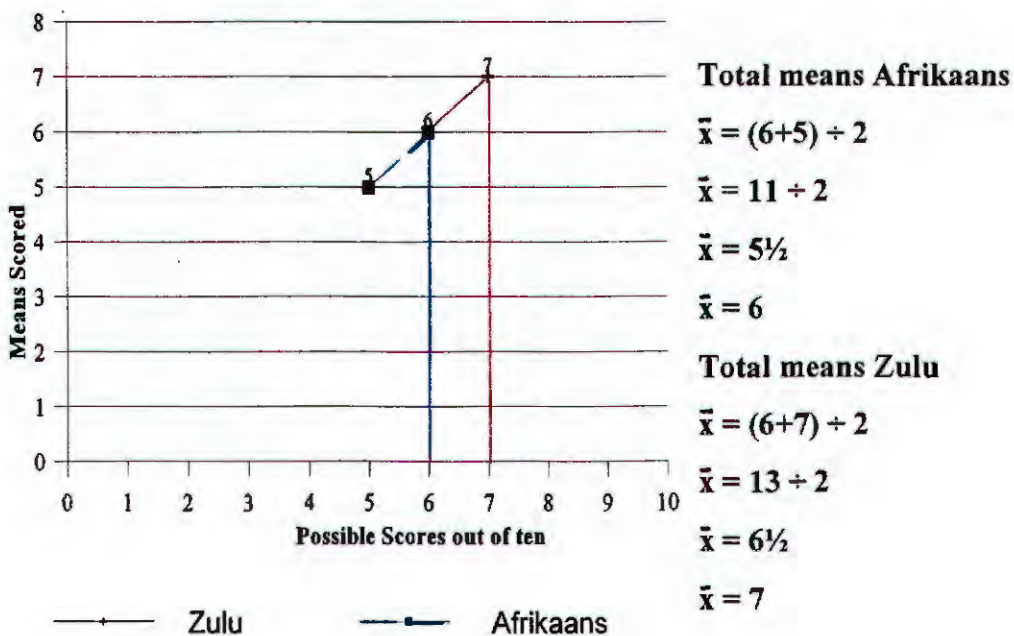


Figure 5.28 Individuals within groups



It is interesting to note that overall both Afrikaans and Zulu came up almost equal in the good sentence work, but that Zulu once more took the lead when assessing individuals within the groups. Zulu has definitely proved to be the language of preference for the class, during this research.

Figure 5.29 Comparison of Figures 5.27 and 5.28



5.9.1 Afrikaans/Zulu Discussion

Figure 5.29 depicts the higher score for Zulu, indicating that it is the language of preference for the majority of the class. This is an interesting change, bearing in mind the lower scores for Zulu at the beginning of the research.

The ten weeks was an extensive language learning time but proved very fruitful. The researcher feels that these ten weeks were a mere foundation to what could be an extremely successful programme. The children and researcher enjoyed it immensely. Much language was learnt, but at the same time it must be said that six periods a week each, for two languages is not enough, therefore the researcher felt that the progress was slow. Much more time is needed in the acquisition of languages, to reinforce, repeat and practise. Ideally an hour a day per language would be the best, as then much more practice would have been possible in both Afrikaans and Zulu which would then complement English. Versatility would be greater as well. The researcher feels that ten weeks is not long enough to “fix” a language permanently in a child’s mind, it is merely opening the door or laying the first brick. Much reinforcement is needed.

As expounded by Klein (1995: 454) knowing other languages is helpful and should aid the acquisition of English. This conclusion is particularly important when advocating increased foreign language instruction in schools. In conclusion to this practical study, the marks that were averaged out for the term - were all the “production” marks, that is, the marks given for actual verbal communication. The final percentage for the two languages were as follows.

Zulu 61%

Afrikaans 54%

Zulu at the end of the first term was the language of preference because it was more relevant and in usage every day by both the Zulu speaking children and the non Zulu speaking children, many of whom lived on the surrounding farms in the area. Afrikaans was the easier language to read and write due to prior learning and because it is the easier language, especially when doing written work although it does not have much purpose for the children out of school in the community. Even the Zulu children who had never really learnt written Zulu before, found Zulu

a challenge. The end result is an interesting one, because, the motivation was there to learn which resulted in a higher score for Zulu, along with the fact that there are 11 Zulu speaking children in the class who were delighted at the recognition and positive reinforcement of their mother tongue, even though most of them have been educated in English medium schools. It is encouraging to see that even though no Zulu had been taught the year before, when motivation is high, a good catch up period is possible. Even English speaking children preferred Zulu. There were however, some Zulu children who rated Afrikaans as one of their better subjects.

Another interesting result at the end of term was the fact that overall (inclusive of all subjects required for the grade 4 curriculum) two African, Zulu speaking children occupied the top two positions in class, namely first and second. Both speak Zulu at home, are educated in English and are learning Afrikaans and they are fluent in all three. It is interesting to note that they have even beaten the English speaking children. This once again reinforces the idea that speaking more than one language is conducive to cognitive flexibility and is not detrimental in any way to the child. Both these children are confident, relaxed and totally unaware of their status, as are so many children in this world. The motivation and desire to learn is a very vital force within a person who wishes to succeed. That drive should be always positively reinforced by the teacher within a good climate that is created in the classroom situation. Winning in a language can mean winning elsewhere, opening yet another door for success within another culture, as proved by the research class and these two top children this first term.

It is important to compare all the scores in order to get a true reflection of the results. An overall comparison of all the mean scores when finally calculated may be summarized as follows (All averages are rounded off to the one decimal place).

This comparison follows; the results of which indicate that Afrikaans and Zulu were possibly acquired more or less simultaneously, with Afrikaans being possibly easier to write and Zulu easier to speak.

1. All inclusive averages -

Afrikaans $\bar{x} = 107.6 \div 18$
 $\bar{x} = 5.97$
 $\bar{x} = 6$

Zulu $\bar{x} = 99.6 \div 18$
 $\bar{x} = 5.5$
 $\bar{x} = 6$

2. Pretest means are as follows, indicating pre knowledge to the sections -

Afrikaans $\bar{x} = 2.3$

Zulu $\bar{x} = 2.3$

The equal scores between the two languages indicates that the children were equally ignorant in both Afrikaans and Zulu.

3. Post test means which follow, indicate acquired knowledge during the programme -

Afrikaans $\bar{x} = 10.44$

Zulu $\bar{x} = 7.62$

The 2,82 difference indicates that possibly Afrikaans was easier, especially when writing.

4. The interim sentence mean scores are as follows -

Afrikaans $\bar{x} = 5.48$

Zulu $\bar{x} = 6.25$

The difference of 0.77 between the two languages, indicates that orally and aurally, the two languages were acquired virtually simultaneously, as the difference is not great, although Zulu appears to be the preferred language. It is pleasing to note that as a means of communication, it appears possible to acquire two languages simultaneously.

5. With two averages for production only; indicating that Zulu was the preferred language.

Production averages -

Afrikaans $\bar{x} = 54\%$

Zulu $\bar{x} = 61\%$

The difference between the two is 7% which is not great.

With all the means being very close generally, and the production percentages 7% apart, it is a very exciting indication that it is a possibility to acquire two languages simultaneously. The difference in production percentages is not very great, but does indicate Zulu is the preferred language which is reinforced by the overall means for the two languages indicated here, with Zulu having a 0.9 lead.

| | | | |
|-----------|--------|------|--------|
| Afrikaans | 15.638 | Zulu | 16.534 |
| = | 15.6 | = | 16.5 |

The theory in the first three chapters indicates that it is possible and desirable to acquire two or more languages simultaneously in South Africa with its eleven official languages. Reinforced

with the positive results of this study, this is an exciting, interesting prospect, but does require a more in depth, longer programme of research (See Appendices 5 and 6 for test mark examples).

The work required by the teacher for teaching two languages simultaneously requires a great amount of energy, insight and planning. The teacher must be versatile, cognitively flexible and very organised in lesson plans and lesson execution. There appears to be a very definite facilitative factor in covering the same subject matter in the two languages, both for the teacher and the children. The familiarity definitely created a feeling of security and comfort. It became apparent as the weeks passed, that, the more enjoyment the children experienced in one language, the more it created excitement for the same activity, in the next language. For the teacher, should a gap appear in the lesson on one language this made it easier to ensure that it did not occur in the other language. The teacher has to be an active part of the lesson, actively involved and facilitative. The children looked to the teacher for the very vital questions and information. Imitation played a very important part in both languages initially, until the children acquired enough words for themselves to play around with and experiment with. An uncritical approach whereby mistakes were accepted and incidentally corrected along with the fun and laughter which included the teacher, went a long way to expel fear of experimentation. Rather it facilitated the way in which the children acquired the languages and the children were happy to try things out.

Even though the programme for the research has come to an end, and the class time-table has reverted to Afrikaans as the second language with Zulu as the third during the second, third and fourth terms, the children have found it very easy to adapt to more formal work in both languages, an example of which is evident in Pictures 5.18, 5.19 and 5.20. With the grounding in talking and hands on daily experience, the more formal work has definitely slotted in easily. The researcher is keen to try and change the unequal time allocation for the two languages so both languages may be permanently, simultaneously taught. This will involve a whole new approach to language teaching and the way books are produced. In the researcher's view, with further research and careful planning, this is possible.

It seems fitting here to quote Krashen (1981: 125-126) who states "there are clear tendencies and one can talk about an average order of acquisition. Caretaker speech is not finely tuned to the child's growing competence. The syntactic complexity of caretaker speech does not grow in exact

proportion to the child's competence...but may be roughly tuned to the child's level. Caretakers modify their speech in order to communicate with children in order to control their behaviour and make them understand what they are saying". This 'hands on' approach to language is very important and particularly useful for simultaneous acquisition.

