

**THE METHODS OF TEACHING XHOSA AS A FIRST LANGUAGE
IN STANDARD 10 IN TRANSKEI**

BY

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**A DISSERTATION SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS**

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Together in Excellence
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OF FORT HARE**

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DATE SUBMITTED : NOVEMBER 1991, FORT HARE, ALICE

(ii)

DECLARATION

I, the undersigned, hereby declare that the
dissertation is my own work, both in
conception and execution.



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A handwritten signature in black ink, appearing to read 'C. Noma', is written over a horizontal dashed line.

CORDELIA NOMA-ABYSSINIA MAKASI

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It is hereby declared that the opinions expressed, conclusions and recommendations reached are of the researcher and should not be regarded as a reflection of the views of the above-mentioned people.

THE AUTHOR : -----

C N M A K A S I



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DEDICATED TO MY FATHER, MY MOTHER, HENRY AND
JOSCELYNA NTSIZI AND MY KIDS, SANGO, KAYA
AND MFANELO MAKASI,



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ABSTRACT

The principal purpose of this study was to identify problems encountered in the teaching of Xhosa as a first language at the matriculation level in senior secondary schools.

During the investigation, it became evident that suitable ways of improving matriculation results in Xhosa and discovering the attitudes of teachers of Xhosa towards the subject, had to be examined.

In order to place the whole scenario in clear perspective, certain background information had to be gathered, viz, the qualification of teachers responsible for the teaching of Xhosa together with statistics relating to examination results in Xhosa in Std 10 during the period 1984 to 1988.

The instruments for the research method were questionnaires to teachers, principals, students and parents.

In order to emerge with as accurate information as possible in conducting this research, various factors that might inhibit the teaching of Xhosa and the attitude of students and teachers were taken into consideration. Some of these factors are the learning disabilities of pupils, the quality of teachers responsible for the teaching of Xhosa, methods of teaching employed by the teachers, the attitude of teachers towards their subjects and towards their students.

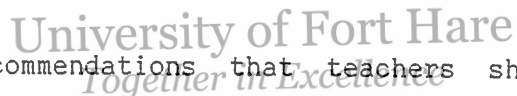
The problems experienced by students who study Xhosa and sit for examinations at the Std 10 level were also brought to the fore. These include, inter alia, inavailability of library facilities, underqualified Xhosa teachers, a large work load occasioned by lack of funds to employ more teachers and crowded classrooms resulting in poor learning conditions.

A fairly extensive study of the works of certain writers has been conducted.

For ease of reading and understanding under related literature, related issues are illustrated by design cycles that portray the direction of information.

The results of questionnaires submitted to teachers, students, parents are presented by means of line graphs. These give a clear indication of the views and attitudes of these groups of people.

The conclusions arrived at and the recommendations made flow directly from the findings made as a result of the study. Such conclusions are the attitudes of teachers towards Xhosa which are not beneficial to students. Teachers are not well-oriented about the learning of the language.




There are also recommendations that teachers should restrict the use of essay questions to those learning outcomes which cannot be satisfactorily measured by objective items. They should major in Xhosa for effective teaching of the subject.

The study has clearly brought out a number of problems with regard to the teaching and learning of Xhosa. The recommendations made, it is hoped, will benefit those who are teaching Xhosa and those who are training teachers to teach Xhosa.

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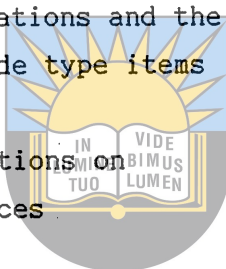
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CHAPTER 1

1. INTRODUCTION

1.1 ORIENTATION

In all developing countries in which the rate of change is accelerating, man must always be in the ascendant. If this is to be accomplished, then clear priorities should be established in the field of education. Resourcefulness, adaptability and trained intelligence must be cultivated. In a word, standards of excellence should be expected of teachers, standards that are not easily reached or maintained.

It is, therefore, of great importance that teachers in our schools should be equipped with sound information in those subjects that they handle. Their expert knowledge will give them the basis to start from.

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In all African countries education has become the focal point of interest and attention, for it is known that out of a sound education will emerge sound scholars.

The greatest obstacle to the expansion of education in all African countries today is the shortage of teachers. A further problem associated with this is the decline in standard of teaching in some countries in recent years. The resources available for meeting these problems are so varied and sometimes so inadequate that a drastic reorganisation and re-direction of teacher training programmes seems inevitable.

It has become almost an accepted practice in schools and institutions of higher education in Transkei for students to fail especially in Xhosa. This high failure rate in Xhosa seems to escalate in the Std 10 Xhosa examinations. The purpose of this study is to find out the possible factors that may cause this high failure rate in Std 10 Xhosa examinations. Research in the school subjects can affect the quality of education if, and only if, the findings are made known to the relevant groups of people.

A pass in Xhosa, which constitutes one of the most important subjects in the school curriculum, is a prerequisite for the attainment of a matriculation certificate. The students who fail Xhosa, and are, therefore, deprived of matriculation certificates, fail in most cases because the teachers of Xhosa are not qualified to teach Xhosa. They simply teach it because it is also their first language.

The following factors may contribute to the high failure rate:

- (a) Low morale on the part of teachers
- (b) Student absenteeism
- (c) Indiscipline on the part of students
- (d) Conflict in relationship between faculty and supervisors
- (e) Effect of political change on the system of education
- (f) Inadequately qualified teachers
- (g) Teacher quality
- (h) Methods used by Xhosa teachers
- (i) The existing large number of students per class
- (j) Attitude of teachers towards Xhosa
- (k) Learning process problems
- (l) Inadequate time concepts
- (m) Experience in teaching
- (n) Overload of work for Xhosa teachers

In Transkei there have been two rather significant changes. They were both dramatic and were both politically motivated. The first occurred in 1953. Education for Blacks, Transkei included, was transferred from the Cape Provincial Administration to the Department of Bantu Education, now called The Department of Education and Training. The second occurred in 1979 when education for Blacks in Transkei was transferred to the Transkei Education Department. Transkei uses syllabuses of the Cape Provincial Administration from Standard Five to Standard Ten. However, the Transkei Department of Education conducts its own examinations.

1.2 THE STATEMENT OF THE PROBLEM

In 1979 Transkei started following syllabuses of the Cape Provincial Administration. These syllabuses had to be adapted to Transkei contingences before being phased in over a period of three years at the secondary school level. They were first introduced in the first years of the Junior and Senior Secondary schools. In 1981 candidates in the final year both in the Junior and Senior secondary schools sat for their first public examination on the Cape syllabus.

According to the Department of Education in Transkei the curriculum for Senior Secondary schools is composed of six subjects, namely, vernacular, English, Afrikaans and any other three or four subjects chosen by the students in compliance with the requirements of the careers they wish to follow. These six subjects may be of a higher grade or standard grade level. Xhosa is always on a higher grade level, and it is compulsory, since it is the vernacular. Xhosa is treated as a first language.

It is the general feeling of the researcher that in most cases the Principals of Senior Secondary schools and even other schools have a tendency to undermine and underestimate Xhosa as a school subject. As a result Xhosa is often allocated to the least qualified teachers in the school or, for that matter to the most irresponsible teacher in the school. It is believed that other subjects are given first priority over Xhosa in the allocation of teachers to teach them.

It has been the researcher's experience that the students themselves take it for granted that they will never fail Xhosa, and as a result, they neglect Xhosa. It is also the feeling of the researcher that students lack the necessary motivation to apply themselves diligently in the study of Xhosa. Naturally the researcher assumes that the factors highlighted above militate against better achievement in Xhosa.

The researcher also feels that the teachers themselves are not keenly interested in Xhosa. As a result, the students are never cared for, for the whole year. The teachers start to drill them when the examinations are imminent. The researcher will thus investigate the methods of teaching Xhosa as a first language in Std 10. The national average pass mark for Xhosa is 50%. This percentage is a 'D' symbol. The students that obtain above a D symbol pass Xhosa perfectly.

In 1983 Transkei experienced some problems which caused several educationists, teachers and parents to show concern about the poor performance of all schools in the State. In almost all senior secondary schools, the performance was poor.

As in all other homelands, the Transkei Government is indirectly controlling the system of education. It is concerned with the welfare of all schools under its jurisdiction. In service training courses and subject teachers' conferences are organised by the Department of Education as well as by the Inspectorate and the Transkei Teachers' Association (T.T.A.). The whole campaign is directed towards upgrading the standard of education in Transkei.

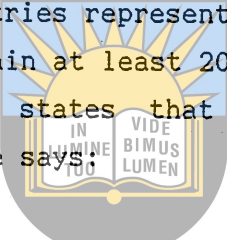
It is this concern about poor results in Transkei that prompted the researcher to investigate the teaching of Xhosa in particular since it is a vernacular.

The officials of the Department of Education lay the blame on the personnel and the personnel lay it on the students concerned. Though many researchers have investigated the relationship between the attitude of students towards any subject and academic performance in Western countries, very little investigation has so far been done in Transkei on this. This study is an investigation of the positive and negative method of teaching Xhosa as a first language in Standard 10 in Transkei.

Underlying all complaints, the general feeling seems to be that over a fairly short span of years, the status of a teacher has been drastically reduced, firstly, because many teachers are clearly unable to perform their duties efficiently and, secondly, because there has been no adjustment in salary scales which would enable the teaching fraternity to enjoy a reasonably comfortable living.

The Addis Ababa Conference of African states in 1961 set itself the task of achieving universal primary education by the year 1980. To achieve this goal, one of the countries represented at that conference estimated that it would require to train at least 20,000 teachers in the subsequent years. Kgwere (1978:36) states that the problem is a vexed one throughout Black Africa. He says,

" There is a general shortage of trained teachers for existing schools and an alarming exodus of teachers"


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1.2.1 Importance of Xhosa (mother tongue) as a first language in Std 10.

The command of language whether in oratory or poetry in daily intercourse or in writing is of such importance as to have been regarded at all times as one of the aims of education. All men acknowledge that language is a "sharp sword" and an instrument of power. Eloquent speech moves the hearts and wills of men. The orator and the poet sway the masses, and the impassioned preacher moves the sinner to do penance.

To the orator and poet language is thus an instrument of power. Language is the spiritual material of the plastic faculty; to express in words what we feel and think is as pleasant as it is helpful and clarifying and developing the interior.

If true education means opening the mind to the foreign, without, however, estranging from its native possession, i.e. if it implies the assimilation of the foreign, and the bringing out of that which is hid within, the same relationship must obtain in language studies. Interest in other languages must be linked with an abiding interest in what is ours by birth and native right. "The mother tongues are the hearts of the nations," says Jean Paul, (1979:5) "and conserve and transmit, love, life, food and warmth."

The mother tongue should receive no less care than the national literature though the methods of teaching must obviously be different from those followed in teaching foreign languages. Jean Paul (1979:6) has justly called the mother tongue, the mother of tongues, implying thereby that the language consciousness is rooted in the mother tongue. The philological instruction, however, should not transplant this language consciousness, but should plant it deeper and correlate all language study to the mother tongue.

The mother tongue is the capital with which we start out in the educative process, and to increase it must remain our aim, even if the spirit of enterprise should lead us to foreign fields.

In this sense, philological instruction should be an instruction in the mother tongue also and there is, in fact, no instruction that does not, to some extent, add to the knowledge of the mother tongue. Still we cannot dispense with the special teaching of the mother tongue for the application of its grammar and rhetoric can be learned only by systematic instruction.

The mind will ever continue to reside in the house represented by the mother tongue, while it merely travels through the territory of other languages and its permanent residence should be not only supplied with the bare necessities but should be furnished with all that may add to the pleasure and comfort of its occupant.

In the beginning, etymology of the mother tongue may seem to be unlike that of a foreign language. But once one is more mature, this part of grammar may be made attractive and instructive by the historical treatment of the laws of inflection. Instruction in the mother tongue should devote more time to the history of words, to the ramification of the language roots, and to various uses to which words may be and have been put. All this is more easily done with the mother-tongue, because here, there is little need of memorising new words.

More efforts should also be made to impart to the pupil a sense of relationship between language and use. In the case of mother tongue, we may still discover the origin of many idiomatic turns, pregnant expressions and proverbial sayings. The teacher should have his pupil find the primary meaning of some figurative expressions, have them note the weakening or the strengthening in sense, and trace the causes why some words have lost entirely their original meaning.

The phonetic side of mother tongue is another field that has hitherto not been cultivated enough. The mother tongue offers, like the living foreign languages, good opportunities for disciplining the ear and tongue; let there be system and method in teaching the right color of vowels and consonants. The rudiments of scientific phonetics may easily be mastered in the normal school and thus the elementary school teacher may be brought through a subject of the elementary school, into contact with science.

1.2.2 TEACHERS QUALIFICATIONS

The most serious problem contributing to the inefficiency facing Black Education is underqualified and or partly qualified teachers that teach Xhosa in Standard 10 in Transkei. That has been found in ten senior secondary schools through research.

In school 1 the academic and professional qualifications of a Xhosa teacher are matric and S.S.T.D.

In school 2 the academic and professional qualifications of a Xhosa teacher are matric and P.T.C. In school 3 the academic and professional qualifications of a Xhosa teacher are matric and P.T.C. In school 4 the academic and professional qualifications are matric and S.A.T.D. In school 5 the academic and professional qualifications of a Xhosa teacher are B.A. and U.E.D. In school 6 the academic and professional qualifications of a Xhosa teacher are matric and S.T.D. In school 7 the academic and professional qualifications are matric and S.S.T.D. In school 8 the academic and professional qualifications of a Xhosa teacher are B.A. and H.D.E. In school 9 the academic and professional qualifications of a Xhosa teacher are matric and B.A. courses. In school 10 the academic and professional qualifications of a Xhosa teacher are matric and S.S.T.D.

As far as professional qualifications are concerned, at least 90% of them are professionally qualified but academically underqualified.

1.2.3 STATISTICAL INFORMATION ABOUT RESULTS FOR SENIOR CERTIFICATE IN XHOSA AS A FIRST LANGUAGE FROM RESEARCH IN TRANSKEI

A. 1981

SCHOOL 1 SYMBOL AND NUMBERS OF STUDENTS PER SYMBOL

A	B	C	D	E	F	FF	G	GG	H
-	-	-	7	43	35	4	-	-	12

B. 1982

SCHOOL 2

A	B	C	D	E	F	FF	G	GG	H
-	-	-	4	7	25	3	-	-	32

C. 1983

SCHOOL 3

A	B	C	D	E	F	FF	G	GG	H
-	-	4	30	101	-	-	9	-	-

D. 1984

SCHOOL 4

A	B	C	D	E	F	FF	G	GG	H
-	-	-	10	35			11	-	3

E. 1985

SCHOOL 5

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A	B	C	D	E	F	FF	G	GG	H
-	1	-	6	10	15	-	-	-	-

F. 1986

SCHOOL 6

A	B	C	D	E	F	FF	G	GG	H
-	-	3	1	10	25	-	-	-	-

G. 1987

SCHOOL 7

A	B	C	D	E	F	FF	G	GG	H
-	-	-	15	35	-	-	-	-	-

H. 1988

SCHOOL 8

A	B	C	D	E	F	FF	G	GG	H
-	-	-	9	17	20	-	-	-	-

I. 1989

SCHOOL 9

A	B	C	D	E	F	FF	G	GG	H
-	-	-	-	30			3	2	1

THE OVERALL RESULTS IN THE SENIOR SECONDARY SCHOOL IN TRANSKEI IN FIVE YEARS BACK SHOW THE FOLLOWING STATISTICS (FROM RESEARCH):

YEARS	ENTRIES	PASS	FAILURE	P%
1984	11100	4305	6795	10,25
1985	12853	5149	7704	11,20
1986	12039	5779	6260	17,00
1987	13036	6123	6913	16,62
1988	15905	8135	7770	17,73
TOTAL	64933	29491	35442	72,80

TABLE 1

On the whole, there is a slight sloping down of the graph line in regard to pass percentage of students in senior secondary schools in Transkei.

One of the largest problems facing South Africans is the educational crisis. Shortages of qualified teachers, school boycotts, severe neglect of Black education in past decades, new demands made on teachers and pupils because of technological change, and inappropriate subject and career choices, all add to the problem of high failure rate in senior secondary schools.

Many parents are unable to help and support their children in their studies, while differences in educational level between parents and children often cause rifts and disciplinary problems.

Considering culture change and "detrribalisation", young people of all population and language groups often value their own culture and language less than their parents and grandparents do. The older generations often feel hurt or rejected, while there is a danger that the younger "citizens of the world" can lose their roots and sense of identity.

Passive viewing of television and listening to music, instead of reading, games, story-telling, music-making and active cultural involvement, further the cultural impoverisation.

1.3 THE PURPOSE OF THE STUDY

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The purpose of this investigation is:-

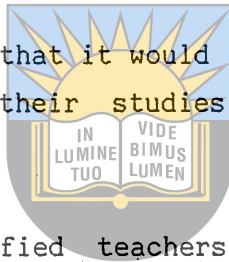
- 1.3.1 To investigate all the different aspects of a language that are thoroughly treated before the actual matriculation examinations.
- 1.3.2 To identify the problems encountered in the actual teaching of Xhosa as a first language at the matriculation level in the senior secondary schools in Transkei.
- 1.3.3 To examine suitable ways of improving the matriculation results in Xhosa at senior secondary school level, and
- 1.3.4 To discover the attitudes of the teachers towards Xhosa.

1.4 SIGNIFICANCE OF THE STUDY

The researcher has decided to conduct this study for the following reasons:

- 1.4.1 No student in Transkei is eligible to pass his/her examinations if he/she has failed Xhosa as a first language.

- 1.4.2 It is impossible to get a senior certificate in Transkei if the standard 10 candidate has not at least passed the two languages. (English and Xhosa).
- 1.4.3 This study is done with the purpose of improving the quality of teaching and therefore the results of the students at senior secondary levels. English and Xhosa always rank first because they come first in the curriculum of senior secondary schools.
- 1.4.4 The researcher feels that it would be fundamental to motivate the teachers to further their studies especially in the subjects they are teaching.
- 1.4.5 To cause the qualified teachers to be used effectively and relevantly.
- 1.4.6 All teachers will thus gain moral support in accordance with their work.
- 1.4.7 The quality of work and effectiveness of teaching should be improved.
- 1.4.8 All the students might be determined to work harder.



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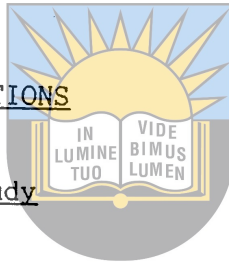
1.5 ASSUMPTIONS

The following assumptions are made to establish a basis of procedure for this investigation:

- 1.5.1 The schools selected by simple random sampling method will be representative of the Transkei Senior Secondary Schools.
- 1.5.2 All the Senior Secondary Schools which have standard 10 students offer Xhosa at matriculation level.

- 1.5.3 The teachers, the principals, the students and the parents will respond without bias to questions in the questionnaires that are submitted to them.
- 1.5.4 The researcher assumes that an achievement means the performance of the students in any examination.
- 1.5.5 The researcher assumes that the methods used by Xhosa teachers in the past five years are the same methods used by Xhosa teachers in 1990.

1.6 LIMITATIONS AND DELIMITATIONS



1.6.1 Limitations of the study

- (i) Since the materials with regard to this study were collected in 1989 and 1990, the findings of this investigation will reflect the position at senior secondary schools during the course of that period.
- (ii) The investigation is limited to the positive and negative methods used by Xhosa teachers in standard 10.
- (iii) The investigation is limited to standard 10 work in senior secondary schools because the syllabus for Xhosa in senior secondary schools ought to be completed in standard 10.
- (iv) The investigation will be limited to the Republic of Transkei.
- (v) The students and the teachers will be indirectly involved because some of them who will respond to the questionnaires may not have been teaching or doing Xhosa in the previous years. Thus this investigation will be indirectly limited to them.

1.6.2 Delimitation of the test population

This study had to be limited to the hundred selected schools from 29 circuits. It would not be possible for the researcher to travel to all + 250 senior secondary schools considering the time factor, the expenses and the tiresome nature of such travelling.

1.6.3 Delimitation of the Research method

Questionnaires were designed for the investigation in order to prove certain factors which could be associated with the difficulties encountered by the standard 10 Xhosa teachers and students. These questionnaires are analysed and interpreted in Chapter 4.

The instruments for the research method were the teachers' questionnaire, the principals' questionnaire, the students' questionnaire and the parents' questionnaire.

1.7 Terminologies used in the study

- 1.7.1 **ACHIEVEMENT** : It is a product which can be measured by means of achievement tests. It is usually associated with mental success but it is also possible on physical and social level. In this study achievement is associated with mental success and means the results attained in an examination.
- 1.7.2 **ATTITUDE** : Attitude is a predisposition to behaviour and therefore it may be measured by the observation of either non-verbal onset behaviour, provided, we can apply the 'move' or 'lies' types of judgement in the given situation.
- 1.7.3 **CURRICULUM**: What pupils learn at school.

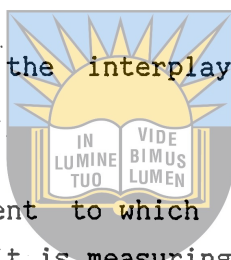
- 1.7.4 **EXAMINATION:** Any series of tasks that together provide an assessment of a given trait for an individual. Examinations are used to measure attainment at the end of the academic year for the purpose of promotion and certification.
- 1.7.5 **MATRICULATION RESULTS:** This is the result of the examination sat for in the final year at the Senior Secondary School.
- 1.7.6 **MEAN :** The sum of scores or values of a variable divided by their number.
- 1.7.7 **POPULATION:** A complete set of individuals, objects or measurements having some common observable characteristic, or a theoretical set of potential observations.
- 1.7.8 **RELIABILITY:** The degree of consistency with which it measures whatever it is measuring.
- 1.7.9 **SUBJECTS :** All prescribed and approved subjects taught in Transkei. These have been prescribed recommended and approved by the Department of Education in Transkei.
- 1.7.10 **S.T.D. :** S.T.D. stands for Secondary Teachers' Diploma qualifications. This is awarded at Black colleges of education in Transkei on successful completion of an STD course after three years of study.
- 1.7.11 **STANDARD 10:** This is equal to matriculation. It is the final year in the senior secondary school in Transkei and South Africa.

1.7.12 STANDARD DEVIATION:

Extremely useful measure of dispersion defined as the square root of the sum of the squared deviations from the mean, divided by N.

1.7.13 SYLLABUS: A listing of subject matter in a broad outline to be studied in the course of the year in any class and for any subject.

1.7.14 TEACHING: It is the interplay between the teacher and the student.



1.7.15 VALIDITY: The extent to which all instrument measures what one thinks it is measuring.

1.7.16 VARIABLE: A characteristic or phenomenon that may take on different values.

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1.7.17 TEACHING METHOD:

Is the manner in which information is communicated to pupils in class.

1.7.18 MOTHER TONGUE:

Is the indigenous language of any person.

1.7.19 VERNACULAR:

Is a term used to describe all African languages.

1.7.20 ASSIGNMENT:

Is any specific work set aside for someone to do.

1.8 THE ORGANISATION OF THE DISSERTATION

In the following four chapters the researcher intends to develop the study in the following way:

In Chapter Two, a survey of related literature on language teaching and learning will be given.

Chapter Three will impose the research design and the aspects of data collection.

Chapter Four will be confined to the presentation, findings, analysis and interpretation of the results of the investigation - analysis of data.

Summary, conclusions and recommendations will be expressed in Chapter Five.



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CHAPTER TWOREVIEW OF RELATED LITERATURE2.1 INTRODUCTION

In this chapter particular attention will be paid to a review of literature on language teaching since the study is specifically on the positive and negative methods of teaching Xhosa as a first language.

Several authors or educationists have supplied a number of ideas on language teaching. These authors have also put forward questions regarding conditions of learning by students.

Although the problem of poor performance in Xhosa seems to be peculiar to Transkeians, the literature reviewed deals with this problem also in other countries. This problem will be evident from the following survey.

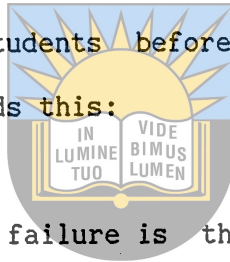
2.2 Methods used by Teachers

Some methods used by the teachers in teaching are apparently negative. This we believe from the statement by Butler (1957: 118-122) when he cartoons a particular teaching method which is obsolete and teacher-centred. The cartoon reads as follows:

"Teachers do the reading, the explaining, the talking, the planning, the problems are teacher worked, the reasons are teacher thought out, the formulae are teacher enumerated, the beautiful is teacher selected, the wicked is teacher condemned, the right is teacher praised, all that pupils do is to remain passive to listen, to copy, to memorise, and finally to recite or write at a stated time what they can squeeze out of crammed minds.

The bulk of this concept of education is easy eating of teacher - provided and prepared and digested food. In their chairs beside the table, sit these spoon-fed babies. Years go by, but those spoon-fed babies remain the same. They remain babies because they are fed as babies."

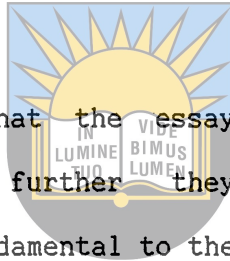
Amongst methods used by teachers to train the student is the lack of guidance of students before embarking on a study. Coles (1969:30-31) contends this:



"A further cause of failure is that there is seldom any way in which students can obtain guidance before embarking on a course of study. Even where the teaching methods cannot be faulted, little benefit will be gained if a student is allowed to study a level which is far below his or her present level of ability. The commonest way in which this happens is for students to assume that because a certain test at school was passed, a start can be made again at that level, even though several years may have elapsed, since leaving school. Many students are thus studying for examinations with an inadequate grasp of the foundation material required."

According to the researcher, the students should be properly and frequently drilled in the essay-type questions because they are compelled to use or to construct sentences during and after education.

In most cases the students encounter many problems with the essay-type tests because they cannot express themselves clearly.



Ebel (1965:36) feels that the essay-type tests cannot be assessed objectively, further they lack validity and reliability which are fundamental to the process of assessment. He therefore concluded that the essay-type tests can only reasonably tests a students' ability to write.

Behr (1974:15) holds a view different from that of Ebel. According to Behr (1974:15) the examiner in an essay examination has to originate his own answers, express them in his own way, exercise judgement in determining the details of context to be covered and yet provide evidence of the full extent of his knowledge and understanding.

According to Cohen (1982:51) discovery methods take as their starting point the subject matter that is to be taught. To a greater or lesser extent, they also pay little attention to the needs and interests of the learner. They are characterised by the fact that they deliberately take the learner as the starting-point for learning activities.

Dewey, (1970:15) in particular, made use of the notion of discovery as the key-stone of the educational system he recommended - a system he saw as expressing the libertarian and democratic principles of American Society with its belief in the value and equal worth of each individual.

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Discovery methods can be used in teaching of Xhosa because it is seen to have some real and positive advantages. It supplements the materials of the text book. It can also be adopted to the abilities, interests, previous knowledge and needs of the pupils.

Traditional methods such as instruction method which had involved instruction offered from a position of authority and superiority, and which had presumed a different education for different social classes, were rejected by Dewey and those who followed him in the progressive cause.

In their place they proposed methods which took very seriously the active contribution of the learner to his or her own learning.

Such proposed methods are discussion methods and project methods. The discussion method has important values in its provision for the involvement of students and the possible practice given in assessing, relating, summarising and applying ideas.



The project method, as seen in the modern classroom, involves student formation of individual or group goals, the supervised planning of activities which are likely to achieve the goals, the execution of these plans, and the evaluation of the process.

Teachers may directly instruct the students to solve the problems proposed for study and the students may suggest problems which come out of their immediate experiences.

This method can be used in teaching of Xhosa because it tends to place emphasis upon the process skills of problem attack and solution as well as upon the academic information necessary to solve the problems.

Telling method is a consistent day after day procedure. It is good especially in teaching of essays because it provides better opportunity for classification of and emphasis upon important meanings. It permits the judicious selection and use of materials pertinent to the study topic. It can also be synchronised with the pupil's questions.

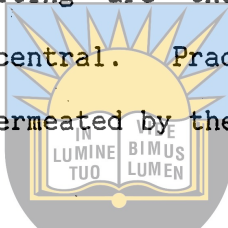
2.2.1 Command of Language

Technical grammar does no more than lay down the rules for the correct use of language. But the art of language is the proper field of rhetoric since it teaches the pupil how to make his style clear, beautiful and vigorous. Therefore the mother tongue should receive no less care than the national literature through the methods of teaching.

Willmann (1930:91-92) also feels that the command of language whether in oratory or poetry in daily intercourse or in writing, is of such importance as to have been regarded at all times as one of the aims of education. All men acknowledge that language is a sharp sword and an instrument of power; eloquent speech moves the hearts and wills of men, the orator and the poet sway the masses, and the impassioned preacher moves the sinner to do penance.

To the orator and poet, language is thus an instrument of power. Language is the spiritual material of the plastic faculty, to express in words what we feel and think is, as pleasant as it is helpful and clarifying and developing the interior of the mind of the language speaker.

Of all the things that children have to learn when they get to school, reading and writing are the most basic, the most essential and the most central. Practically everything else that they learn will be permeated by these two skills.

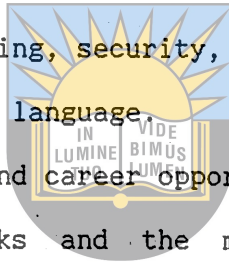


According to Bryant and Bradley (1985:1) it is not just that writing and reading are needed in every school subject, they may also have a profound effect on the way, children think about things and on their acquaintance with their own language.

It is possible that the experience of reading other people's arguments will help children to form their own more logically and effectively. It is quite possible, too, that by dint of reading the child learns things about his/her own language which she had never realized before.

Bryant and Bradley (1985:2) also state that some children have appalling problems when they try to learn to read and write, but they are intelligent, quick and alert and have all the advantages of help and encouragement from their parents and receive devoted and skilled attention from their teachers. Yet difficulties persist.

No area of the language arts curriculum is more closely linked to the sense of well-being, security, emotional stability and self-image than oral language. Family relationships, friendships, education and career opportunities depend greatly on the words one speaks and the manner in which they communicate those words.



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According to Chenfeld (1978:141) the spoken word is so important a component of the language arts curriculum and facility with oral language which is essential to the well-being and successful achievement of the individual in our society. How is it possible for children to be taught their language in silent, rigid classrooms? How can children be taught their language by having them keep quiet?

2.2.2 The Design Cycle

The young child is by nature a discoverer and in his surroundings, he discovers language - as a rule only one language, his mother tongue. Through his mother tongue the child gains his cultural heritage and his national awareness. Language especially the mother tongue carries all learning expected of the child.



The command of language whether in oratory or poetry in daily intercourse or in writing, is of such importance as to have been regarded at all times as one of the aims of education.

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All men acknowledge that language is a sharp sword and an instrument of power. To the orator and poet particularly, language is thus an instrument of power.

Romiszowski (1981:37) uses the design cycle to portray the direction of information (inputs), performance (outputs) and instruction (processes) in language teaching.

According to Romiszowski (1981 : 37) what is important is not whether you start by defining course objectives (outputs) or course contents (inputs) of the methods to be used (processes) in language teaching, but you define all these in relation to each other.

This can conveniently be done as a cycle of activities illustrated in Figure 2.1. The arrows, though not obligatory, indicate the route to follow. Where you start depends upon how the problem first presents itself.

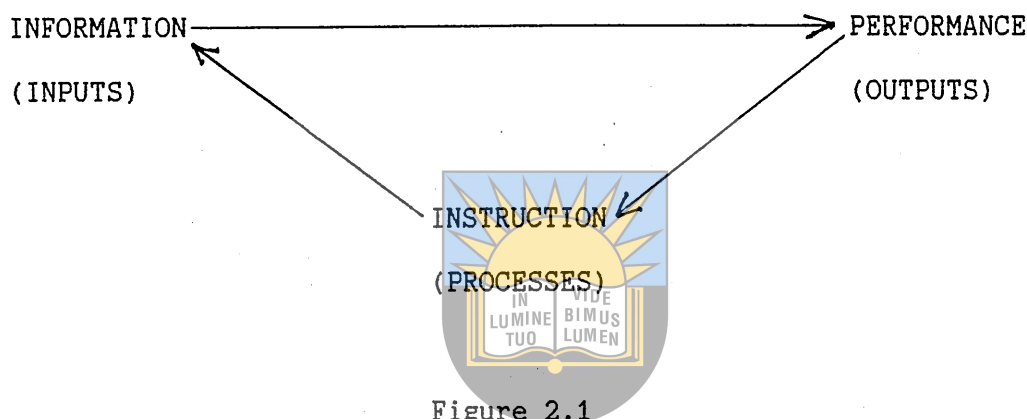


Figure 2.1

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2.2.3 Performance Problems

Romiszowski (1981:38) goes on to portray that the performance problem may present itself as a discrepancy between actual and desired performance on a particular task or group of tasks. Thus just by defining the problem, one defines the objectives in performance terms. By analysis of these objectives and comparison with experience of similar problems, one designs or selects appropriate instructional methods, and these in turn indicate the information, concepts and examples that should be included in the course. This is clarified by Figure 2.2

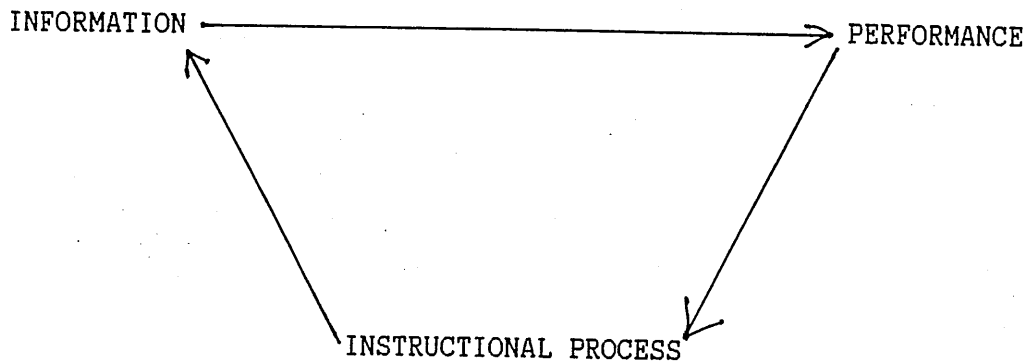


Figure 2.2

2.2.4 Information Problems



Romiszowski (1981:38) continues to argue that alternatively the problem may present itself as a discrepancy between how much is known and how much should be known about a particular subject or topic.

Authors label this an information problem. Analysis of the information discrepancy should reveal indicators of how authors can judge whether a particular individual exhibits the information gap or not. These indicators are invariably in observable 'behaviour' or 'performance' terms, otherwise we should not be able to measure them, and their use to us is exactly as a means of measuring success.

Whether we name these indicators our objectives or, alternatively, reserve this word for some general internal capability (e.g. the student should be able to solve everyday problems in a creative manner) and consider the measurable performing as mere samples of this capability, is not very important. What is important is to reach agreement on how the internal capability will be externally measured. Having defined the measures, one proceeds to define the methods or processes as before. The language teacher and the students may indeed then be led back to consider the information content in more detail, selecting now the specific examples or topics which are best suited to the objectives and methods defined.

That is shown in Figure 2.3

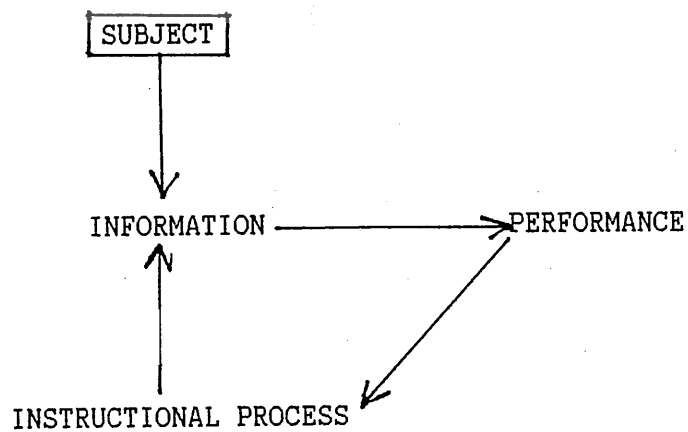


Figure 2.3

Learning involves effort. Learning is essentially an active process. The learner is impelled to action, and through listening, speaking, writing, reading, thinking and acting he learns. The really passive student is a spectator, a non-participant in the learning process.