The teacher must always talk "beyond" the children in order to 'stretch' them and provide them with more tools, that is, the language. Krashen (1981) continues and states that "children progress by understanding language that is a little beyond them. The structure contained in this language is with the aid of content. With caretaker speech being rooted in the 'here and now' this probably provides a helpful context to a great extent. The here and now quality of caretaker speech is one of its "best tuned" aspects. For simultaneous acquisition of a second and third language, "here and now" is a very important aspect to acquisition. As the infant acquires language, so is the infant stage of "any" language acquisition. The here and now is a great reinforcer of the context being experienced. The whole person is experiencing what he/she is learning and therefore memory of what is being acquired would hopefully be permanent. A pleasant memory is more likely to be happily recalled rather than an unpleasant one. Every effort should therefore be made for the simultaneous acquisition of a second and third language to be a pleasant one.

Before concluding the research investigation, the researcher felt that it was important to include opinions given by the children who were taught by the researcher during 1996. Zulu was their third language. It is interesting to note that their opinions fit in very aptly with the information given in the first three chapters of this dissertation. These follow in section 5.10.

Because the researcher of this dissertation was also a participant in these lessons, being the teacher, it seems relevant to end this chapter with a few comments on being observer, evaluator and participator.

- It required much time, effort and patience in all lessons with good thorough pre planning.
- The children were very comfortable in the company of the researcher as they knew her well, this made experimenting in class, easy.
- The researcher was at ease experimenting in lessons as the children and classroom territory were very familiar.

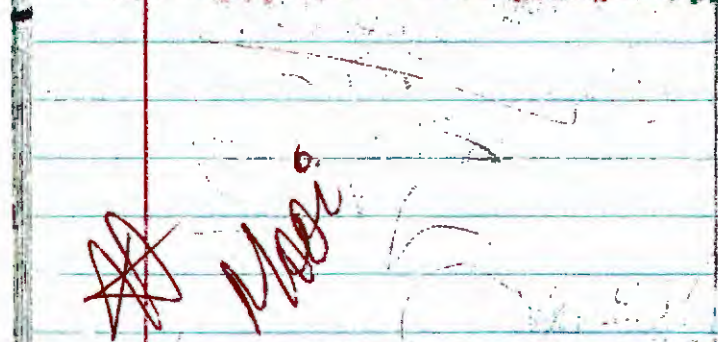
- The researcher/teacher was in a position to manage time schedules as required, which was a great advantage to the study, lesson wise.
- Being familiar with the children, made lessons easier to prepare and deliver as ability and behaviour of children were familiar to the researcher and any discipline problems were easily handled which made the programme more effective.
- Remaining neutral in assessing children in both languages was a challenge. The researcher had to actively listen to children's production capacity in order to ascertain a true mark for the child's ability, and be aware not to just give a mark that would fit in with the rest of the child's subject profiles.
- Ensuring that the researcher was seeing things as they presented themselves, and not subjectively or as the researcher wished them, was a constant effort.
- Remaining the researcher, being the facilitator and not the dominant teacher was also a continuous effort.
- Ensuring the children did what they wanted to do and not what they thought the researcher/teacher wanted them to do, was also important.
- Ensuring that all the subject matter (in both languages) was the same proved to be exceptionally hard work, especially due to the fact that no books were available with everything in them. For example, the 15 sentences, especially in Zulu, had to be rechecked a couple of times as books, Zulu adults and Zulu children did not agree on certain aspects of the grammar.
- Constant checking and rechecking was important in all written work.
- Ensuring all children managed to be successful required much active input on the part of the researcher/teacher and constant interaction with the children.
- It was very rewarding.

Afrikaans 4 block comic story by an English speaking nine year old girl.

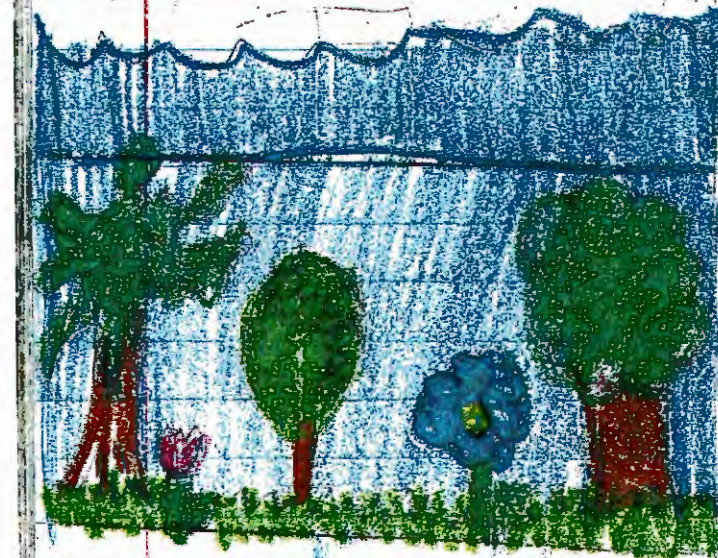
Story was done unaided by the teacher - child now able to write in Afrikaans.



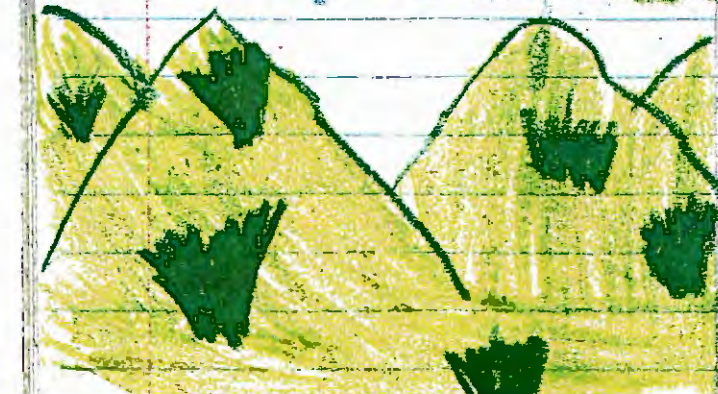
ek gaan na
die kasteel,
en dan gaan ek
na die slaapkamer
om die
kroon te sien



ek gaan
na die
swembad
en dan gaan
ek na die
huis

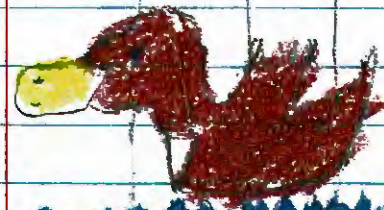


ek gaan
na die
tuin, en dan
gaan ek na
die boom



ek gaan
na die berg
en dan gaan
ek na die
swembad

Zulu 4 block comic story written in Zulu by a nine year old Zulu speaking boy being educated in English



idada lamini is ejele
idada lamini livshidawa
idada lamini lida uphufhu
idada lamini ayazi iric e
idada lamini liyaphaba



idada lamini livandize
idada lamini lidlawile nobhontshisi
idada lamini limi
idada lamini livarala
idada lamini liyazi shela



idada lamini livantshontsa
idada lamini liboshire
idada lamini liyakhala
idada lamini lilele



idada lamini libhala ymelwabo
idada lamini angisalithuni
idada lamini ayidavisiya
idada lamini lilele

cosi cosi yaphela

A Zulu story by a nine year old Indian, English speaking girl writing unaided by the teacher in Zulu

Lo ikati

Lo ikati kamina o hlaya.
Lele ikati yamina.
Lo ikati kamina thanda + ezi lisa.
O ikati kamina thanda lo ukudla
Lo ikati kamina thanda lo impuku.



By
Shabnam
Majam
Grade 4B

Photograph 5.9 is an example of the enjoyment, fantasy and assured success of group work and play acting, that may be achieved in a classroom setting.

Photograph 5.9 Play acting group work

A multiracial group acting out a hunting scene in Zulu. They had organized everything, from props to dialogue. Their enjoyment in their fantasy story world is evident.



5.10 CHILDREN'S OPINIONS

The following opinions from sections 5.10.1 to 5.10.3 are given by children, taught by the researcher during 1996, during third language lessons, namely Zulu. The questions asked by the researcher are the headings in bold print. Children wrote down their answers on scrap paper and then the researcher took them in and sorted them into their respective groupings of answers, which are printed here.

5.10.1 What Is Difficult About Learning A Third Language/Another Language?

According to a (grade 7) group learning Zulu as a third language, after 6 months these aspects were to them the most difficult.

1. Pronunciations
2. Spellings (plurals, similar words)
3. Basic understanding of what is said
4. Memory for new words, vocabulary
5. Singing and sentence work

When the children felt inadequate, unskilled and at a loss at what to say the feeling of being threatened created a reluctance to experiment and talk.

5.10.2 What Have You Enjoyed?

1. Giving orals
2. Playing fun and games
3. Acting
4. Easy work
5. Singing
6. Practical things

The children enjoyed being given control to do what they preferred, which was the creativity of constructing houses or colour charts. The rhythm of song was fun and the organizing of plays was a challenge and enjoyable. Drawing on their own knowledge and working together in groups was not threatening. Pooling ideas and creating a winning item whereby all were physically and mentally involved created greater interest. Confidence, being challenged and enjoying themselves created the motivation to try, more especially in that they could help each other. The 'experts' supplied the required information and 'peers' taught each other, which eliminated the feeling of threat and the 'I don't know what to say' feeling.

The latter ties in with the information that children prefer activity that is interesting (which is crucial) and that the importance of learning for the individual depends on the meaning it has for the individual. It must be real communication rather than the particular structure of the language only. The children enjoy active involvement in their learning as through their active involvement, they give meaning to the information being acquired.

5.10.3 What Did You Find Easy?

A variety of children answered the following:

1. tests
2. talking
3. cutting and sticking activities within communication activities
4. colouring in worksheets
5. preparing topics and then having to do something with them
6. making fun things
7. orals
8. singing

As the children became more skilled in the language, namely Zulu their confidence grew, as did the motivation to do more and experiment. When they felt that they were guaranteed success, they had fun, enjoyed themselves and ventured into more elaborate conversation.

Conclusions that may be drawn from the above information indicate that the children find 'communication' orientated tasks enjoyable and meaningful along with being actively and physically involved in the task. The simple success led to greater success and more confidence in their own ability to talk Zulu.

5.11 DISCUSSION ON LANGUAGE TEACHING

From classroom experience of 18 months teaching in three languages, namely English to grade 4, Afrikaans to grade 4 and 5 and Zulu to grades 4, 5, 6 and 7, at different times, one common

factor emerged in all three languages, namely that once the children had a few tools, for example vocabulary in the form of nouns and verbs, and personal pronouns, I, me, you, we, they were comfortable about talking, about making mistakes and knowing it was acceptable. They enjoyed experimenting, doing plays and having control to put together what they felt comfortable with, and moved on to higher understanding. Meaningful enjoyment is the core, where they are actively involved in making their own decisions. The latter reinforces Shuttleworth's views whereby the children decide on what to say and also to reinforce Bannatyne's statement mentioned earlier in this dissertation that the auditory areas and its deficits are at the heart of true language problems, including most reading disabilities. This reinforces the idea that for all three languages to be learned, the children must speak them and understand each sound structure first. The auditory perceptive faculties need to be pleasantly reinforced in the flow of each language in order for the children to feel comfortable and confident and be willing to learn more of the relative sound structure of the language, before they get to symbolism.

Multi-sensory teaching techniques are, as indicated by this study the most effective, whether it be acquired by the teacher or parent or incidentally. According to Crystal (1987: 45)...extending grammar usage into previously unfamiliar contexts is vital. Teachers must help the children to generalize and to go beyond their texts and to think abstractly about what they are doing and what they can do in order to meet their everyday demands. Positive child-adult interactions are imperative, and the adult always has to be in control to facilitate learning and take the child beyond his/her boundaries. Language in use requires its pupils to make a largely observational analysis of language, accumulating images of features in texts they have collected. There is no theoretical reason why bilingual and even a trilingual situation should necessarily pose children with extra language learning problems over the first few years. If the language environment is natural, consistent and stimulating, children will pick up whatever languages are around, and as evidence of this, a considerable proportion of the world's children are in fact reared in multilingual setting (Crystal 1987: 99).

In conclusion to the dissertation topic about the simultaneous acquisition of a second and third language the researcher contends that it is possible under careful planning and creative teaching for children to acquire a second and third language simultaneously.

Was the programme a success? Yes, it most definitely was a great success and thoroughly enjoyed by the children and researcher, the latter for whom it was very hard work as well. The insights were very positive.

In answer to the research question, “is it possible, and desirable to acquire a second and third language simultaneously”?, in the researchers view, “yes it is”.

The future of our country’s success depends on progressive thinking, change and a new way of seeing things. Our children deserve as many tools as they may possibly have available to them, in order to achieve success. Good language acquisition is one of these very important tools. A new way of teaching along with motivation and a hands on approach to actuality will make these opportunities readily available. The researcher wishes to conclude with the idea that to teach is to talk, to talk is to communicate, to communicate is to open the pathway to a successful life.

CHAPTER SIX

SUMMARY AND DISCUSSION

6.1 INTRODUCTION

The present study has attempted to examine the question “Is it possible and desirable to acquire a second and third language simultaneously”? in our present day South Africa. Because language is uniquely human and acquired gradually from birth, developing right into old age and taking into account the eleven official languages of our country at present, the stated question became a feasible research topic. Due to the many language opportunities available to any one individual, numerous questions were asked and gradually answered as the study progressed. Language being a very intimate and intricate part of our lives, is a very forceful element in the success or failure of any individual within the context of our rainbow nation. The very many problems experienced in our society, at the basis of which is fundamentally the inability to understand each other makes language an important prerequisite for success on a daily basis in order to solve these problems. Because of the ruling democracy, new ideology and many resultant changes in education, individuals now have a choice as to which language they wish to be educated in, which will then aid in the choice of a second and/or third language that might be required. The idea of ‘geolinguistics’ is also an important one, whereby the location, community, situation of the individual and his/her environment and individual goals will dictate as to the languages he or she might require, and/or acquire. Understanding the fundamentals of language along with humanity itself, are vital parts of the linguistic whole. People talk, listen, understand and communicate, but how? This takes us to the rationale of the study.

6.2 A BRIEF SUMMARY AND FINDINGS OF THE LITERATURE STUDY

The perception of ‘simultaneous acquisition’ refers to the acquiring of two skills at the same time and pace. These skills may be regarded as tools to a wider communication base, an instrument to social debate, career enhancement, good education or more personal happiness. For whatever

reason, the intrinsic motivation, the desire to acquire these languages must be strong in order to open the doors to knowledge acquisition within the individual.

In order to find out how this may be done, the idea of the need for language was explored, language being at the very basis of good communication, intelligence building and a medium through which children are inducted into society and the very means through which a philosophy of life is acquired. This led itself to the idea that simultaneous acquisition is indeed possible. The multilinguality of the children at Richmond Primary School shown in the surveys done at the school, indicates the degree to which multilinguality is a reality already. This leads to the question of what language is.

Apart from being a reflection of cultural perceptions, individual thought, a body of words, a system of agreed sounds, language is a means of empowerment, accessing, thinking and expressing everything a person wishes to say, think and do. Through maturation, learning, imitation, play and being willing and ready to learn, communication skills are acquired, developed and learnt. This language development goes hand in hand with bilingualism, multilingualism, diglosia, triglosia, all of which are facets of human language development which lay the foundation for the rationale that simultaneous language acquisition is very possible.

Because of our changing South African society, the education system too, has had to change because it is part of this society. At the very basis of an education system is language, therefore, in view of the eleven official languages in our country, the language choice is very great. This language choice is a vital communication core to an integrating society and successful human existence within the parameters of this changing society. It must be utilized.

During childhood years, the researcher became aware of the necessity for acquiring more than one language. The versatility of three languages has been a vital core to knowledge and a firm road to success. Through language, knowledge is obtained. With knowledge, perceptions may be acquired, fashioned and changed. For children to acquire language can be an exciting, interesting and painless task, which, as they become older becomes an intentional goal. Studies

indicate that children of parents with higher education levels, have greater language ability. With three languages from which to choose, and to switch from one to the other, is an ideal requirement for life in South Africa with eleven official languages.

Multiracial schooling is a reality. Many children do not learn in their mother tongue, but are rather being educated in their second or third language. Geographically, different languages predominate in different areas, this being described as geolinguistics. Children have to cope non-the-less. To be versatile in three languages would be a great asset to understanding. In order to facilitate this understanding, teachers, parents, peers and community ideally, should also be versatile in three languages. There appear to be no reasons to prevent children or adults being fluent in three or as many languages as they would like to be for that matter. It would certainly aid integration, and be to everyone's advantage. Therefore to make good use of this natural human talent appears to be a logical conclusion, to advocate multilinguality, especially the acquisition of a second and third language simultaneously.

Within the home and educational system creating a comfortable environment conducive to experimentation and exploration, would aid language acquisition. Child language is dynamic in nature, with a gradualness of phonological change, therefore by creating a positive situation with open communication in order to increase good language use and ability, would be the ideal for acquiring other languages, in each individual child's own time.

Research indicates certain universal aspects to language development, which seemingly must derive from some invariant properties of the language capacity. The speed of development and relative uniformity of the final state, which is in all aspects, a highly complex system, is a very desirable road to success. For optimum development of this complex system, careful groundwork has to be done. Being fluent in three languages, is being familiar with three separate structures. Acquiring the three separate structures, developing strategies, metacognitive systems and just organizing the learnt information, along the course of development, reaching eventually the "adult" level of language competence, will depend on the individual child, the environment he/she lives in and the opportunities afforded him/her.

In bearing in mind all the petty prejudices and intolerance that abound between the different language and culture groups, one can be sure that a lack of communication would be the obvious cause. Lack of knowledge, understanding and misguided perspectives and perceptions are all very destructive. By being versatile in three or more languages, would at least be a positive tool to breaking down these negative barriers and opening doors to a better communicating society.

A great number of general questions were asked, three of which were:

- How do children acquire a second or third language simultaneously?
- What is the quickest and easiest way in which to learn or acquire a second and third language simultaneously?
- What aspects of the child's personality and ability affect language acquisition?

The general questions then led to specific questions, two of which were:

- Is it possible, desirable and necessary in South Africa, today, to speak more than one language fluently?
- Is it possible to acquire a second and third language simultaneously, and become fluent, being able to communicate effectively in the chosen languages?

These then led to the research question which embodied all of the questions asked, this was namely:

- Is it necessary, possible and desirable to acquire a second and third language simultaneously?