2.2.5 Learning Process Problems

Romiszowski (1981:39) proceeds to state that occasionally the cycle may start off with the process! The problem presents itself in terms of a discrepancy between the instructional methods currently employed and those which should be employed. There is need for some caution here. Is the discrepancy observed due to an obvious mismatch between the methods employed and the objectives of the course? Or, is it observed due to a preconceived notion of which methods are 'good' and which are 'bad'? The former case implies the presence of defined objectives. So here may be no need to complete the cycle. One may merely redesign the methods in the light of the objectives and this may also suggest detailed modification in the content. The latter case however implies a performed opinion as regards the solution, irrespective of the problem, the type of mentality which suggests the Penacea approach. This approach does not necessarily follow our cycle, nor any other systematic model of instructional design.

But it is quite legitimate to have only a general statement of educational aims (unqualified outputs) and to use this to make decisions about the general form of the methods in order to select and organise the information content, and to develop quantified performance indicators in the light of the methods and content selected.

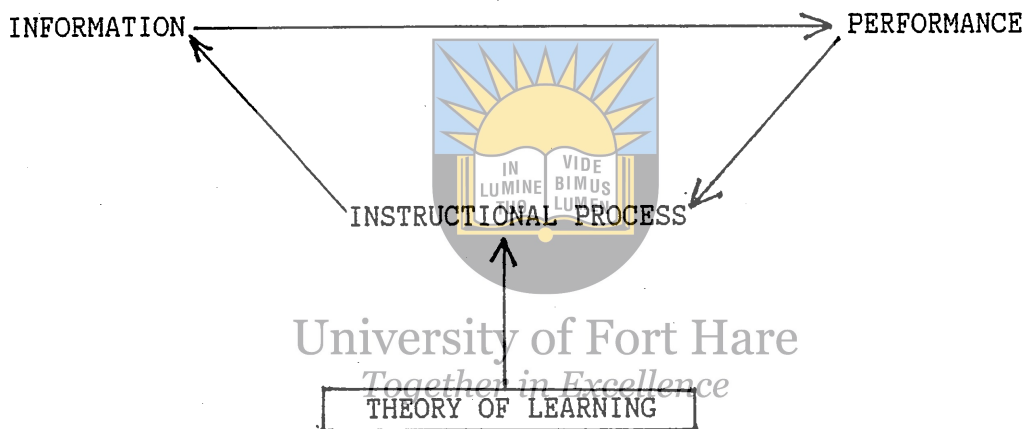


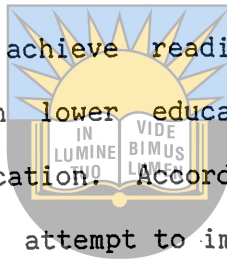
Figure 2.4

The pupil learns what he is ready to learn. Every teacher comes to recognise the factor of readiness. Learning involves the search for answers and solutions to questions and problems. The learner may respond to many different aspects of the entire classroom.

Teachers must recognise that learning in their classrooms will be multiple and varied, take into consideration the many possible outcomes, and attempt to evaluate the total effect of their teaching.

2.2.6 The Nature of Reading

The most important concepts in a language are reading and writing. Pupils should achieve reading and writing skills while doing language in lower education so as to prepare themselves for higher education. According to Donald (1978:23) the individual who would attempt to improve reading skills in children must first understand what reading is.



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Dechant (1964:15) stated that there are as many definitions or descriptions of reading as there are reading experts. To some authors reading is responding orally to pointed symbols (i.e. word calling). Other definitions include both the ability to correctly pronounce words and again to the meaning that is being conveyed (Smith : 1971 p.vii).

2.2.7 Checklist of Reading Difficulties

Donald (1978:32) goes further on to state that the teacher should become familiar with the more common symptoms of reading difficulty. Ideally, he should keep a record on each child and review it frequently.

If this is not possible or practical, then it is suggested that the teacher keeps a copy of a checklist on her desk and note observable symptoms of various students.

This information can be invaluable, not only for the teacher but also for any other process to whom the child may be referred. Such common symptoms could be inability to pronounce words, hesitant reading, voice inaudibility, ineffective reading, lack of indication of keywords, punctuations and others.

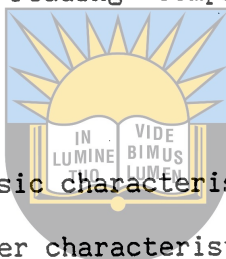


Teaching reading can be done by using the Drill Lesson. In the drill lesson the aim is the perfecting and fixing of skills or the strengthening of certain associations. This implies repetition. Drill also means practice.

Drilling should not adhere to the law of exercise only, but to make it meaningful, also to the law of comprehension. This means that a child must first understand and gain insight, thereafter exercise, practice or drill.

2.2.8 Learning Disabilities

The root cause of poor performance in any type of learning is learning disability. One characteristic appears to be part of all definitions of learning disabilities, i.e. a severe discrepancy between achievement and intellectual ability in some area such as oral expression, written expression, listening comprehension, reading comprehension, reading or Arithmetic (Mathematics).



In addition to this basic characteristic, according to Bill (1985:16-17) there are other characteristics that appear to be more common to students with learning disabilities than to the general population of students of the same age.

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These are:

- a. Delayed spoken language development:
- b. Poor spatial orientation:
- c. Inadequate time concepts:

Others can be:

- d. Difficulty in judging relationships
- e. Direction related confusion
- f. Poor general motor co-ordination
- g. Poor manual dexterity
- h. Social imperception
- i. Hyperactivity
- j. Inability to follow directions
- k. Inability to follow class discussion
- l. Perceptual Disorders
- m. Memory disorders



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Slow learners differ from other children of average and above average intellectual ability because of their inability to achieve academic success in line with their chronological age. Especially in the areas of reasoning and reading, these children often have a way of going about talks which others would simply label as 'stupid'.

Such learners are far better at rote memory than at logical memory. They are slow to detect errors or obvious wrong attempts to arrive at solutions.

2.2.9 Nature of Teaching

Teaching may be characterized as an activity aimed at the achievement of learning, and practised in such a manner as to respect the student's intellectual integrity and capacity for independent judgement. Such a characterisation is important for at least two reasons:

Firstly, it brings out the intentional nature of teaching. The fact that teaching is a distinctive goal-oriented activity, rather than a distinctively patterned sequence of behavioural steps executed by the teacher, is vital.

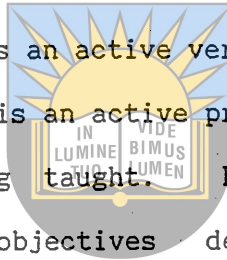
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Secondly, it differentiates the activity of teaching from such other activities as propaganda, conditioning, suggestion and indoctrination, which are aimed at modifying the person but strive at all costs to avoid a genuine engagement of his judgement on underlying issues.

2.2.10 Teaching and Learning, Training and Educating

Robert and Carol (1981:26) in the liberal humanist tradition have thought it important to distinguish between teaching, learning, training and educating.

Teaching is the interplay between the teacher and the pupil. In grammar, 'teaching' is an active verb and a transitive one, suggesting that teaching is an active process, which it is, and that something is being taught. Establishing worthwhile teacher developmental objectives depends on identifying appropriate teacher tasks and behaviours.

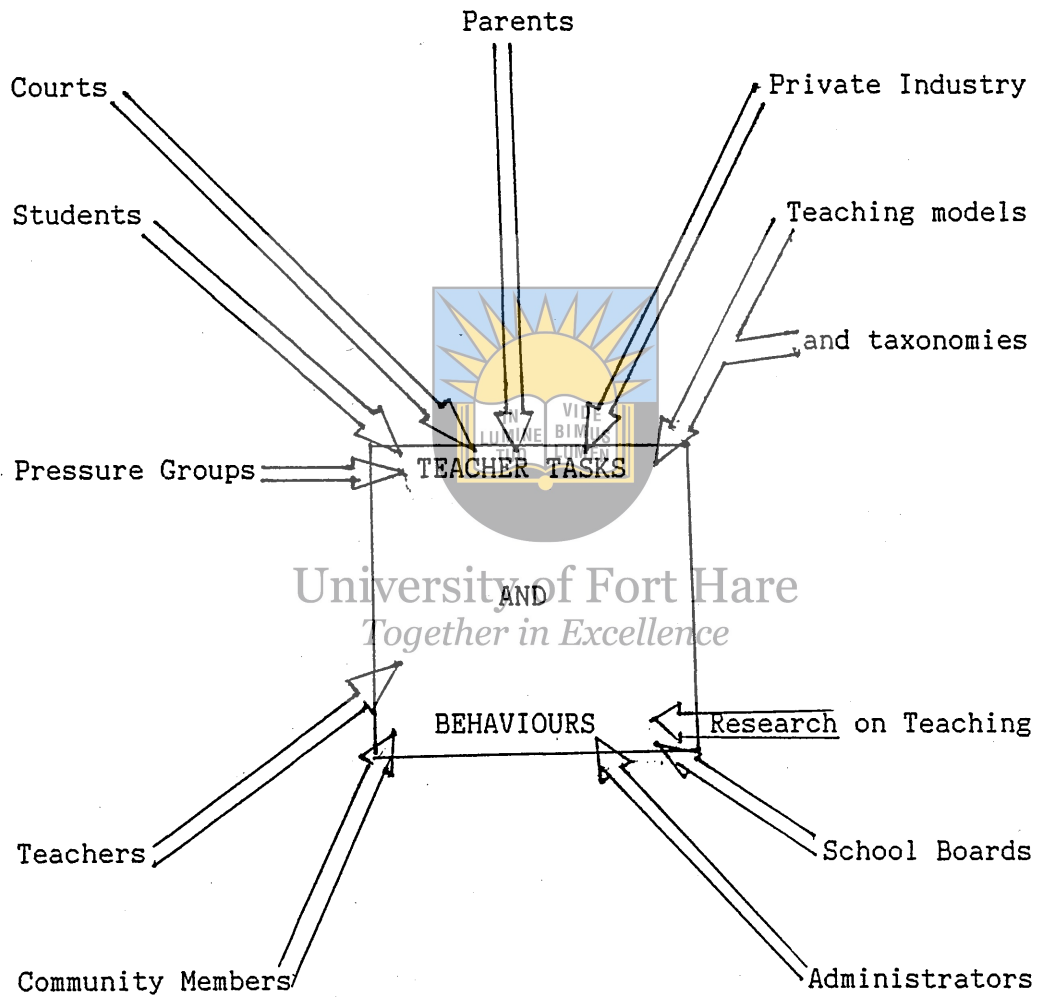


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There are various sources of information for deriving teacher tasks and behaviours. Among these are ideas, feelings, and concerns expressed by teachers, by students, by other professional educators, by researchers, and by various public sectors.

The following diagram shows the various sources of information for driving teacher tasks and behaviours.

Figure 2.5



SOME SOURCES CONTRIBUTING TO TEACHER
TASKS AND BEHAVIOURS

According to Robert and Carol (1981:27) the study and practice of supporting teacher effectiveness cannot be divorced from student learning. Ultimately, the worth of teacher development must be measured at least in part in terms of teachers' effects on students.

Much the same is true of teaching methods. Different methods demand different linguistic skills from the teacher. Some can only be used by teachers who have great confidence and facility in their use of the language. Much modern teaching places very great demands on a teacher's oral command of language.

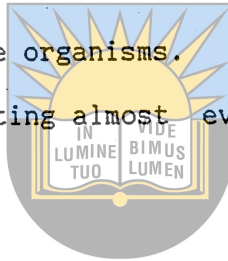


Wilkins (1974:54) supports this view by stating that the other aspect of the teacher's professional skill is his understanding of language and language learning and his command of methods and techniques of language teaching. What can be expected of any individual teacher is constrained by his or her level of expertise.

The tension between learning and teaching is not merely the result of an academic curriculum. It is, in a sense, healthy to want to learn, but to dislike being taught. That is because, in the last resort, one cannot be taught; one can teach only oneself. The teacher can do no more than help one to learn; he cannot make one learn. It is impossible to teach someone who will not learn.

Cohen (1982:17) argues that learning theory, in terms of which the teacher's performance is criticised, has an established scientific status, and that there are principles of effective teaching - which can be identified and experimentally tested and applied.

Cohen (1982:17) further narrates a story about a psychologist who visited an arithmetic class. The man says: "Here were twenty extremely valuable organisms. Through no fault of her own the teacher was violating almost everything we knew about the learning process."



His observation is significant, first of all because of the implications of the language used, and secondly because of the implicit assumptions contained in it. The students are referred to as organisms - a term which emphasises their continuity with simpler kinds of laboratory specimens; then the addition of the adjective 'valuable' carries a suggestion that social and economic utility are a prime consideration in education.

Because behaviour is open to scientific inspection in a way that states of mind are not and only behaviour can be viewed in the laboratory, the alteration of behaviour is being put forward as both the goal of teaching and the test of learning.

Jeffreys (1976:57) argues that there is a natural and right impulse towards creation and against being put into a mould. The pot has a right to argue with the potter that does not mean that the teacher is superfluous, but only that the teacher's job is to help the pupil to learn, as the gardener's job is to help the plant to grow. He emphasises that, that help is needed because it is impossible to learn without sources and means of learning, just as it is impossible to eat without food.



The language learner is expected to respond productively to his exposure to language just as the child does. As with the child learning his mother-tongue, the responses may be imitative, but it is similarly the case that such imitative responses are not enough to ensure language learning. Imitation ensures that the sentences uttered are correctly formed, but it fails to meet several other conditions that are necessary for language learning.

Teaching can be inherently ineffective due to our lack of knowledge as teachers. Some educators believe that pupils learn primarily because of their own maturing abilities and forces that appear in their backgrounds, home and community. Thus, the task of the teacher is merely to provide an appropriate "learning environment", and if this minimal environment appears, then pupils will learn spontaneously.

Certain things usually make us think of other things. For example, the sound of a whistle may make us think of the game of football; the barking of a dog may remind us of an unpleasant incident in our childhood when we were attacked by a dog. Language learning is thus based on much more complicated networks of associations.

According to Tiffen (1969:58) the child learning a second language lacks many of the advantages of the child learning its mother-tongue. On the other hand, the teacher may be able to make up for this to a certain extent by making his teaching more systematic than first language learning.

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Tiffen (1969:58-59) advises the teachers to consider the differences under a series of different headings such as:

- (a) Number of teachers
- (b) Amount of exposure to the language
- (c) Learning and maturation
- (d) Hearing the language in real situations
- (e) Emotion and motivation
- (f) Systematization

According to Stevick (1982:27) learning and acquisition are separate strands which a teacher can wind together so that they supplement each other to him, the term 'acquisition' is sometimes used for the ability, and 'learning' for what goes on in the classroom.

Cohen (1982:76) postulates that education is an evaluative or normative concept and that because of this, the analysis of education has practical implications both for the content of the curriculum and for educational methods and procedures. Education is contrasted with concepts like teaching and training because these are seen as neutral and descriptive terms, which can perfectly reasonably be applied to many things which lie outside the realm of education itself.

In general, the function of education is to transmit the culture of a society from its more mature to its immature members, and in so doing develop their powers ... By culture it means the sum total of all those patterns of their behaviour and feeling which characterise the social life of a group or society.

According to Hunt (1972:11) Bantu education has a separate existence just as, for example, French education, Chinese education or even European education in South Africa, because it exists and can function only in and for a particular social setting, namely, Bantu society.

Almost the variety of problems the writers of the country reports are concerned with, it seems likely that they agree that the difficulties in the teaching of the mother tongue have their roots in the teaching personnel. The inadequacies in personnel might be in their own educational levels, in their poor teaching abilities and training, their lack of knowledge of suitable and recent methods.

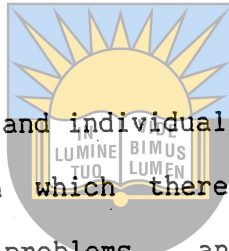
Frank (1976:21) supports this statement in this way:



"The teachers' own education in the mother tongue is poor, because of the low standard of secondary teaching, and they are inadequately trained in modern methods - in fact 'in many regions they lack special preparation.' An illustration of the low professional standards that develop from this situation is the insufficient quantity of work during the school year, especially of composition, which requires a great amount of effort on the part of the teacher out of class. And they lack the possibility of overcoming their handicaps through in-service training, because of the poor means of communication."

Methods of teaching are essentially bound up with the purpose of teaching. There is less oral verbalisation in a formal teaching situation, the class is the passive recipient of instruction and information. There is not the reciprocity between teacher and taught which develops confident Xhosa language. The activity which is so valuable in internalising learning is absent.

A situation where group and individual work operates, however, provides an atmosphere in which there are opportunities for dialogue over common problems, and where the sense of responsibility is developed. In this way it is a training in democracy as well as in language.

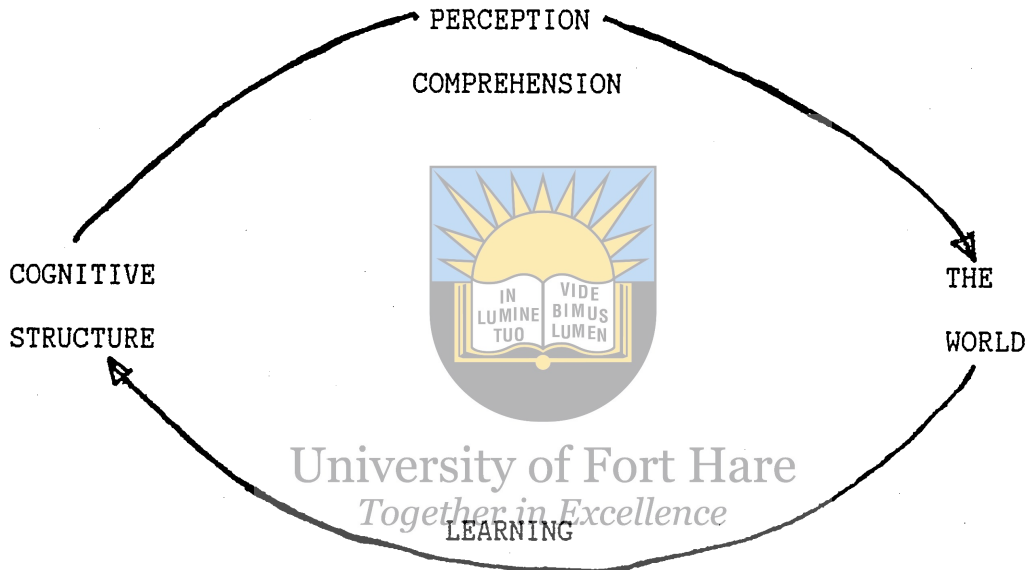


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When a child displays an educationally significant discrepancy between his estimated intellectual potential and actual school performance that cannot be explained in terms of intellectual, experiential, sensory, or physical problems, he may be labelled as having a "learning disability."

Learning is a process of problem solving. We learn because we do not understand, cannot relate, cannot predict. Everything we know - then the current state of our cognitive structure is a consequence of all our previous attempts to make sense of the world. Our present knowledge arises out of a history of problem solving, or of predicting the consequences of potential actions.

According to Frank (1976:119) a child is equipped to learn in the following way:



The Interaction between Cognitive Structure and The World

Frank (1976:125) goes on to state that the basic learning process may be conceptualised as a four - stage procedure in this way:

- (a) Generate a hypothesis based upon a tentative modification of cognitive structure
- (b) Test the Hypothesis
- (c) Evaluate Feedback
- (d) Confirm or reject the modification of Cognitive structure

The first stage of learning - tentative modification of cognitive structure and generation of a hypothesis is precipitated when an individual's current cognitive structure proves inadequate. For example a child may find himself in a situation where an animal that he recognises as a dog - because it meets with his internalised "description" or specification of dogs - should be called some other name.

His problem is to amend the use of distinctive features which specifies the category of dog in his cognitive structure so that this particular animal which currently fulfills these specifications will be excluded. He must find some additional features to distinguish this not-a-dog animal from dogs.

To do so he constructs a hypothesis such as "this animal that is not a dog has soft silky fur instead of rough wiry hair, therefore all four-legged animal without rough wiry hair is not a dog." In other words, the nature of the animal's hair tentatively becomes a new distinctive feature for distinguishing dogs from nondogs.

In either case, the child puts himself into a situation where he can get a feedback about whether his hypothesis is correct.

The feedback he receives enables him to learn something. Negative feedback can be at least as useful as positive feedback - provided a child is not required to pay a penalty for being wrong and provided he is not so dependent on being right that he does not know how to handle his own errors.

It is common knowledge that everyone learns his first language with a fair degree of success, the reason being that everyone is born with the ability to learn a language and then grows up in a community in which he needs to function to some degree through language, the rules of which are imparted to him in the normal course of the day.

Pride (1979:18) postulates that good language learning is said to depend on at least three variables namely: aptitude, motivation and opportunity. Aptitude is assumed to be the least subject to manipulation. The language aptitude tests used as criteria to predict language learning success are phonetic, coding, grammatical sensitivity - the ability to handle grammar, note memorisation ability, inductive language learning ability - the ability to infer linguistic forms, rules and patterns from new linguistic contexts, with a minimum of supervision and guidance.

A second variable mentioned frequently in regard to good language learning is that of motivation. There are several articles that discuss those aspects of motivation which are essential for good language learning.

Gardener and Lambert (1979:19) have isolated two kinds of motivation, by now well known as instrumental and intergrative. They find that the latter correlates more with successful language learning.

A third variable mentioned above is opportunity. According to Pride (1979:20) opportunity includes all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practise what he has learned.

If we work as teachers or educationists within an educational system that is largely based on formal schools, colleges and universities, then the word (education) usually conjures up for us the whole apparatus of our own academic background, specially constructed buildings, classrooms, laboratories and lecture halls.

Individuals showing authentic gifts may still emerge from such a system. But they will not have been produced by it; they will merely have survived it. Moreover, from the standpoint of society, the resources invested in perpetrating such a system are misused resources - misused because a high proportion of its students will emerge ill-fitted to serve well either themselves or their society.

Educating and training can be regarded as the same aspects with the same objectives and aims in this way - general speaking, education may be regarded as influencing, intentionally and with set purpose, the growing young person. This implies giving assistance and guidance to the still immature, dependent minor in order that, when he reaches maturity and independence, he may attain that which the educator with the necessary knowledge and experience regards as worthy and as embodying the highest values in life.

Such guidance and assistance can however, only be given when the educator or the trainer knows whether he must guide. As a rule he tries to direct the young person towards that which he believes possesses value.

Educating and training imply the existence of values, of something worthy of attainment. These values are determined for the educator or trainer by the philosophy of life he accepts. The aim of education can thus never be divorced from the problems of metaphysics.

In dealing with teacher training and with the problems of method involved in this task, the Rector, staff and Students' Representative Council of the Potchefstroom College of Education have found that these considerations are of primary importance. Such are the following:

- (a) The material with which they have to work, i.e. the students who present themselves for training
- (b) The demands made by the training process, i.e. the kind of development the students must undergo
- (c) The means to be employed to bring about the development.

In educating and training a child, the educator and the trainer have to develop his personality. The word "personality" has more than one meaning. To some people it is a matter of temperament, while to others it is synonymous with character. According to current views the term embraces much more.

A descriptive and yet concise definition of personality is "a person's social stimulus value", how he affects and impresses his fellows. According to this view, personality includes a large variety of qualities, besides temperament and character. The term "personality" further includes such qualities as a person's physical appearances, his speech, his deportment, his habits, his manners, his interests, his attitudes, his mental level, etc.

The Rector, staff and Students' Representative Council of the Potchefstroom College of Education argue that for the purpose of this personal development, they hold that they should provide their students not only with opportunities for social experience and full participation in society but also with spiritual food of every kind.

They state that they consciously apply themselves to their religious, ethical, intellectual and aesthetic moulding of the student. They try to prepare the student for participation in life-social, economic and political that is for life in the wider community.

To conclude the whole issue, if the teachers succeed in orientating the students correctly with regard to these aspects, then they come close to realising their aim, even if they do not attain it fully.

2.3 Related Issues

2.3.1 Teaching as a Career

Teachers are observed working in different ways with students in the classroom. However, many teachers tend to follow a pattern of procedures which often may be characterised as a method.

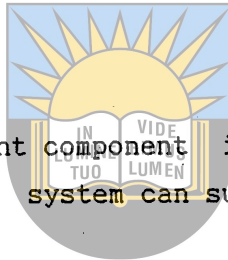
The concerns to be found in the experienced teacher are also seen to some extent in those who have just decided on teaching as a career. One young man for instance likes to work in the world of books or ideas or has a strong interest in nature study and he thinks teaching may be an outlet for this interest. Another thinks he would like to work with children. A third one finds himself getting some pleasure out of explaining things to others and he too, sees teaching as a natural outlet for this drive.

Stephens and Evans (1973:7) support this new theory when saying that sometimes people almost automatically follow a family tradition of teaching. Some students are influenced by an admired teacher in life, or in fiction, or by the suggestion of counsellors (Stern, 1963:18).

At times the career chosen is quite prosaic. Unable to think of any other vocation, the student drifts into teaching for the time being and finds that he likes it (Haubrick;1960). Negativism even plays a part. Thinking of a detested teacher, the student may say, "you don't have to be like that. I'll show you" (Wright & Sherman;1963:41).

Such teacher can be dominated by self-actualisation needs. The need for self-actualisation is related to classroom discipline.

2.3.2 Teacher Quality



A teacher is an important component in the didacto-pedagogic situation. No education system can succeed without competent teachers.

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As students move through the education process they are continually exposed to new and different avenues of physical, social and intellectual development. If students believe that a particular teacher is keeping them from continuing the kind of development, they consider most important, or if they believe they are wasting time and efforts in meaningless and irrelevant activities, discipline problem can increase. Discipline affects any teaching of a subject.

The great task of the teacher attains fulfillment in the aim of formative education, namely the guidance of the child, member to adult membership along a specific path laid down by a particular philosophy of life. The teacher tries to accomplish this task with the aid of specific means at his disposal, namely the subject-matter (Luthuli : 1982:90).

Luthuli (1982;110) expatiates to state that the survey of Black teacher qualifications showed that their training experience is on the whole hopelessly insufficient.

Teachers with modest or poor qualifications are in abundance in Black schools. More than 60% of the teachers in the primary schools have a qualification less than Std 8 with no professional qualification or training. The situations in the secondary school, too, are far from satisfactory. In 1980 only 17,17% of the 1019 secondary school teachers had a university degree and of these only 12 were graduates in the science direction. Of the 113 principals only 46% had a university degree. This means that education in Black schools is predominantly in the hands of non-graduate teachers or those with modest or poor qualifications (Luthuli : 1982:111).

Factors like heavy teaching loads of teachers, overcrowded classes, poorly paid teachers and the like are some of the elements which prevail in Black schools.

Another problem facing Black Education is the unqualified teachers or partly qualified teachers. Subjects like languages still have problems of under-qualified teachers.

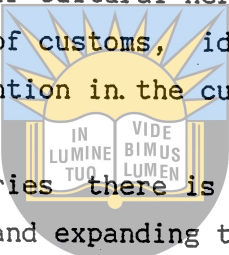
It would appear that the provision for individual differences among pupils in Black schools is inadequate. There is little doubt in the mind of every educator or educationist that any ill-qualified teaching force is not only a limiting factor in the implementation of a Black-oriented education and school curriculum, but is likely to contribute to problems which have recently resulted in chaos in these schools because they do not even understand or know which direction to take in leading their pupils.

Teachers who are clear about their motivations come to the classroom prepared to work with students in ways that are in harmony with their ideals and in a manner which is personally satisfying to the community, and teachers themselves, and to entire education departments.

No society can prosper educationally unless its teaching force is pedagogically and academically schooled to meet the contemporary needs of its society in a fast changing world like that of a Black child in South Africa.

Luthuli (1982:111) also raises a point that Blacks are unique people with a distinct language custom and tradition and accordingly demand education suited to their unique needs. The use of appropriate language preferably the mother tongue as a medium of instruction, the description of historical events and scenes which add to their cultural heritage, the preservation of the general heritage of customs, idioms and praise songs, all call for special attention in the curriculum design.

In many developing countries there is a new awareness of the importance of developing and expanding the mother tongue. The mother tongue is the most suitable medium for the first teaching stages.



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Language especially mother tongue carries all learning expected of the child. For various reasons foreign media, especially from the secondary school stage onwards, can sometimes be avoided.

2.3.3 Teacher Quality Improvement

The teaching learning process always involves a teacher and a student and the quality of the resulting educational experience is determined by the character of relationship between these two.

It is clear that the qualitative results of the teaching experience can never be of any significance except in the hands of a well qualified teacher. A further argument can be levelled that the best school is not necessarily the one that is most comfortably housed or the best equipped. Such fortunate circumstances do, of course, facilitate school work, but what is the most important aspect is the quality of work performed by the teaching staff.

Luthuli (1982:114) concludes that the problem in Black schools is manifold. Schools which are completely equipped, let alone sufficiently staffed, are non-existent in Black schools.

Bright and McGregor (1970:178) state that what the teacher has to master, however not for teaching but for intelligibility and as hidden curriculum is,

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"Some background knowledge of phonology in order to become conscious of the complex system."

Bright and McGregor (1970:78) also stress the importance of a good foundation at lower level. This emphasises the need to improve the qualifications of teachers at lower levels.

They must have skill and confidence in the use of the language so that children acquire the correct habits of speech right from the beginning.

Bright and McGregor (1970;195) also put it in this way:

"As far as strategy of speech teaching in a country is concerned, the best place to concentrate on is the secondary school. If there is only one phonetician in the country, he should be training primary teachers."

From this quotation, it is evident that teacher quality needs some improvement. To add to what is said by Bright and McGregor, I will quote from what was said by the examiner for literature (Departmental Report for 1984:23).

- (i) "Regular in-service training will have to be conducted if the standard of attainment is to be raised.
- (ii) During the course of the year, assignments for the study of literature namely:
- (a) Content (Umongo)
- (b) Characterisation (Abalinganiswa)
- (c) Imagery (Umfanekiso-Ngqondeweni)
- (d) Interpretation of the writer's thought (Isicingo Sombhali) etc., should be done."

The intellect is formed at school, by learning with insight. In order for the pupil to learn with insight, the teacher should explain all concepts accurately and make clear to him the various solution methods necessary for learning. Concepts and solution methods are both explained by means of language. If this is neglected by teachers, their teaching won't be effective to learning.

2.3.4 Progress in a Subject

All students certainly will not encounter all the problems that are discussed. A problem usually has a variety of aspects, overlapping other problem areas.

For example, a problem may be both vocational and educational. Quite often, it will also involve the personal and social problems of the counselee.

According to Humphrey et al (1960:241) throughout the elementary school, problems classifiable as educational are primarily those connected with learning required subjects and skills. If the pupil is not making normal progress in a subject, (such as reading) the classroom teacher - either by his own efforts or with the help of a guidance worker - seeks to analyse the pupils' weaknesses. Tests are often employed for this purpose. Based on information gathered from the tests, a diagnosis of possible reasons for lack of progress is made, and steps are taken to correct the situation. The child's difficulty may be due to his failure to master essential knowledge and skills in a preceding grade in which case the teacher may decide to do special work with the pupil to help him acquire the necessary knowledge and skills.

Humphrey et al (1960:242-243) further states that the difficulty may stem from the pupil's complete lack of interest in the subject or in school itself, the teacher's ingenuity is then challenged to find ways to awaken interest. Defective eyesight or hearing may be the obstacles that hinder learning.

The so-called educational problems may be complicated by other problems. To solve it, the classroom teacher may require assistance from other persons - guidance workers, the parents, other classroom teachers or possibly outside professional people.

Mostly teachers lack interest in Xhosa and as a result students also lack interest in Xhosa.

2.3.5 Language Development

Different teachers feel different concerns, and their classroom styles reflect the concerns they feel. Different pupils have different needs and aversions, and different tolerances for the things they dislike. Why not try to assign pupils to teachers who meet their needs? In order to develop their language, the teachers and the students should both be determined - Stephens and Evans (1973:46) postulate that few would deny that language development represents one of the most distinctive domains of the school. Whatever else the school is expected to do, it is certainly charged with the responsibility for helping the child to make more effective use of language.

Our linguistic skills sets us apart from other animals. It plays a vital part in the development of the intellect, and is often the key factor in the adequate management of practical affairs. Failure to acquire such skills means a cruel handicap to the individual and a serious loss to society. If the school does fail in this crucial task, moreover, other social agencies stand ill-prepared to make good the deficiency.

Stephens and Evans (1973:47) go on to show the functions of language. They say that language affects our lives in several different ways. Obviously it is a practical instrument of tremendous importance. It is through language that we become informed of the world, and it is largely by means of language that we seek to safeguard the outcomes of our own decisions.

But over and above its role as a practical instrument, language is a form of play or artistic expression. Language serves as an incidental accompaniment to action that could well take place without it. The child talks about what he is doing.

According to Norma and Willis (1977:177) language is a code to relate what we see (an object, a picture, a symbol or experience we feel). Some children can learn a large number of words and their definitions (vocabulary); but can they match them to the proper referent?

If the child can verbalise with the three-dimensional world, can he do the same with the linear, two-dimensional representation? If he can work with the meaningful world, can he handle symbols? If he can give an appropriate verbal response for a visual stimulus, can he visualize the experience from the verbal stimuli?

Gordon and Barry (1973:49) also postulate that books are a great means of encouraging language development. But simply reading the words to the child leaves him in the dark about the meaning of the words and the words and pictures that go together.

Hughes (1966:5) is summing up the whole issue by saying that the chief purpose of language is to communicate from one person, group, civilization, or age to another. To communicate clearly and forcefully, a skilled writer chooses his words carefully to suite his purpose at that moment. This may be:

- (a) To describe: to convey impressions of people, time, place and action.
- (b) To explain: to make clear through definition, details, contrast, comparison.
- (c) To argue: to convince, to persuade, to sell.
- (d) To narrate: to describe an action, event or happening, to tell a story.

It is obvious to every one that language is used constantly by human beings in the course of their everyday activities. We use language inside our heads to think and to plan; we also use language to make relationships, to work together and to share leisure.

We must use language to teach if we are teachers; and we must use language to learn, if we are pupils.

Doughty (1974:3) portrays that language in use, sets out to make us aware of the part language plays in our lives. He even states that an essential element in its design, moreover, is the idea that awareness of language and how we use it makes a major contribution to any growth of the pupil's ability to use language, for learning or for living.

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Doughty (1974:3) even says:

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"It is the knowledge of his own language which the pupil brings into the classroom with him, therefore, helps the pupil develop his use of language, whether written or spoken, whether for living or for learning."

From this point of view, he goes further on to say:

"Language in use could be called a guide to 'good practice', because the units deliberately make extensive use of what teachers of English have discovered over the last ten to fifteen years in their search for better and better ways of encouraging pupils to talk and to write, and thereby to develop their power to use language effectively."

Cognitive development can be influenced by the language we learn as our mother tongue.

The mother tongue does not possess the scientific and technical terminology necessary for use as the teaching medium at secondary and higher levels of education.

There is a lack of literature in general, and academic textbooks in particular, in the mother tongue. The commercial value of the mother tongue is small because most employers use only the official languages hence the mother tongue is regarded as not important by the teacher and the child. Xhosa teaching is thus affected.

2.3.6 The Training of Teachers



Many teachers and local education authorities, as well as various national bodies have long recognised the professional difficulties facing schools as a result of dramatic and accelerating change.

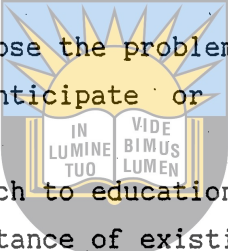
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One response has been the progressive extension of initial teacher training.

Henderson (1981:5) even argues that it is faith in almost every country that teachers could receive the maximum period of initial training that the economy can afford.

In developing countries it is a matter of concern that many primary school teachers still receive only four or five years of secondary education. In the USA all states now require at least a Bachelor's Degree as the minimum qualification for entry to the profession and several require a Master's Degree. In the Soviet Union teachers receive five years of post secondary education. In the UK the two-year post secondary course for intending teachers was extended to three years in 1960-61. Then from 1967-68, the Bachelor of Education Degree, based on a three or four year course, began to be introduced. It is now the clear intention of Government to move as rapidly as possible towards an all-graduate profession in the 1990's.

In an analysis of longitudinal studies conducted during the past decade of efforts directed towards planned organisational change in educational settings in the United States, Henderson has detected eight major barriers to their success. The importance of these, Henderson argues, has so far not been recognised even at a theoretical level, and they have therefore not been anticipated or taken into account in efforts to introduce innovation or change into schools. These major barriers are:

- 
- (a) Failure to diagnose the problem properly
 - (b) Failure to anticipate or resolve implementation problems
 - (c) An ad hoc approach to educational innovation
 - (d) Uncritical acceptance of existing innovations
 - (e) Absence of monitoring and feedback mechanisms
 - (f) Lack of teacher and community involvement
 - (g) Inadequate planning
 - (h) Absence of leadership

Ideally a teacher who wishes to follow the lines of teaching should have a command of material like that of the university graduate and at the same time a prudent judgement and a sensitivity to creative work like that of the better-trained art teacher.

Stenhouse (1967:14 even complains that the teacher fresh from College cannot really teach. He cannot devise aims for himself because he has no real experience on which to estimate the possible. He is defective in the basic craft of teaching. He cannot experiment effectively to improve his teaching because he does not have enough experience of the classroom to be able to predict the difficulties he will have to meet if he follows an experimental line.

Stenhouse (1967:150) further argues that good methods of teaching provide a kind of one-way screen. They allow the teacher to observe the class and to build his experience and judgement without allowing the class to diagnose him as a fumbling beginner and to take advantage of his security.

Methods which so suppress a class, that the teacher cannot observe the forces and ideas within it are bad methods.

Likewise, methods of teaching are inadequate which leave the class so free that the initiative passes from the teacher. Good methods of teaching allow the teacher to control the classroom situation but at the same time release class activities with observing and thinking about teaching and learning.

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Stenhouse (1967:150) convinces us that as a teacher matures in his profession, he should grow away from a dependence upon 'methods'! His judgement should become more independent and his approval more flexible than one which depends upon prescribed ways of doing things. He will seldom or never abandon 'method' entirely, because he will usually be weaker at some points than at others, and 'method' suggests the best procedure to follow when one is not strongly enough equipped to create procedures for oneself.

According to Stenhouse (1967:152) educational theory is primarily of use to experienced teachers, but it must most often be taught to students in training.

It is important that theory should support criticism of methods yet at the same time bring home to students the importance of methods as the object of critical thinking and a point of departure for the experienced teacher.

Jeffrey (1978:6) mentions that witnesses testified that the nation needed better-trained teachers, an intellectually rigorous curriculum, and adequate funds for research, teaching institutes, and scholarships for able students.

As one witness pointed out "we now face the stark reality that our national survival depends on the success or failure of our educational institutions to provide the intellectual, the scientific, the diplomatic leaders sorely needed to solve complex problems at home and with our neighbours abroad." (Jeffrey: 1978:7).

The researcher is of the opinion that the training of the teachers should be improved. The success of the public high school is dependent upon the work of the classroom teachers. A successful teacher must possess a number of competencies that make for effective teaching. To be most effective teaching seems to require a considerable degree of commitment. The professional teacher differs from the unprofessional teacher. This is distinguished by his practices.

2.3.7 The Teachers' attitude towards their subjects, children and other teachers

In a study of the reactions of a group of American teachers to a course of training, they had received before beginning work with disturbed children, a number of the teachers were critical of the course because it did prepare them for their own reactions to these children's behaviour (Laslett: 1977: 174).

According to Laslett (1977:174) there is no doubt that maladjusted children do produce strong reactions in many adults, and if teachers are unprepared for their reactions to these children's behaviour, their effectiveness is very much reduced.

These children expose their teachers to the uninhibited expression of strong feelings, and teachers are constantly in situations where extreme forms of behaviour are frequent. Teaching ordinary children makes demands upon a teacher's emotional resources. Teaching maladjusted children makes exceptional demands upon them. The maladjusted, disturbed and mentally handicapped children demand special attention of the teacher even if he/she uses a positive method to teach them.

Laslett (1977:171) goes on to state that, as teachers in special schools or classes are concerned with the personal and social readjustment as well as the educational progress of maladjusted children, their relationships with other teachers on the staff and with others such as the educational psychologist, psychiatrist, social worker and psychotherapist are important. The teachers' attitude to other personnel working in the organisation directly affects their work. Disunity among the individuals concerned with the education of maladjusted children disrupts the therapeutic endeavour and weakens its effectiveness.

According to Laslett (1977:168) the teacher's task is to help in giving the child a truer sense of self.

The early experiences of many maladjusted children have left them with a distorted view of themselves and of other people, because their self-attitudes have been determined by those who first took care of them. Teachers in the classroom have the opportunity of helping the child to repair his relationships with adults by demonstrating the possibility of relating to them.

They have the opportunity of helping the child to relate to other children by their management of the class. They also have the opportunity of assisting the child to acquire basic educational skills where he previously had none and to extend his knowledge and mastery of his environment.

Hughes (1966:192) stresses that, imagination, humour and patience are qualities essential to all dealings between nations and peoples, all international work in our world. And there have to be other qualities like integrity and courage. He goes on to say that the teacher must have knowledge, but it is crucial that he be honest about his own beliefs, honest in the classroom as well as outside. He must act as a responsible citizen, if he is going to inspire those he teaches to be responsible.

Hughes (1966:193) summarises his views by pointing out that the teacher, in short, must be more than one who educates. He must be a leader as the teacher in fact usually was in ancient societies. As such he can do immeasurably much to help heal the world's scars and divisions. He can creatively share the responsibility for reconstructing a social order whose ancient values and traditional beliefs are being destroyed or eroded by the surge of new ideas and practices. He can do so by realizing and helping others around him to realise, that in human society, as in nature, nothing needs to be irretrievably lost, even if much may be transformed.

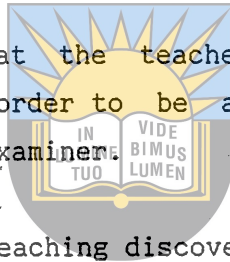
Attitudes of the teachers have a great effect on the output. It is alleged by the Department of Education in Transkei that the teachers are never honest with their work. This is shown by a departmental circular No. 8 of 1981 addressed to the circuit inspectors and principals of schools in Transkei. The circular reads as follows:

"It must be remembered that the failure of scholars is also attributable to teachers ... It is ... not very easy to draw a line between the failure of a teacher and that of a scholar himself. Failures are a responsibility of the school and cannot be thrown away."

In connection with the language, one of the suggestions made by the examiner for 1983 (Departmental Reports, 1983) reads as follows:

"With more written work, the candidates can improve on spelling. Functional grammar must be taught. Some candidates could not make difference between moods and qualifications."

This also indicates that the teachers do not drill the candidates thoroughly in order to be able to grasp what is required of them by the examiner.



Students who get better teaching discover that positive student behaviour leads to positive instructor behaviour. Students who actively work to get better teaching are emphatic about the positive effect students can have on instructor's performance.

Walter and Siebert (1984:139) are confident that negative student behaviour can lead to negative instructor behaviour.

Tim, A and Siebert, A (1984:139) believe that students are wonderful at describing ways to destroy the best of instructors. Some students gleefully describe stories relating how they spearheaded a well-planned attack on a high school teacher whom the students loathed.

The sadistic glee of students is often shared by class members who remember a teacher from high school who found ill-prepared, unmotivated, and uncaring students too much to deal with.

There are more behaviours guaranteed to frustrate instructors. Students have a tendency of arguing angrily with instructors especially over examinations.

Walter and Siebert (1984:140) agree that students consistently describe instances in which frustrated classmates verbally attack instructor's statements. They agree that the students have a right to their opinion, but, regardless of how seriously they differ with their instructors, they needn't argue. They even advise such students that a huffy, heated attack on their instructors' position would gain neither of them anything but a mutual dislike for one another.

Chenfield (1978:19) believes that before a teacher teaches others, he/she must teach himself/herself.

He even expatiates to say:



"First you must nurture your own spirit, your own well-spring of unique resources. Then you will be able to ensure the health and safety of children's spirits. With you, they can learn that life has many wonders and adventures and your journey together will be one of discovery and appreciation.

You can instill in them the desire to retain their originality and to express their feelings and ideas rather than repressing themselves and conforming to the norm." (Chenfield: 1978:19).


2.3.8 Parent Involvement

Engaging parents to collaborate on educational issues is a concern of some importance and one that is often dealt with effectively. Dealing with parents around more problematic concerns is another issue often subject to considerable frustration and anxiety on the part of both teacher and parent.

Seligman (1979:3) imposes that a "healthy" parent-teacher relationship ultimately affects significantly the future academic and emotional growth of the child. The relationship itself is affected by how the teacher is viewed by the parents, and conversely, how the parents are perceived by the teacher.

A constructive, candid, focused encounter (meeting) with a facilitative teacher (supportive, non judgemental, interested, and sensitive) can do a great deal toward realising some of the most ambitious goals for handicapped children and their parents.

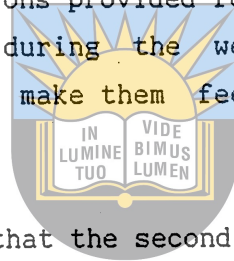
According to Seligman (1979:4) the achievement of facilitative relationships with parents often is difficult but one should consider the following:

- 
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- (a) The personality of the parents
 - (b) The personality of the teacher
 - (c) The problems presented by the nature of the child's handicap
 - (d) Parental reactions to their handicapped children
 - (e) The relationship between the spouses of the handicapped child and between the parents and the child
 - (f) The stereotypes teachers may have of parents of exceptional children
 - (g) The anxieties teachers experience
 - (h) How parents have been received (treated) by other professionals

Almy (1975:15) argues that there is no evidence of a direct relationship between these two aspects of a programme, although it is clear that parents who help to equip a school have different feelings about it than do parents who have no such role. However, parent involvement can take many forms.

Almy (1975:15) cites an example that the elaborateness and unusualness of the equipment, the conduct of the learning counselors and assistants, the diagnostic procedures and reports are all calculated for further parents' realization that they are entrusting their children to experts.

The parents are not involved in the center programme (although they can watch through closed-circuit television), but the reports they are given immediately following their child's visit, and the prescriptions provided for their guidance of the child's play at home during the week intervening between visits, are intended to make them feel both more responsible and more competent.



Streng (1978:71) argues that the second factor to remember is that, for normal children, language is learned not "taught". It has been repeatedly demonstrated that children through the process of continuous exposure, albeit structured, come to learn the language forms being used around them.

Clearly, parents do not teach their children in the rote learning sense. Instead, they provide suitable models for their children, from which each child extracts the regularities of language in his own way to achieve comprehension and production mastery.

According to Tansely and Gulliford (1971:121) Some children do not become ready to respond to the formal and systematic teaching of reading until very much later than ordinary children.

Research into readiness for reading has shown that children's success in reading at later stages is often delayed by introducing them to instruction before they are able to benefit from it. They also indicate that the following factors should be assessed:

- (a) Mental maturity
- (b) Background of experience
- (c) Personal characteristics
- (d) Specified abilities such as:
 - (i) Visual readiness
 - (ii) Auditory readiness
 - (iii) Motor readiness
 - (e) Health and many others

A recent evidence from Goodacre (1970:10) is that among the teachers of young children, contacts with parents extend beyond meeting on school premises, for school heads establish parent teacher organisations and few teachers visit pupils' homes.

Douglas (1965:17) in a study conducted in England found that children from good homes improve their test performance whereas those from poor homes deteriorate.

Wall, Shonell and Willard (1962:112) have also found that the standard of living correlates with poor scholastic achievement. Secondary school work requires that a pupil does homework after school hours. Therefore, where children are attending secondary school, there is a need at home for a quiet corner for their own study. Over-crowded homes are a strain on both parents and children.

Ndaba (1969:138) complains that the pupils are used as human tape recorders to play back at the press of a button what has been unpredicted on their minds. This means that there should be a link between the teachers and the parents and between the teachers and the pupils. This process can thus induce the students to learn at school and at home. The students should be able to study on their own without even being spoon-fed.

It usually happens that in Black education, pupils are unable to benefit from the teaching they get. The major reason is a lack of continuity between the parents and the pupils.

Learning activities may bring the community into class or take the students out into the community. The teacher should co-ordinate classroom tasks with real events and concerns in the lives of the pupils and the community in which they live. For instance poems and essays taught in Xhosa should be related to what is taking place at home so that they can be easily followed.

2.3.9 Intellectual Inabilities

Naturally children differ from each other physically, socially, economically, religiously and intellectually. There are those who are intellectually unable.



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Dale and Griffith (1965:8) put it this way:

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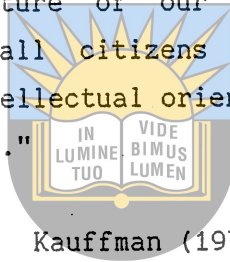
"By some merciful provision of prodigence, children are different from each other, intellectually as well as in other ways. They differ in their inborn ability to reason, they differ in the environment which equips this reasoning for actions and they differ in their desire to use this ability in various situations. They are also far from equal in many other intellectual abilities."

Some students are bright while others are dull. Because he is dull at school, the child may become a burden and nuisance especially to the old-fashioned teacher and consequently associate the school with all he hates. To him, it is a place where he is tormented, punished, and scolded. He becomes the object of mockery even to the classmates. In order to avoid the reprimands of a teacher and the contempt of the fellow classmates, the dull may cover this up by deceiving, lying and copying to make up for what Burt (1950:21) calls loss through want of general importance.

A guide is given by Peers (1972:50) to adult education planners. He states that adult education is no different to formal education where the curriculum methodology and other related aspects have to be changed constantly in order to accommodate the changing values and norms of the various societies.

The same views expressed by Peers (1972:35) are held by Hersburgh and others (1974:12) who contend this:

"The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations amongst their lives."



According to Hallahan and Kauffman (1976:9) the child with a visual, or visual-motor handicap has captured most of the attention of those in the field of learning disabilities, the child with a language disability has been relatively neglected.

In an analysis of the learning disabilities literature from 1966 to 1970, Hallahan (1973:30) found that there were more than three times more journal articles dealing with perceptual-motor behaviour as there were with language.

The literature on brain-damaged and mentally retarded children also reflects a minimal interest in language disabilities - no doubt because the historical origins of the field of learning disabilities are in the field of mental retardation. This neglect of language considerations has been unfortunate when one realizes the basic importance of language in everyday functioning.

Hallahan and Kauffman (1976:181) even clarify that there is a distinction between competence and performance (which can be receptive or productive). This distinction should alert the teacher to recognise that poor language performance may be indicative of other than inadequate language competence. In other words, just because a child has poor language (receptive-productive) skills, one cannot assume that the child is deficient in language competence, that is, that the child cannot understand and use the language appropriately under optimum conditions.

The intellectual inability may even result to a school phobia which is an overwhelming fear of school that makes it impossible for the child to attend classes. The learning disabled child who experiences one failure after another and thus finds school a very unpleasant place to be may wish understandably to avoid these experiences by no longer going to school.



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It obviously would be a disservice to such a child to be called school phobic when what is needed, and was for a long time, is specialised help with learning.

An examiner's report of 1982 of the Department of Education in Transkei under general impression reads as follows:

"The examination was set in such a way that candidates who had been exposed to language books would have no difficulty in answering questions. To my surprise, the candidates lacked information especially in idiomatic and proverbial expressions." (Examiners Report, 1982)

Under comprehension passage, the examiner further stated the following:

"Candidates find it difficult to understand comprehension. This is obviously due to lack of exercises and training in concentration and phrasing of searching questions. Perhaps this weakness may be linked with the teaching of literature. One would expect mother-tongue speakers to score between 80-100% in comprehension but very few candidates reached 80%" (Examiners Report, 1982).

In connection with the use of words in sentences to bring out different meanings, the examiner commented in this way:

"Candidates have still not improved this question. They have a tendency to make two sentences and also change the part of speech of the word e.g.

Ubawo uMkhosi unesithunzi. Ndiyamoyika.
Lo mntwana unesibindi. Uhamba yedwa ebusuku.

Candidates must understand that the sentence must bring out the meaning of the word in one well constructed sentence like this:

- (a) Kwinyama yangaphakathi umama uthanda isibindi kuba sivuthwa msinyane.
- (b) Amantombazana athanda ukukha isibindi ezindle kuba asiqaba ebusweni ukuze azikhusele elangeni.

- (c) uMalusi ngumntu oligorha, kangangokuba
isibindi sakhe simenze angoyiki
 ukujamelana neengonyama ezindle"

(Examiner's Report, 1982).

In connection with spelling and orthography the examiner further complained that candidates are very careless about spelling and orthography. He added that some lost marks on spelling wrongly words which appeared on the question paper. Word-division also needs more attention.

The same thing applied to grammar. The examiner further argued that candidates lacked basic knowledge of grammatical morphemes. They were required to identify the following:

- (a) Parts of speech e.g. qualificatives, verbs and moods.
 (b) To give the meaning of the particular part of speech by filling it in a sentence so that the correct meaning may be brought out e.g. interjectives and conjunctions.

The examiner even concluded that most candidates performed badly in those questions. This is the evidence that the students are not well versed in all the aspects of their first language, Xhosa. The aspects of Xhosa, as a first language, should be drilled and taught carefully. The students should be motivated accordingly because there is no definite formula of improving learning.

2.4 CONCLUSION

As indicated in this chapter methods used by teachers of Xhosa in Standard 10 vary and differ according to the type of lesson presented.

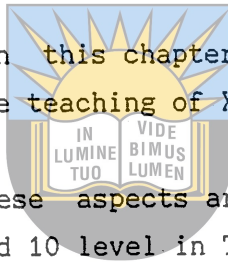
As the teacher is an integral part of all teaching, it is necessary to measure the attitude of the teacher towards the subject, Xhosa and how the teacher could be more effective in the teaching and learning situation.

Most teachers and students generally do not show very deep interest in their language, Xhosa. They need some motivation. It is mainly the bad results in Xhosa that indicate the students' negative influence on motivation. The bad results in Xhosa indicate the teachers' lack of insight and their lack of interest in Xhosa.

The aspects outlined in this chapter are the most important aspects that influence the teaching of Xhosa.

To investigate whether these aspects are also evident in the teaching of Xhosa at Std 10 level in Transkei, the researcher designed questionnaires with these aspects in mind.

In the following chapter the research design of this study is outlined.



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CHAPTER 3

THE RESEARCH DESIGN

3.1 INTRODUCTION

This chapter contains the presentation of the study and the design of the research. It deals with the size of the samples and identification of variables. This chapter also shows the sources and the methods of collecting data. The procedures followed and the methods of analysing statistical data used in this study are also explained.

3.2 THE BACKGROUND OF THE STUDY

3.2.1 The need for the study

From earlier discussions in this study it is assumed that the subject, Xhosa does not receive sufficient attention from the Xhosa teachers and as a result, Xhosa students develop a negative attitude towards Xhosa. This may be the reason for the poor performance in the external matriculation examinations in Xhosa.

A pass in Xhosa, which constitutes one of the most important subjects in the school curriculum, is a prerequisite for the attainment of a pass both in lower and higher primary schools as well as in the Junior and Senior Secondary schools, hence the subject Xhosa is treated as a first language and placed on the higher grade level in the curriculum.

According to Jean Paul (1979:20)

- * Language teaching especially the teaching of the mother tongue facilitates many kinds of thinking such as reasoning and other mental operations that make use of words.
- * Children need instruction and special practice in the use of the mother tongue "in order to acquire ability to express themselves with clarity, ease and correctiveness" (Behr, 1974:25).
- * Skills acquired in the learning of the mother tongue can be transferred to the learning of any foreign language.

In most cases, teachers of Xhosa are over-loaded with work. Apart from Xhosa, they have to teach other subjects, some of which may be other languages.

3.2.2 The Sample and How it was selected

Transkei is composed of 29 Circuits. These circuits constitute + 250 senior secondary schools. The total number of pupils doing Std 10 is + 22466 excluding the technical schools. The total number of pupils doing Xhosa is approximately 20,000. The total number of teachers teaching from Sub A to Std 10 is + 25,000. The total number of regions is 5. Sampling was done from this population.

The sample for this study included all the Standard 10 Xhosa teachers in Transkei, the Standard 10 Xhosa students, the Principals of the selected senior secondary schools and some parents of Standard 10 Xhosa students.

The names of all the 29 circuits were written on separate pieces of paper and fourteen were picked randomly by the researcher. Thus the sample for the investigation was taken from 14 circuits out of 29 circuits in Transkei.

The names of all the senior secondary school (Std 8 - Std 10 schools) were written on separate pieces of paper. Each piece of paper bearing the name of a school was folded and put into a hat and shuffled. The researcher then picked seven folded pieces of paper to select seven schools from one circuit.

The same procedure was followed for the remaining 13 circuits until 100 schools had been selected from the 14 circuits.

The researcher decided to submit the questionnaires to the Xhosa teachers and Xhosa students of the selected schools. The researcher also submitted the questionnaires to the Principals of the selected schools and some of the parents of the Xhosa students of the selected schools.

3.2.3 The method of investigation

Four different questionnaires were submitted to all Standard 10 Xhosa teachers of the selected schools, all Standard 10 Xhosa students of the selected schools, some parents of Standard 10 Xhosa students of the selected schools and all Principals of the selected schools.

The researcher travelled to all selected senior secondary schools to submit the questionnaires to the relevant respondents. The questionnaires were completed and returned. 306 teachers constituted the simple random sample of 100 selected schools. 450 students constituted the simple random sample of 100 selected schools. 100 Principals constituted the simple random sample of 100 selected schools. 150 parents constituted the simple random sample of 100 selected schools.

306 questionnaires were submitted to the Xhosa teachers of the selected schools. 450 questionnaires were submitted to the Xhosa students of the selected schools. 100 questionnaires were submitted to the Principals of the selected schools. 150 questionnaires were submitted to some parents of the Xhosa students of the selected schools.

Some of the questionnaires were completed by some teachers, students, principals and parents and given to the researcher during her visit. Other teachers, students, principals and parents were too busy to complete their questionnaires during the researcher's visit. They promised to post the questionnaires to the researcher. The researcher left her contact address with them. The researcher made several visits again to collect the questionnaires.

In most cases, the researcher faced many problems. Some principals and teachers were so busy that by the time the researcher went back to fetch questionnaires, they had not even started to complete them.

In some cases, the teachers had left the questionnaires in their houses. In other cases, there was a lot of boycotts in schools and the students were not co-operative. The researcher had no alternative but to set a dead-line to receive complete questionnaires. The dead-line date was 31st August 1990.

TABLE OF QUESTIONNAIRES AND RESPONDENTS

RESPONDENTS	NO OF Q'NNAIRES SENT OUT	NO OF Q'NNAIRES RETURNED	NO OF Q'NNAIRES NOT RETURNED
1. Principals	100	21 (21%)	79 (79%)
2. Teachers	306	138 (46%)	168 (54%)
3. Students	450	350 (78%)	100 (22%)
4. Parents	150	100 (67%)	50 (33%)

3.2.4 The sources of data

The sources of data required for this study were obtained from the questionnaires directed to the teachers and students who are actively involved with the teaching and learning of the subject respectively.

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The data gathered by means of questionnaires are:

- (a) Experience as a Xhosa teacher
- (b) Qualifications of a Xhosa teacher
- (c) Attitude of Xhosa teachers towards Xhosa
- (d) Learning process problems
- (e) Amount of work given by Xhosa teachers to students
- (f) Methods used by Xhosa teachers
- (g) Amount of teaching load for each Xhosa teacher
- (h) Time concepts
- (i) Teacher quality
- (j) Discipline on the part of students
- (k) Relations between teachers and students
- (l) Effect of political change on the system of education
- (m) Low morale on the part of teachers
- (n) Students absenteeism

3.3 METHODS OF GATHERING DATA

The main methods of gathering data were by:

- (a) Questionnaires
- (b) Collecting of data (1984, 1985, 1986, 1987 and 1988) examination results of Standard 10 from the Transkei Department of Education.

The researcher wrote a letter in March 1990 to the Director-General of the Transkei department of Education asking for permission to do research in some of the senior secondary schools in Transkei. The researcher also asked for permission to circulate the teachers' and students questionnaires to the selected schools for their administration to Standard 10 Xhosa teachers and students.

The researcher further explained the purpose and the importance of the study. Similar letters were sent to the principals of the selected schools and to the circuit inspectors of the selected circuits.

3.3.1 Questionnaires

Four sets of questionnaires were designed. The questionnaires were designed in such a way that the researcher could gain facts from teachers of Xhosa, Xhosa students, principals and parents of Standard 10 Xhosa students of the selected schools. Since the teachers and students are the key figures in the teaching and learning process, their information was considered to be very vital in this study.

The validity of the questionnaires was ensured since a pilot study was done to see if the required responses would be obtained when administered to the selected samples.

The final draft of the questionnaires were typed and duplicated. A copy of each questionnaire was sent to the Director-General of the Transkei Department of Education with a letter explaining the purpose and importance of the study and to ask for his approval to circulate them to the senior secondary schools which fall under his control.

The researcher assumes that there are problems experienced by both teachers and students of Xhosa in Standard 10. Such problems could be the following:

* Learning Process Problems

Xhosa is composed of various aspects such as oral composition, written composition, comprehension, language, general knowledge, traditional literature, modern literature, telegrams, official or business letters, friendly letters, grammar and phonetics. It is expected that the time-table should be tabulated and designed according to these aspects.

The time-table should be prepared in order to make it possible for all these aspects to receive even and equal attention.

* Inadequate time concepts

There should be a time-table to guide a teacher with regard to subjects to be taught. Time-tables should be adhered to and be followed by the teachers strictly.

* Experience in Teaching

A more experienced teacher is preferable to a less experienced teacher. The reason being that, an experienced teacher is always clear about the problems that are likely to take place and thus he can easily create remedial measures in connection herewith.

* Inadequately Qualified Teachers

The Transkei Education department still faces the problem of finding suitably qualified teachers to teach Xhosa. Xhosa is for most of the time allocated to the least qualified teachers and sometimes to the most irresponsible teachers in the school. The researcher assumes that the subject is undermined and underestimated by both principals and teachers. The researcher is not satisfied with the handling of Xhosa because technical grammar does no more than lay down the rules for the correct use of language.

* Teacher Quality

If a teacher is qualified that means such a teacher is competent. It is obvious that a good teacher is important for the quality of teaching to be effective.

* Methods used by Xhosa teachers

Negative teaching methods adopted by teachers in Xhosa lessons contribute to the poor performance of students in Standard 10 Xhosa examinations. Such methods are negligence of written work, teacher-centered methods whereby students are spoonfed, lack of guidance and advice by teachers and lack of pupil activity.

* The existing large number of students per class

There is a large number of students in a Xhosa class because Xhosa is compulsory in all schools in Transkei. Therefore Xhosa teachers might not be able to give enough written work and to give individual attention to pupils.

* Attitudes of teachers towards Xhosa

If the attitudes of teachers towards Xhosa are negative, then we can expect negative attitudes from the students. If the attitudes of teachers towards Xhosa are positive, then we can expect positive attitudes from the students.

3.4 THE VARIABLES IN THIS STUDY

The following variables were identified by the researcher for the purpose of this study:

- (a) Sex
- (b) Age
- (c) Academic and professional qualifications of Standard 10 Xhosa teachers in the sample
- (d) Experience of teachers teaching Xhosa in Standard 10
- (e) The total number of teaching periods per week per Standard 10 Xhosa teacher
- (f) Other subjects taught by the Standard 10 Xhosa teachers.
- (g) Assessment of attitude of Xhosa teachers towards the different aspects of Xhosa by using "Yes" and "No" type questions and attitude scale questions with "strongly agree", "agree", "uncertain", "disagree", and "strongly disagree."
- (h) The availability of radios
- (i) The availability of magazines
- (j) Recording of Xhosa lessons from radios and televisions
- (k) Collection and observation of difficult and strange words from comprehension passages and literature.

3.5 ANTICIPATED PROBLEMS

It was envisaged by the researcher that the students would find problems in answering the questionnaires in the foreign medium of English. In order to obviate this problem, the questionnaires were designed and constructed in both languages (Xhosa and English). The students were verbally instructed to answer the questions in any language that would suit them. The comments in Xhosa were later translated into English by the researcher.

3.6 COLLECTION OF DATA FOR THE STUDY

The data collected for the study will be analysed in Chapter 4 to determine the positive and negative methods used by Standard 10 Xhosa teachers in Transkei.

The matriculation results for Standard 10 in 1984, 1985, 1986, 1987 and 1988 were obtained from the examination section of the Transkei Department of Education. The analysis of these results showing the total number of candidates who wrote examinations and the percentage of pass and failure is found in Chapter 1.

3.7 TIME-TABLE FOR THE STUDY

The study started in May 1989 and it was intended not to exceed two academic years. The questionnaires were submitted in May 1990. The dead-line set for the return of the teachers', students', principals' and parents' questionnaires was the 31st of August 1990.

3.8 GENERAL

In the following chapter the data obtained for this study is analysed. Tables and line graphs used to interpret the data obtained from the teachers', students', principals', and parents', questionnaires will be attached as appendices at the end of the dissertation.

The analysis of data obtained for this study will indicate the total number of respondents, frequency, percent, cumulative frequency and cumulative percent for each variable or item.

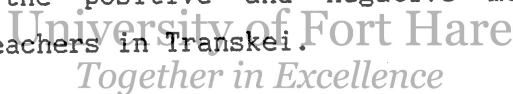
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

This chapter is a report of the findings of the statistical computation in the treatment of data.

The first part of the study was designed to gain some information of the Standard 10 Xhosa teachers, and Standard 10 Xhosa students in Transkeian Senior Secondary Schools. This information was scrutinised in order to find possible reasons for the high failure rate of the students in Xhosa. This would possibly be done through observing the positive and negative methods used by Standard 10 Xhosa teachers in Transkei.



This study commenced in May 1989 in one hundred senior secondary schools in Transkei. The group consisted of 350 students, 138 teachers, 100 parents and 21 principals. These schools were selected by simple random techniques from 29 circuits in Transkei. The sample also included an incidental sample of Standard 10 Xhosa teachers, Standard 10 students, principals and parents of selected schools.

As explained in Chapter 3, it was necessary to make use of an incidental sample of Standard 10 Xhosa teachers and students and to use a simple random sample technique to select teachers and a simple random sample technique to select Standard 10 Xhosa students to give a fair representation. Where possible the findings were compared with findings in other investigations to draw meaningful conclusions.

There are 29 circuits in Transkei. Each circuit is composed of a region and each region is composed of senior secondary schools.

4.2 GENERAL QUESTIONNAIRE DATA

(APPENDIX A)

The following was obtained from 138 respondents who completed the general questionnaire:

ANALYSIS OF THE TEACHERS' QUESTIONNAIRES

TABLE 4.2.1 SEX

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
MALE	14	50,0	14	50.0
FEMALE	14	50,0	28	100.0
TOTAL	138	100,0		

50,0% of the respondents in this group were male and 50,0% of the respondents were female.

4.2.2 AGE

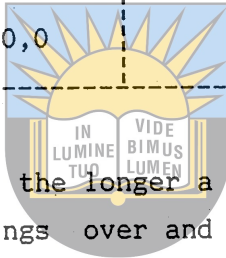
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Less than 30 years	8	.	.	.
30 years	64	49,2	64	49,2
30 years	66	50,8	130	100.0
	138	100,0		

49,2% of respondents were less than 30 years old. The highest percentage of respondents in this investigation i.e. 50.8% were 30 years old.

4.2.3 EXPERIENCE AS A TEACHER

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	13	.	.	.
1 to 5 years	71	56,8	71	56,8
5 to 10 years	7	5,6	78	62,4
10 years +	47	37,6	125	100,0
TOTAL	138	100,0		

In the researcher's opinion, the longer a teacher remains in the field of teaching the same things over and over again, the more acquainted he/she gets with the syllabus and the better he/she handles the subject.



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56,8% of the respondents (71 out of 138 teachers) were 1 to 5 years experienced. 5,6% of the respondents (7 out of 138 teachers) were 5 to 10 years experienced and 37,6% of the respondents (47 out of 138 teachers) were 10 years and above experienced. It seems that the majority were experienced and the students did benefit from these teachers.

4.2.4 INFORMATION SUPPLIED BY 138 TEACHERS AS REGARDS THE ACADEMIC AND PROFESSIONAL QUALIFICATIONS

(a) Professional

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	17	.	.	.
NPL	9	7.4	9	7.4
NPH	84	19.4	93	76.9
PTC	17	14.0	110	90.9
PTD	1	0.8	111	91.7
STD	2	1.7	113	93.4
SSTD	3	2.5	116	95.9
JSTC	1	0.8	117	96.7
SATD	4	3.3	121	100.0
TOTAL	138	100.0		

(b) Academic

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
JC	8	.	.	.
MATRIC	105	80.8	105	80.8
DEGREE COURSES	12	9.2	117	90.0
DEGREE (MAJORED IN XHOSA)	3	2.3	120	92.3
BA & OTHER DEGREES	8	6.2	128	98.5
	2	1.5	130	100.0
TOTAL	138	100.0		

The present day syllabus of Standard 10 Xhosa emphasizes aspects such as traditional literature, modern literature, grammar and phonetics.

In order to teach these aspects in the new Xhosa syllabus, through experience, the Standard 10 Xhosa teachers should be fully qualified both academically and professionally. On this basis a qualified teacher in Xhosa should be one who has majored in Xhosa in his/her degree.

Using these criteria of a qualified teacher, one can determine the extent to which the teaching of Xhosa is done either by qualified or unqualified teachers. To establish this factor, information with regard to academic and professional qualifications was asked for in the teachers' questionnaire (Appendix A). Table 4.2.4 above is an analysis of the information supplied by the 138 teachers representing 100 schools in the investigation.

For the purpose of this investigation, it was decided that if instruction was given by qualified teachers, the teaching of Xhosa would be considered to be satisfactory.

All other factors that might influence the efficiency of the teaching of Xhosa were not considered for the simple reason that they cannot be measured.

According to Table 4.2.4 - 80.8% were teachers with junior certificate, 9.2.% were teachers with matric, 2.3% were teachers with degree courses, 6.2% were teachers with BA degrees (majored in Xhosa) and 1.5% were teachers with any BA degrees and other degrees. Truly speaking, although these teachers were professionally qualified, they were not fully academically qualified. Their professional qualifications were as follows:

7.4% with NPL, 69.4% with NPH, 14.0% with PTC, 0.8% with PTD, 1.7% with STD, 2.5% with SSTD, 0.8% with JSTD and 3.3% with SATD.

If the qualifications of the teachers who teach Standard 10 Xhosa are a measure of the efficiency of the teaching of the subject, it may be deduced that the standard of teaching Xhosa in senior secondary schools in Transkei is very unsatisfactory.

This acute shortage of qualified standard 10 Xhosa teachers in Transkei will not only affect the quality of Xhosa teaching but also the extent of language use and development.

TABLE 4.2.5

INFORMATION SUPPLIED BY TEACHERS AS REGARDS THEIR ATTITUDES TOWARDS XHOSA

VARIABLE 10 : DO YOU ENJOY TEACHING XHOSA?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	12	91.3	115	91.3
YES	11	8.7	126	100.0
TOTAL	138	100.0		

91.3% i.e. the majority of the respondents did not enjoy teaching Xhosa. Only 8.7% of the respondents indicated a positive attitude.