The following discussion will indicate possible answers to these questions. Apart from home, there is no better place to begin educating our children in the various languages, other than at the very base of our education system, in junior and primary school. Should various languages be taught continuously, by the time the children reach high school they should be capable of speaking and making themselves understood in the respective languages. Because language is such a useful tool to effective communication and interaction with others it should be developed

to each individual's best ability. The child gives expression through his/her developing language system, and realizing this system functions within an environment, it is important that through this unique living experience the relevant and important others that influence the child's insights, do so very positively, ensuring the best opportunities for language learning, that the child can possibly obtain.

By affording a child choice in languages to acquire, the horizons of achievement are greater and a real educational democracy is achieved. A true understanding in the learning situation would also come about, with language flexibility forming some solutions to educating and integrating our multilingual society.

In answer to the question What is language? a host of definitions, explanations and expositions are put forward, the most comprehensible answer to which would be an eclectic one. It is therefore in order to describe language as a body of words, both written, spoken and intimated in such a way so that people may communicate, grow in every aspect mentally, acquire cultural and social norms and develop their own set of values. It is a vital means of obtaining knowledge in order to be successful and have a fulfilling life.

The next question asked was, How do we acquire language? The answer here too is not a simple one, therefore to summarize it as follows appears to be appropriate. Language acquisition occurs from conception to old age, through maturation and learning, imitation, being willing and ready to learn and acquire, given all available information. Children also learn through play whereby structures, situations and experimentation, knowledge skills, shared ideas, problem solving and fun go hand in hand, also promoting mental hygiene as no secrecy is needed.

Early Language Development appears to be a slow and difficult process, beginning with undifferentiated pre-vocal gestures and finally reaching full receptive and expressive speech, which means being able to communicate, read and write. In order to reach the full adult stage of communication, an hierarchal sequence of acquisition occurs which, through teaching and learning, may be accelerated. By exposing children to a rich, warm, advanced language environment, teachers ensure that the children are encouraged to advance and speed up their

language ability, through listening and understanding, interpreting, reasoning and concept building and finally communicating by speaking or writing. By picturing or feeling what is said and labelling the images, communication becomes easier. Memory and recall play a vital part in the process.

For the acquisition of more than one language there appear to be no biologically based restrictions as to the number of languages that can be learned or age ranges during which this can happen. This is an exciting prospect for this dissertation. There are different kinds of bilingualism, namely simultaneous, successive, additive and subtractive. The important aspect of bilingualism, is that when taken away from the bilingual environment, a child soon loses the language from which he has been removed, but with continual exposure bilingualism can gradually stabilize. Children benefit cognitively, socially and culturally from bilingualism, the important aspect being the continual practice of the languages through auditory faculties, as these faculties are a vital link to language acquisition and competence. This information, through logical deduction, may also pertain to a third language.

The Different language acquisition theories, namely the cognitive view with the components of competence, performance, capacity and cognitive code, along with the behaviourist view of Skinner who views learning as conditioned responses reinforced by the environment, to the Communication Approach, Second Language theory and Activity Approach or Discovery Method, all add a vast but positive dimension to the jigsaw of how or why man is able to communicate as he does. These theories help to give meaning to the aspects of language which are a vital part to communication, namely dialect, social dialect, idiolect register and then the different levels of languages, lexis, grammar, all of which are part of communicative competence.

Even limited contact with a second language (one hour per week) appear to have benefits for the learner in terms of explicit understanding of words and their referents. Third language learners have heightened metalinguistic and language learning awareness, sensitivity and strategies that facilitate subsequent language learning. Multicultural societies are the norm, for example, America, England and South Africa not the exception, as shown by the surveys even here in

Richmond, KwaZulu Natal. Therefore, the more languages known by an individual, the more possibilities he/she have of opening doorways to different language and culture groups and gaining knowledge and understanding about each other.

Based on the above, the following research hypothesis was explored. Is it possible and desirable to acquire a second and third language simultaneously?

In discovering the different aspects of language acquisition, the aspects of language were explored. To acquire two languages simultaneously namely Afrikaans and Zulu for the purpose of this research, dialect, register, levels of language, lexis, grammar, structure and sentences, were discussed, because of the importance of these very basic aspects in each respective language.

Language ability is unique to man and because of the very positive actions beneficial to man that may occur as a result of this language, it seems logical to develop this ability to the full. Because of the positioning of the larynx to the oral cavity, sound production is possible in humans, but impossible for primates. Correlations between biological growth and language, along with different brain weight and fissurization, length, quantity of dendrites, differentiated areas of the cerebral cortex all point to possible reasons for human and animal differences in language acquisition. This reinforces the idea that simultaneous acquisition is yet again a possibility.

With effective communication between the different race and language groups as a prime reason for multilinguality, the second and third language description was a priority. A second language was defined as the language required by the individual over and above his home language which most fulfills his needs in his academic or working environment. A third language would be the other language mostly used by the people in the local community and required by the individual in order to fulfill his academic or work place needs. Due to there being eleven official languages, the third language would vary from place to place. Introducing these languages from grade three and four is not an impossibility, should the school have the qualified teachers and be willing to have simultaneous acquisition as part of the curriculum. According to Griselli (1985: 211) "one must start from a well-founded dialogue of short phrases to arrive at conversation, which is the

most complete moment of dialogue, because in it, the principle linguistic and lexical mechanism co-exist”!

Being multilingual in South Africa today would be a great advantage for an individual in our multicultural society as effective communication between the different race and culture groups is totally dependent on the peoples' ability to communicate. A second and third language would be a great asset as more information would be more thoroughly understood. To acquire these languages at school, introducing a second and third language, would ideally be done before the child reaches the age of ten, either simultaneously in grade three or consecutively in grade three and four. The success of this would depend on the expertise of the teacher and bearing in mind the self maintaining function that language has for the child, the languages must be meaningful and useful to the child acquiring them.

As mentioned earlier, the function of language for the children appears to be self maintaining, therefore, directing, reporting, logical reasoning, predicting, projecting, building, to name but a few are important aspects of understood and practised language. The skills of language are vital to acquire, these being reception, symbolism, expression, which includes the written word. Along with all the reasons for acquiring language, it is important to discuss the various methods of language learning, of which there are many. The most significant ones are those that concentrate on the spoken words, understanding the verbal and auditory aspects of the language. A combination of the two appears to be most affective. Of the twenty six methods discussed, the FLES (Foreign Language in the Elementary School) method and Dodson's Bilingual method deserve mention here, as does the problem solving method, because the learners are all fully involved in learning their respective extra languages. Thereafter the functional methods are discussed, of which there were ten. All have their strong points, with special mention going to the initiative of Shuttelworth. Her idea of Coding Competence is a very valid one and, with the researcher having experienced first hand how successfully it works. The children practise the given structures and are very active in acquiring their language. Of prime importance is the enjoyment and active participation of the children, because they become so involved in their learning. The latter leads us to the aspects of personality that need to be taken into account for successful language acquisition. "...by following a process of logical linkage never forgetting that

if a learning has not definitely been fixed, it is not advisable to pass onto the next stage” (Grisell 1985: 211).

Because each individual is unique and learns at his/her own pace according to his/her own innate unique ability, of paramount importance is motivation. The motivation which increases the desire for acquiring another language or two consists of direction, persistence, continued motivation along with the personal needs for achievement and experience of success which are all key determinants in successful language learning. Added to this is attitude. A positive attitude within the individual towards the target language appears to be a determinant in successful acquisition as does the group’s specific attitude to the community which speaks the target language. An attitude is described in Reber (1985) as some internal affective orientation that would explain the actions of a person. Contemporary usage generally entails several components namely cognitive, affective, evaluative and conative. The importance of each will vary according to the tilt of the writer. Because motivation and attitude are within the learner, it is therefore important to discover those important aspects of personality that have effect on language learning. Because the child is not yet mature, the following aspects mentioned will only be matured in adulthood. They are seeing oneself positively, realistically, showing perception of and empathy with others along with being well-informed with an enriched functional perceptual field. For smooth language acquisition, the developmental level of the child must be taken into account. Because personality and language are inextricably connected, an extroverted, confident, field independent, garrulous individual with a good aptitude for language is possibly more likely to achieve good language acquisition, than one who lacks all these attributes. The type of learner, different learning styles and metacognition strategies play a vital part in success. A confident, happy, relaxed, secure individual is more likely to experience success. Cognitive dissonance then is the state of disharmony, inconsistency or conflict between the organized attitudes, beliefs and values within an individual’s cognitive system. The individual then becomes motivated to restore the balance and achieve his/her goals, by reaching the level required, in order for the cognitive dissonance to disappear. At the basis of all cognitive activity is the identity formation of the individual. Identity and self concept are closely interwoven with the self image of the person comprising the sum of his/her experiences and self esteem. All three of these aspects of the self have to be in unison for the individual to be happy within and with him/herself. A happy

individual is most likely to be successful in life. It is with success in mind, that the following recommendations are made from the literature study.

6.2.1 Recommendations From Literature Study

From the brief summary of the literature study it may be deduced that it is indeed a possibility to achieve two languages simultaneously but in order to try and afford the children this opportunity, certain fundamental aspects of the learning climate, learning situation and required information must be carefully preplanned and carefully researched, taking into consideration the developmental level of the children.

6.2.1.1

A relaxed, happy, open, comfortable learning climate must be cultivated in the classroom, whereby the children are at ease experimenting, making mistakes and being helped to acquire the correct structures.

6.2.1.2

An eclectic approach to learning methods must be adopted, whereby all the different intelligences are exercised, through the utilization of a great variety of methods through creative and imaginative teaching.

6.2.1.3

The children are actively involved in every aspect of their acquiring the languages, taking control in learning situations, and maintaining the responsibility for their language acquisition.