VARIABLE 11 : DO YOU LIKE TEACHING ESSAYS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	8	85.4	111	85.4
YES	19	14.6	130	100.0
TOTAL	138	100.0		

It is interesting to note that the highest percentage of the respondents in this investigation were not interested in teaching essays. The percentage for those who were negative was 85.4% whilst the percentage for those who were positive was only 14.6%.

If the Xhosa teachers are mostly not interested in teaching essays, that means, therefore, that the Xhosa students cannot easily benefit from the teachers.

The reason is, the basic technical grammar and language is gained from the essays.

VARIABLE 12 : DO YOU LIKE TEACHING LETTERS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	7	88,5	116	88,5
YES	116	11,5	131	100,0
TOTAL	138	100,0		

In total most of the respondents in this investigation did not like teaching letters.

The percentage for this was 88,5%. That means the negative answers were more than the positive answers. It was only 11,5% of the respondents who liked teaching letters.

VARIABLE 13 : DO YOU LIKE TEACHING TELEGRAMS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	7	82,4	108	82,4
YES	108	17,6	131	100,0
TOTAL	138	100,0		

From the above analysis, 82,4% of the respondents (108 out of 138 teachers) did not like teaching telegrams, whilst 17,6% of the Respondents (23 out of 138 teachers) did like teaching telegrams.

VARIABLE 14: DO YOU LIKE TEACHING COMPREHENSION?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	6	.	.	.
NO	108	81,8	108	81,8
YES	24	18,2	132	100,0
TOTAL	138	100,0		

It is surprising to note that the highest percentage stands for negative answers. Such percentage is 81,8 and indicates that those teachers did not like teaching comprehension. Only 18,2% of the respondents liked teaching comprehension.


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Taking into consideration the concept of comprehension, the researcher assumes that difficult words, figures of speech, parts of speech, idioms and proverbs are all found from the comprehension passage. These words are there in order to prepare the students for daily and future use in their language.

VARIABLE 15 : DO YOU LIKE TEACHING GRAMMAR?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	5	.	.	.
NO	118	88,7	118	88,7
YES	15	11,3	133	100,0
TOTAL	138	100,0		

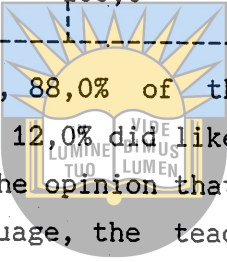
This variable indicates the number of respondents who liked teaching grammar. The percentage was 11,3% and 88,7% for those who did not like teaching grammar. This simply means that a lot of teachers are negative to the teaching of grammar while only a few is interested in teaching grammar.

VARIABLE 16 : DO YOU LIKE TEACHING LANGUAGE?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	5	.	.	.
NO	117	88,0	117	88,0
YES	16	12,0	133	100,0
TOTAL	138	100,0		

From the above analysis, 88,0% of the respondents did not like teaching language while 12,0% did like teaching language.

The researcher is of the opinion that preparing the students for a good command of language, the teacher should not neglect the use of language. If this so happens, then it is pathetic for the students.


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VARIABLE 17 : DO YOU LIKE TEACHING PHONETICS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	5	.	.	.
NO	90	67,7	90	67,7
YES	43	32,3	133	100,0
TOTAL	138	100,0		

It is astonishing to note that the highest percentage of respondents in this investigation were not interested in teaching phonetics i.e. 67,7%. Only 32,3% were interested in teaching phonetics. Researcher presumes that the root cause of this negativism is that most teachers passed their matriculation before the phonetics was included in the syllabus. To be open and exact, most teachers are not well versed with phonetics.

VARIABLE 18 : DO YOU LIKE TEACHING GENERAL KNOWLEDGE?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	6 122	. 92,4	. 122	. 92,4
YES	10	7,6	132	100,0
TOTAL	138	100,0		

According to the above analysis, 92,4% of respondents were negative. 7,6% of the respondents were positive. This clearly indicates that more teachers do not like teaching general knowledge and a few do like teaching general knowledge.

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From experience, the researcher assumes that the teachers take it for granted that the students know general knowledge from their background and informal education.

VARIABLE 19 : DO YOU LIKE TEACHING NOVELS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	5 120	. 90,2	. 120	. 90,2
YES	13	9,8	133	100,0
TOTAL	138	100,0		

In total, most of the respondents in this investigation did not like teaching novels. i.e. (90,2%) and only 9,8% liked teaching novels.

VARIABLE 20 : DO YOU LIKE TEACHING SHORT STORIES?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	121	91,7	121	91,7
YES	11	8,3	132	100,0
TOTAL	138	100,0		

It is interesting to note that 91,7% of the respondents were not interested in teaching short stories. Only 8,3% of the respondents were interested in teaching short stories. To the researcher's experience interests of teachers might not be the same. Some might be interested in novels while others might be interested in short stories and vice versa.

VARIABLE 21 : DO YOU LIKE TEACHING POEMS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	122	93,1	122	93,1
YES	9	6,9	131	100,0
TOTAL	138	100,0		

From the above analysis 93,1% of the respondents did not like teaching poetry. Only 6,9% did like teaching poetry. According to this table more respondents were negative and few respondents were positive.

TABLE 4.2.6**INFORMATION WITH REGARD TO OTHER SUBJECTS TAUGHT IN ADDITION TO XHOSA**

NUMBER OF OTHER SUBJECTS TAUGHT IN ADDITION TO ISIXHOSA	FREQUENCY	PERCENT
.	49	
1	27	30,3
2	29	32,6
3	9	10,1
4	4	4,5
5	1	1,1
7	9	10,1
8	10	11,2
TOTAL	138	100,0

Table 4.2.6 indicates that the number of subjects taught by 138 teachers in the sample, in addition to the teaching of Xhosa in Standard 10 was 30,3% i.e. 27 out of 138 teachers for Xhosa only. 32,6% taught one other subject in addition to Xhosa i.e. 29 out of 138 teachers.

10,1% (9 out of 138 teachers) taught two other subjects in addition to Xhosa while 4,5% (4 out of 138 teachers) taught three other subjects in addition to Xhosa.

The researcher is of the opinion that preparing different subjects for the same or different classes is more tiresome than preparing one subject for the same or different classes.

TABLE 4.2.7INFORMATION WITH REGARD TO THE MANNER OF GIVING ASSIGNMENTS AND TESTS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	37	.	.	.
WEEKLY	73	72,3	73	72,3
MONTHLY	25	24,8	98	97,0
QUARTERLY	3	3,0	101	100,0
TOTAL	138	100,0		

From the above analysis, 72,3% percentage of respondents gave assignments and tests weekly, i.e. 73 out of 138 teachers. 24,8% of the respondents gave assignments and tests monthly i.e. 25 out of 138 teachers. Only 3,0% of the respondents gave assignments and tests quarterly i.e. 3 out of 138 teachers.

TABLE 4.2.8INFORMATION WITH REGARD TO THE MANNER OF GIVING COMPOSITIONS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	39	.	.	.
WEEKLY	73	73,7	73	73,7
MONTHLY	21	21,2	94	94,9
QUARTERLY	5	5,1	99	100,0
TOTAL	138	100,0		

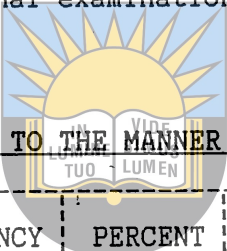
Table 4.2.8 indicates that 73,7% of the respondents gave compositions weekly i.e. 73 out of 138 teachers

21,2% of the respondents gave compositions monthly (21 out of 138 teachers) and 5,1% of the respondents gave compositions quarterly i.e. 5 only out of 138 teachers.

According to the researcher this can be termed as a good performance of the teachers because compositions are expected to be given weekly in Standard 10, so as to prepare the student thoroughly for their final examinations.

TABLE 4.2.9

INFORMATION WITH REGARD TO THE MANNER OF GIVING LETTERS



RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
WEEKLY	81	82,7	81	82,7
MONTHLY	15	15,3	96	98,0
TOTAL	138	100,0		

The highest percentage of the respondents (82,7%) gave letters to students on a weekly basis i.e. (81 out of 138 teachers). 15,3% of the respondents gave letters to students on a monthly basis i.e. 15 out of 138 teachers gave letters to students on a quarterly basis. This is also a better performance since the students are required to do more written work on a weekly basis.

TABLE 4.2.10

INFORMATION WITH REGARD TO THE MANNER OF GIVING ANY TYPE OF WRITTEN WORK IN GRAMMAR

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	39	.	.	.
WEEKLY	72	72,7	72	72,7
MONTHLY	23	23,2	95	96,0
QUARTERLY	4	4,0	99	100,0
TOTAL	138	100,0		

It is good to note that from the above analysis 72,7% of the respondents gave more written work weekly. i.e. 72 out of 138 teachers. 23,2% of the respondents (23 out of 138 teachers) gave some written work monthly. Only 4,0% i.e. 4 out of 138 teachers gave some written work quarterly. At least the teachers were trying to give written work because a lot of written work is expected to be given to students weekly.

TABLE 4.2.11

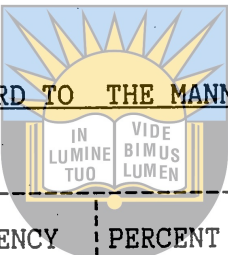
INFORMATION WITH REGARD TO THE MANNER IN WHICH COMPREHENSION IS GIVEN

RESPONDENTS	FREQUENCY	PERCENT
.	39	.
WEEKLY	68	68,7
MONTHLY	29	29,3
QUARTERLY	1	1,0
PER SEMESTER	1	1,0
TOTAL	138	100,0

The highest percentage of respondents in this investigation i.e. 68,7% i.e. (68 out of 138 teachers) gave some comprehension work to students on a weekly basis. 29,3% of the respondents in this investigation (29 out of 138 teachers) gave some comprehension work on a monthly basis. Only 1,0% (1 out of 138 teachers) gave some comprehension work on a quarterly basis and again only 1,0% (1 out of 138 teachers) gave some comprehension work per semester.

TABLE 4.2.12

INFORMATION WITH REGARD TO THE MANNER IN WHICH WRITTEN WORK IN LITERATURE IS GIVEN



RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
WEEKLY	57	57,0	57	57,0
MONTHLY	36	36,0	93	93,0
QUARTERLY	7	7,0	100	100,0
TOTAL	138	100,0		

From the above analysis 57,0% (57 out of 138 teachers) gave some written work in literature weekly. 36,0% (36 out of 138 teachers) gave some written work in literature monthly. And only 7,0% (7 out of 138 teachers) gave some written work quarterly.

TABLE 4.2.13

INFORMATION WITH REGARD TO THE POSITIVE AND NEGATIVE ANSWERS
(YES/NO) ON METHODS USED BY THE TEACHERS

VARIABLE 35 : DO YOU ENCOURAGE DEBATES IN CLASS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	122	93,8	122	93,8
YES	8	6,2	130	100,0
TOTAL	138	100,0		

In total, most of the respondents in this investigation did not encourage debates in class i.e. 93,8%, whilst only 6,2% of the respondents did encourage debates in class.

VARIABLE 36 : DO YOU USE TEACHING AIDS?

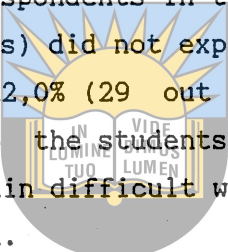
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	118	89,4	118	89,4
YES	14	10,6	132	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 89,4% (118 out of 138 teachers) did not use teaching aids in class. 10,6% (14 out of 138 teachers) did use teaching aids. It can be assumed that those who did not use teaching aids were not interested in Xhosa because apart from buying teaching aids, they could be done manually.

VARIABLE 37 : DO YOU EXPLAIN DIFFICULT WORDS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	6	.	.	.
NO	103	78,3	103	78,0
YES	29	22,0	132	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 78,0% (103 out of 138 teachers) did not explain some difficult words to the students. Only 22,0% (29 out of 138 teachers) did explain some difficult words to the students. It can be assumed that those who did not explain difficult words to the students did not enjoy teaching Xhosa.


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VARIABLE 38 : DO YOU READ SUITABLE BOOKS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	115	89,1	115	89,1
YES	14	10,9	129	100,0
TOTAL	138	100,0		

The majority of the respondents from the above analysis i.e. 89,1% (115 out of 138 students) did not read suitable books whilst 10,9% (14 out of 138 teachers) did read suitable books. It was good for those who read suitable books because a language teacher should be well equipped with any type of literature in order to be clear with any written statement.

VARIABLE 39 : DO STUDENTS RECEIVE PRESCRIBED BOOKS IN TIME?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	127	95,5	127	95,5
YES	6	4,5	133	100,0
TOTAL	138	100,0		

The majority of respondents in this investigation i.e. 95,5% (127 out of 138 teachers) postulated that students did not receive prescribed books in time. Only 4,5% (6 out of 138 teachers) stated that students received prescribed books in time. This is the most crucial part for teaching and learning process in a school. Neither the teachers not the students can move without the prescribed books.

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VARIABLE 40 : DO YOU DRILL VARIOUS TYPES OF ESSAYS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	117	88,6	117	88,6
YES	15	11,4	132	100,0
TOTAL	138	100,0		

88,6% of the respondents in this investigation (117 out of 138 teachers) did not drill various types of essays. Only a minority of 11,4% (15 out of 138 teachers) did drill the various types of essays. The essay aspect is a crucial part of any language. It is from this perspective that the students develop a good command of language.

VARIABLE 41 : DO YOU ENCOURAGE MEANINGFUL ADDRESS IN LETTERS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	112	86,2	112	86,2
YES	18	13,8	130	100,0
TOTAL	138	100,0		

86,2% of the respondents in this group (112 out of 138) did not encourage meaningful addresses in letters. Only a minority of 13,8% (18 out of 138) did encourage meaningful addresses.

VARIABLE 42 : DO YOU DRILL THE STUDENTS IN SPELLING AND SENTENCE CONSTRUCTION

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	107	82,3	107	82,3
YES	23	17,7	130	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation 82,3% (107 out of 138) did not drill spelling and sentence construction.

Only a minority of 17,7% (23 out of 138) did drill spelling and sentence construction. If a pupil is not well-versed with spelling and sentence construction, he/she cannot be skilled in the language.

VARIABLE 43 : DO YOU GIVE GRAMMAR EXERCISES?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	10	.	.	.
NO	108	84,4	108	84,4
YES	20	15,6	128	100,0
TOTAL	138	100,0		

84,4% of the respondents (18 out of 138 teachers) did not give grammar exercises whilst only a minority of 15,6% (20 out of 138 teachers) did give grammar exercises. This finding supports the findings of variable 15.

VARIABLE 44 : DO YOU DRILL DIFFICULT WORDS IN A COMPREHENSION PASSAGE?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	10	.	.	.
NO	104	81,3	104	81,3
YES	24	18,8	128	100,0
TOTAL	138	100,0		

The majority of the respondents i.e. 81,3% (104 out of 138 teachers) from above analysis did not drill difficult words in a comprehension passage.

Only a minority of 18,8% (24 out of 138 teachers) did drill difficult words in a comprehension passage. This finding clearly indicates that it would not be easy for the students to develop vocabulary.

VARIABLE 45 : DO YOU DEVELOP VOCABULARY GENERALLY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	119	91,5	119	91,5
YES	11	8,5	130	100,0
TOTAL	138	100,0		

91,5% of the respondents (119 out of 138 teachers) indicated that they did not develop vocabulary generally. Only 8,5% (11 out of 138 teachers) did develop vocabulary generally. According to the researcher, if the students are not skilled with vocabulary in any language, that means that they are retarded in the language.

VARIABLE 46 : DO YOU ENCOURAGE THE STUDENTS TO DO SOME WRITTEN WORK REGULARLY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	13	.	.	.
NO	119	95,2	119	95,2
YES	6	4,8	125	100,0
TOTAL	138	100,0		

From the above analysis a majority of the respondents i.e. 95,2% (119 out of 138 teachers) did not encourage the students to do some written work regularly. Only a minority of 4,8% (6 out of 138 teachers) did encourage the students to do some written work regularly. Written work is of vital importance because the work done can only be effective if it is done both theoretically and practically.

VARIABLE 47 : DO STUDENTS DO CORRECTIONS REGULARLY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	122	94,6	122	94,6
YES	7	5,4	129	100,0
TOTAL	138	100,0		

94,6% of the respondents in this investigation (122 out of 138 teachers) did not let the students do corrections regularly, whilst 5,4% (7 out of 138 teachers) did let the students do corrections regularly. This might be because of large numbers in a class thus the teachers might not be able to do marking faithfully.

VARIABLE 48 : DO YOU CHECK THE CORRECTIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	11	.	.	.
NO	112	88,2	112	88,2
YES	15	11,8	127	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 88,2% (112 out of 138 teachers) did not check the corrections. Only a few i.e. 11,8% (15 out of 138 teachers) did check the corrections. The reason might be the large number in a class. It may become too strenuous for a teacher to mark daily.

VARIABLE 49 : DO YOU DO REMEDIAL DRILL?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	11	.	.	.
NO	109	85,8	109	85,8
YES	18	14,2	127	100,0
TOTAL	138	100,0		

Although a majority of 85,8% (109 out of 138 teachers) did not do remedial drill, a minority of 14,2% (18 out of 138 teachers) did some remedial measures.

VARIABLE 50 : DO YOU LIKE ORAL WORK?

RESPONDENTS	FREQUENCY	PERCENT	CUCMULATIVE	CUMULATIVE
.	11	.	.	.
NO	106	83,5	106	83,5
YES	21	16,5	127	100,0
TOTAL	138	100,0		

Although most of the respondents in this investigation i.e. 83,5% (106 of out 138 teachers) did not like oral work, a few of the respondents i.e. 16,5% (21 out of 138 teachers) did like oral work. The researcher feels that the student should only be able to express themselves when they are trained with oral work.

VARIABLE 51 : DO YOU TRAIN YOUR STUDENTS TO TABULATE THEIR WORK?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	123	95,3	123	95,3
YES	6	4,7	129	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 95,3% (123 out of 138 teachers) did not train the students to tabulate their work. Only a few respondents i.e. 4,7% (6 out of 138 teachers) did train the students to tabulate their work. The researcher feels that in order to score high marks in a language, a student should tabulate his/her work neatly. The numbering of questions should not be haphazard.

VARIABLE 52 : DO YOU ENCOURAGE PUPIL ACTIVITY IN CLASS?

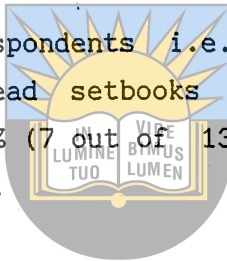
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	118	90,8	118	90,8
YES	12	9,2	130	100,0
TOTAL	138	100,0		

From the above analysis 90,8% (118 out of 138 teachers) did not encourage pupil activity in class. Only 9,2% (12 out of 138 teachers) did encourage pupil activity in class. This finding indicates that the students were "spoon-fed" by the teachers. In order to motivate the students in a lesson, the teacher should encourage them to be active not passive.

VARIABLE 53 : DO YOU READ SETBOOKS BEFORE YOU COME TO THE CLASS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	123	94,6	123	94,6
YES	7	5,4	130	100,0
TOTAL	138	100,0		

The majority of the respondents i.e. 94,6% (123 out of 138 teachers) did not read setbooks before coming to the class. Only a minority of 5,4% (7 out of 138) did read setbooks before they came to the class.



This finding clearly indicates that most teachers did not teach setbooks only.

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VARIABLE 54 : DO YOU ENCOURAGE DISCUSSIONS IN CLASS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	10	.	.	.
NO	118	92,2	118	92,2
YES	10	7,8	128	100,0
TOTAL	138	100,0		

92,2% of the respondents in this investigation (118 out of 138) did not encourage discussions in class. Only 7,8% of the respondents (10 out of 138) did encourage discussions in class. The researcher feels that the students should be given a chance to be free in class. In this way the mediocres would be able to benefit from the best.

VARIABLE 55 : ARE YOU ABLE TO ANALYSE THE NOVEL, PLAY AND SHORT STORIES?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	9	.	.	.
YES	118	91,5	118	91,5
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 91,5% (118 out of 138 teachers) were unable to analyse the novel, the play and the short stories, a minority of 8,5% of the respondents (11 out of 138 teachers) were able to analyse the novel, the play and the short stories.

The researcher assumes that this discrepancy is the root cause of the modern teachers being incompetent.

VARIABLE 56 : CAN YOU DO CRITICAL APPRECIATION IN POETRY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	9	.	.	.
YES	116	89,9	116	89,9
TOTAL	138	100,0		

It is surprising to note that most of the respondents in this investigation i.e. 89,9% (116 out of 138 teachers) could not do critical appreciation in poetry.

Only a few respondents i.e. 10,1% (13 out of 138 teachers) could do critical appreciation in poetry. The students were thus in trouble. This is the reason why they cannot do poetry during their examinations.

VARIABLE 57 : CAN YOU MAKE THE STUDENTS TO REACT TO THE SIGNIFICANCE OF WORDS IN POETRY & PROSE?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	122	93,8	122	93,8
YES	8	6,2	130	100,0
TOTAL	138	100,0		

93,8% of the respondents in this investigation (122 out of 138 teachers) could not cause the students to react to the significance of words in poetry and prose, whilst only 6.2% (8 out of 138 teachers) could cause them to react to the significance of words in poetry and prose.

This factor indicated that the students were never motivated towards poetry and prose and if this continues, the students will never realise the importance of a language in the world as a whole.

VARIABLES 58, 59 : DO YOU TEACH THE STUDENTS TO UNDERSTAND THE THEME IN A STORY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	117	89,3	117	89,3
YES	14	10,7	131	100,0

Most of the respondents in this investigation i.e. 89,3% (117 out of 138 teachers) did not teach the students to understand the theme in a story. Only 10,7% of the respondents (14 out of 138 teachers) did teach the students to understand the theme in a story. The theme is the crucial concept in a story. If a student understands the theme thoroughly in a story, therefore he/she can be able to specify the reason or purpose of the author to write the particular story.

VARIABLE 60 : DO YOU TEACH THE DIFFERENT TYPES OF SET BOOKS IN CONCURRENCY?

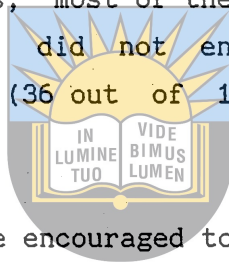
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	120	93,0	120	93,0
YES	9	7,0	129	100,0
TOTAL	138	100,0		

The majority of the respondents i.e. 93,0% (120 out of 138 teachers) did not teach the different types of set books in concurrency whilst only a minority of the respondents i.e. 7,0% (9 out of 138 teachers) did teach the different types of set books in concurrency. The students should realise that the characters either in a play or in a novel, portray the life we are living.

VARIABLE 61 : DO YOU ENCOURAGE DRAMA?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	7	.	.	.
NO	95	72,5	95	72,5
YES	36	27,5	131	100,0
TOTAL	138	100,0		

From the above analysis, most of the respondents i.e. 72,5% (95 out of 138 teachers) did not encourage drama whilst a few respondents i.e. 27,5% (36 out of 138 teachers) did encourage drama.



The students should be encouraged to act the plays.

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VARIABLE 62 : DO YOU ENCOURAGE THE STUDENTS TO REASON OUT?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	67	51,5	67	51,5
YES	63	48,5	130	100,0
TOTAL	138	100,0		

51,5% of the respondents in this investigation (67 out of 138 teachers) did not encourage the students to reason out. Only 48,5% (63 out of 138 teachers) did encourage the students to reason out.

At least there wasn't much difference between the negative answers and the positive answers. That means most probably that the teachers did encourage the students to reason out.

INFORMATION WITH REGARD TO THE POSITIVE AND NEGATIVE ANSWERS
(YES/NO) ON EDUCATIONAL FACILITIES.

VARIABLE 63 : DO YOU USE NEWSPAPER OR MAGAZINES CUTTINGS AS
TEACHING AIDS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	47	36,2	47	36,2
YES	83	63,8	130	100,0
TOTAL	138	100,0		

It is interesting to note that most of the respondents in this investigation i.e. 63,8% (83 out of 138 teachers) used newspaper or magazine cuttings as teaching aids. A few of the respondents i.e. 36,2 (47 out of 138 teachers) did not use magazine or newspaper cuttings as teaching aids. This finding clearly indicates that the students can easily benefit from the teacher.

VARIABLES 64-65 : DO YOU HAVE A TAPE RECORDER AT YOUR SCHOOL?
DO YOU OFTEN TAPE XHOSA LESSONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	45	34,9	45	34,9
YES	84	65,1	129	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 65,1% (84 out of 138 teachers) agreed that they had tape recorders and they often taped Xhosa lessons. 34.9% of the respondents (45 out of 138 teachers) did not have tape recorders in their schools.

VARIABLE 66 : DO YOU HAVE A RADIO AT YOUR SCHOOL?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE	CUMULATIVE
.	7	.	.	.
NO	54	41,2	54	41,2
YES	77	58,8	131	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 58% (77 out of 138 teachers) claimed that they had radios at their schools. 41,2% (54 out of 138 teachers) did not have radios at their schools.

VARIABLE 67 : DO YOU MAKE USE OF RADIO LESSONS FOR XHOSA?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	48	36,9	48	36,9
YES	82	63,1	130	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 63,1% (82 out of 138 teachers) did make use of radio lessons for Xhosa and 36,9% of the respondents (48 out of 138 teachers) did not make use of radio lessons for Xhosa. This seems to indicate that the majority of Xhosa teachers were interested in Xhosa.

VARIABLE 68 : DO YOU OFTEN MAKE MINI EDUCATIONAL TRIPS WITH YOUR CLASSES TO OBSERVE OR TAKE PART IN ANY TRADITIONAL FUNCTIONS WHICH ARE RELEVANT TO YOUR SUBJECT?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	56	43,4	56	43,4
YES	73	56,6	129	100,0
TOTAL	138	100,0		

From the above analysis 56,6% of the respondents (73 out of 138 teachers) did often make mini educational trips with students to take part in any traditional functions which were relevant to Isixhosa. 43,4% of the respondents (56 out of 138 teachers) did not take care for mini educational trips.

VARIABLE 69 : IS THERE A LIBRARY IN YOUR SCHOOL?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	8	.	.	.
NO	53	40,8	53	40,8
YES	77	59,2	130	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 59,2% (77 out of 138 teachers) did have a library in their schools. 40,8% of the respondents (53 out of 138 teachers) did not have a library in their schools.

VARIABLE 70 : IS THE LIBRARY FULLY EQUIPPED WITH BOOKS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
NO	62	48,1	62	48,1
YES	67	51,9	129	100,0
TOTAL	138	100,0		

From the above analysis, most of the respondents i.e. 51,9% (67 out of 138 teachers) confirmed that their libraries were fully equipped with books. 48,1% of the respondents (62 out of 138 teachers) denied the fact that their libraries were fully equipped with books. The researcher feels at least that the Department of Education in Transkei is trying to supply the schools with necessary requirements.

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VARIABLE 71 : HAS IT GOT ENOUGH XHOSA BOOKS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	10	.	.	.
NO	73	57,0	73	57,0
YES	55	43,0	128	100,0
TOTAL	138	100,0		

57,0% of the respondents in this investigation (73 out of 138 teachers) were confident enough to state that their libraries had not enough Xhosa books. 43,0% of the respondents (55 out of 138 teachers) stated that their libraries had enough Xhosa books.

These two statements do not differ. This finding indicates that most schools had libraries though with insufficient Xhosa books.

VARIABLE 72 : DO YOU ALLOT A SPECIAL PERIOD FOR XHOSA CLASSES TO DO PRIVATE READING?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	7	.	.	.
NO	1	0,8	1	0,8
YES	130	99,2	131	100,0
TOTAL	138	100,0		

It is very, very interesting to note that most of the respondents in this investigation i.e. 99,2% (130 out of 138 teachers) had a special period for private reading only (1 out of 138 teachers) i.e. 0,8% did not have a special period for private reading. This seems to indicate that private reading was done in most schools by Xhosa students.

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VARIABLES 73-74 : DO YOU KEEP A SPECIAL BOOK WHERE YOU COMPILE VERY DIFFICULT AND UNCOMMON WORDS? DO YOU KEEP A LIST OF PICTURES OF XHOSA AUTHORS AND EXTERNAL EXAMINERS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	99	.	.	.
NO	19	48,7	19	48,7
YES	20	51,3	39	100,0
TOTAL	138	100,0		

Only 51,3% of the respondents (20 out of 138 teachers) were positive.

48,7% (19 out of 138 teachers) of the respondents were negative.

TABLE 4.2.14

INFORMATION WITH REGARD TO THE ATTITUDE
STATEMENTS AND ATTITUDE SCALE

VARIABLE 75 : I ENJOY TEACHING XHOSA.

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly- disagree	16	23,2	16	23,2
Disagree	14	20,3	30	43,5
Uncertain	14	20,3	44	63,8
Agree	12	17,4	56	81,2
Strongly- agree	13	18,8	69	100,0
TOTAL	138	100,0		

Most of the respondents in this group i.e. 23,3% (16 out of 138 teachers) strongly disagreed that they enjoy teaching Xhosa. That means that they did not enjoy teaching Xhosa. 20.3% of the respondents disagreed that they enjoyed teaching Xhosa or not (14 out of 138 teachers). 17.4% of the respondents (12 out of 138 teachers) agreed that they enjoyed teaching Xhosa and 18.8% (13 out of 138 teachers) strongly agreed that they enjoyed teaching Xhosa.

From the analysis above, the researcher finds that most of Xhosa teachers did not enjoy teaching Xhosa.

TABLE 4.2.16**VARIABLE 78 : I DO NOT LIKE TEACHING NOVELS**

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly- disagree	10	.	.	.
Disagree	26	20,3	26	20,3
Uncertain	38	29,7	64	50,0
Agree	10	7,8	74	57,8
Strongly- agree	17	13,3	91	71,1
	37	28,9	128	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 29,7% (38 out of 138 teachers) disagreed that they did not like teaching novels. This indicates that they liked teaching novels. 20.3% of the respondents (26 out of 138 teachers) strongly disagreed that they did not like teaching novels. This also indicates that they liked teaching novels. 13.3% of the respondents (17 out of 138 teachers) agreed that they did not like teaching novels and 7.8% of the respondents (10 out of 138 teachers) were uncertain whether they liked teaching novels or not.

TABLE 4.2.15

VARIABLES 76 - 77 : I DO NOT LIKE TEACHING POEMS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly- disagree	8	.	.	.
Disagree	34	26,2	34	26,2
Uncertain	25	19,2	59	45,4
Agree	1	0,8	60	46,2
Strongly- agree	22	16,9	82	63,1
	48	36,9	130	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 36,9% (48 out of 138 teachers) strongly agreed that they did not like teaching poems. 16,9% of the respondents (22 out of 138 teachers) agreed that they did not like teaching poems. 0.8% (1 out of 138 teachers) was undecided whether he/she liked teaching poems. 19.2% of the respondents (25 out of 138 teachers) disagreed that they did not like teaching poems.

TABLE 4.2.17

VARIABLE 79 : I LIKE TEACHING SHORT STORIES

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly-diagree	13	.	.	.
Disagree	32	25,6	32	25,6
Uncertain	40	32,0	72	57,6
Agree	12	9,6	84	67,2
Strongly-agree	22	17,6	106	84,8
	19	15,2	125	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 32,0% (40 out of 138 teachers) disagreed that they liked teaching short stories. This indicates that they did not like to teach short stories. 25,6% of the respondents (32 out of 138 teachers) strongly disagreed that they liked to teach short stories. This also indicates that they did not like to teach short stories. 9.6% of the respondents (12 out of 138 teachers) were uncertain whether they liked teaching short stories or not. 17.6% of the respondents (22 out of 138 teachers) agreed that they liked teaching short stories. 15.2% (19 out of 138 teachers) strongly agreed that they liked teaching short stories.

TABLE 4.2.18

VARIABLE 80 : I LIKE TEACHING ESSAYS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	15	.	.	.
Strongly-disagree	35	28,5	35	28,5
Disagree	53	43,1	88	71,5
Uncertain	11	8,9	99	80,5
Agree	15	12,2	114	92,7
Strongly-agree	9	7,3	123	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 43,1% (53 out of 138 teachers) disagreed that they liked teaching essays. This finding indicates that they did not like to teach essays. 28.5% (35 out of 138 teachers) strongly disagreed that they liked teaching essays. This finding also indicates that they did not like to teach essays. The minority of the respondents i.e. 12,2% (15 out of 138 teachers) agreed that they liked teaching essays. A very small number of the respondents i.e. 7,3% (9 out of 138 teachers) strongly agreed that they liked teaching essays. Then 8.9% of the respondents (11 out of 138 teachers) were not sure whether they did like to teach essays or not.

TABLE 4.2.19VARIABLE 81 : I DO NOT LIKE TEACHING LETTERS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly- disagree	14	.	.	.
Disagree	19	15,3	19	15,3
Uncertain	32	25,8	51	41,1
Agree	4	3,2	55	44,4
Strongly- agree	37	29,8	92	74,2
	32	25,8	124	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 29,8% (37 out of 138 teachers) agreed that they did not like teaching letters. 25,8% of the respondents (32 out of 138 teachers) strongly agreed that they did not like to teach letters.

These two statements showed that most teachers did not like to teach letters. Only 25,8% of the respondents (32 out of 138 teachers) disagreed that they did not like teaching letters. This indicates that they liked to teach letters. 15.3% (19 out of 138 teachers) strongly disagreed that they did not like to teach letters. This means that they liked to teach letters. 3,2% (4 out of 138 teachers) were not decided whether they liked to teach letters or not.

TABLE 4.2.20

VARIABLE 82 : I LIKE TEACHING COMPREHENSION PASSAGE

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly-disagree	10	.	.	.
Disagree	11	8,6	11	8,6
Uncertain	19	14,8	30	23,4
Agree	7	5,5	37	28,9
Strongly-agree	57	44,5	94	73,4
TOTAL	34	26,6	128	100,0
TOTAL	138	100,0		

It is interesting to note that most of the respondents in this investigation i.e. 44,5% (57 out of 138 teachers) agreed that they liked teaching comprehension passage and 26,6% of the respondents (34 out of 138 teachers) also strongly agreed that they liked to teach comprehension passage. Only 14,8% (19 out of 138 teachers) disagreed that they liked to teach comprehension passage. This means that they did not like to teach comprehension passage and 8.6% (11 out of 138 teachers) also strongly disagreed that they liked to teach comprehension passage.

This also means that they did not like to teach comprehension passages. 5,5% of the respondents (7 out of 138 teachers) were not certain whether they liked to teach comprehension passages or not.

TABLE 4.2.21VARIABLE 83 : I DO NOT LIKE TEACHING PLAYS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	12	.	.	.
Strongly- disagree	22	17,5	22	17,5
Disagree	32	25,4	54	42,9
Uncertain	8	6,3	62	49,2
Agree	41	32,5	103	81,7
Strongly- agree	23	18,3	126	100,0
TOTAL	138	100,0		

From the above analysis, most of the respondents i.e. 32,5% (41 out of 138 teachers) agreed that they did not like teaching plays and 18,3% (23 out of 138 teachers) even strongly agreed that they did not like to teach plays. 25,4% of the respondents disagreed (32 out of 138 teachers) that they did not like to teach plays. This means that they liked to teach plays. 17.5% (22 out of 138 teachers) also strongly disagreed that they did not like teaching plays. This also means that they liked to teach plays. 6.3% of the respondents (8 out of 138 teachers) were not sure whether they liked to teach plays or not.

TABLE 4.2.22VARIABLE 84 : I DO NOT LIKE TEACHING GRAMMAR

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly- disagree	12	.	.	.
Disagree	18	14,3	18	14,3
Uncertain	27	21,4	45	35,7
Agree	11	8,7	56	44,4
Strongly- agree	40	31,7	96	76,2
	30	23,8	126	100,0
TOTAL	138	100,0		

The majority of the respondents in this investigation i.e. 31,7% (40 out of 138 teachers) agreed that they did not like teaching grammar. 23,8% (30 out of 138 teachers) also strongly agreed that they did not like to teach grammar. The minority of the respondents i.e. 21,4% (27 out of 138 teachers) disagreed that they did not like to teach grammar and only 14,3% (18 out of 138 teachers) strongly disagreed that they did not like teaching grammar. This indicates that they liked to teach grammar. Only 8,7% (11 out of 138 teachers) were uncertain whether they liked to teach grammar or not.

TABLE 4.2.23

VARIABLE 85 : MOST XHOSA TEACHERS DEVOTE MORE TIME TO THE TEACHING OF LITERATURE THAN GRAMMAR

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	12	.	.	.
Strongly-disagree	31	24,6	31	24,6
Disagree	46	36,5	77	61,1
Uncertain	5	4,0	82	65,1
Agree	28	22,2	110	87,3
Strongly-agree	16	12,7	126	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 36,5% (46 out of 138 teachers) disagreed that most Xhosa teachers devoted more time to the teaching of literature than grammar. 24,6% (31 out of 138 teachers) also strongly disagreed that most Xhosa teachers devoted more time to the teaching of literature than grammar. This indicates that this statement was false. Only a minority of 22,2% (28 out of 138 teachers) agreed that most Xhosa teachers devoted more time to the teaching of literature than grammar. 4,0% (5 out of 138 teachers) were not sure whether most of time was devoted to the teaching of literature or grammar.

TABLE 4.2.24

VARIABLE 86 : IN THE TEACHING OF LITERATURE, MORE CONCENTRATION IS MADE ON THE CONTENT THAN ON LITERARY APPRECIATION

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	.	12	.	.
Strongly-disagree	42	33,3	42	33,3
Disagree	52	41,3	94	74,6
Uncertain	2	1,6	96	76,2
Agree	12	9,5	108	85,7
Strongly-agree	18	14,3	126	100,0

The majority of the respondents in this investigation i.e. 41,3% (52 out of 138 teachers) disagreed that in the teaching of literature, more concentration was made on the content than on literary appreciation. This means that they agreed with the majority group. 14,3% of the respondents strongly agreed (18 out of 138 teachers) that in the teaching of literature more concentration was made on the content than on literary appreciation. 9.5% of the respondents (12 out of 138 teachers) agreed to this statement. 1,6% (2 out of 138 teachers) were not certain about which is which.

TABLE 4.2.25

VARIABLE 87 : DUE TO CERTAIN CIRCUMSTANCES THE TEACHING OF GRAMMAR AND GENERAL LANGUAGE GETS VERY LITTLE OR NO ATTENTION

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly-disagree	11	.	.	.
Disagree	30	23,6	30	23,6
Uncertain	29	22,8	59	46,5
Agree	10	7,9	69	54,3
Strongly-agree	26	20,5	95	74,8
	32	25,2	127	100,0
TOTAL	138	100,0		

Most of the respondents in this investigation i.e. 25,2% (32 out of 138 teachers) strongly agreed that due to certain circumstances the teaching of grammar and general language got very little or no attention. 20,5% (26 out of 138 teachers) also agreed to this statement. This indicates that the statement was true. 23,6% of the respondents (30 out of 138 teachers) strongly disagreed and 22,8% (29 out of 138 teachers) disagreed. Only 7,9% (10 out of 138 teachers) were uncertain whether it was true or false that due to certain circumstances the teaching of grammar and general language got very little or no attention.

TABLE 4.2.26

VARIABLE 88 : MOST STUDENTS GENERALLY DO NOT SHOW VERY DEEP INTEREST IN THEIR MOTHER TONGUE

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Strongly-disagree	12	8,7	12	8,7
Disagree	23	18,3	35	25,5
Uncertain	23	18,3	58	42,5
Agree	11	8,7	69	50,0
Strongly-agree	43	34,1	112	80,0
TOTAL	26	20,6	138	100,0

The majority of the respondents in this investigation i.e. 34,1% (43 out of 138 teachers) agreed that most students generally did not show very deep interest in their mother tongue. 20,6% of the respondents (26 out of 138 teachers) also strongly agreed that most students generally did not show very deep interest in their mother tongue. This indicates that this statement was true. Only the minority of 18,3% (23 out of 138 teachers) strongly disagreed and also 18,3% (23 out of 138 teachers) disagreed to this statement. And only 8,7% of the respondents (11 out of 138 teachers) were uncertain about this statement.

4.2.6 ASSESSMENT

According to the data analysis in the previous tables, it is evident that most teachers do not enjoy teaching Xhosa. 91,3% of the teachers answered negatively and only 8,7% of the teachers answered positively.

It can be assumed that this fact would have serious consequences for the students both in a pedagogical sense and particularly to the teaching situation at school.

Most of the teachers in this group are not interested in the teaching of essays. 85,4% of the teachers answered positively and 14,6% of the teachers answered negatively.

The majority of the teachers in this group do not like to teach comprehension and letters. Since these aspects of language are not as difficult as all that, at least it was expected that most of the teachers would be interested to teach them.

88,7% of the teachers in this group do not like teaching grammar. According to the researcher this fact might be due to lack of skills in grammar. Any language should be handled in a manner that will motivate the students, to arouse their interest.


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Concerning the aspect of language itself, it was found that most of the teachers neglect language. 88,0% of the teachers indicated that they do not like teaching language.

It was also found that most teachers are not interested in teaching phonetics, the percentage for these teachers is 67,7. According to the researcher this is the most difficult aspect of Xhosa. If the teacher himself/herself did not grasp the technical way of understanding it, he/she can never be able to transfer it to the students.

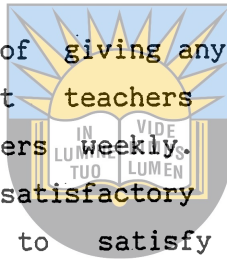
92,4% of the teachers do not like teaching general knowledge. It can be assumed that the teachers take it for granted that the students know these things from their informal education.

In the literature part of Xhosa in total, most of the teachers do not like to teach novels, short stories, plays and poems.

The percentage for this group ranges between 80 and 95. In the researcher's opinion the teachers affected lost interest in modern literature since even they themselves probably were never perfectly trained in critical appreciation by their former teachers.

With regard to the load per teacher for Xhosa it was discovered that most of the teachers are overloaded with other subjects. It is 30,3% of the teachers that teach Xhosa only. The highest percentage is for those teachers who teach two to four other subjects in addition to Xhosa.

Concerning the manner of giving any type of written work, it was found that most teachers give assignments, tests, compositions and letters weekly. The researcher assumes that this is done in a satisfactory manner simply because the teachers are trying to satisfy the requirements of the department since it is the inspectors' instruction that written work should be given weekly.



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With regard to the debates and discussions in classes, most of the teachers encourage them. 93.8% of the teachers indicated that they do support debates and discussions in classes.

Referring to the prescribed books that are necessarily required in the educational process, it was found that they are not received in time. From the researcher's experience the prescribed books are in some instances never received.

Concerning the use of teaching aids it was found that most of the teachers in this group use teaching aids when presenting their lessons. 63,8% of the teachers indicated that they even use newspaper and magazine cuttings as teaching aids.

Concerning the necessary facilities required at schools, the researcher was impressed to note that the majority of the teachers indicated that they have radios and libraries in their schools.

Although the libraries are not well equipped, at least the students and the teachers at large are somehow motivated.

Concerning the attitude of the teachers towards Xhosa, the attitude scale 23,2% of the teachers strongly disagree that they enjoy teaching Xhosa. 36,9% of the teachers strongly agree that they do not like to teach phonetics whilst 20,3% of the teachers disagree that they enjoy teaching Xhosa.

29,7% of the teachers disagree that they do not like teaching novels whilst 13,3% of the teachers agree that they do not like to teach novels. 32,0% of the teachers disagree that they like teaching short stories whilst 15,2% strongly agree that they like to teach short stories. The researcher is taking into notion that the percentage for the negative respondents and the percentage for the positive respondents mostly ranges within the same proportion.

ANALYSIS OF STUDENTS' QUESTIONNAIRES (APPENDIX B)

TABLE 4.3

INFORMATION WITH REGARD TO PERSONAL REFERENCES

The following data was obtained from the 350 respondents who completed the general questionnaire.

4.3.1 SEX

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
MALE	207	59,1	207	59,1
FEMALE	84	23,9	291	83,0
TOTAL	350	100,0		

According to Table 4.8.1, 58,7% of the respondents in this group were female and 41,3% of the respondents were male.

4.3.2 AGE

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Less than- 18 years	9	.	.	.
18 years	119	34,9	119	34,9
Over 18 yrs	178	52,2	297	87,1
	44	12,9	341	100,0
TOTAL	350	100,0		

The highest percentage of the respondents in this investigation i.e. 52,2% were 18 years old, 12,9 of the respondents were over 18 years and 34,9% of the respondents were younger than 18 years.

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4.3.3 NUMBER OF YEARS IN STD 10 (FORM V)

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
First year	147	.	.	.
2nd year	112	55,2	112	55,2
More than 2 years	66	32,5	178	87,7
	25	12,3	203	100,0
TOTAL	350	100,0		

According to Table 4.3.3, 55,2% (112 out of 350 students) were doing Standard 10 for first year.

32,5% of the repondents (66 out of 350 students) were doing Standard 10 for the second year and only 12,3% of the respondents were doing Standard 10 for more than two years.

4.3.4 WHERE WERE YOU GROWN?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	14	.	.	.
Grown in rural area	235	69,9	235	69,9
Grown in urban area	81	54,1	316	94,0
Both	20	6,0	336	100,0
TOTAL	350	100,0		

It is interesting to note that the highest percentage of respondents in this investigation were grown in rural areas. This is 69,9% (235 out of 350 students) and 24,1% of the respondents were grown in urban areas i.e.

81 out of 350 students. It is only 6,0% of the respondents (20 out of 350 students) that were grown in both areas.

4.3.5 WHERE DID YOU DO PRIMARY EDUCATION?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	9	.	.	.
Rural areas	209	61,3	209	61,3
Urban areas	59	17,3	268	78,6
Both	73	21,4	341	100,0
TOTAL	350	100,0		

From the above analysis it is noted that the majority of the respondents i.e. 61,3% (209 out of 350 students) did their primary education in rural areas. 17,3% of the respondents (59 out of 350 students) did their primary education in urban areas and only 21,4% of the respondents did their primary education in both areas. This finding could have no effect on the academic performance of the respondents because they did primary education in a relevant situation.

4.3.6 TEACHERS YOU LIKE BEST

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Xhosa	300	88,8	300	88,8
English	5	1,5	305	90,2
Afrikaans	3	0,9	308	91,1
History	7	2,1	315	93,2
Geography	2	0,6	317	93,8
Physical Science	3	0,9	320	94,7
Mathematics	7	2,1	327	96,7
Biology	6	1,8	333	98,5
Agr. Science	5	1,5	338	100,0
TOTAL	350	100,0		

In total, most of the respondents in this investigation i.e. 88,8% (300 out of 350 students) liked Xhosa teachers best.

4.3.7 INFORMATION WITH REGARD TO POSITIVE AND NEGATIVE ANSWERS (YES/NO) ON ATTITUDES OF XHOSA TEACHERS

VARIABLE 10 : IS HE/SHE STRICT?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	98	.	.	.
NO	194	77,0	194	77,0
YES	58	23,0	252	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 77,0% (194 out of 350 students) were bold enough to state that the Xhosa teachers were not strict. Only 23,0% of the respondents (58 out of 350 students) claimed that the Xhosa teachers were strict. This finding clearly indicates that the Xhosa teachers were kind to their students.

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VARIABLE 11- 12 : DOES HE/SHE HAVE A GOOD COMMAND?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	66	.	.	.
NO	205	72,2	205	72,2
YES	79	27,8	284	100,0
TOTAL	350	100,0		

72,2% of the respondents (205 out of 350 students) stated that their Xhosa teachers did not have a good command. 27.8% of the respondents (79 out of 350 students) indicated that their Xhosa teachers had a good command in Xhosa. It can be assumed that if most teachers did not have a good command in Xhosa, the students could be affected somehow and somewhere.

VARIABLE 13 : IS HE/SHE DILIGENT?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	54	.	.	.
NO	271	91,6	271	91,6
YES	25	8,4	296	100,0
TOTAL	350	100,0		

From the above analysis it is noted that most of the respondents i.e. 91,6% (271 out of 350 students) that their Xhosa teachers were not diligent. Only 8,4% (25 out of 350 students) agreed that they were diligent. It is given that if the teacher is not diligent with his/her work, therefore the students can never be diligent with their work. The researcher feels that the teachers should be determined and dedicated to their work.

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VARIABLES 14-15 : DOES HE/SHE HAVE A GOOD ATTITUDE?

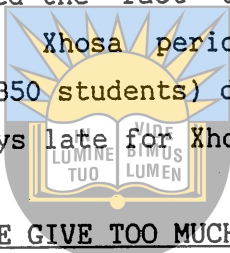
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	45	.	.	.
NO	285	93,4	285	93,4
YES	20	6,6	305	100,0
TOTAL	350	100,0		

93,4% of the respondents in this group (285 out of 350 students) indicated that their Xhosa teachers had a bad attitude. Only 6,6% of the respondents (20 out of 350 students) agreed that their Xhosa teachers had a good attitude. This attitude might be the root cause of poor performance in Xhosa.

VARIABLE 16 : IS HE/SHE ALWAYS LATE FOR A XHOSA PERIOD?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	57	.	.	.
NO	49	16,7	49	16,7
YES	244	83,3	293	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 83,3% (244 out of 350 students) confirmed the fact that their Xhosa teachers were always late for Xhosa period. Only 16,7% of the respondents (49 out of 350 students) denied the fact that their Xhosa teachers were always late for Xhosa periods.

VARIABLE 17 : DOES SHE/HE GIVE TOO MUCH WORK?

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RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	54	.	.	.
NO	72	24,3	72	24,3
YES	224	75,7	296	100,0
TOTAL	350	100,0		

The majority of the respondents in this investigation i.e. 75,7% (224 out of 350 students) indicated that their Xhosa teachers gave too much work whilst only the minority of the respondents i.e. 24,3% (72 out of 350 students) denied the fact that their Xhosa teachers gave too much work. This finding indicates that most teachers were dedicated to their work.

VARIABLE 18 : IS HE/SHE REGULAR FOR XHOSA LESSONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	55	.	.	.
NO	147	49,8	147	49,8
YES	148	50,2	295	100,0
TOTAL	350	100,0		

It is noted that it is almost the same percentage of the respondents for both positive and negative answers i.e. 50,2% (148 out of 350 students) indicated that their teachers were regular for lessons, and 49,8% (147 out of 350 students) indicated that their teachers were not regular for Xhosa lessons. This finding clearly indicates that most probably the teachers for Xhosa were regular for their lessons.



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4.3.8 INFORMATION WITH REGARD TO HOW OFTEN THE STUDENTS ARE GIVEN SOME WRITTEN WORK

VARIABLE 19 : HOW OFTEN DOES HE/SHE GIVE TESTS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	50	.	.	.
Seldom	146	48,7	146	48,7
Periodically	134	44,7	280	93,3
Often	20	6,7	300	100,0
TOTAL	350	100,0		

From the above analysis, it is noted that most of the respondents i.e. 48,7% (146 out of 350 students) were tested rarely. 44,7% of the respondents (134 out of 350 students) were periodically tested and only 6,7% (20 out of 350 students) indicated that they were often tested. It can be assumed by the researcher that the students could have problems with their academic performance due to the fact that they were not often tested.

VARIABLE 20 : HOW OFTEN DOES SHE/HE GIVE ASSIGNMENTS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Seldom	25	7,1	25	7,1
Periodically	64	19,7	64	19,7
Often	216	66,5	280	86,2
	45	13,8	325	100,0
TOTAL	350	100,0		

According to the above, 66,5% of the respondents indicated that they were given assignments periodically i.e. (216 out of 350 students). 19,7% of the respondents (64 out of 350 students) indicated that assignments were seldom given to them. Only 13,8% of the respondents (45 out of 350 students) indicated that they were often given assignments. This finding portrays that assignments were neglected by the Xhosa teachers.

VARIABLE 21 : HOW OFTEN DOES HE/SHE GIVE HOMEWORK?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	33	.	.	.
Seldom	84	26,5	84	26,5
Periodically	165	52,1	244	78,5
Often	68	21,5	317	100,0
TOTAL	350	100,0		

According to the table above, most of the respondents i.e. 52,1% (165 out of 350 students) claimed that they were given some homework periodically. 26,5% of the respondents (84 out of 350 students) indicated that they were seldom given homework and 21,5% of the respondents (68 out of 350 students) confirmed that they were often given homework.

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VARIABLE 22 : HOW OFTEN DOES HE/SHE GIVE CORPORAL PUNISHMENT?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	31	.	.	.
Seldom	119	37,3	119	37,3
Periodically	121	37,9	240	75,2
Often	79	24,8	319	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 37,9% (121 out of 350 students) indicated that corporal punishment was given periodically and 37,3% of the respondents (119 out of 350 students) indicated that corporal punishment was given rarely and 24,8% of the respondents (79 out of 350 students) indicated that they were often punished.

TABLE 4.3.9**INFORMATION WITH REGARD TO POSITIVE AND NEGATIVE ANSWERS (YES/NO ANSWERS) ON METHODS USED BY TEACHERS****VARIABLE 23 : DOES HE/SHE LECTURE XHOSA?**

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	66	.	.	.
NO	204	71,8	204	71,8
YES	80	28,2	284	100,0
TOTAL	350	100,0		

The majority of the respondents in this investigation i.e. 71,8% (204 out of 350 students) stated that their teachers did not lecture Xhosa. That means the teachers did the actual teaching of Xhosa. Only 28,2% of the respondents indicated that their teachers lectured Xhosa.

VARIABLE 24 : DOES HE/SHE SHOW YOU HOW TO SOLVE GRAMMATICAL PROBLEMS?

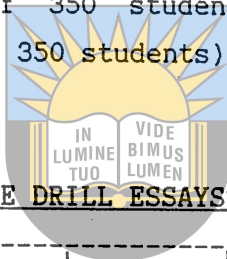
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	36	.	.	.
NO	241	76,8	241	76,8
YES	73	23,2	314	100,0
TOTAL	350	100,0		

Most of the respondents in this group i.e. 76,8% (241 out of 350 students) indicated that they were never shown how to solve grammatical problems. Only 23,2% of the respondents (73 out of 350 students) indicated that they were shown how to solve grammatical problems.

VARIABLE 25 : DO YOU DISCUSS PROBLEMS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	22	.	.	.
NO	282	86,0	282	86,0
YES	46	14,0	328	100,0
TOTAL	350	100,0		

86,0% of the respondents denied the fact that they discussed problems (282 out of 350 students). Only 14,0% of the respondents (46 out of 350 students) agreed that they discussed problems.

**VARIABLE 26 : DOES HE/SHE DRILL ESSAYS?**

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	24	.	.	.
NO	284	87,1	284	87,1
YES	42	12,9	326	100,0
TOTAL	350	100,0		

87,1% of the respondents (284 out of 350 students) indicated that their Xhosa teachers never drilled essays. Only 12,9% of the respondents (42 out of 350 students) indicated that their Xhosa teachers drilled essays.

VARIABLE 27 : DOES HE/SHE TEACH FRIENDLY AND BUSINESS LETTERS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	25	.	.	.
NO	240	73,8	240	73,8
YES	85	26,2	325	100,0
TOTAL	350	100,0		

73,8% of the respondents in this investigation (240 out of 350 students) indicated that their Xhosa teachers did not teach friendly and business letters. Only 26,2% of the respondents (85 out of 350 students) indicated that their Xhosa teachers did teach friendly and business letters.

VARIABLE 28 : DOES HE/SHE DRILL DIFFICULT WORDS?

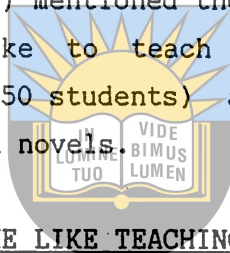
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	22	.	.	.
NO	266	81,1	266	81,1
YES	62	18,9	328	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 81,1% (266 out of 350 students) indicated that their teachers for Xhosa did not drill difficult words. Only a few of the respondents i.e. 18,9% (62 out of 350 students) indicated that their teachers for Xhosa did drill difficult words.

VARIABLE 29 : DOES HE/SHE TEACH NOVELS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	31	.	.	.
NO	243	76,2	243	76,2
YES	76	23,8	319	100,0
TOTAL	350	100,0		

The majority of the respondents in this investigation i.e. 76,2% (243 out of 350 students) mentioned the fact that their teachers for Xhosa did not like to teach novels. Only 23,8% of the respondents (76 out of 350 students) agreed that their teachers for Xhosa liked to teach novels.

**VARIABLE 30 : DOES HE/SHE LIKE TEACHING PLAYS?**

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	24	.	.	.
NO	239	73,3	239	73,3
YES	87	26,7	326	100,0
TOTAL	350	100,0		

From the above analysis it is noted that most of the respondents i.e. 73,3% (239 out of 350 students) stated that their teachers for Xhosa did not like to teach plays. 26.7% of the respondents (87 out of 350 students) stated that their teachers for Xhosa did like to teach plays.

VARIABLE 31 : DOES HE/SHE LIKE TO TEACH SHORT STORIES?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	29	.	.	.
NO	229	71,3	229	71,3
YES	92	28,7	321	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 71,3% (229 out of 350 students) indicated that their Xhosa teachers did not like to teach short stories. Only a few of the respondents i.e. 28,7% (92 out of 350 students) indicated that their teachers for Xhosa did like to teach short stories.

VARIABLE 32 : DOES HE/SHE LIKE TEACHING POEMS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	24	.	.	.
NO	248	76,1	248	76,1
YES	78	23,9	326	100,0
TOTAL	350	100,0		

76,1% of the respondents in this group (248 out of 350 students) denied the fact that their teachers for Xhosa liked to teach poems. Only 23,9% of the respondents (78 out of 350 students) agreed that their teachers for Xhosa did like to teach poems.

VARIABLE 33 : DOES/ HE/SHE LIKE TEACHING PHONETICS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	235	71,9	235	71,9
YES	92	28,1	327	100,0
TOTAL	350	100,0		

The majority of the respondents in this investigation i.e. 71,9% (235 out of 350 students) were bold enough to say that their Xhosa teachers did not like to teach phonetics. Only the minority of the respondents i.e. 28,1% (92 out of 350 students) agreed that they liked to teach phonetics.

VARIABLES 34 - 36 : DOES HE/SHE LIKE TO TEACH TRADITIONAL LITERATURE?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	227	70,1	227	70,1
YES	97	29,9	324	100,0
TOTAL	350	100,0		

From the analysis above, it is noted that the majority of the respondents in this investigation i.e. 70,1% (227 out of 350 students) denied the fact that their teachers for Xhosa liked to teach traditional literature. It is only a minority of 29,9% (97 out of 350 students) that agreed that their teachers for Xhosa liked to teach traditional literature.

VARIABLE 37 : DOES HE/SHE CHECK YOUR CORRECTIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	31	.	.	.
NO	255	79,9	255	79,9
YES	64	20,1	319	100,0
TOTAL	350	100,0		

Most of the respondents in this group i.e. 79,9% (255 out of 350 students) indicated that their corrections were never checked by their teachers and only a few 20,1% (64 out of 350 students) stated that their corrections were checked.

VARIABLE 38 : DOES HE/SHE TRAIN YOU TO TABULATE YOUR WORK?

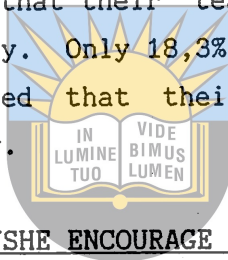
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	24	.	.	.
NO	268	82,2	268	82,2
YES	58	17,8	326	100,0
TOTAL	350	100,0		

The majority of the respondents in this investigation i.e. 82,2% (268 out of 350 students) denied that their teachers for Isixhosa trained them to tabulate their work. It is only the minority of 17,8% (58 out of 350 students) that confirmed that their teachers did train them to tabulate their work.

VARIABLE 39 : DOES HE/SHE LIKE TO ENCOURAGE PUPIL ACTIVITY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	23	.	.	.
NO	267	81,7	267	81,7
YES	60	18,3	327	100,0
TOTAL	350	100,0		

From the above analysis, 81,7% of the respondents (267 out of 350 students) indicated that their teachers for Xhosa did not encourage pupil activity. Only 18,3% of the respondents (60 out of 350 students) indicated that their teachers for Xhosa did encourage pupil activity.

**VARIABLE 40 : DOES HE/SHE ENCOURAGE DEBATES AND DISCUSSIONS IN CLASS?**

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RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	26	.	.	.
NO	260	80,2	260	80,2
YES	64	19,8	324	100,0
TOTAL	350	100,0		

Most of the respondents in this investigation i.e. 80,2% (260 out of 350 students) did not agree that their teachers for Xhosa did encourage discussions and debates in class. Only the minority of 19,8% of the respondents (64 out of 350 students) agreed that their teachers for Xhosa did encourage debates and discussions in class.

4.4 ANALYSIS OF PRINCIPALS' QUESTIONNAIRES(APPENDIX C)INFORMATION WITH REGARD TO PERSONAL REFERENCESTABLE 4.4.1 SEX

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	1	.	.	.
MALE	15	75,0	15	75,0
FEMALE	5	25,0	20	100,0
TOTAL	21	100,0		

75,0% of the respondents in this group were male and 25,0% of the respondents were female.

4.4.2 AGE

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RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	10	.	.	.
Less than 30 years	2	18,2	2	18,2
30 years	9	81,8	11	100,0
TOTAL	21	100,0		

81,8% of the respondents in this group were 30 years old and 18,2% of the respondents were less than 30 years in age.

4.4.3 EXPERIENCE AS A TEACHER

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Under 10 years	9	42,9	9	42,9
11 to 50 years	10	47,6	19	90,5
Over 50 years	2	9,5	21	100,0
TOTAL	21	100,0		

Table 4.4.3 indicates that 42,9% of the respondents (9 out of 21 principals) had less than 10 years experience in teaching, 47,6% (10 out of 21 principals) had 11 - 50 years experience in teaching. 9.5% (2 out of 21 principals) had 50 or more years experience in teaching.

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4.4.4 EXPERIENCE AS A PRINCIPAL

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Under 10 years	18	85,7	18	85,7
11 to 50 years	2	9,5	20	95,2
Over 50 yrs	1	4,8	21	100,0
TOTAL	21	100,0		

Table 4.4.4 indicates that 85,7% of the respondents (18 out of 21 principals) had less than 10 years experience in principalship. 9.5% of the respondents (2 out of 21 principals) had 11 - 50 years experience as principals and only 4,8% of the respondents (1 out of 21 principals) had 50 or more years experience as a principal.

4.4.5 ACADEMIC AND PROFESSIONAL QUALIFICATIONS

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	2	.	.	.
Matric; STD	4	21,1	4	21,1
B.A. ; U.E.D.	3	15,8	7	36,8
B.Sc.; H.E.D.	1	5,3	8	42,1
B.Ped.; B.ED.	2	10,5	10	52,6
Degree courses;				
J.S.T.C.	5	26,5	15	78,9
No degree courses;S.T.D.	4	21,1	19	100,0
TOTAL	21	100,0		

From the above analysis it is noted that 21,6% of the respondents (4 out of 21 principals) had no degrees but a Secondary Teachers' Diploma (S.T.D.). 15,8% of the respondents (3 out of 21 principals) had B.A. with U.E.D. 5,3% of the respondents (1 out of 21 Principals) had B.Sc. with H.E.D. 10,5% of the respondents (2 out of 21 principals) had some degree courses with J.S.T.C. and 21,1% of the respondents (4 out of 21 principals) had no degree courses but a Secondary Teachers' Diploma.

4.4.6 INFORMATION WITH REGARD TO POSITIVE AND NEGATIVE ANSWERS (YES/NO ANSWERS) ON AMOUNT OF WRITTEN WORK GIVEN.

VARIABLES 10-11 : DOES A XHOSA TEACHER GIVE ASSIGNMENTS REGULARLY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	17	81,0	17	81,0
NO	4	19,0	21	100,0
TOTAL	21	100,0		

81,0% of the respondents (17 out of 21 principals) indicated that their Xhosa teachers gave assignments regularly. 19,0% of the respondents (4 out of 21 principals) denied the fact that their Xhosa teachers gave assignments regularly.

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VARIABLE 12 : DOES A XHOSA TEACHER MARK WRITTEN WORK?

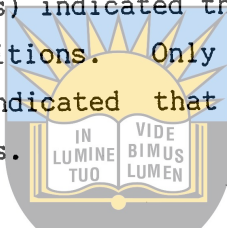
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	16	76,2	16	76,2
NO	5	23,8	21	100,0
TOTAL	21	100,0		

Most of the respondents in this investigation i.e. 76,2% (16 out of 21 principals) agreed that their Xhosa teachers marked written work. Only 23,8% of the respondents (5 out of 21 principals) disagreed that their Xhosa teachers did mark written work.

VARIABLE 13 : DOES A XHOSA TEACHER GIVE ENOUGH COMPOSITIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	8	38,1	8	38,1
NO	13	61,9	21	100,0
TOTAL	21	100,0		

The majority of the respondents in this investigation i.e. 61,9% (13 out of 21 principals) indicated that their Xhosa teachers did not give enough compositions. Only 38,1% of the respondents (8 out of 21 principals) indicated that their Xhosa teachers did give enough compositions.

**VARIABLE 14 : DOES A XHOSA TEACHER GIVE ENOUGH LETTERS?**

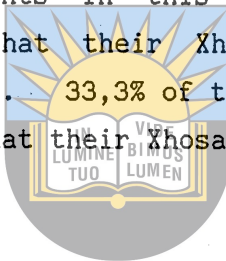
RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	13	61,9	13	61,9
NO	8	38,1	21	100,0
TOTAL	21	100,0		

38,1% of the respondents in this group denied the fact that their Xhosa teachers gave enough letters and 61,9% of the respondents agreed that their Xhosa teachers gave enough letters.

VARIABLE 15 DOES A XHOSA TEACHER LET THE STUDENTS DO CORRECTIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	14	66,7	14	66,7
NO	7	33,3	21	100,0
TOTAL	21	100,0		

66,7% of the respondents in this investigation (14 out of 21 principals) indicated that their Xhosa teachers did let the students do corrections. 33,3% of the respondents (7 out of 21 principals) indicated that their Xhosa teachers did not let the students do corrections.



VARIABLE 16 : DOES A XHOSA TEACHER MARK CORRECTIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	15	71,4	15	71,4
NO	6	28,6	21	100,0
TOTAL	21	100,0		

The majority of the respondents in this investigation i.e. 71,4% agreed that their Xhosa teachers did mark corrections. Only a minority of 28,6% of the respondents (6 out of 21 principals) did not agree that their Xhosa teachers did mark corrections.

VARIABLE 17 : DOES A XHOSA TEACHER ENCOURAGE DEBATES IN CLASS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	16	76,2	16	76,2
NO	5	23,8	21	100,0
TOTAL	21	100,0		

Most of the respondents in this investigation i.e. 76,2% (16 out of 21 principals) indicated that their Xhosa teachers did encourage debates in class whilst 23,8% of the respondents (5 out of 21 principals) indicated that their Xhosa teachers did not encourage debates in class.

VARIABLE 18 : DOES A XHOSA TEACHER ENCOURAGE DISCUSSIONS IN CLASS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
YES	15	71,4	15	71,4
NO	6	28,6	21	100,0
TOTAL	21	100,0		

From the above analysis, 71,4% of the respondents (15 out of 21 principals) were positive to the fact that their Xhosa teachers did encourage discussions in class. 28,6% of the respondents were negative to the fact that their Xhosa teachers did encourage discussions in class.

**TABLE 4.5 ANALYSIS OF PARENTS' QUESTIONNAIRS
(APPENDIX D)
INFORMATION SUPPLIED BY THE PARENT WITH REGARD TO PERSONAL REFERENCES**

4.5.1 SEX

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	1	.	.	.
MALE	36	36,4	36	36,4
FEMALE	63	63,6	99	100,0
TOTAL	100	100,0		

63,4% of the respondents were female and 36,4% of the respondents were male.

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4.5.2 AGE

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	1	.	.	.
Younger than 40 years	81	81,8	81	81,8
40 years	7	7,1	88	88,9
Older than 40 years	11	11,1	99	100,0
TOTAL	100	100,0		

81,8% of the respondents in this investigation were younger than 40 years. 7,1% of the respondents were 40 years old and 11,1% of the respondents were older than 40 years.

4.5.3 HIGHEST STANDARD PASSED

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	1	.	.	.
Std 6	5	5,1	5	5,1
Std 7	5	5,1	10	10,1
Std 8	4	4,0	14	14,1
Std 9	8	8,1	22	22,2
Std 10	11	11,1	33	33,3
Teachers, course	34	34,3	67	67,7
Any degree	17	17,2	84	84,8
Degree/no degree	3	3,0	87	87,9
Some degree courses	12	12,1	99	100,0
TOTAL	100	100,0		

From the above analysis, it is noted that 5,1% of the respondents passed Standard 6; 5.1% of the respondents passed Standard 7; 4,0% of the respondents passed Standard 8; 8.1% of the respondents passed Standard 9; 11,1% of the respondents passed Standard 10; 34,3% of the respondents passed a Teachers' Course; 17,2% of the respondents had degrees; 3.0% of the respondents had no degrees and 12,1% of the respondents had some degree courses.

This finding clearly indicates that at least most of the parents had professional qualifications so they could assist their children with learning problems.

TABLE 4.6

INFORMATION SUPPLIED BY THE PARENTS WITH REGARD TO SELDOM, PERIODICALLY AND OFTEN TYPE ANSWERS

VARIABLE 5 : HOW DOES YOUR CHILD ATTEND SCHOOL?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Seldom	7	5,4	5	5,4
Periodically	9	9,7	14	15,1
Often	79	84,9	93	100,0
TOTAL	100	100,0		

Most of the respondents in this investigation i.e. 84,9% confirmed that their children often attended school. 9,7% of the respondents confirmed that their children attended school periodically and 5,4% of the respondents confirmed that their children seldom attended school.

VARIABLE 6 : HOW OFTEN DO THE BOYCOTTS TAKE PLACE AT SCHOOLS NOWADAYS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Seldom	6	21,3	20	21,3
Periodically	33	35,1	53	56,4
Often	41	43,6	94	100,0
TOTAL	100	100,0		

The majority of the respondents from above analysis i.e. 43,6% indicated that the boycotts often took place at schools nowadays.

35,1% indicated that boycotts took place periodically at schools and 21,3% indicated that boycotts often took place at schools.

VARIABLES 7 - 9 : HOW OFTEN DOES YOUR CHILD DO HOMEWORK?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Seldom	8	12,0	8	12,0
Periodically	11	28,3	19	40,0
Often	26	59,8	45	100,0
TOTAL	100	100,0		

Most of the respondents in this investigation i.e. 59,8% indicated that their children often did homework; 28,3% of the respondents indicated that their children did homework periodically and 12,0% of the respondents indicated that their children seldom did homework.

TABLE 4.7

INFORMATION WITH REGARD TO POSITIVE AND NEGATIVE ANSWERS ON CO-OPERATION OF THE PARENTS.

VARIABLE 10 : DO YOU CO-OPERATE WITH TEACHERS WHEN THERE ARE BOYCOTTS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	5	5,0	5	5,0
YES	89	93,7	94	98,7
TOTAL	100	100,0		

From the analysis above, 93,7% of the respondents indicated that they did not co-operate with teachers when there were boycotts. 6.3% of the respondents indicated that they did co-operate with teachers when there were boycotts.