6.2.1.4

Group work, problem solving, peer tutoring, expert teachers, in conjunction with much oral, aural language work, practicing the different structures, experimenting and helping each other,

are vital in the language class. Children producing plays, making up stories, ensuring the correct coding skills, instilling confidence, making sure all children have a chance to talk and are equally important, will help encourage good language acquisition.

6.2.1.5

The teacher must be skillfully and thoroughly prepared in relevant subject matter in order to be a positive role model to be imitated. The teacher must be able to advise and help the children, apart from being able to provide them with the relevant vocabulary and structures.

6.2.1.6

From the literature, it may be deduced that to encourage, help and educate the children to be self confident, self sufficient, adventurous, field independent, cognitively flexible and to feel positive about themselves along with being in control in the learning situation would aid in ensuring a positive and successful language learning situation. It is important for them to be a partner in their language acquisition process.

6.2.1.7

Building the learner up with the positive, supportive learning environment is imperative when acquiring a second and third language. The individual must be active in acquiring the languages, giving positive meaning to the learning experiences and being totally involved, and sharing success and finally achieving self actualisation. In conclusion here, it is vital to mention that the social survival of the species is one of the most fundamental reasons for language and any communication systems between individual members of any species. Hereafter follows a summary, findings and recommendations from the empirical investigation.

6.3 SUMMARY, FINDINGS AND RECOMMENDATIONS FROM THE EMPIRICAL INVESTIGATION

It was a qualitative research, descriptive in nature. A grade four class at Richmond Primary School in Kwa-Zulu Natal, was used as the research population. There were originally twenty-eight students in the class, and because reality was of paramount importance, as new children arrived they were just incorporated into the research. The number of children rose to thirty-two in the end. The children were taught Afrikaans and Zulu simultaneously for ten weeks, for an equal number of periods per week, using exactly the same content and method of teaching, and exactly the same process within each lesson. No matter what problems arose, they were handled effectively and each problem was solved to the satisfaction of the children and researcher respectively. It proved to be as challenging for the teacher/researcher as it was for the children. Information was gleaned by direct involvement of the researcher, simple testing, surveys, interviews and much quality time with the children in the classroom, within their active involvement in lessons.

The respective languages were taught through many creative activities whereby the children had to solve the problems and produce the end product. The teacher researcher supplied the very basic tools, that is, the very basic vocabulary and sentence structures in each respective language, which were then discussed, practised and learnt. The children had the right to choose what or how much they used of the vocabulary given, and how much of their own ideas they would incorporate into their talks and plays. This led to a variety of interesting items produced in their groups, and individually.

At the beginning of each theme a pretest was done to see how much the children knew about the required vocabulary, and at the end of a theme a post test was given to see how much the children had learnt. It was interesting to see that both languages each week made good progress, and at the end of the programme, appeared to have been acquired at the same rate. It became apparent as the study progressed that simultaneous acquisition is a great possibility, and an exciting one which will open the doors to "...openness, freedom of enquiry, assessment of all information

obtained by the individual, and the incorporation of multiple methods of research in intellectual endeavors” (Seedat 1997: 261).

A summary of the programme is as follows:

Week One involved an education in numbers in both Afrikaans and Zulu so the children could experience an everyday phenomenon in the two languages. Chanting the numbers and in two’s creating a rap song or play was enjoyed by the children and ensured their active involvement in learning.

Week Two involved education about the body in both languages. Here the children created a doll and spoke to the class about it, pointing to the respective body parts.

Week Three involved information about the house, whereby each child made a home and spoke to the class about it in both languages respectively.

Week Four involved the school and the children were in groups of four and produced a play about school.

Week Five, Six, Seven and Eight involved the beginning of literacy programme whereby the children, learnt the two respective alphabets and each letter sound, learnt fifteen everyday sentences, and a poem which they learnt to read and quote. Activities with each of these respective sections was done to enable and ensure good language acquisition.

Week Nine involved three lessons on colour and the seasons resulting in a final picture being drawn, under the instructions of the teacher researcher who dictated what had to be drawn and where and in which colour.

Week Ten involved the final week of the programme and the last week of school in the first term 1998. Group work was done in which each group of six could actualize the knowledge they had gleaned during this first term. Each group was given a picture to look at and discuss, this being

a springboard to their group production. Each group had control and interpreted the picture differently, organized their items uniquely and arranged their groups according to the needs of their individual groups. This was done in each of the respective languages and then acted out for the class. The teacher remained the facilitator throughout. Much good language fun was had in both Afrikaans and Zulu.

At the end of the empirical investigation the following findings were an interesting result.

6.3.1 Findings

The whole study was a very pleasurable one with much enjoyment on the part of the children and the researcher.

There appeared to be a facilitative factor in teaching the two languages simultaneously, which enhanced both languages in the acquisition process. A sense of security, familiarity and predictability ensured a comfortable learning environment.

It was found that it was imperative that the researcher be continuously available to the children, be versatile in all three languages and be able to help the children with what ever they asked.

Those children who found languages easy and did not score so well in other subjects, had the chance in both Afrikaans and Zulu, to take the lead and experience the expert role.

By encouraging the experts and peer tutoring, everyone at some stage had the opportunity of being in control.

Because the researcher ensured that everyone said something everyday, no child was allowed to be ignored. Every child had to deliver the task requirement all the time. Everyone was made to feel important and no matter what his/her ability or production standard, it was accepted. This encouraged children to come forward with their work and ideas, to the point, that when the time came for deliverance, everyone was happy to begin, perform and take control. The researcher

found that the organizational skills, class control and teacher pupil skills were of paramount importance. Empathy, firmness and encouragement, along with fairness, unconditional acceptance and praise, went a long way to ensure language acquisition. The children participated fully, and were always eager to deliver their discourse.

No distinction was made on the grounds of colour, race, or ability. Encouragement to mix was given. The result was that there was no problem with multiracial grouping. During the Zulu lessons, the Zulu speaking children enjoyed the prominence of being the experts and were given the opportunity to take the lead and give advice. This they did with great aplomb, so, reinforcing the idea that children enjoy learning from their peers. In fact, the class as a whole, assembled into multiracial groups. It was their preference.

During Afrikaans lessons, different children were then the experts. Afrikaans was found to be easier than Zulu, but Zulu was the language of preference. This reinforced the fact that the language to be used must have meaning for the children. Within the community and home environments of the children, more Zulu was required, than Afrikaans. For many, Afrikaans was purely academic, nothing else, therefore was a burden, not a necessity, even though they found it easier to write and read and talk, initially. It must be mentioned here, that of a school of 262 pupils, only 3 children have Afrikaans as a home language as against 108 with isiZulu as a home language.

Even so, the children enjoyed being given tasks to do, things to make, and problems to solve. Being totally active in their learning, they all found to be very pleasurable.

Once the children had their basic vocabulary, and knew what nouns and verbs to use, intelligible sentences were forthcoming. Imitation was a very vital tool for the children initially until they were more comfortable within the languages. The children either imitated each other or the teacher/researcher. The success of their imitation depended on their auditory faculties and the oral correctness of the speaker. Each individual's willingness to experiment, practice, make mistakes and his/her confidence, played a very important part, especially when learning, for instance, the poem. Those who did not bother to learn, did not do well, their scores were not

indicative of their ability as such, but rather of their effort to commit to memory, words or the poem that they had to learn. When given the opportunity to relearn after they had compared themselves to others, they did very well.

Those children that battled with first language also battled with simultaneous acquisition, although they did acquire the two languages, albeit slowly.

The child who was more introverted took longer to be comfortable playing within the language, than those that were confident and were not concerned about making mistakes, that is, those who were more prepared to venture and explore. With careful tutoring, reticent children were greatly encouraged to be more outgoing. The more success that they experienced, the better their confidence. This research made careful planning for the less willing child. It proved to be successful, planning for the less willing child, as no one was ever left out or left feeling inadequate. With these positive statements, the following need to be mentioned. Meaning-focused rather than form focused instruction is imperative for language acquisition (Cronje 1997: 34). The child needs to be seen in totality, at his/her stage of development, as an individual, as a social being, motivated, actively involved in visualization, learning through his/her experiences within the balance of discipline and freedom. Diagnosis must not be forgotten. The teacher/researcher must diagnose continually the language level of the class before giving sentences to learn (Cronje 1997: 38). At the basis of all this discussion is the desire for good honest communication as quoted in Mapstone (1998: 36)

But when two people are at one in their inmost hearts,
they shatter even the strength of iron or of bronze.
And when two people understand each other in their inmost hearts,
their words are sweet and strong, like the fragrance of orchids.

(Confucius)

With versatility in these three languages namely English, Afrikaans and Zulu, the 'fragrance of orchids' will be strong. The idea is reinforced by Wetherell (1996: 297) "As with all human situations, there cannot be identity or action outside of language".

It seems fitting then to conclude, that schools need to establish this climate of linguistic fragrance and change from the reigning dogma to incorporate simultaneous language acquisition and increase the linguistic ability of our future generations, by affording the children the opportunity to acquire more than one language, and possibly two languages simultaneously.

Having worked through a mainly oral programme during the first term, concentrating on affording the children the opportunity to hear the languages, develop their aural capacities, create and play around within the languages orally, instilling confidence the researcher in the second term, reverted to the original curriculum and this posed no problems. The children coped exceptionally well with a more formal programme with more written work, especially in Afrikaans, as it is the second language of the school. Zulu reverted to being taught for only one hour per week, but even so, the children managed to create their own, very simple story booklets, in amongst talks and sentence work. This was done with plenty of peer interaction and enjoyment.