VARIABLE 11 : DO YOU HELP YOUR CHILD TO STUDY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	6	97,9	92	97,9
YES	2	21,6	94	100,0
TOTAL	100	100,0		

Most of the respondents in this investigation i.e. 97,9% denied the fact that they helped their children to study. Only 21,6% of the respondents agreed that they helped their children to study.

VARIABLE 12 : DO YOU ASSIST HIM WITH PROBLEMS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	7	93,5	87	93,5
YES	6	6,5	93	100,0
TOTAL	100	100,0		

The majority of the respondents in this investigation i.e. 93,5% denied the fact that they assisted their children with problems. Only a minority of 6,6% confirmed that they assisted their children with problems.

VARIABLES 13 - 15 : DOES YOUR CHILD DO WRITTEN WORK THOROUGHLY?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	89	96,7	89	96,7
YES	3	3,3	92	100,0
TOTAL	100	100,0		

From the above analysis it is noted that 96,7% of the respondents indicated that their children did not do written work thoroughly. Only 3,3% of the respondents indicated that their children did written work thoroughly.

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VARIABLE 16 : DO THE TEACHERS MARK WRITTEN WORK?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	87	94,6	87	94,6
YES	5	5,4	92	100,0
TOTAL	100	100,0		

Most of the respondents in this investigation i.e. 94,6% (87 out of 100 parents) denied the fact that the teachers did mark written work. Only 5,4% of the respondents (5 out of 100 parents) indicated that the teachers did mark written work.

VARIABLES 17 - 18 : DO THE TEACHERS LET THE STUDENTS DO CORRECTIONS?

RESPONDENTS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	69	76,7	69	76,7
YES	21	23,3	90	100,0
TOTAL	100	100,0		

The majority of the respondents in this investigation i.e. 76.7% did not agree that the teachers did let the students do corrections i.e. (69 out of 100 parents). Only a minority of 23,3% of the respondents (21 out of 100 parents) did agree that the teachers did let the students do corrections.

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GENERAL COMMENTS MADE BY TEACHERS

1. Some of the students do not enjoy Xhosa. They only do it because it is compulsory.
2. Because of culture change and detribalisation, young people of all population and language groups often value their own culture and language less than their parents and grandparents do.
3. Some of the students do favour Xhosa only because they are patriots by birth. It is because of the negative methods used by the Xhosa teachers that the students lose interest in the subject.
4. Most of the students do not respect the Xhosa language. They undermine and underestimate its value. They presume that Xhosa is the easiest language hence it is a first language.

5. Teachers themselves should develop a good attitude towards Xhosa so as to arouse the students' interests.
6. There should be bursaries for the students who have passed Xhosa with the highest symbol (A and B) so as to encourage them to keep doing well.
7. The prescribed books should be very interesting and educative.
8. Xhosa should only be allocated to the teachers who have done it as a major subject.
9. Each and every aspect of the Xhosa language should be taught by different teachers because one teacher might naturally never be good in all aspects of the subject. In addition to that, one teacher might find it impossible to complete the syllabus simply because he/she is overloaded.
10. The Xhosa teachers should learn to teach pure Xhosa. They should avoid teaching Xhosa in English (mixture of languages).
11. The teachers should be involved in the planning of the Xhosa syllabus.
12. There should be Xhosa dictionaries with meanings and origins of the Xhosa terminology.



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GENERAL COMMENTS MADE BY PRINCIPALS

1. There should be some communication, co-operation, co-ordination and consideration between the parents, the principals, the teachers and the students.
2. It should not be the principals' burden alone to look after the education of a Black child. Education should start at home.
3. There should be some negotiation between the students and the relevant teachers.
4. There should be adequate educational facilities provided by the Government for each and every school.
5. The students should not be involved in politics unnecessarily.
6. It should be clearly and emphatically explained to the students by their parents and their teachers that education should take precedence over all other considerations.
7. There should be free education. This would lead to compulsory education.
8. Because corporal punishment has been abolished by the Department of Education, the present students have become superlatively unruly.
9. Constant changing of the syllabi should be eliminated.
10. Teachers should be encouraged to upgrade their qualifications because the need for higher education is ever growing.



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GENERAL COMMENTS MADE BY PARENTS

1. There should be continuous communication between the teachers, the principals, the students and the community at large, because, according to administration, the principal is a link between the Department and the school, and between the school and the community as a whole.
2. The current education system i.e. the Bantu Education system should be abolished. What is important is that the quality of education offered should be sound and should take no account of racial groupings.
3. The subsidized books should be supplied timeously by the Department of Education.
4. The students should be politically, spiritually, socially, physically, economically and mentally educated.
5. Corporal punishment should be inflicted to the undisciplined, lawless, irresponsible, ill-prepared, unmotivated and uncaring students.
6. Vocational/career guidance is of vital importance at school.

4.8 A SUMMARY OF THE MOST IMPORTANT FINDINGS1. QUALIFICATIONS OF XHOSA TEACHERS

On the whole the Xhosa teachers were professionally qualified despite the fact that they were not all academically qualified. 9.2% (12 out of 138 teachers) were having matric as the highest academic qualification, 2,3% (3 out of 138 teachers) were having some degree courses.

It was only 6,2% (8 out of 138 teachers) who had majored in Xhosa and only 1,5% (2 out of 138 teachers) were having B.A. degrees with other degrees (Senior degrees).

It is not known whether the extent of the efficiency of the teaching of Xhosa is affected as a result of the 9.2% (12 out of 138 teachers) being unqualified. It is however desirable that teachers should be fully qualified.

2. ATTITUDE OF TEACHERS TOWARDS XHOSA

The situation in Transkei Senior Secondary schools is bad as regards the attitude of teachers towards Xhosa. It was 91,3% of the teachers (115 out of 138 teachers) who indicated that they did not enjoy teaching Xhosa. 85,4% of the teachers (111 out of 138 teachers) indicated that they did not like to teach essays. 88,5% of the teachers (116 out of 138 teachers) indicated that they did not like teaching letters. 82,4% of the teachers (108 out of 138 teachers) indicated that they did not like teaching telegrams.

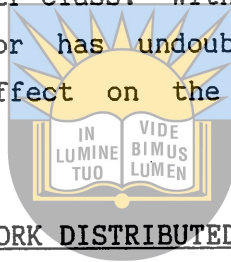
General speaking, the situation in Transkei Senior Secondary Schools with regard to attitudes of Xhosa teachers needs improvement. This reveals that the Xhosa language was somehow neglected by the teachers.

3. THE OVERLOAD FOR XHOSA TEACHERS

Table 4.2.6 revealed that most of the Xhosa teachers were exceptionally overloaded. It revealed that 30,3% (27 out of 138 teachers) handled Xhosa only. 32,6% (29 out of 138 teachers) handled one other subject in addition to Xhosa.

10,1% (9 out of 138 teachers) handled two other subjects in addition to Xhosa. 4,5% (4 out of 138 students) handled three other subjects in addition to Xhosa. 11,2% (10 out of 138 teachers) handled even four to five subjects in addition to Xhosa.

Besides the fact that these teachers are being overloaded with many subjects to teach, they are also overloaded with the large number of students per class. With regard to the size of a Xhosa class, this factor has undoubtedly played a major limiting role in its effect on the amount of written work distributed.



4. THE AMOUNT OF WRITTEN WORK DISTRIBUTED

The position with regard to the amount of written work distributed to the students was satisfactory, because table 4.2.7 revealed that 72,3% (73 out of 138 teachers) were giving tests and assignments weekly. Table 4.2. revealed that 73,7% (73 out of 138 teachers) were giving compositions weekly. 82,7% (81 out of 139 teachers) were giving letters weekly. 72,7% (72 out of 138 teachers) were giving some more written work in grammar on weekly basis and the majority of them i.e. 68,7% (68 out of 138 teachers) were drilling a comprehension passage weekly.

The researcher is of the opinion that at least the teachers for Xhosa were determined and dedicated to their work.

5. THE POSITIVE AND NEGATIVE METHODS USED BY THE XHOSA TEACHERS IN STANDARD 10

In Table 4.2.13 it is revealed that 93,8% (122 out of 138 teachers) did not encourage debates in class and 89,4% (118 out of 138 teachers) did not use teaching aids when presenting their lessons.

Most of the teachers i.e. 78,0% (03 out of 138 teachers) revealed that they did not explain some difficult words from comprehension passages, essays, literature and grammar. 89,1% (115 out of 138 teachers) did not read suitable books. 86,2% (112 out of 138 teachers) did not encourage meaningful addresses in letters. 88,6% (117 out of 138 teachers) did not drill the various types of essays. 82,3% (107 out of 138 teachers) did not drill the students in spelling and sentence construction. 91,5% (119 out of 138 teachers) did not develop vocabulary generally. 95,2% (119 out of 138 teachers) revealed that they did not encourage the students to do some written work regularly. 94,6% (122 out of 138 teachers) also revealed that they did not encourage the students to do corrections regularly.

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The majority of the teachers i.e. 88,2% revealed that they did not check corrections. Another majority of them i.e. 85,8% (109 out of 138 teachers) also revealed that they did not do remedial measures. 83,5% (106 out of 138 teachers) indicated that they did not like oral work. 95,3% (123 out of 138 teachers) indicated that they did not train their students to tabulate their work. 90,8% (118 out of 138 teachers) did not encourage pupil activity in class. 94,6% (123 out of 138 teachers) indicated that they did not read the setbooks prescribed for the class before they came to the class. 91,4% (118 out of 138 teachers) indicated that they were not able to analyse the novels, the plays and the short stories. 89,9% (116 out of 138 students) could not do critical appreciation and 93,8% (122 out of 138 teachers) could not make the students react to the significance of words in poetry and prose.

89,3% (117 out of 138 teachers) indicated that they did not teach the students how to understand the theme in a story. 93,0% (120 out of 138 teachers) indicated that they did not teach the different types of set books in concurrency and 72,5% (95 out of 138 teachers) indicated that they did not encourage drama.

On the whole, in most cases, the methods used by the Xhosa teachers in Standard 10 were negative. It was observed by the researcher that the general situation and the atmosphere in the Senior Secondary Xhosa class (Standard 10) was unsatisfactory.

6. THE AVAILABILITY OF EDUCATION FACILITIES

Table 4.2.13 revealed that 63,8% (83 out of 138 teachers) did use newspaper and magazine cuttings as teaching aids. 65,1% (84 out of 138 teachers) were having tape recorders at school. 58,8% (77 out of 138 teachers) confirmed that they had radios at school and 63,1% (82 out of 138 teachers) did make use of radio lessons. 59,2% (77 out of 138 teachers) indicated that they did have libraries in their schools although 57,0% (73 out of 138 teachers) revealed that they did not have enough Xhosa books.

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The majority of the teachers were not suffering any consequences in connection herewith. It is assumed by the researcher that their principals were not reluctant to allocate money towards the purchase of necessary requirements.

7. PRINCIPALS' VIEWS ABOUT THE TEACHING OF XHOSA AS OPPOSED TO TEACHERS AND STUDENTS' BIEWS

On the findings made is that while the students and teachers have alot of negative attitude about the teaching of Xhosa, most principals have a different and positive attitude. This is found on variables 10-11, variable 12 on page 149, variables 13 and 14 on page 150, variables 15 and 16 on page 151 and variables 17 and 18 on page 152.

CHAPTER 5

SUMMARY CONCLUSIONS AND RECOMMENDATION

5.1 BRIEF SUMMARY

The chief aim of this study is to investigate the positive and negative methods used by teachers to teach Xhosa as a first language in Standard 10. To get information of these aspects the researcher depended solely on questionnaires and library research of related issues.

In the previous sections of the dissertation, the researcher has first and foremost tried to outline the background of the study. The researcher has also outlined the possible problems that might be the root cause of the high failure rate of Xhosa in Standard 10.

In chapter two, a survey of related literature was done. This chapter also emphasized the various methods and techniques of teaching Xhosa as a first language.

The third chapter indicated the research design and methodology. This chapter also indicated the research instruments for collecting data and the manner in which the collected data was to be analysed. The researcher tried to get the opinions of standard 10 teachers, standard 10 students, principals and parents with regard to Xhosa didactics in Senior Secondary schools in Transkei.

This chapter deals with the conclusions and recommendations with regard to the teaching of Xhosa as a first language.

5.2 CONCLUSIONS

The researcher would like to draw attention to the serious impressions that have been obtained as a result of this research:

- 5.2.1 There is an indication that some methods used by the teachers for Xhosa as a first language are negative. This has been revealed by the analysis of variables regarding positive and negative answers on methods used by the teachers.

- 5.2.2 The attitudes of teachers towards Xhosa are not beneficial to students. This has been revealed by the analysis of variables regarding attitude statements (attitude scale) by the Xhosa teachers.

Concerning general orientation and attitude of teachers towards Xhosa, more than 80% of the respondents should be able to motivate standard 10 candidates to strive for a higher certificate than the senior certificate.

- 5.2.3 Teachers are not well-oriented about the learning of the language. In addition to that, teachers are not fully qualified. Apart from the shortage of fully qualified teachers, there are some other factors which can be summed up as follows:

- 5.2.3.1 Overloaded teachers for Xhosa and big number of students for a Xhosa class.
- 5.2.3.2 Lack of teacher and student respect for Xhosa as a first language.
- 5.2.3.3 Inavailability and inadequate library facilities which lead to insufficient reading of Xhosa books.
- 5.2.3.4 Inability of teachers to take the students for mini education trips that are relevant to Xhosa. (Traditional functions)
- 5.2.3.5 Inavailability of funds to equip the libraries and to purchase relevant materials.
- 5.2.3.6 Lack of teacher-student interest for the mother tongue.
- 5.2.3.7 Inavailability of textbooks, setbooks and reference books at schools.

5.3 RECOMMENDATIONS

- 5.3.1 The students should be stimulated to select and carry out their own individual projects. In this way the focus will be on student-behaviour. The teachers should not use teacher-centered techniques.
- 5.3.2 The students should be trained to have complete, perfect and well-organized notes and to review them carefully and frequently so as to battle the inexorable law of forgetting.
- 5.3.3 The teachers should restrict the use of essay questions to those learning outcomes which cannot be satisfactorily measured by objective items.
- 5.3.4 The teachers should be thoroughly familiar with both the principles and the details of the methods they use for teaching.
- 5.3.5 Emphasis should be made on oral work and speech exercises.
- 5.3.6 There should be a small amount of work for the teachers of Xhosa since it is treated as a first language.
- 5.3.7 The teachers for Xhosa should major in Xhosa for effective teaching of the subject.
- 5.3.8 The number of students per class should be reduced by the schools so as to cause effective teaching.
- 5.3.9 The mother tongue like the living foreign languages, offers good opportunities for disciplining the ear and the tongue so there should be a system and method in teaching the right color of vowels and consonants in phonetics.
- 5.3.10 Visual aids should be used because they are not only important in establishing vivid and accurate imagery, but they are also important as a means of arousing interest and fixing attention on the desired relationships being studied.

5.3.11 Use of radio and television :

- may provide excellent supplementary material.
- may provide first hand information
- may provide excellent means of motivating students
- may train students in listening and note taking.
- may serve to stimulate more interest in education.
- may serve to set standards of instruction and to unify work
- may provide an opportunity to build favourable attitudes fostering worthy use of leisure time.

5.3.12 The teachers should improve their teaching, their administration of work and their interpersonal relationships.

5.3.13 If the funds are not available in school, the principals should organize functions to raise funds for the purchase of more books for the libraries.

5.3.14 The Transkei Department of Education should provide each school with some money to buy some fundamental Xhosa books and relevant resource materials required at school.

5.4 CONCLUSION

These recommendations should be seriously considered because firstly the mother tongue is the capital with which we start out in the educative process, and to increase it must remain our aim even if the spirit of enterprise should lead us to foreign fields.

Secondly, good knowledge of the mother tongue (and therefore of one's culture) gives one dignity and a sense of self-esteem in one's society.

5.5 PROBLEMS FOR FURTHER INVESTIGATIONS

This study of investigation into the positive and negative methods used to teach Xhosa as a first language in Standard 10 has displayed a number of problems with regard to the teaching and learning of Xhosa.

These problems were mentioned in the dissertation but they were not fully discussed. These problems need some further investigations so as to improve the methods used for teaching Xhosa as a first language.

5.5.1 LIBRARY FACILITIES

In order to promote learning through reading, schools should be provided with libraries and libraries to be provided with sufficient books. It was revealed in this study that 59,2% of the schools had libraries and 48,1% of the schools did not have sufficient books for the libraries. This problem of inavailability of libraries and inadequate number of books should be further investigated because those are the main requirements for education.

5.5.2 TEACHER QUALIFICATIONS

The table with regards to the teachers' qualifications revealed that most teachers are not academically qualified. These teachers should be encouraged to do private studies. They should also be motivated to improve their skills in their subjects by attending in-service courses from time to time.

5.5.3 PUPIL-TEACHER RATIO

A further investigation into pupil-teacher ratios is necessary because lack of individual attention by the teachers is due to the factor.

5.5.4 TRANSFERS

The transfers of the teachers now and again by the Department of Education might affect the results for final examinations.

5.5.5 AUTHORS OF XHOSA BOOKS AND EXAMINERS FOR XHOSA

On the whole the authors of Xhosa books and Examiners for Xhosa should be given a chance by the Department of Education to communicate with the students as well as the teachers concerned. Perhaps this might curb the whole issue of poor performance in Xhosa. An investigation in this connection is also necessary.

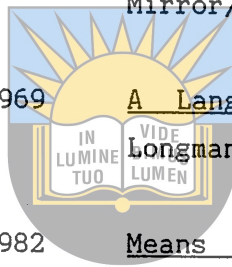


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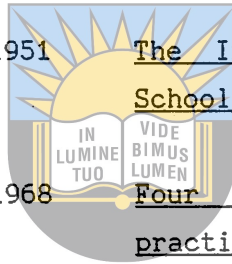
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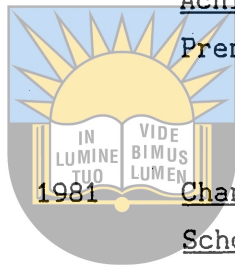


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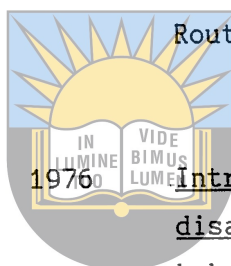
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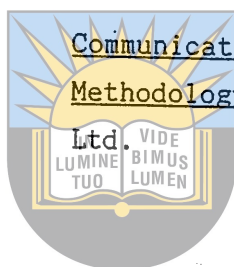
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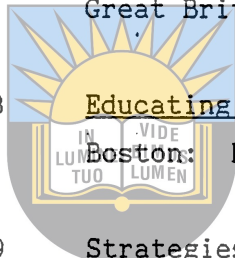


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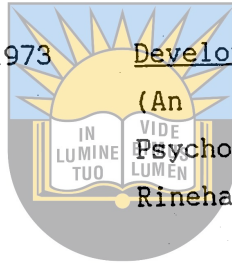
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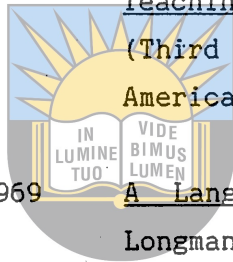
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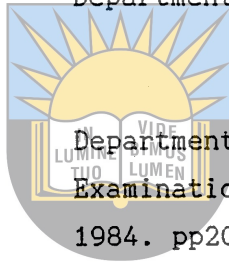
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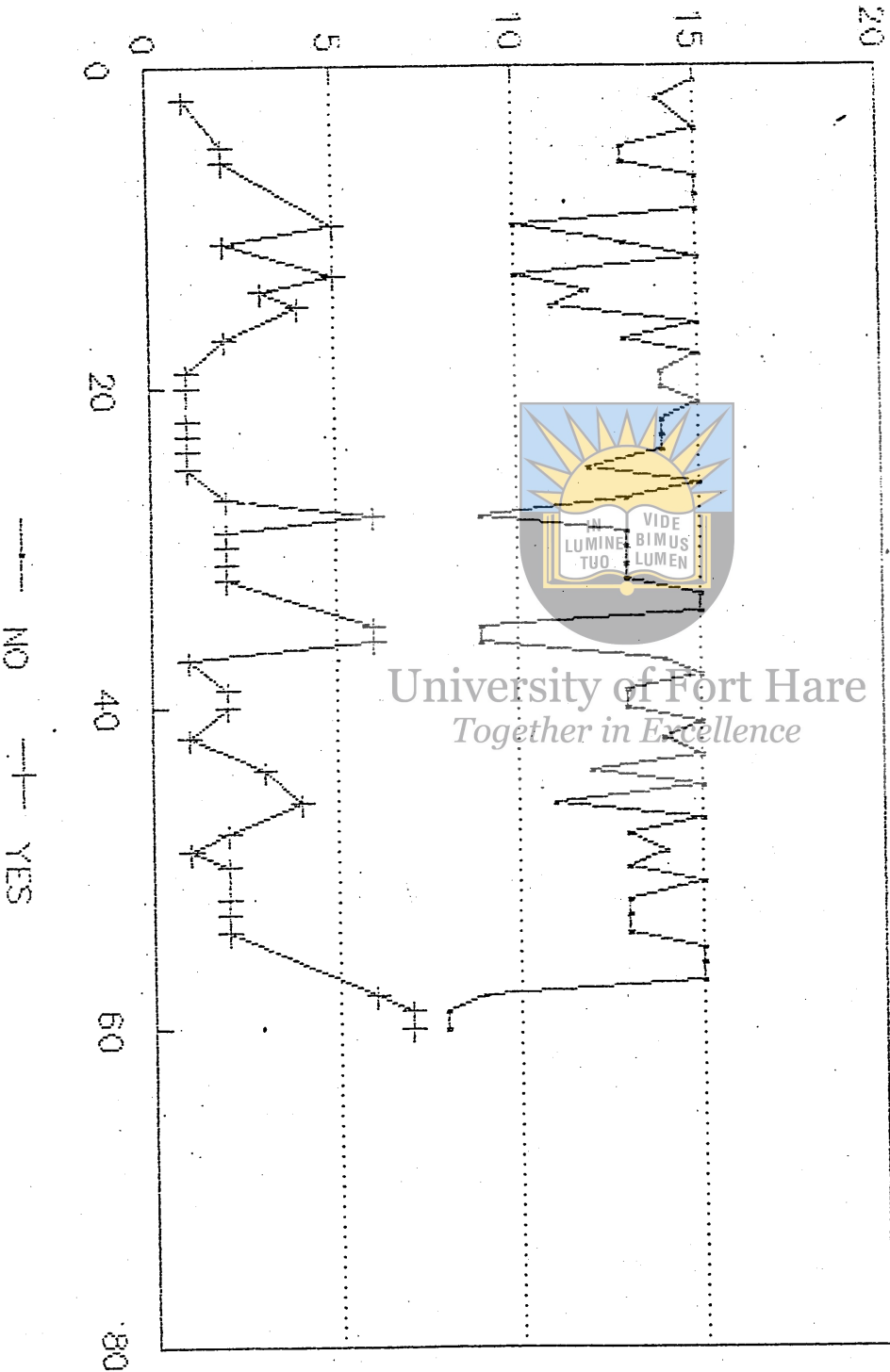
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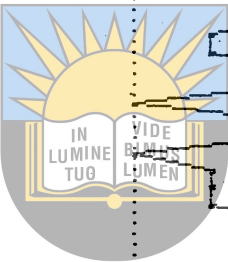
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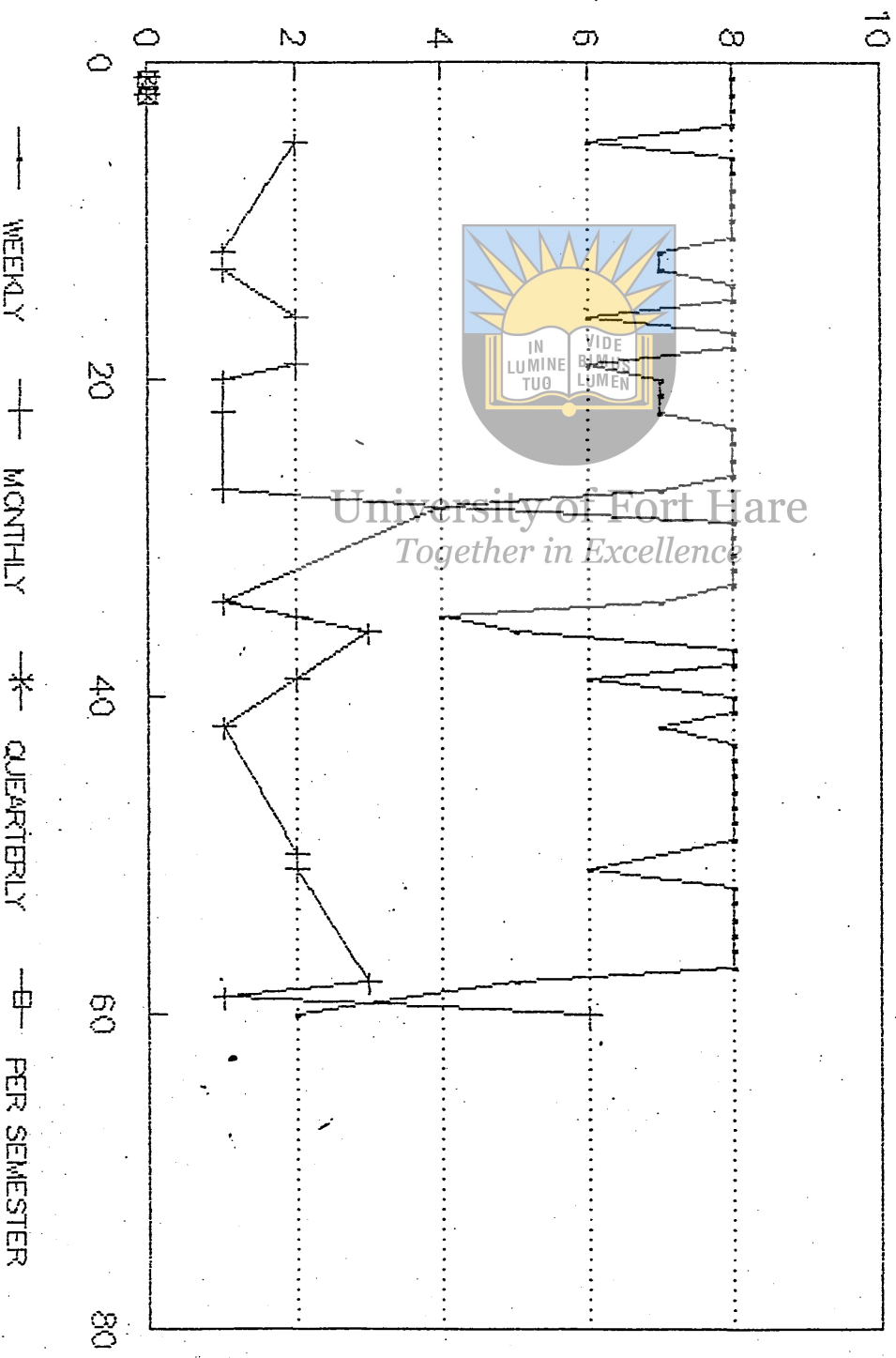


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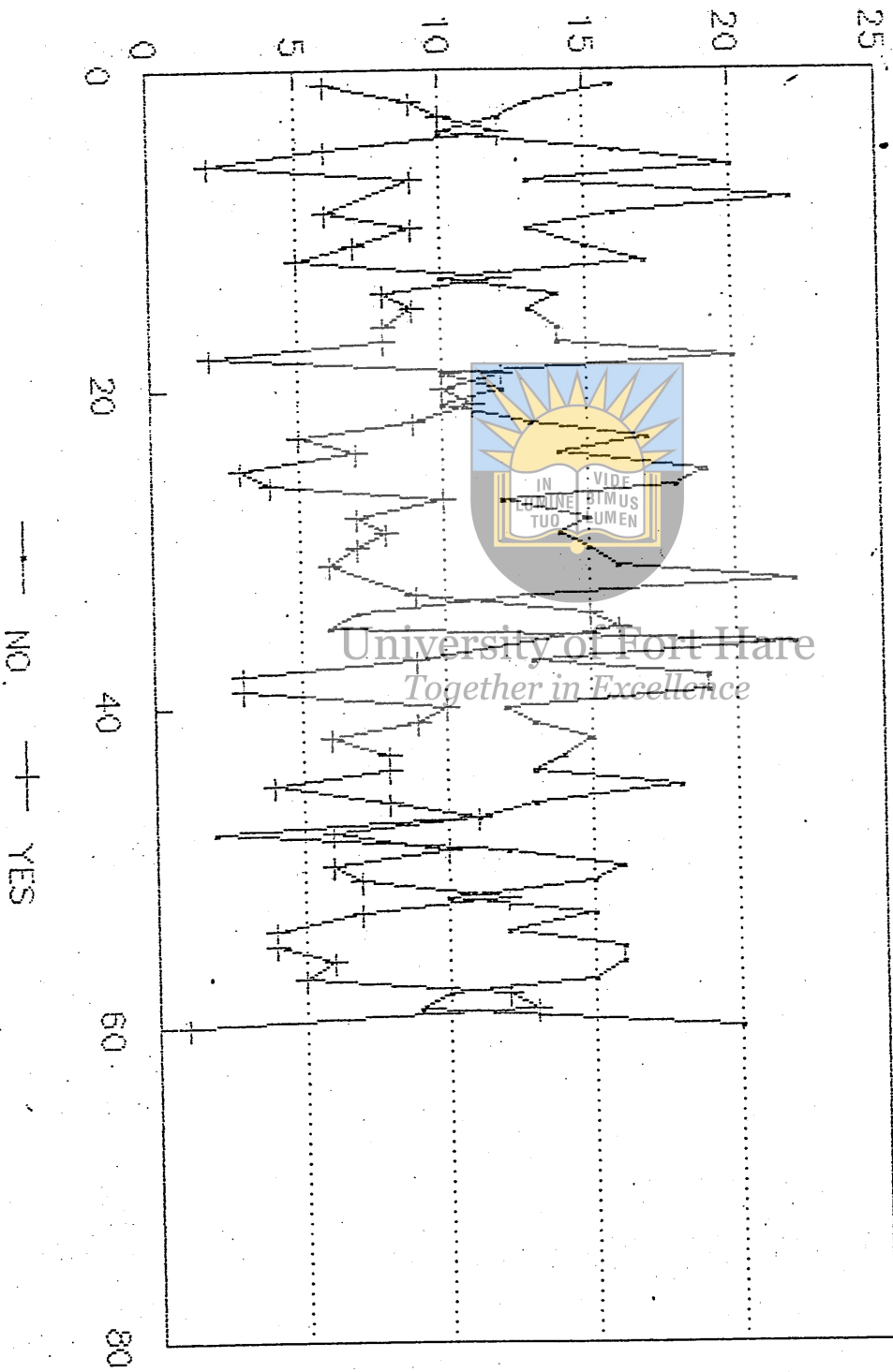


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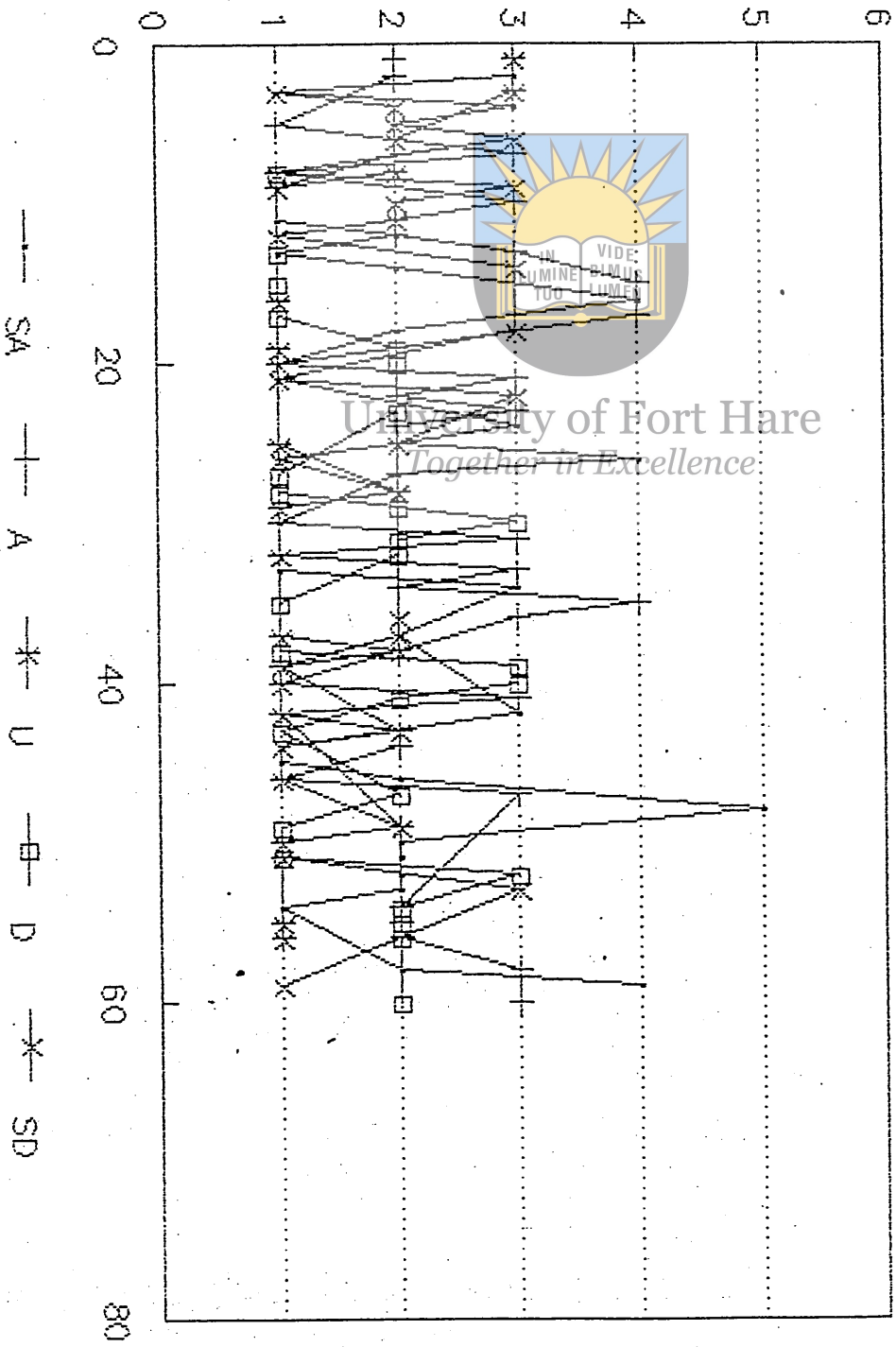
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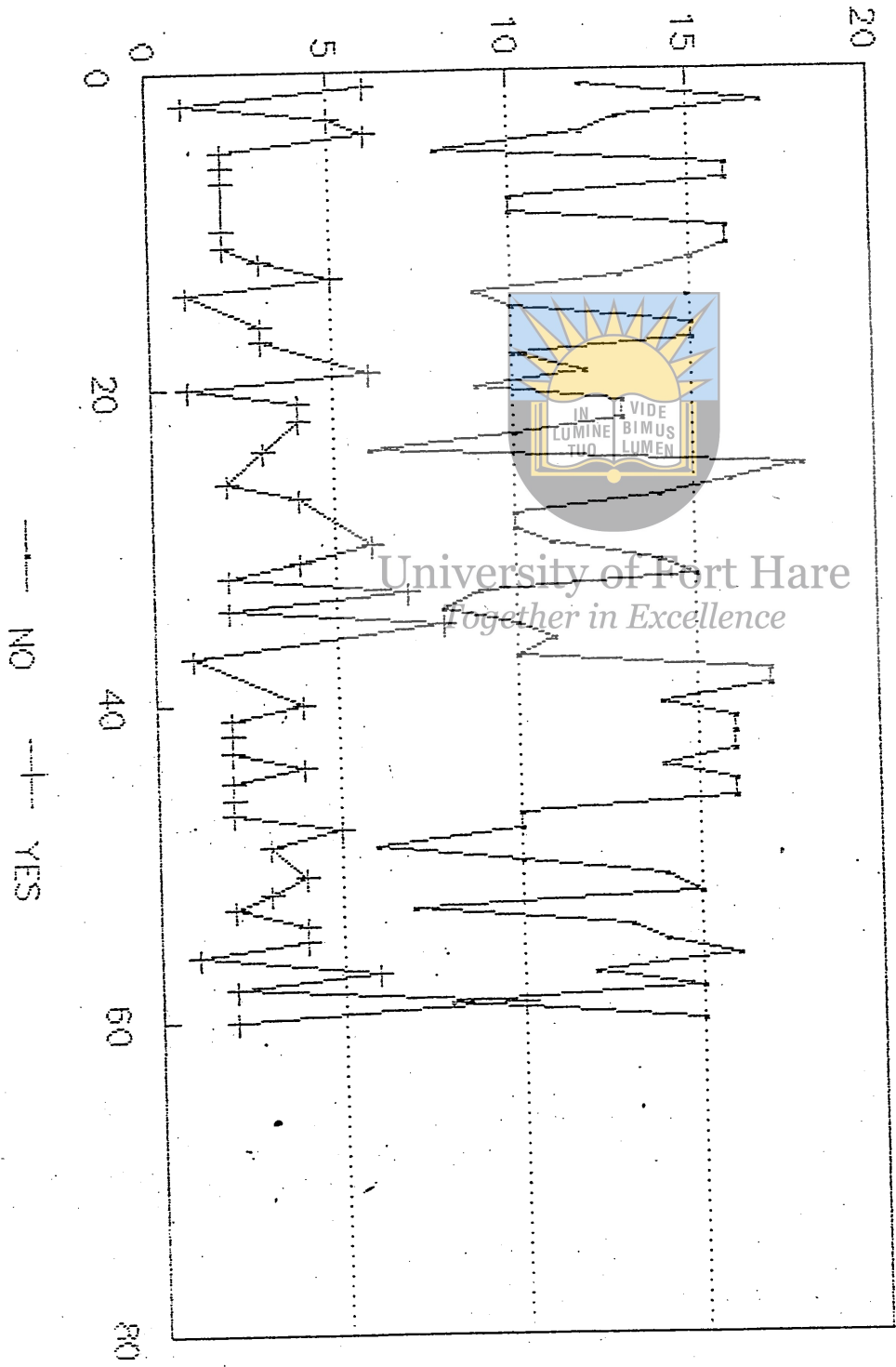


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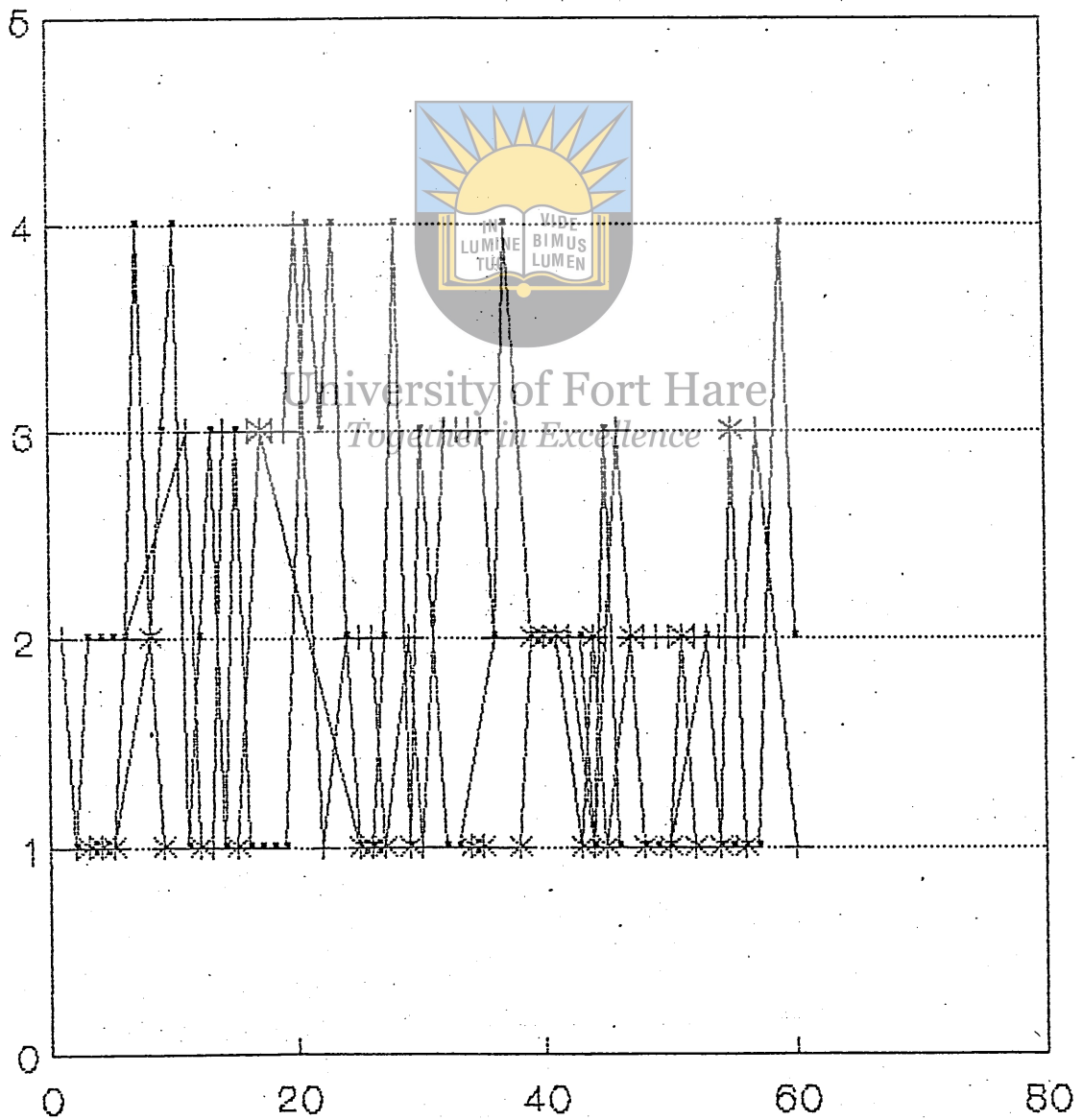
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Teachers' Questionnaire Yes VS No



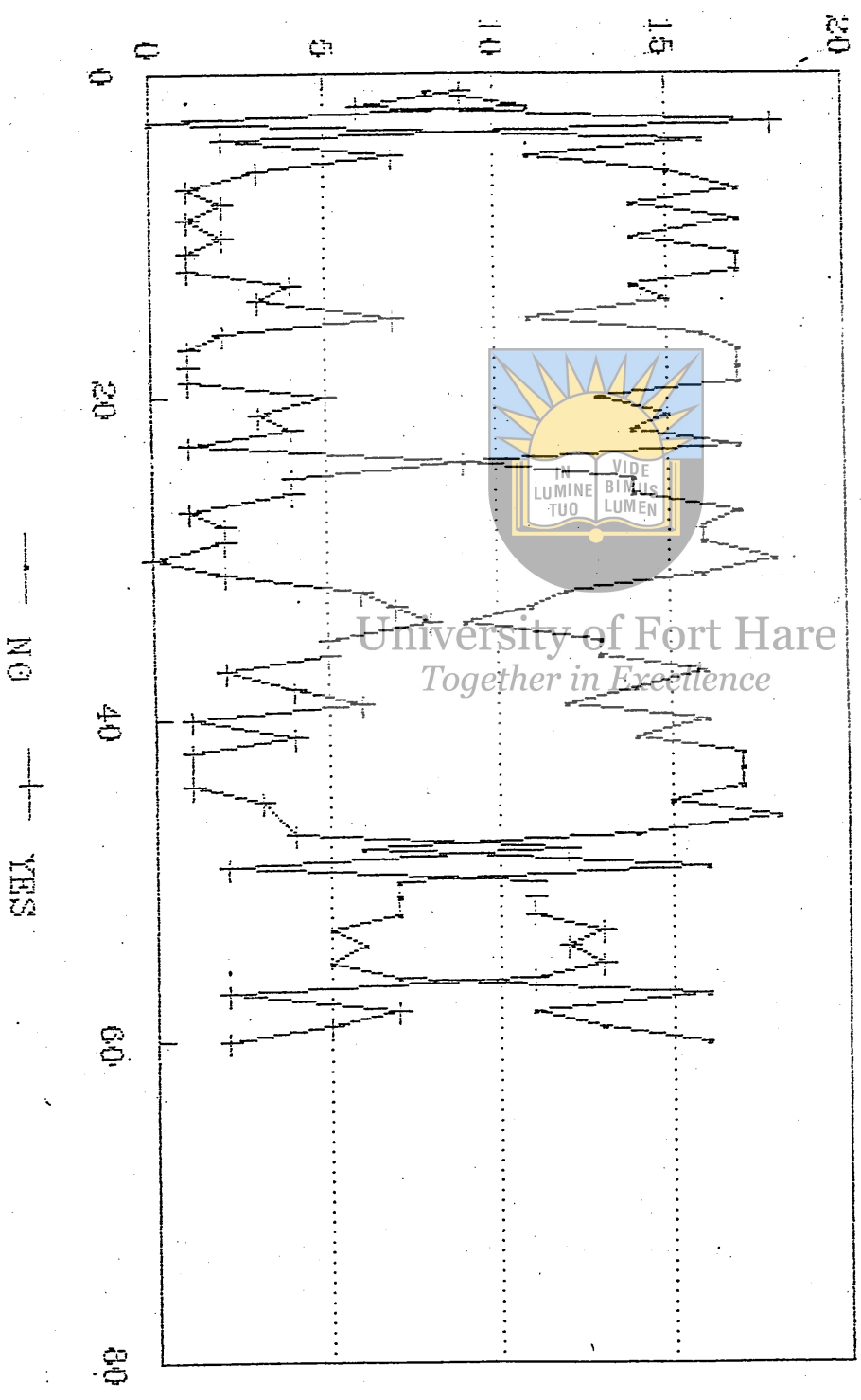
Students' QUESTIONNAIRE No. I.I.O.



— Seldom + Periodically * Often

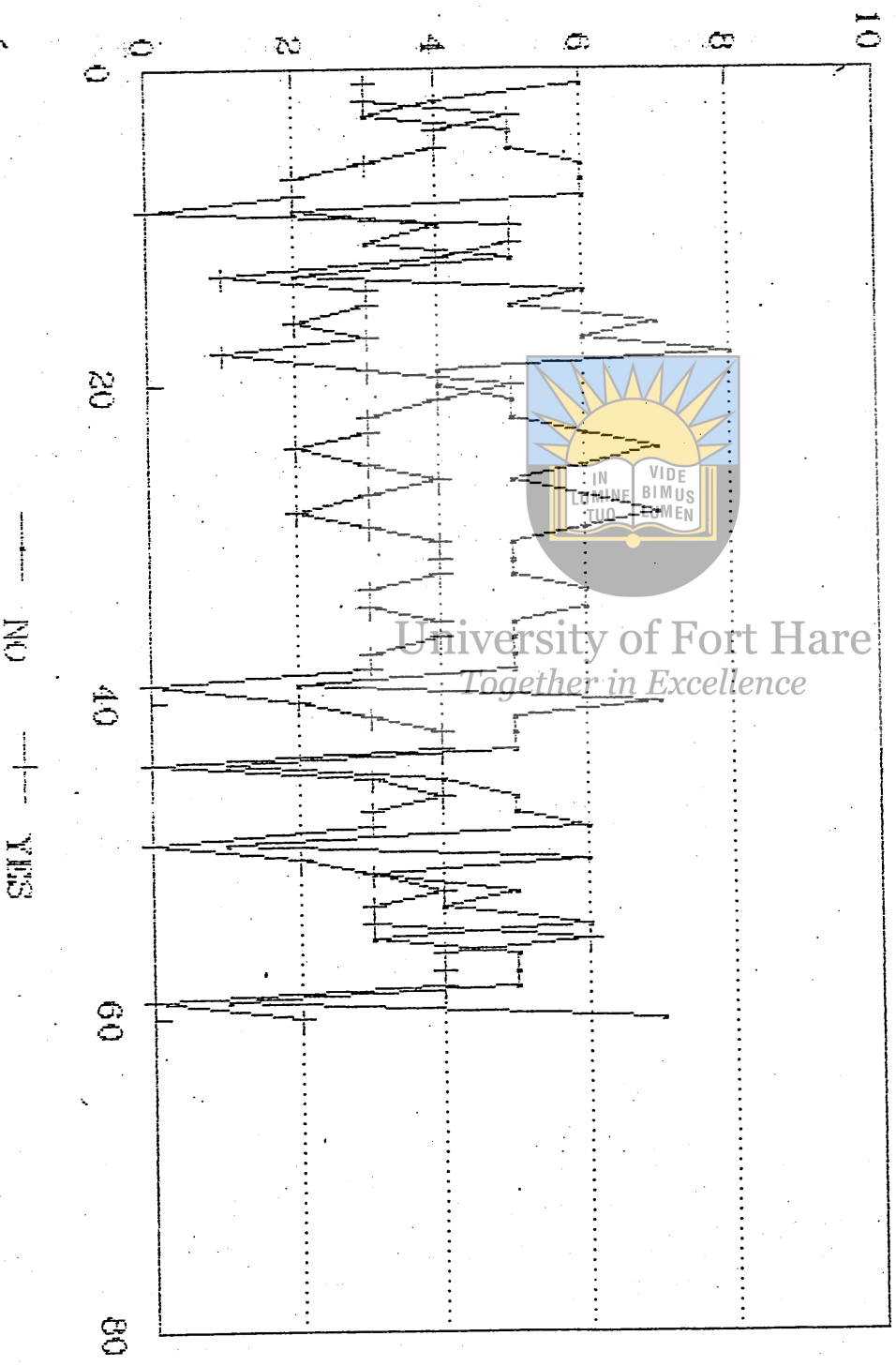
Students' Questionnaire Question I.II

Yes vs No

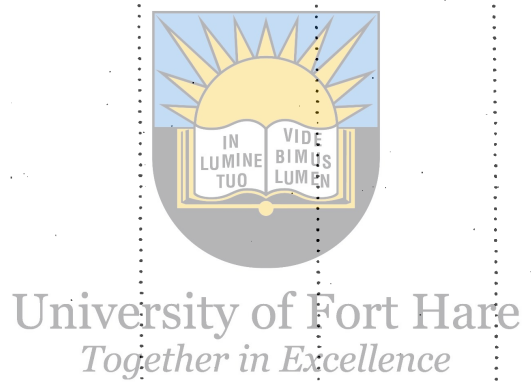
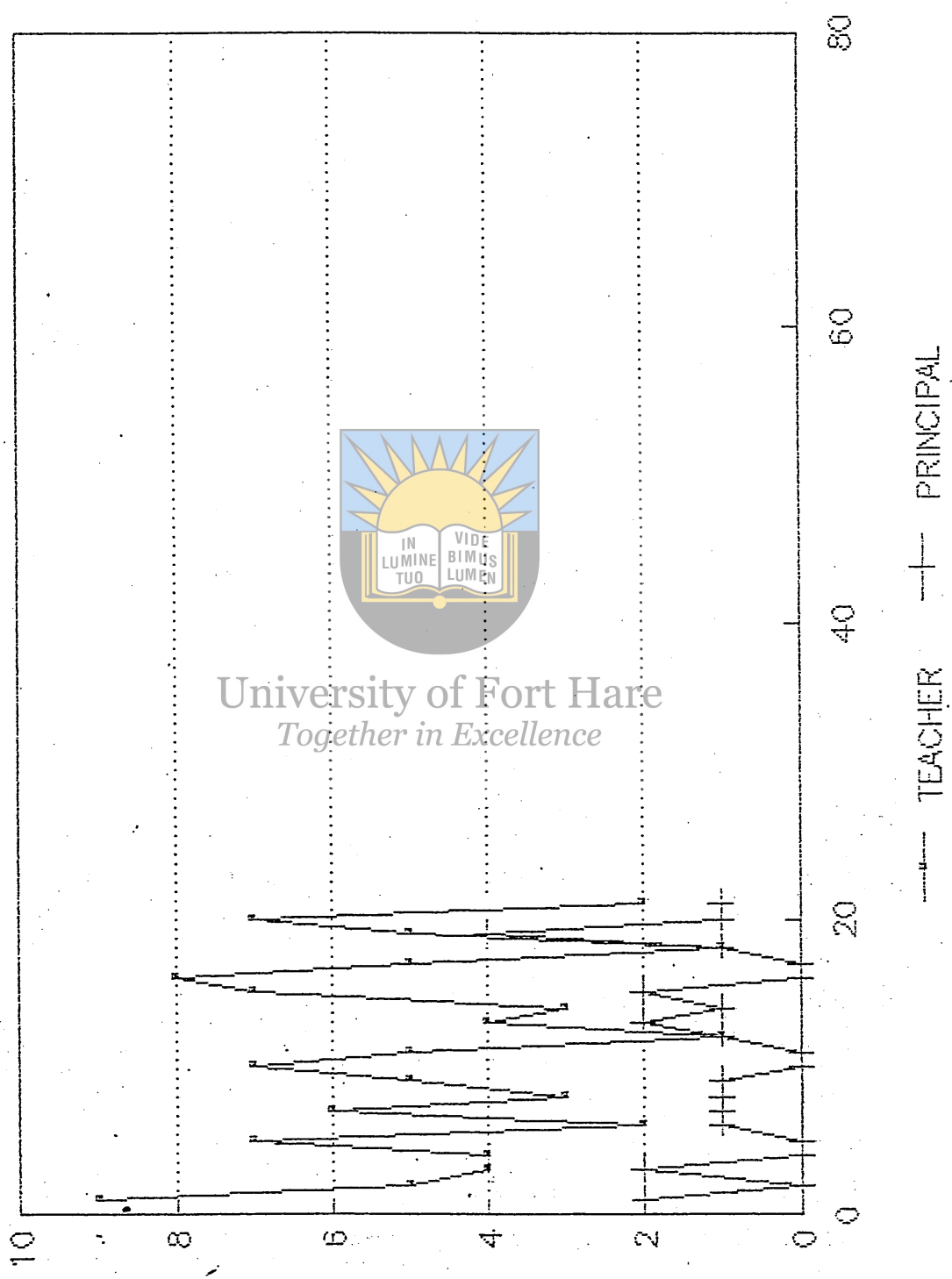


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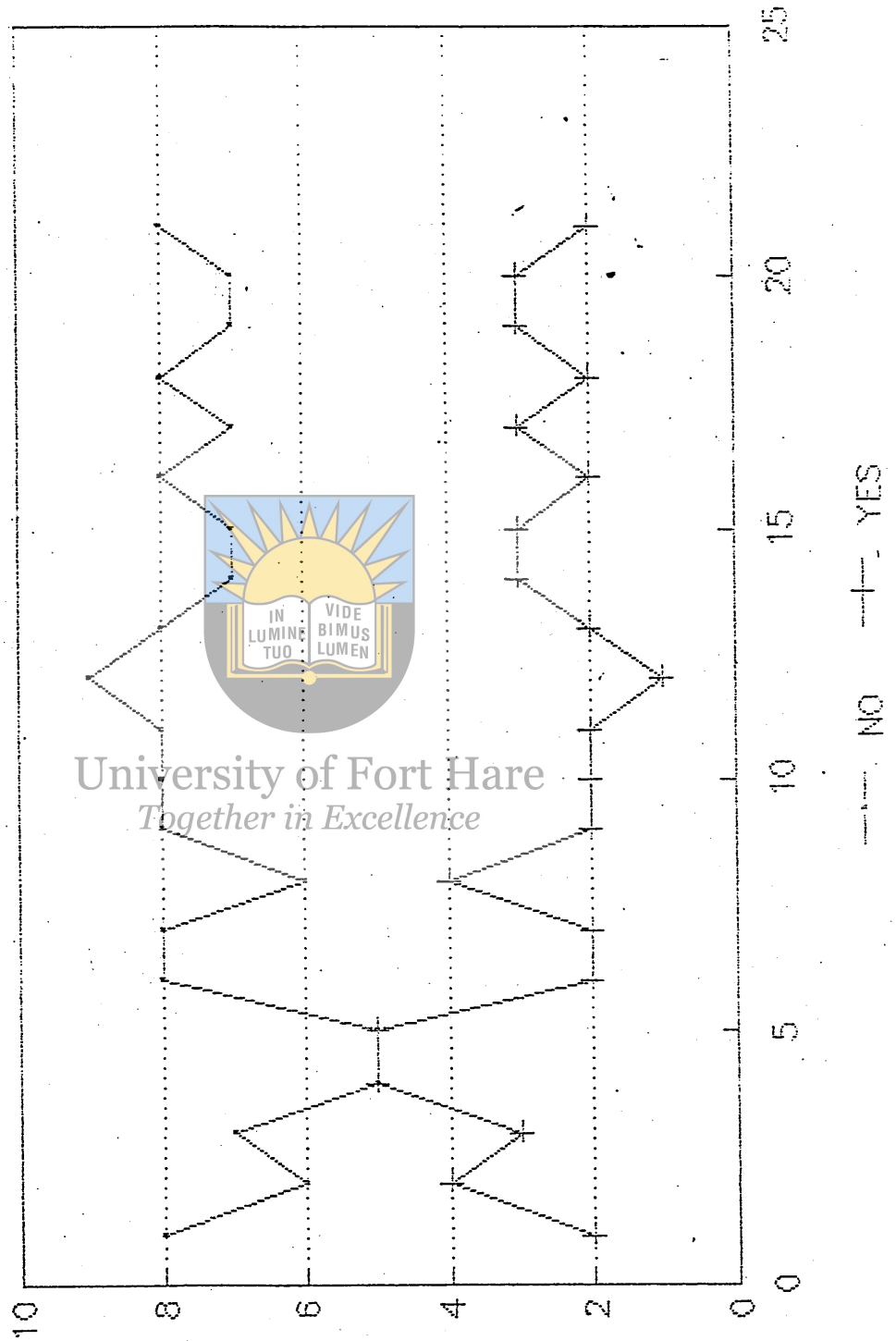
Students' Questionnaire Yes vs No



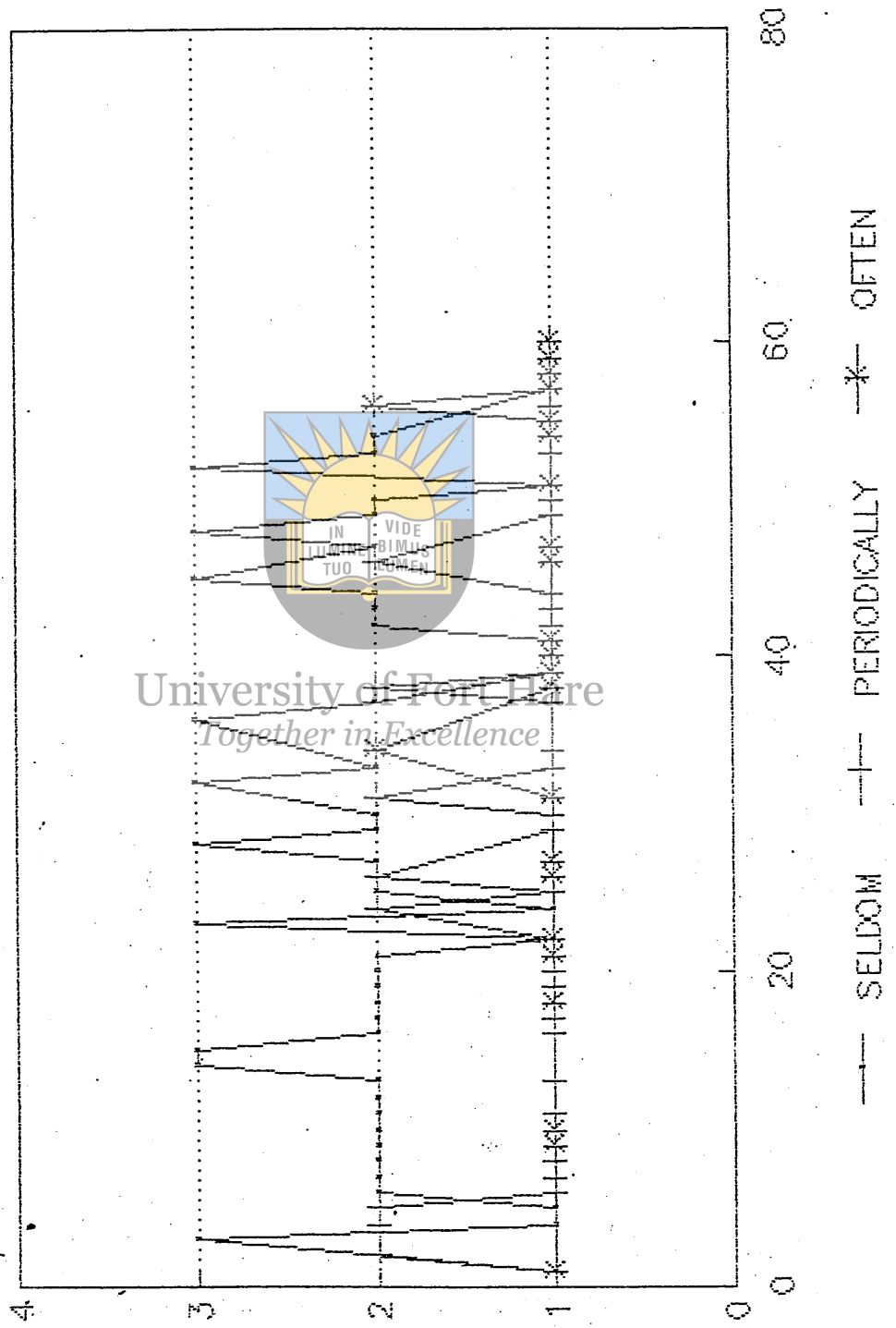
EXP. AS A TEACHER AND AS A PRINCIPAL



YES VS NO PRINCIPAL'S QUESTIONNAIRE

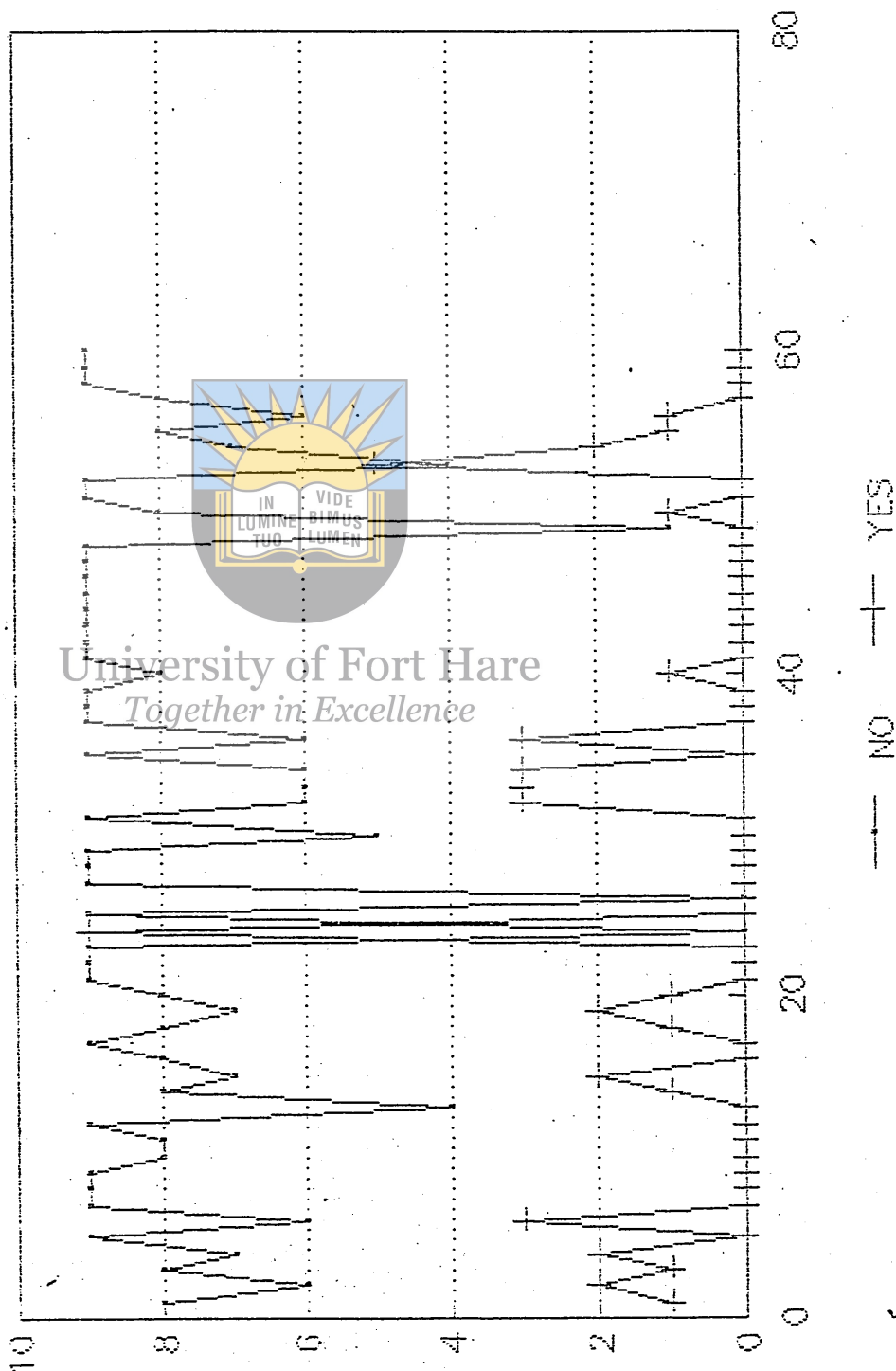


PARENTS' QUESTIONNAIRE NO. 4



PARENTS' QUESTIONNAIRE

NO. 5



APPENDIX A1. GENERAL QUESTIONNAIRE

Please complete the questionnaire. Draw a cross (x) in the appropriate block of each question. Please ensure that only ONE cross is drawn for each question. This questionnaire will be treated confidentially and your name need not appear anywhere.

I. IMIBUZO JIKELELE

(Nceda uphendule le mibuzo. Krwela ungxabalaza u-(x) kwindawo engqamene nempendulo yombuzo lowo. Nceda uqiniseke ukuba wenza u-(x) abe mnye kumbuzo ngamnye. Le mibuzo iya kuba yimfihlo akufuneki gama lakho kwaphela).

TEACHERS' QUESTIONNAIRE (IMIBUZO
YOO-TITSHALA)
NUMBER OF QUESTIONNAIRE (INOMBOLO
YEMIBUZWANA)

QUESTIONS

(IMIBUZO)

1. Administration by the Subject Teacher

1.1 Personal References

1.1.1 Sex

(Isini)

(a) Male

(Uyindoda)

(b) Female

(Ubhinqile)

- 1.1.2 Age
(Ubudala)
- (a) Younger than 30 years
(Ungaphantsi kwiminyaka eli-30)
- (b) 30 years
(Ingama - 30)

- 1.1.3 Date of Birth
(Umhla wokuzalwa)
-19.....

- 1.1.4 Experience as a Teacher
(Amava ufundisa)

- 1.1.5 Experience as a Principal
(Amava obunqununu)



- 1.1.6 Qualifications: **University of Fort Hare**
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- Professional
- (a) N.P.L.
(b) N.P.H.
(c) H.P.T.C.
(d) P.T.C.
(e) P.T.D.
(f) S.T.D.
(g) S.S.T.D.
(h) J.S.T.C.
(i) S.A.T.D.
(j) P.D.E.
(k) H.D.E.
(l) U.E.D.

ACADEMIC

- (a) J.C.

- 2.1.12 Do you like teaching novels?
(Uyakuthanda ukufundisa iinoveli?)
- 2.1.13 Do you like teaching short stories?
(Uyakuthanda ukufundisa amabali amafutshane?)
- 2.1.14 Do you like teaching poems?
(Uyakuthanda ukufundisa izibongo?)
- 2.1.12 Do you like teaching drama?
(Uyakuthanda ukufundisa idrama?)

YES	NO
YES	NO
YES	NO
YES	NO

2.2 WORK LOAD OF XHOSA SUBJECT TEACHER

2.2.1 No of periods per week

(Inani lee-piriodi ngeveki)

2.2.2 Other subjects

(Ezinye izifundo)



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(a) Language

(Ulwimi)

(b) Content

(IKontenti/ingxam)

(c) Written work

(Umsebenzi obhalwayo)

(d) Composition: (Weekly, Monthly, Quarterly, Per Semester)

(Isincoko: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

(e) Letter: (Weekly, Monthly, Quarterly, Per Semester)

(Incwadi: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

(f) Grammar: (Weekly, Monthly, Quarterly, Per Semester)

(Igrama: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

(g) Comprehension passage: (Weekly, Monthly, Quarterly, Per Semester)

(Isicatshulwa: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

Literature: (Weekly, Monthly, Quarterly, Per Semester)

(Olwangoku uncwadi: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

- (i) Traditional Literature: (Weekly, Monthly, Quarterly, Per Semester)
(Uncwadi lwemveli: Ngeveki, Ngenyanga, Ngekota, Ngesimista)
- (j) Tests: (Weekly, Monthly, Quarterly, Per Semester)
(Iimvavanyo: Ngeveki, Ngenyanga, Ngekota, Ngesimista)
- (k) Assignment: (Weekly, Monthly, Quarterly, Per Semester)
(Umsebenzi: Ngeveki, Ngenyanga, Ngekota, Ngesimista)

2.3 METHODS USED BY XHOSA TEACHERS

2.3.1 Do you encourage a debate in your class?

(Iyenziwa ing xoxo?)

2.3.2 Do you use teaching aids?

(Uyazisebenzisa izixhobo zokufundisa?)

2.3.3 Do you explain difficult words to your students?

(Uyawachaza amagama anzima?)

2.3.4 Do you read suitable books?

(Uyazifunda iincwadi ezifunekayo?)

2.3.5 Do your students receive prescribed books in time?

(Abafundi bazifumana ngethuba iincwadi ezimiselweyo?)

2.3.6 Do you drill your students with the various types of essays?

(Ngaba uyabalungisa na abafundi ukuba bazazi zonke iindidi zezincoko?)

2.3.7 Do you encourage your students to write addresses which are meaningful?

(Uyabaxelela na abantwana ngokubaluleka kokubhala iidilesi ezivumelekileyo?)

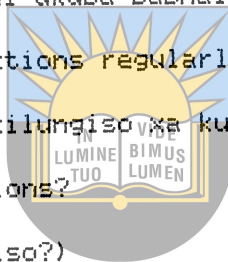
2.3.8 Do you drill students in spelling and sentence construction?

(Uyabaqeqesha na abafundi kupelo magama nokwenziwa kwezivakalisi?)