More work is needed on the finer aspects of expression, tenses, pronunciation and more formal aspects of the languages and grammar aspects. All the children were able to make themselves understood and were able to express themselves, even if it was limited, bearing in mind that the aspects mentioned were not yet automatic, and needed to be practised continuously in order to reinforce them.

The programme was too short to indicate definite outcomes, as the children were just becoming very confident and comfortable, when holidays arrived. Positive indications were evident. It is a plausible possibility to teach two languages simultaneously, but hard work for the researcher.

A lack of suitable written matter made the researcher's work even more of a challenge. The children were very happy with the way the researcher presented the lessons. This was possibly due to the fact that the researcher has taught for many years, this being the twentieth year (1998). The research class was also very secure with the researcher, as the latter was also the class teacher who knew the children well along with their strengths and weaknesses. The whole situation was a progressive learning situation, which afforded the transition from one language

to the other, along with the researcher feeling confident and at ease working with and amongst the children in the respective languages.

Because no special, expensive equipment was brought in and no special effects were created, it was merely a question of dealing with reality each day along with careful preparation, within the normal run of each school day. The children did not view these lessons as anything out of the ordinary. In fact, when the lessons were not done simultaneously, the children questioned, why, and were disappointed. Everything done, came from within the children.

The children found it very interesting doing exactly the same content and lesson format in both languages. This proved to be facilitative and confidence enriching. The familiarity provided security for both the children and the teacher/researcher who knew what was going to happen in the next language lesson. It was facilitative in the acquisition of the two languages, and helped with English.

The most important findings was that it is possible to acquire two languages simultaneously, provided that the researcher/teacher was empathic, thoroughly and well prepared, organized and flexible within each of the two languages

The class has changed yet again. Children have left and new children have moved in. It is interesting to experience after one term of intense research the second and the third terms which would be yet again very different. Even the graphs would differ according to individual differences, changes and ability, due to the new children arriving, others leaving, and good academic emotional social and attitudinal progress of yet the other children as the year has progressed. The researcher has viewed this with great interest, realizing yet again, how vital it is to keep reviewing methods, information, situations and basically every aspect of every situation so as to keep up, be ahead and grow with the changes that occur in everyday life situations. Being facilitative, and positively educating others requires change, freshness, new ideas, flexibility, new approaches and much proactivity and creativeness. This leads to the next section, problems that have occurred.

6.3.2 Problems

The problems that did occur were easily surmountable, given a flexible timetable.

A lack of suitable written texts posed a slight problem especially in Zulu, when it came to correct spelling. Various books consulted, at times did differ and words were not always exactly the same. The Zulu children at times argued that words presented were not as they knew them. When adults were consulted they too, did not have a written sound knowledge of Zulu. The researcher had an overriding say in these instances but did not view this as ideal as Zulu is the researcher's third language. This could pose a problem for a less experienced less confident teacher. It does leave a large grey area for mistakes to be perpetuated, therefore this area needs to be urgently addressed. Zulu books appeared to be very formal, and not at all at the level required for "beginners". This area needs to be very urgently addressed too, if education is to take care of the needs of all individuals and ensure communication in other languages is facilitated.

The researcher was very organized in putting together information, but could see that, as the children progressed, a more demanding and broader knowledge box would have to be brought in. Due to the dearth of books, the researcher's workload would become very heavy, if required to create books to read, and programmes to use, because there are so few. Working in two languages simultaneously would be double the work, on top of a heavy teaching programme in other subjects as well. For any hard pressed teacher, this would pose a problem with a possibly of decreased motivation for simultaneous language acquisition.

With a constant influx of new children, especially towards the middle of the year, and a far bigger class, individual attention would become less intense, and a bigger gap would have to be filled if two languages had to be caught up. This would be both difficult for the children and the teacher. Special programmes would have to be introduced to cater for this possibility, when taking into account the difference between individual schools, the curriculum and teaching abilities of the respective teachers. "If metalinguistic awareness is not heightened as a second language is naturally acquired, educators many have to instruct bilinguals in both their languages

in order to maximize the potential advantage of knowing two languages when learning a third” (Thomas 1988: 240).

The children who found the languages difficult, were slower in achieving the two languages simultaneously, and required more individual attention. As the class increased in size, this became slightly more difficult to do as there were more children who did not understand Zulu, Afrikaans or both. Should the class get too big, more children would battle, to their disadvantage. “Such conscious knowledge of more than one language may increase the potential use of metalinguistic awareness as a monitor to create acceptable spoken or written utterances in a third language” (Thomas 1988: 236). Smaller group interaction with a facilitator would ensure this process.

Not all children were highly motivated to create ideas at home, this was especially evident amongst the hostel children. There were, as there is in every class, a couple of children who only made up ideas in the classroom, during the respective lessons. More time had to be allocated to these children’s groups to accommodate their lack of motivation in order to ensure good productive skills. Should the class get too big, this element would possibly pose a very negative aspect to creative teaching methods. It would also slow down the language acquisition process for them. The teacher would have to be expert in classroom organization and teaching at different levels of expertise. O.B.E. (Outcomes Based Education) appears to be the answer to this dilemma provided the teacher is highly motivated and creative. Should the teacher not be too motivated, this would create problems and a very slow language acquisition would result, with a possibility of none at all, if the teacher found a language burdensome or problematic. “...the similarity between the mother tongue and the language to be learned...facilitates learning” (Mägiste 1984: 421). Only through regular practice can this occur.

Due to the very nature of the research, its reality and the desire to experiment with simultaneous acquisition, the researcher felt that for the amount of time allocated for the research, the goal was achieved but, more time should have been allocated for constant revision. The children and the researcher all worked very hard, but not enough time was allocated to individual, one to one revision of completed work and to rehearsing of the various language structures in Afrikaans and

Zulu. This could have been done in little groups with the researcher interacting intensively with each child. The researcher felt that verbal production would have increased even more had this been done more often.

During the normal run of any school day, there are interruptions. This is the reality. Depending on the activities within the school and functions being prepared for, unplanned changes do occur. The researcher felt that it was an important point to bear in mind, that the teacher/researcher had to keep a strict record of the number of lessons done or how many needed to be caught up, in order to keep tuition in the two languages strictly equal and simultaneous. This was necessary even when the children did their plays. Equal lessons had to be allocated so no short timing happened. It was important to ensure that each language lesson ended at similar simultaneous places. The expertise of the teacher was vital in this regard.

As mentioned earlier, most problems were surmountable. The biggest problem was lack of text, books and reading material, which brings us to the next section, recommendations.

6.4 GENERAL RECOMMENDATIONS

With the researcher's very positive view and experience with teaching Zulu and Afrikaans simultaneously, the most important aspects that need to be born in mind are the following,

- **Creative teacher training**

In the researcher's view all teachers should be trained in three languages. Careful attention should be given to ensuring the inculcation of creative teaching methods. The chalk talk, book and notes methods should be abolished. Real communication should be the bottom line, with empathic and firm guidance in good sentence construction with day to day reality experience and conversation always in mind. Tenses, sounds, different views, vocabulary, grammar, must also be taught in and amongst the conversation idea. Teachers should be skillfully trained in all these aspects within three languages.

- **Departmental planning**

At a departmental level, planning and policy making should ensure that schools are able to organize their curriculum so that, Afrikaans and Zulu, or for that matter other required languages, may be incorporated into simultaneous language programmes which may be included into their curriculum and can be taught simultaneously. At a departmental planning level these aspects should be implemented so the resultant changes may ensue and be effective within the schools, with the necessary financial backing.

- **Books**

A vital necessity is books. In order to ease the burden of the teacher, new, exciting, colourful, interesting books will have to be produced and marketed, at all different levels, in order to encourage creative learning and engender a willingness to read in all the simultaneously taught languages. Common topics, dictionaries, charts, word strips, tape recordings, video material and so forth will have to be made up, to aid the acquisition process of two languages simultaneously. This alone creates a great new market for literature and creativity and a whole new field of research.

- **People perceptions**

People's perceptions need to be changed, so the populace in general becomes aware and gains insight into the possibility and need to be familiar and versatile in three languages. Here too this presents a whole new area for adult education.

- **Flexibility and new approaches to language**

All curriculum programmes should be flexible enough to incorporate a good deal of language tuition. A new approach to language tuition needs to be developed, whereby schools are happy to change, be flexible, experiment and accommodate all possible different approaches to language teaching. According to Heugh (1997: 73) creative language planning for the 21st century would include, "our foreign language needs for purposes of trade, industry and tourism are assessed; and intensive programmes in our African languages and other languages used in Africa are offered to foreign tourists,

students and business persons wishing to find linguistic access to Africa". This leads us to further research.

6.5 FURTHER RESEARCH

In view of the present research and findings, many other questions came to mind, which would benefit very greatly from a more in depth study and further research.

- If the study were conducted for one year in a respective class, would the children continue to cope as well as the children in this study, and would their enthusiasm remain as high?
- How much would the children acquire in one year, and what standard would they reach?
- If the children began simultaneous language acquisition in grade three and continued to grade 7, how versatile would they be in the respective languages?
- Should there be ample programmes, books and versatile study material, would this aid a quicker simultaneous acquisition?
- How many languages could be acquired simultaneously?
- To what degree will simultaneous acquisition be accepted by the respective education departments and headmasters/mistresses, not forgetting the hard pressed teachers?
- How do teachers in general, feel about the idea and actuality of simultaneous language acquisition?
- Is it a cost effective exercise at this stage, when taking into consideration the crises in education and financial deficits in the Educational department?
- Would starting the children in grade 3 not be a more beneficial exercise in simultaneous language acquisition?
- How much detail should be put into a programme to aid the teacher, the pupil, the teacher and the pupil simultaneously in this process?
- How does one go about educating a community on simultaneous language acquisition?
- What and where would be the best place to start, with making simultaneous language acquisition a permanent reality in schools?

As mentioned by Finchilescu and Nyawose (1998: 53) “The fact that Zulu has so little institutional support, in the economic, education and political sphere...” means that, more Zulu books need to be written and studied. The language needs to be reinforced at all levels, in order not to be disadvantaged. All people should be able to study both in school and at university through the medium of Zulu (Finchilescu & Nyawose 1998: 60). This will always pose a problem if the very roots of language are lacking, namely, books, texts, tuition, communication ability, knowledge and a positive view, which need to be nurtured in the educational hierarchy, in the very basic grades, namely grades 1 to 5. Should multiracial groups be educated in this way in all languages, our society would stand a better chance for healthy change. With all this in mind it seems reasonable to conclude, by answering the aims of the study listed in Chapter One, section 1.4 and by including a brief discussion of the outcomes:

- The children can acquire a second and third language easily, provided a sound, rich learning environment is provided and the teacher is both creative and expert, versatile and very conversant in the relative languages.
- The learning situation, and the teaching methods used do influence the children in their language acquisition. Creative lesson planning and implementation ensured active involvement, comfortable experimentation, responsibility and control in their learning, by the children, with the teacher as facilitator.
- The ability and aptitude of the children does affect their language acquisition. Those children that experienced difficulties in their mother tongue, did experience difficulties and were slower in simultaneous language acquisition. With encouragement, praise, unconditional acceptance, no time pressure, they were able to acquire the rudiments of both languages, which boosted their confidence and made them feel good.
- Attitude, enthusiasm and motivation does play an important part in the simultaneous acquisition of a second and third language. Those children who were motivated to find out and learn as much as they could, experimented, made optimum usage of time, information and opportunities and progressed quicker than those who did minimal work and little effort.

- There are numerous aspects that affect this acquisition, many of which are mentioned in this dissertation. If there is a will to learn, there is a way. Active involvement of the children in their plays, enjoyment of what they were doing, meaningful subject matter, wherein the children could identify and use what they were acquiring in the outside world, being in control of their information and involvement in groups were vital cues for successful simultaneous acquisition of a second and third language. The realization that mistakes were acceptable and that the teacher was merely a facilitator for the language learning engendered an eagerness to participate, ask questions and play within the languages. No matter what they asked, it was answered to the teacher's best ability. Enjoyment was vital as was the active involvement of the teacher.

As stated by Zafar (The Teacher August 1998: 7) school language policies are central to promoting racial integration. Language is an important aspect of a person's identity. Learners who are not allowed to express their feelings and ideas may feel alienated and frustrated and this may affect their confidence and motivation to learn.

- Language policies must allow learners to speak in their mother tongue in group discussions.
- Teachers should break away from formal classroom language and text book jargon and then slowly build up to using activities that encourage learners to understand things in their own way.
- Teachers should give students opportunities to show their written work through newsletters, class exhibitions or reading to their classmates.

Speaking and communicating in three languages, would ensure the above recommendations were brought about. But at the same time actually speaking in three languages would indicate that the above recommendations have been followed. According to Mol (1981: 77) "In each one of us is the 'real person' - the unique individual we do not often reveal to others". With greater language ability and talking the increased possibility "...to understanding oneself, for I cannot know who I am until I can tell you who I am" creates communication which unites two people.

“Lack of it causes so many of our emotional hang-ups, stunts our growth as individuals and prevents us from developing to our full potential” (Mol 1981: 77).

Hopefully by outlining the very positive possibility of the simultaneous acquisition of a second and third language the doors will be opened to a very exciting future for language tuition.

6.6 CONCLUSION

In conclusion to this study it is important that the awareness of the necessity of a positive learning environment be created.

Schools need to establish a climate which:

- continually affirms the worth and diversity of all students
- specifies expected learning outcomes
- ensures and expects high levels of learning by students
- ensures all students experience opportunities for personal success
- is flexible in accommodating the learning needs of each student according to the complexity of the task
- practise continuous assessment
- certifies educational progress whenever demonstrated mastery is assessed and validated through personal freedom, pluralism and participation, each child will reach their potential (Benedict & Gerardi 1982 In Neon (40): 13).

All of the above may be achieved within the twelve designated critical outcomes of Outcomes Based Education. They are as follows:

- Identify and solve problems and make decisions using critical and creative thinking
- Work effectively with others as members of a team, group, organization and community
- Organize and manage themselves and their activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively using visual, symbolic, and/or language skills in various modes
- Use Science and technology effectively and critically showing responsibility towards the environments and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation
- Reflecting on and exploring a variety of strategies to learn more effectively
- Participating as a responsible citizen in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities
- Developing entrepreneurial opportunities (Discussion Document Curriculum 2005. 1997: 10-12)

With three languages and possibly more to choose from, should an individual be so motivated, communication amongst the different culture and race groups would be very positive.

All this is possible, only if the child has a solid knowledge of language. By having the opportunity to acquire two languages simultaneously, it is possible to cover the ground of

exciting knowledge in languages far quicker. More children will be given the opportunity to acquire the tools for communicating with those that they do not understand. It will ensure the possibility of breaking down communication barriers and in that case, affording creative knowledge exchange and communication. In answering the question therefore, "Is it possible and desirable to acquire two languages simultaneously"?, the researcher wishes to conclude that, yes, it is possible and desirable to achieve two languages simultaneously, in our present South African situation.

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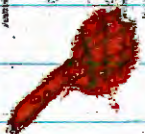


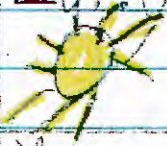






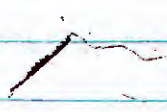

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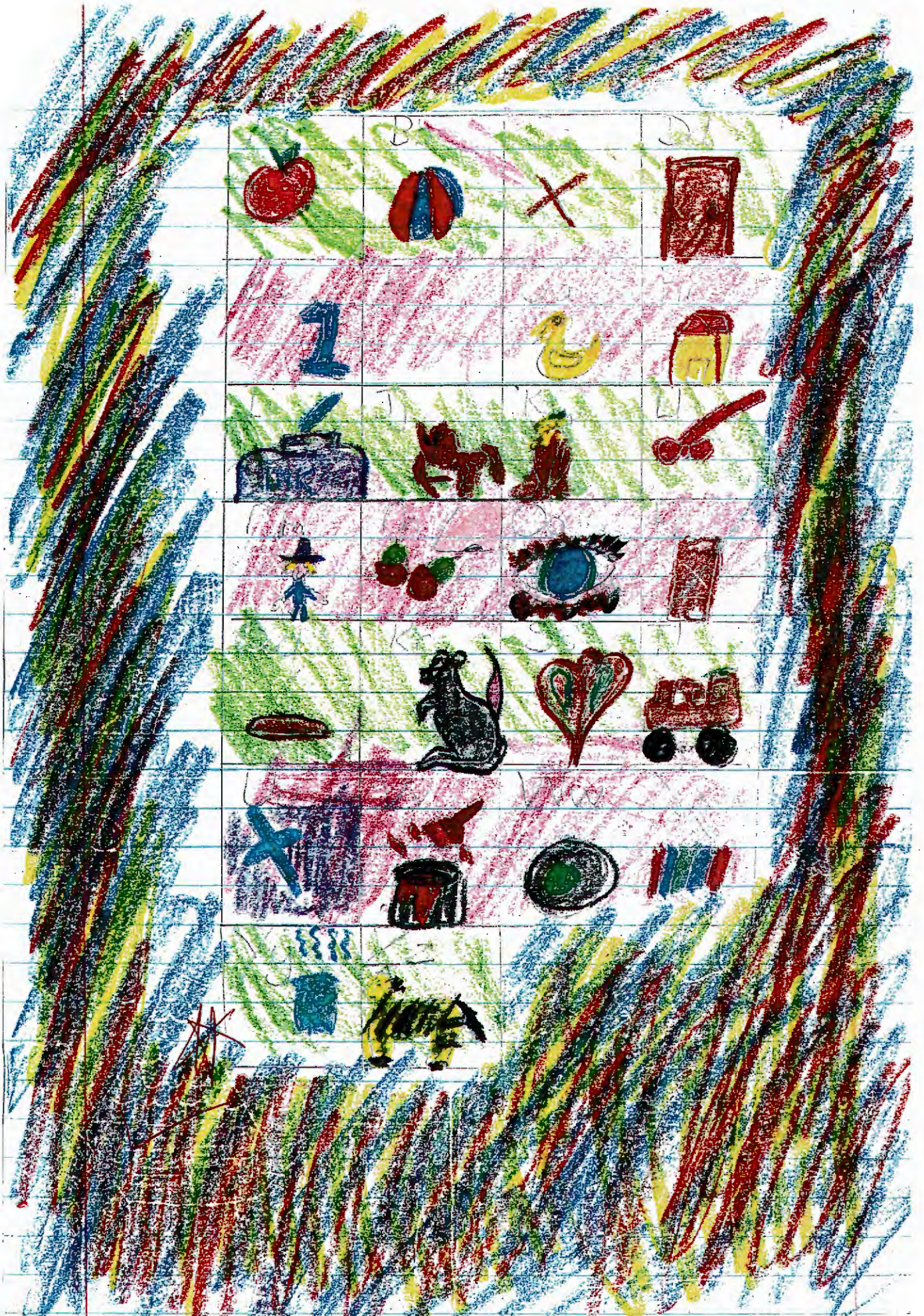
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APPENDICES

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| | | | |
|--|---|--|---|
| <p>a</p>  | <p>u</p>  | <p>o</p>   | <p>v</p> <p>Vanvane</p>  |
| <p>b</p>  | <p>l</p>  | <p>w</p>  | <p>W</p> <p>Wisa</p>  |
| <p>c</p>  | <p>J</p> <p>Jova</p>  | <p>g</p> <p>ganda</p>  | <p>x</p> <p>XO XO</p>   |
| <p>d</p>  | <p>K</p> <p>Khaka</p>  | <p>r</p> <p>raka</p>  | <p>z</p> <p>zoyo</p>  |
| <p>e</p>  | <p>L</p> <p>Landa</p>  | <p>s</p> <p>sanga</p>  | <p>Zz</p> <p>Zambane</p>  |
| <p>f</p>  | <p>M</p> <p>mali</p>  | <p>T</p> <p>Tumora</p>  | |
| <p>G</p>  | <p>n</p>  | <p>u</p>  | <p>u</p> <p>umuntu</p> |



~~Anele/Die liggam~~

15

~~Anele/Umzumbe~~

14



~~hace~~

~~ne"~~

~~ore~~

~~ken~~

~~hek~~

~~bars~~

~~arm~~

~~kap~~

~~horas~~



~~ikanda~~

~~ibala~~

~~isilevu~~

~~isisu~~

~~izintle~~

~~amhlie~~

~~umtamo~~

~~mtamo~~

~~isifuba~~

~~ingala~~

~~isandla~~

~~isandla~~

~~isandla~~

posttest
Zulu 16/2

T: 2. House

- bath room ukhuluwini ✓
- bed room ikamera lokulala ✓
- chamber ushemu ✓
- dining-room indlu yokudlela ✓
- kitchen ikishi ✓
- lounge ilawunji ✓
- stair ishamba ✓
- veranda buvradi ✓
- study isitadi ✓
- toilet indlu encwazi ✓
- windows ifasitela ✓
- patio iphandalo ✓
- roof uphahla ✓
- satellite isithalenti ✓

14 ~~14~~
WOW!

- 1 IVP 20
- 2 Umhla ka bami? ✓
- 3 Isirha ka sibili ✓
- 4 Nazl izihwele zamu ✓
- 5 kuhlani ✓
- 6 buudini ✓
- 7 Izolo bengive khaya ✓
- 8 Namuhla e nazi sikaleni ✓
- 9 Kusasa ngizobe nasekhaya ✓
- 10 ubanaka umutli ✓
- 11 uda qula ✓
- 12 bafema holidini x
- 13 bayadala ✓
- 14 bayalwa ✓

14

Term 1 Afrikaans

| House | school | sentence | read | sgt | group | total | avg | |
|-------|--------|----------|------|-----|-------|-------|------|-----|
| 10 | 10 | 10 | 10 | 10 | 10 | 70 | % | |
| 6 | 4 | 5 | 5 | 7 | 6 | 3 | 36 | 51 |
| 6 | 5 | 5 | 3 | 4 | 6 | 3 | 32 | 46 |
| 4 | 5 | 7 | 5 | 6 | 3 | 5 | 37 | 53 |
| 7 | 4 | 7 | 7 | 5 | 7 | 5 | 42 | 60 |
| 6 | 4 | 8 | 7 | 8 | 6 | 5 | 44 | 63 |
| 6 | 4 | 5 | 5 | 5 | 5 | 4 | 34 | 49 |
| 7 | 4 | 4 | 2 | 2 | 5 | 5 | 29 | 41 |
| 6 | 4 | 2 | 6 | 3 | 5 | 5 | 29 | 48 |
| 6 | 6 | 5 | 5 | 2 | 3 | 6 | 33 | 47 |
| 6 | 3 | 6 | 5 | 8 | 4 | 4 | 30 | 43 |
| 5 | 2 | 6 | 6 | 5 | 5 | 7 | 34 | 57 |
| 6 | 6 | 5 | 8 | 7 | 6 | 5 | 43 | 61 |
| 7 | 4 | 7 | 7 | 9 | 6 | 8 | 48 | 69 |
| 5 | 4 | 5 | 7 | 7 | 6 | 5 | 39 | 56 |
| 6 | 5 | 5 | 4 | 4 | 6 | 4 | 34 | 49 |
| 7 | 4 | 5 | 3 | 2 | 5 | 3 | 29 | 41 |
| 6 | 4 | 7 | 3 | 2 | 6 | 4 | 32 | 46 |
| 6 | 6 | 6 | 6 | 8 | 6 | 5 | 43 | 61 |
| 6 | 4 | 7 | 7 | 5 | 7 | 4 | 40 | 57 |
| 6 | 7 | 5 | 2 | 2 | 6 | 4 | 30 | 50 |
| 5 | 5 | 7 | 4 | 6 | 7 | 4 | 38 | 54 |
| 6 | 5 | 7 | 4 | 5 | 5 | 5 | 37 | 53 |
| 6 | 4 | 5 | 3 | 3 | 5 | 6 | 32 | 46 |
| 6 | 7 | 5 | 7 | 7 | 6 | 4 | 42 | 60 |
| 6 | 6 | 6 | 4 | 7 | 8 | 3 | 40 | 57 |
| 6 | 6 | 6 | 8 | 9 | 6 | 5 | 46 | 66 |
| 6 | 6 | 2 | 5 | 8 | 2 | 2 | 25 | 63 |
| 7 | 6 | 5 | 7 | 7 | 6 | 4 | 42 | 60 |
| 6 | 4 | 6 | 6 | 5 | 5 | 3 | 35 | 50 |
| 7 | 4 | 7 | 7 | 9 | 8 | 4 | 46 | 66 |
| 7 | 3 | 7 | 7 | 9 | 5 | 6 | 44 | 63 |
| | | 6 | 7 | 9 | 6 | 4 | 29 | 56 |
| | | | | | | | 1742 | |
| | | | | | | | AV. | 54% |

Easier language

Term 1 Zulu

| House | school | sentence | read | sgt | group | total | avg | |
|-------|--------|----------|------|-----|-------|-------|------|-----|
| 10 | 10 | 10 | 10 | 10 | 10 | 70 | % | |
| 6 | 3 | 6 | 6 | 9 | 4 | 5 | 39 | 56 |
| 8 | 5 | 7 | 5 | 7 | 7 | 9 | 48 | 69 |
| 4 | 5 | 4 | 5 | 3 | 3 | 5 | 29 | 41 |
| 6 | 7 | 7 | 6 | 10 | 7 | 6 | 49 | 70 |
| 7 | 4 | 4 | 7 | 6 | 4 | 4 | 36 | 51 |
| 5 | 6 | 6 | 6 | 8 | 5 | 7 | 43 | 61 |
| 8 | 6 | 8 | 8 | 10 | 8 | 8 | 56 | 80 |
| 5 | 5 | 6 | 3 | 4 | 5 | 4 | 32 | 46 |
| 8 | 8 | 7 | 8 | 10 | 8 | 8 | 57 | 81 |
| 5 | 5 | 5 | 4 | 6 | 7 | 6 | 38 | 54 |
| 8 | 5 | 8 | 8 | 9 | 9 | 7 | 54 | 77 |
| 8 | 7 | 8 | 8 | 10 | 7 | 9 | 57 | 81 |
| 7 | 6 | 5 | 7 | 6 | 5 | 7 | 45 | 64 |
| 8 | 7 | 7 | 8 | 10 | 8 | 8 | 56 | 80 |
| 8 | 6 | 8 | 8 | 10 | 8 | 8 | 56 | 80 |
| 6 | 5 | 6 | 3 | 2 | 5 | 5 | 32 | 46 |
| 6 | 8 | 7 | 3 | 5 | 7 | 7 | 43 | 61 |
| 3 | 6 | 5 | 4 | 6 | 5 | 4 | 35 | 50 |
| 7 | 5 | 2 | 5 | 4 | 7 | 6 | 36 | 51 |
| 8 | 6 | 8 | 8 | 10 | 8 | 7 | 55 | 79 |
| 5 | 5 | 6 | 3 | 0 | 6 | 7 | 38 | 54 |
| 4 | 5 | 2 | 4 | 2 | 4 | 7 | 28 | 40 |
| 4 | 5 | 3 | 3 | 3 | 5 | 4 | 27 | 39 |
| 7 | 8 | 8 | 8 | 10 | 7 | 7 | 55 | 79 |
| 8 | 7 | 7 | 6 | 9 | 8 | 2 | 45 | 75 |
| 6 | 5 | 2 | 7 | 6 | 7 | 7 | 42 | 60 |
| 6 | 5 | 2 | 6 | 3 | 2 | 2 | 22 | 44 |
| 8 | 5 | 8 | 8 | 8 | 8 | 9 | 54 | 77 |
| 4 | 5 | 6 | 4 | 5 | 4 | 4 | 34 | 49 |
| 6 | 3 | 6 | 1 | 3 | 3 | 7 | 29 | 41 |
| 8 | 8 | 6 | 4 | 8 | 5 | 8 | 47 | 67 |
| | | 4 | 5 | 5 | 6 | 7 | 27 | 54 |
| | | | | | | | 1957 | |
| | | | | | | | AV | 61% |

Language of Preference

of interest
Learning the two simultaneously proved to be very facilitative in both.

(15) The children were taught exactly the same things in both languages, and had to fulfil the exact criteria in both languages. It is very interesting to note that Afrikaans is easier