2.3.9 Do you give grammar exercises?

YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
Yes	NO
YES	NO

(Uyabanika na umsebenzi wegrama?)	YES	NO
2.3.10 Do you drill difficult words in a comprehension passage? (Uyabafundisa na amagama antsokothileyo kwisicatshulwa?)	YES	NO
2.3.11 Do you develop vocabulary generally? (Uyabafundisa na izinto-yinto zesiXhosa ukwandisa ulwazi magama esiXhosa?)	YES	NO
2.3.12 Do you encourage the students to do some written work regularly? (Uyabakhuthaza na abafundi ukuba babhale phantsi maxa onke?)	YES	NO
2.3.13 Do the students do corrections regularly? (Abafundi bayazenza na izilungiso xa kufanelekile?)	YES	NO
2.3.14 Do you check the corrections? (Uyazilandela na izilungiso?)	YES	NO
2.3.15 Do you do remedial drill? (Uyabalungisa na iziphoso?)	YES	NO
2.3.16 Do you like oral work? (Uyasithanda isincoko somlomo?)	YES	NO
2.3.17 Do you train your students in tabulating their work? (Uyabafundisa na abafundi ukuba bawucwangcise umsebenzi wabo?)	YES	NO
2.3.18 Do you encourage pupil activity in class? (Bayazenzela na izinto eklasini?)	YES	NO
2.3.19 Do you read setbooks before you come to the class? (Uyazifunda na iincwadi zoncwadi phambi kokuba uye eklasini?)	YES	NO
2.3.20 Do you encourage discussions in class? (Kuyaxoxwa na eklasini?)	YES	NO
2.3.21 Are you able to analyse the novel, play, and short stories? (Unakho na ukuhlalutya inoveli, umdlalo, namabali amafutshane?)	YES	NO



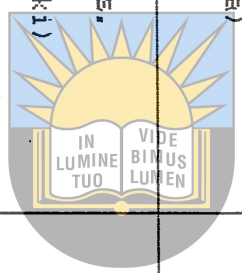
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PLEASE READ EACH STATEMENT, AND SHOW HOW MUCH YOU AGREE OR DISAGREE WITH EACH BY PUTTING AN X IN THE APPROPRIATE BOX.

ATTITUDE STATEMENT

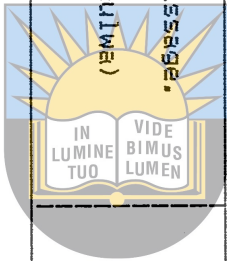
ATTITUDE SCALE

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
2.4.1 I enjoy teaching Xhosa. (Ndiyathanda ukufundisa isiXhosa)					
2.4.2 I do not like teaching Phonetics. (Andithandi ukufundisa iifonetiki)					
2.4.3 I do not like teaching Poems (Andithandi ukufundisa imibongo)					
2.4.4 I do not like teaching novels (Andithandi ukufundisa iinoveli)					



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<p>2.4.5 I like teaching short stories (Ndiyathanda ukufundisa amafutshane)</p>							
<p>2.4.6 I like teaching essays (Ndiyathanda ukufundisa izincoko)</p>							
<p>2.4.7 I do not like teaching letters (Andithandi ukufundisa iileta)</p>							
<p>2.4.8 I like teaching comprehension passage. (Ndiyathanda ukufundisa isicatshulwa)</p>							



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General language gets very little or no attention
Ingenxa yezimeko ezi khile, ukufundiswa
kulwimi jikelele akukhoywanisa kakhulu)

2.3.14 Most students generally do not show

very deep interest in their mother tongue

(Abarinzi abafundi abaramdla kulwimi

lwakowabo)



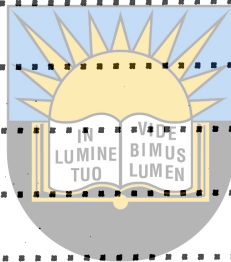
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--	--	--	--	--	--

PLEASE INDICATE ANY METHODS YOU THINK ARE NECESSARY TO TEACH XHOSA AS A FIRST LANGUAGE:

UNGANCEDA UDWELISE IIMETHODI EZINOKUSETYENZISWA UKUFUNDISA ISIXHOSA)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



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PLEASE WRITE ANY OTHER COMMENTS DOWN:

(NCEDA UBHALE NANTONI NA OYICINGAYO NGALO MBA WESIXHOSA).

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

APPENDIX BI. GENERAL QUESTIONNAIRE

Please complete the questionnaire. Draw a cross (x) in the appropriate block of each question. Please ensure that only ONE cross is drawn for each question. This questionnaire will be treated confidentially and your name need not appear anywhere.

I. IMIBUZO JIKELELE

(Nceda uphendule le mibuzo. Kwela ungxabalaza u-(x) kwindawo engqamene nempendulo yombuzo lowo. Nceda uqiniseke ukuba wenza u-(x) abe mnwe kumbuzo ngamnye. Le mibuzo iya kuba yimfihlo. akufuneki gama lakho kwaphela). *Together in Excellence*

STUDENTS' QUESTIONNAIRE

DRAW A CROSS IN THE APPROPRIATE BOX

YENZA U-X KWIBHOKISI EYIYO

3. PERSONAL PARTICULARS

3.1 SEX

(Isini)

(a) Male

(Uyindoda)

(b) Female

(Ubhinqile)

1
2

3.2 AGE

(Ubudala)

(a) Younger than 18 years

(Ungaphantsi kweminyaka eli-18)

(b) 18 Years

(Ili-18 iminyaka)

(c) Older than 18 years

(Ungaphezulu kwe-18 leminyaka)



1
2
3

3.3 DATE OF BIRTH

(Umhla wokuzalwa)

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19

3.4 NUMBER OF YEARS IN STD 10

(Iminyaka ukwibanga lika-10)

(a) First year

(Unyaka wokuqala)

(b) Second year

(Unyaka wesibini)

(c) Longer than 2 years

(Ngaphezulu kweminyaka emibini)

1
2
3

3.5 Where were you grown?

(Ukhulele phi?)

(a) Grown in Rural areas

(Ukhulele emaphandleni)

(b) Grown in Urban areas

(Ukhulele edolophini)

(c) In both

(Kuzo zombini)



3.6 Where did you do your Primary & Higher Education?

(Uwafunde phi amabanga akho aphantsi nashezulu?)

(a) Rural areas

(Ezilalini)

(b) Urban areas

(Ezidolophini)

(c) In both

(Kuzo zombini)

3.7 A list of subjects taught by Xhosa teacher:

(a) Xhosa

(IsiXhosa)

(b) English

(IsiNgesi)

1
2
3

1
2
3

1
2

(c) Afrikaans (Isibhulu)	3
(d) History (Ezembali)	4
(e) Geography (Ezelizwe)	5
(f) Physical Science (Ezenzululwazi)	6
(g) Mathematics (I-Matumatiki)	7
(h) Biology (Botany & Zoology) (Ezezityalo nezilwanyana)	8
(i) Agricultural Science (Ezolimo nenzululwazi)	9
(j) Biblical Studies (Ezingwele)	10
(k) Others (Ezinye)	11



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3.8 TEACHERS YOU LIKE BEST

(OYENA UMTHANDAYO)

IS HE/ SHE THE ONE TEACHING:

(NGOFUNDISA)

(a) Xhosa

(IsiXhosa)

(b) English

IsiNgesi)

(c) Afrikaans

(IsiBhulu)

(d) History

(Ezembali)

(e) Geography

(Ezelizwe)

(f) Physical Science

(Ezenzululwazi)

(g) Mathematics

(I-Matumatiki)

(h) Biology (Botany & Zoology)

(Ezezityalo nezilwanyana)

(i) Agricultural Science

(Ezolimo nenzululwazi)



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1
2
3
4
5
6
7
8
9

(j) Biblical Studies

(Ezingwele)

10

(k) Others

(Ezinye)

11

3.9 REASONS WHY YOU LIKE HIM/HER

(IZIZATHU ZOKUBA UMTHANDE)

(a) Is he/she strict?

(Ubukhali?)

1

(b) Does he/she have a good command?

(Unika ngendlela na umyalelo?)

2

(c) Does he/she have a humour?

(Liyolisa na?)

3

(d) Is he/she diligent?

(Ukhuthele na?)

4

(e) Does he/she have a good attitude?

(Unemo elungileyo na?)

5



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(f) Is he/she arrogant?

(Unekratshi na?)

6

(g) Is he/she always late for a period?

(Usoleko efika kade ngexesha lokufundisa?)

7

(h) Does he/she give too much work?

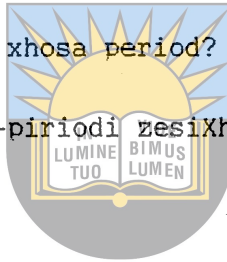
(Unika umsebenzi omninzi?)

8

(i) Is he/she regular for a xhosa period?

(Ingaba uza kuzo zonke ii-piriodi zesixhosa?)

9



3.10 (a) How often does he/she give tests? (Seldom, periodically, often)

(Uninika njani uvavanyo?) (manqapha-nqapha, ngokwamaxesha, rhoqo)

(b) How often does he/she give assignments? (Seldom, periodically, often)

(Uninika njani umsebenzi obhalwayo?) (manqapha-nqapha, ngokwamaxesha, rhoqo.)

(c) How often does he/she give homework? (Seldom, periodically, often)

(Uninika njani umsebenzi wesikolo wasekhaya)

(Manqapha-nqapha, ngokwamaxesha, rhoqo)

(d) How often does he/she give corporal punishment?

(Seldom, periodically, often)

Unohlwaya kangakanani? (Manqapha-nqapha,
ngokwamaxesha, rhoqo)

(e) Does he/she teach or lecture Xhosa ?

(Uyanifundisa isixhosa okanye unibonisa nje
indlela?)

YES	NO
-----	----

(f) Does he/she show you to solve grammatical problems?

(Uyanipha na ixesha lokuzilungiselela iziphoso kulwimi?)

YES	NO
-----	----

(g) Do you discuss problems together in Excellence

(Niyazixoxa na izinto eziyingxaki?)

YES	NO
-----	----

3.11 OTHER ASPECTS OF THE LANGUAGE

(EZINYE IIMPAWU ZOLWIMI)

(a) Do he/she drill essays? (Oral work)

(Uyasenza isincoko-mlomo?)

YES	NO
-----	----

(b) Does he/she teach friendly and business letters?

(Uyazinfundisa iincwadi zobuhlobo nezemicimbi?)

YES	NO
-----	----

(c) Does he/she drill difficult words in a comprehension
passage?

(Uyawafundisa amagama antsonkothileyo kwisicatshulwa?)

YES	NO
-----	----

(d) Does he/she like teaching novel?

(Uyathanda na ukufundisa inoveli?)

YES	NO
-----	----

(e) Does he/she like teaching play?

(Uyathanda na ukufundisa umdlalo okanye idrama?)

YES	NO
-----	----

(f) Does he/she like teaching short stories?

(Uyathanda na ukufundisa amabali amafutshane?)

YES	NO
-----	----

(g) Does he/she like teaching poems?

(Uyathanda na ukufundisa imibongo?)

YES	NO
-----	----

(h) Does he/she like teaching phonetics?

(Uyathanda na ukufundisa ifonetiki?)

YES	NO
-----	----

(i) Does he/she like teaching traditional literature?

(Uyathanda na ukufundisa uncwadi lwemveli?)

YES	NO
-----	----

(j) Does he/she drill you with various types of essays?

(Uyanifundisa na zonke iindidi zezincoko?)

YES	NO
-----	----

(k) Does he/she give you written work regularly?

(Uyaninika na umsebenzi obhalwayo lonke ixesha?)

YES	NO
-----	----

(l) Does he/she check your corrections?

(Uyazilandela na izilungiso?)

YES	NO
-----	----

(m) Does he/she train you to tabulate your work?

(Uyanifundisa na ukucwangcisa umsebenzi kakuhle?)

YES	NO
-----	----

(n) Does he/she encourage pupil activity?

(Niyasebenza ngokwenu na eklasini?)

YES	NO
-----	----

(o) Does he/she encourage discussions and debates in class?

(Niyavunyelwa na ukwenza iingxoxo eklasini?)

YES	NO
-----	----

APPENDIX C1. GENERAL QUESTIONNAIRE

Please complete the questionnaire. Draw a cross (x) in the appropriate block of each question. Please ensure that only ONE cross is drawn for each question. This questionnaire will be treated confidentially and your name need not appear anywhere.

1. IMIBUZO JIKELELE

(Nceda uphendule le mibuzo. Krwela ungxabalaza u-(x) abe mnye kumbuzo ngamnye. Le mibuzo iya kuba yimfihlo, akufuneki gama lakho kwaphela).

PRINCIPAL'S QUESTIONNAIRE (IMIBUZO YEENGQONYELA)

NUMBER OF QUESTIONNAIRE (INOMBOLO YEMIBUZWANA)

QUESTIONS
(IMIBUZO)

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1. Administration by the Principal
 - 1.1 Personal References
 - 1.1.1 Sex
 - (Isini)
 - (a) Male.
 - (Uyindoda)
 - (b) Female
 - (Ubhinqile)
 - 1.1.2 Age
 - (Ubudala)
 - (a) Younger than 30 years
 - (Ungaphantsi kwiminyaka eli-30)
 - (b) 30 years
 - (Ingama - 30)
 - 1.1.3 Date of Birth
 - (Umhla wokuzalwa)

.....19

- 1.1.4 Experience as Teacher
(Amava ufundisa)
- 1.1.5 Experience as a Principal
(Amava obunqununu)
- 1.1.6 Qualifications:

Professional

- (a) N.P.L.
(b) N.P.H.
(c) H.P.T.C.
(d) P.T.C.
(e) P.T.D.
(f) S.T.D.
(g) S.S.T.D.
(h) J.S.T.C.
(i) S.A.T.D.
(j) P.D.E.
(k) H.D.E.
(l) U.E.D.



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ACADEMIC

- (a) MATRIC, J.C.
(b) B.A.
(c) B. Sc.
(d) B.Ped.
(e) B.Comm.
(f) ANY DEGREE
(g) DEGREE OR NO DEGREE
(h) SOME COURSES FOR DEGREE
(i) NO COURSES

2. SUPERVISION BY THE PRINCIPAL

- 2.1 Does the Xhosa teacher give homework to the students regularly?

YES	NO
-----	----

(Uyabanika abantwana umsebenzi wasekhaya ngokuthe rhoqo?)
- 2.2 Does he/she give assignments regularly?

YES	NO
-----	----

(Uyabanika abantwana uxanduva lomsebenzi ngokuthe rhoqo?)

- 2.3 Does he/she attend to the homework?

YES	NO
-----	----

(Uyawulandela na umsebenzi wasekhaya?)
- 2.4 Does he/she mark written work satisfactorily?

YES	NO
-----	----

(Uyawumakisha na umsebenzi obhalwayo ngokwanelisayo?)
- 2.5 Does he/she give enough compositions?

YES	NO
-----	----

(Uyazinika na izincoko kangangoko?)
- 2.6 Does he/she give enough letters?

YES	NO
-----	----

(Uyazinika na iincwadi kangangoko?)
- 2.7 Does he/she let the students do corrections?

YES	NO
-----	----

(Bayazenza na izilungiso abafundi?)
- 2.8 Does he/she mark the corrections?

YES	NO
-----	----

(Uyazimakisha na izilungiso?)
- 2.9 Does he/she encourage any debates in class?

YES	NO
-----	----

(Kuyaxoxwa na kuphikiswane kwizifundo zesiXhosa?)
- 2.10 Does he/she encourage any discussions in class?

YES	NO
-----	----

(Kuyaxoxwa na kwizifundo zesiXhosa?)
3. Please indicate any methods you think are necessary to teach Xhosa as a first language. (Nceda udwelise naziphi na iimethodi ezinokusetyenziswa ukufundisa isiXhosa).

3.1 _____

3.2 _____

3.3 _____

3.4 _____

3.5 _____

3.6 _____

3.7 _____

3.8 _____

3.9 _____

3.10 _____

4. Please write any other comments down: (Nceda ubhale nantoni na oyicingayo ngalo mba wesixhosa)

4.1 _____

4.2 _____

4.3 _____

4.4 _____

4.5 _____

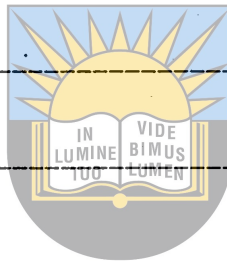
4.6 _____

4.7 _____

4.8 _____

4.9 _____

4.10 _____



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APPENDIX DI. GENERAL QUESTIONNAIRE

Please complete the questionnaire. Draw a cross (x) in the appropriate block of each question. Please ensure that only ONE cross is drawn for each question. This questionnaire will be treated confidentially and your name need not appear anywhere.

I. IMIBUZO JIKELELE

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(Nceda uphendule le mibuzo. Kwela ungxabalaza u-(x) kwindawo engqamene nempendulo vombuzo lowo. Nceda uciniseke ukuba wenza u-(x) abe mnye kumbuzo ngamnye. Le mibuzo iya kuba yimfihlo, akufuneki gama lakho kwaphela.)

PARENTS' QUESTIONNAIRE(IMIBUZO YABAZALI)

NUMBER OF QUESTIONNAIRE

INOMBOLO YEMIBUZWANA

QUESTIONS

(IMIBUZO)

1. SEX

(ISINI)

(a) Male

(Uyindoda)

(b) Female

(Ubhinqile)

1

2

2. AGE

(UBUDALA)

(a) Younger than 40 years

(Ungaphantsi kwiminyaka engama - 40)

(b) 40 years

(Ingama -40)

(c) Older than 40 years

(Ungaphezulu kwiminyaka engama-40)

1

2

3



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3. HIGHEST STANDARD PASSED

(ELONA BANGA LIPHAKAMILEYO ULIPHUMELELEYO)

(a) Std 6

(b) Std 7

1

2

(c) Std 8

3

(d) Std 9

4

(e) Std 10

5

(f) Teachers' Course

6

(g) Any Degree

7

(h) Degree or no Degree

8

(i) Some Degree courses

9

(j) No courses

10



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4. (a) HOW OFTEN DOES YOUR CHILD ATTEND SCHOOL?

(Seldom, periodically, often)

(INGABA UMNTWANA WAKHO UYA KANJANI ESIKOLWENI?)

(Manqapha-nqapha, ngokwamaxesha, rhoqo)

(b) HOW OFTEN DO THE BOYCOTTS TAKE PLACE AT SCHOOLS NOWADAYS?

(Seldom, periodically, often)

(INGABA IZIFUNDO ZIFULATHELWA KANGAKANANI NGABANTWANA BANAMHLANJE?)

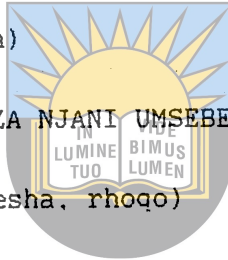
(Manqapha-nqapha, ngokwamaxesha, rhoqo)

(c) HOW OFTEN DOES YOUR CHILD DO HOMEWORK?

(Seldom, periodically, often)

(INGABA UMNTWANA WAKHO UWENZA NJANI UMSEBENZI WASEKHAYA?)

(Manqapha-nqapha, ngokwamaxesha, rhoqo)



(d) WHAT IS THE ROOT CAUSE OF BOYCOTTS AS FAR AS YOU ARE CONCERNED?

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(INGABA YINTONI INGCAMBU YONOBANGELA YOFULATHELO ZIFUNDO NGOKUNOKWAKHO UKUCINGA?)

(e) DO YOU HAVE ANY ADVICE TO STOP THESE BOYCOTTS?

(UNALO NA ICEBISO ELINOKWENZIWA UKUPHELISA OLU FULATHELO ZIFUNDO?)

(KHAWUTSHO, NCEDA)

1. _____

2. _____

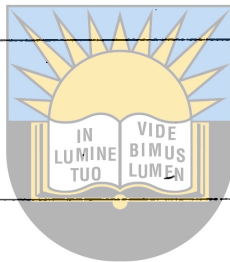
3. _____

4. _____

5. _____

6. _____

7. _____



8. _____

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9. _____

10. _____

5. (a) DO YOU CO-OPERATE WITH TEACHERS WHEN THERE ARE BOYCOTTS?

(UYANCEDISANA NA NOOTITSHALA UKULUNGISA XA KUKHO OLU _____

FULATHELO ZIFUNDO?)

YES	NO
-----	----

(b) DO YOU HELP YOUR CHILD TO STUDY?

(UYAMNCEDISA NA UMNTWANA WAKHO UKUBA AFUNDE?)

YES	NO
-----	----

(c) DO YOU ASSIST HIM WITH PROBLEMS?

(UYAMNCEDISA NA APHO ANZINYLWE KHONA?)

YES	NO
-----	----

(d) DOES HE/SHE DO HIS/HER HOMEWORK?

(UYAWENZA NA UMSEBENZI WASEKHAYA?)

YES	NO
-----	----

(e) DOES HE/SHE PREPARE HIS/HER ASSIGNMENTS THOROUGHLY?

(UYAZENZA NA NGOKUNYANISEKILEYO IZINTO EZINJE NGOXANDUVA
ALUNIKIWEYO?)

YES	NO
-----	----

(f) DO THE TEACHERS ATTEND TO THE HOMEWORK, ASSIGNMENTS,
TESTS. ETC. ?

(INGABA ABAFUNDISI-NTSAPHO BAYAZIJONGA NA IZINTO EZINJE
NGOMSEBENZI WASEKHAYA, UXANDUVA. IIMVAVANYO NJALO-NJALO?)



(g) DO THE TEACHERS MARK WRITTEN WORK?

(INGABA ABAFUNDISI-NTSAPHO BAYAWUMAKISHA NA UMSEBENZI
OBHALWAYO?)

YES	NO
-----	----

(h) DO THE TEACHERS LET THE STUDENTS DO CORRECTIONS?

(INGABA ABAFUNDISI-NTSAPHO BAYABAVUMELA NA ABAFUNDI BENZE
IZILUNGISO?)

YES	NO
-----	----

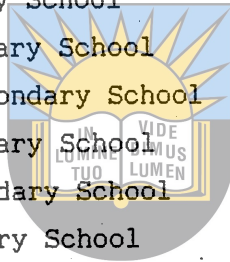
(i) DO THE TEACHERS HAVE A FOLLOW UP FOR THE CORRECTIONS?

(INGABA ABAFUNDISI-NTSAPHO BAYAZILANDELA NA IZILUNGISO?)

YES	NO
-----	----

APPENDIX ELIST OF SCHOOLS VISITED FOR THE ADMINISTRATION OF QUESTIONNAIRESSCHOOLS SLECTED FOR THE ADMINISTRATION OF TEACHERS', STUDENTS'
AND PRINCIPALS' QUESTIONNAIRES

1. Daluhlanga Senior Secondary school
2. Msobomvu Senior Secondary School
3. Vuli Valley Senior Secondary School
4. Vuluhlanga Senior Secondary School
5. Lamplough Senior Secondary School
6. Tanga Senior Secondary School
7. Jalamba Senior Secondary School
8. Clarkebury Senior Secondary School
9. Manzana Senior Secondary School
10. Dalasile Senior Secondary School
11. Nyanga Senior Secondary School
12. Gwarhubana Senior Secondary School
13. Mcobololo Senior Secondary School
14. Bashe Senior Secondary School
15. Mdeni Senior Secondary School
16. Skenjana Senior Secondary School
17. Ngwenze Senior Secondary School
18. Dlulisa Senior Secondary School
19. Maboboti Senior Secondary School
20. St Patricks Senior Secondary School
21. Upper Corana Senior Secondary School
22. Zandukwana Senior Secondary School
23. Botha Sigcau Senior Secondary School
24. Mqikela Senior Secondary School
25. Makukhanye Senior Secondary School
26. Ndaliso Senior Secondary School
27. Ntafufu Senior Secondary School
28. Jojo Senior Secondary School
29. Ntsizwa Senior Secondary School
30. Rode Senior Secondary School
31. Bethania Senior Secondary School
32. Moiketsi Grave Senior Secondary School
33. Cancele Senior Secondary School



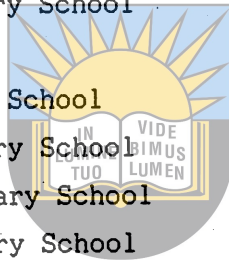
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34. Colana Senior Secondary School
35. Dangwana Senior Secondary School
36. Bazindlovu Senior Secondary School
37. Gengqe Senior Secondary School
38. Holomisa Senior Secondary School
39. Milton Dalasile Senior Secondary School
40. Qokolweni Senior Secondary School
41. Ndamase Senior Secondary School
42. Nogemane Senior Secondary School
43. Ngqeleni Senior Secondary School
44. Blythswood Senior Secondary School
45. Jojweni Senior Secondary School
46. Jongabantu Senior Secondary School
47. Majola Senior Secondary School
48. Ngubezulu Senior Secondary School
49. Kuyasa Senior Secondary School
50. Shawbury Senior Secondary School
51. Qumbu Village Senior Secondary School
52. Arthur Mfebe Senior Secondary School
53. Daliwonga Senior Secondary School
54. Umzimvubu Senior Secondary School
55. St James Senior Secondary School
56. Mtetuvumile Senior Secondary School
57. Falo Senior Secondary School
58. Dumsi Senior Secondary School
59. Tabankulu Senior Secondary School
60. Ntsikayezwe Senior Secondary School
61. Sapukanduku Senior Secondary School
62. Mnceba Senior Secondary School
63. Samuel Nombewu Senior Secondary School
64. Tshongweni Senior Secondary School
65. Langaletu Senior Secondary School
66. Tsomo Senior Secondary School
67. Dalindyebo Senior Secondary School
68. Excelsior Senior Secondary School
69. Holy Cross Senior Secondary School
70. Ngangelizwe Senior Secondary School
71. Nozuko Senior Secondary School



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72. St Johns College
73. Zingisa Senior Secondary School
74. Clydesdale Senior Secondary School
75. Mabandla Senior Secondary School
76. Fort Malan Senior Secondary School
77. Colosa Senior Secondary School
78. Badi Senior Secondary School
79. L. M. Malgas Senior Secondary School
80. Mpozolo Senior Secondary School
81. Xolilizwe Senior Secondary School
82. Cala High
83. Jentile Senior Secondary School
84. Matanzima Senior Secondary School
85. Freemantle Senior Secondary School
86. Mt Arthur Senior Secondary School
87. Mtirara Senior Secondary School
88. Nonkqubela Senior Secondary School
89. Tambekile Senior Secondary School
90. Gcinibuzwe Senior Secondary School
91. Manzezulu Senior Secondary School
92. Pumlani Senior Secondary School
93. Hala Senior Secondary School
94. Lingelihle Senior Secondary School
95. Ntsokotha Senior Secondary SCHOOL
96. Nzimankulu Senior Secondary School
97. W.B. Rubusana Senior Secondary School
98. Bulelani Senior Secondary school
99. Thozamisa Senior Secondary School
100. Mehloamakulu Senior Secondary School



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APPENDIX FLIST OF PRESCRIBED XHOSA BOOKS FOR STD 10 IN 1989 - 1991

TIME	AUTHOR	PUBLISHERS
1. <u>Igrama Noncwadi</u>	Satyo, S C	Via Afrika
2. <u>Umdiliya wesixhosa</u>	Moropa et al.	Shuter & Shooter
3. <u>Ubuqholo Besihobe</u>	Jafta, D.N.	Acacia
4. <u>Uphengululo lwesixhosa</u>	Satyo, S. C.	De Jager
5. <u>Isisele</u>	Mbadi et al.	Lovedale Press
6. <u>Izaci Namaghalo</u>	Mesatywa, E.W.M.	Longmans Group Ltd
7. <u>Imizabalazo</u>	Bongela, K.S.	Shuter & Shooter
8. <u>Ulwimi Lwesixhosa</u>	Pahl et al.	A.P.B.
9. <u>Ndithungile Selani</u> (Essays)	Tom, D.V.	Acacia
10. <u>UNcumisa no Ngabayakhe (Drama)</u>	Mtywaku, D.	J.L. van Schaick
11. <u>Alitshoni Lingenandaba (Novel)</u>	Bongela, K.S.	Shuter & Shooter
12. <u>Amazinga Eembongi</u>	Satyo, S.C.	Educum
13. <u>Zemk'iinkomo Magwalandini (Traditional)</u>	Rubusana, W.B.	Lovedale Press

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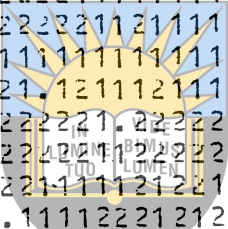
APPENDIX G



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RAW DATA OF STUDENTS' RESPONSES ON THE QUESTIONNAIRE

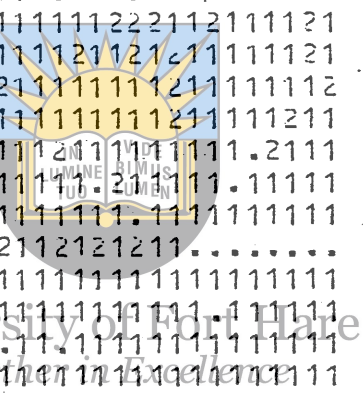
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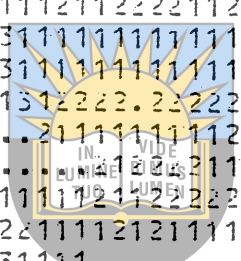
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APPENDIX H

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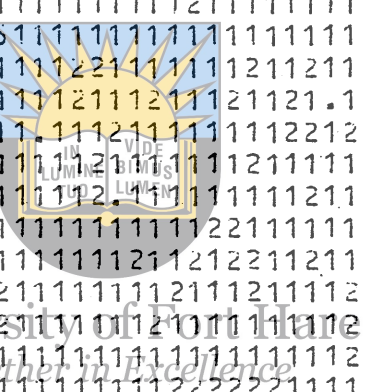
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APPENDIX H

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APPENDIX H

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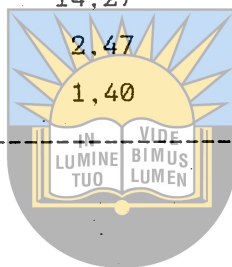
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APPENDIX KITEM MEANS. STANDARD DEVIATIONS ON TEACHERS' PERSONAL REFERENCES

ITEM NO	\bar{X}	S
1	107.57	9,38
2	1.50	0.51
3	1.51	0,50
4	44.96	82,60
5	24,06	28,97
6	14,27	21,86
7	2,47	1,41
8	1,40	0,99

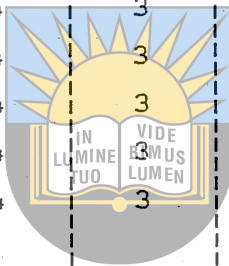
APPENDIX L

ITEM MEANS. STANDARD DEVIATIONS AND THE CONVERSION SCALE ON YES AND NO TYPE ITEMS

ITEM NO	\bar{X}	S	YES	NO
9	1,0	90,28	2	1
10	1,20	0,40	2	1
11	1,15	0,35	2	1
12	1,11	0,32	2	1
13	1,18	0,38	2	1
14	1,18	0,39	2	1
15	1,11	0,32	2	1
16	1,12	0,33	2	1
17	1,32	0,47	2	1
18	1,08	0,27	2	1
19	1,10	0,30	2	1
20	1,08	0,28	2	1
21	1,17	0,38	2	1
22	1,07	0,25	2	1

APPENDIX MITEM MEANS. STANDARD DEVIATIONS AND THE CONVERSION SCALE ON WEEKLY. MONTHLY, QUARTERLY AND PER SEMESTER TYPE ITEMS

ITEM	\bar{X}	S	WEEKLY	MONTHLY	QUARTERLY	PER SEMESTER
25	2,11	1,84	4	3	2	1
26	1,47	0,60	4	3	2	1
27	1,31	0,52	4	3	2	1
28	1,31	0,57	4	3	2	1
29	1,19	0,45	4	3	2	1
30	1,31	0,55	4	3	2	1
31	1,34	0,56	4	3	2	1
32	1,50	0,63	4	3	2	1
33	1,16	0,36	4	3	2	1
34	1,09	0,29	4	3	2	1



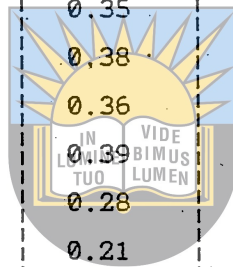
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APPENDIX N

ITEMS MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON YES AND NO

TYPE ITEMS

ITEM NO	\bar{X}	S	YES	NO
35	1,06	0,24	2	1
36	1,11	0,31	2	1
37	1,22	0,42	2	1
38	1,11	0,31	2	1
39	1,05	0,21	2	1
40	1,11	0,32	2	1
41	1,14	0,35	2	1
42	1,18	0,38	2	1
43	1,16	0,36	2	1
44	1,19	0,39	2	1
45	1,08	0,28	2	1
46	1,05	0,21	2	1
47	1,05	0,23	2	1
48	1,12	0,32	2	1
49	1,14	0,35	2	1
50	1,17	0,37	2	1
51	1,05	0,21	2	1
52	1,09	0,29	2	1
53	1,05	0,23	2	1
54	1,08	0,27	2	1
55	1,09	0,28	2	1
56	1,10	0,30	2	1
57	1,06	0,24	2	1
58	1,08	0,28	2	1
59	1,11	0,31	2	1
60	1,07	0,26	2	1
61	1,27	0,45	2	1
62	1,48	0,50	2	1
63	1,64	0,48	2	1



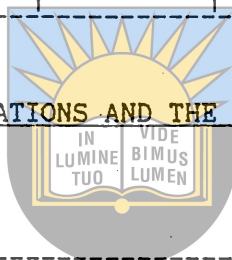
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APPENDIX N CONTINUED

64	1.65	0.48	2	1
65	1.65	0.48	2	1
66	1.59	0.49	2	1
67	1.63	0.48	2	1
68	1.57	0.50	2	1
69	1.59	0.49	2	1
70	1.52	0.50	2	1
71	1.43	0.50	2	1
72	1.99	0.09	2	1
73	1.00	0.00	2	1

APPENDIX O

ITEM MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON ATTITUDE TYPE ITEMS



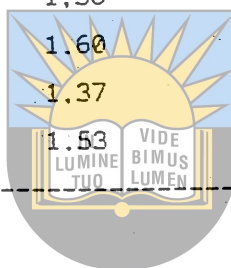
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THE CONVERSION SCALE

ITEM NO	\bar{X}	S	SA	A	U	D	SD
75	2.88	1.44	5	4	3	2	1
76	1.55	0.80	1	2	3	4	5
77	3.19	1.69	1	2	3	4	5
78	3.01	1.55	1	2	3	4	5
79	2.65	1.42	5	4	3	2	1
80	2.27	1.21	5	4	3	2	1
81	3.25	1.47	1	2	3	4	5
82	3.66	1.26	5	4	3	2	1
83	3.09	1.42	1	2	3	4	5
84	3.29	1.41	1	2	3	4	5
85	2.62	1.40	5	4	3	2	1
86	2.30	1.39	5	4	3	2	1
87	3.01	1.55	5	4	3	2	1
88	3.21	1.43	5	4	3	2	1

APPENDIX PITEM MEANS, STANDARD DEVIATIONS ON STUDENTS' PERSONAL REFERENCES

ITEM NO	\bar{X}	S
1	30.08	21.04
2	1.59	0.49
3	1.78	0.66
4	64.13	55.26
5	1.57	0.70
6	1.36	0.59
7	1.60	0.82
8	1.37	0.74
9	1.53	1.69



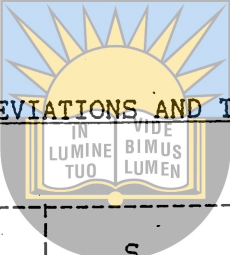
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APPENDIX QITEM MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON YES AND NO TYPE ITEMS

ITEM NO	\bar{X}	S	YES	NO
10	1.23	0.42	2	1
11	1.28	0.45	2	1
12	1.08	0.27	2	1
13	1.08	0.28	2	1
14	1.07	0.25	2	1
15	1.32	0.47	2	1
16	1.83	0.37	2	1
17	1.76	0.43	2	1
18	1.50	0.50	2	1

APPENDIX RITEM MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON SELDOM, PERIODICALLY AND OFTEN TYPE ITEMS

ITEM NO	\bar{X}	S	SELDOM	PERIODICALLY	OFTEN
19	1.58	0.61	1	2	3
20	1.94	0.58	1	2	3
21	1.95	0.69	1	2	3
22	1.87	0.78	1	2	3

APPENDIX SITEM MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON YES AND NO TYPE ITEMS


ITEM NO	\bar{X}	S	YES	NO
23	1.28	0.45	2	1
24	1.23	0.42	2	1
25	1.14	0.35	2	1
26	1.13	0.34	2	1
27	1.26	0.44	2	1
28	1.19	0.39	2	1
29	1.24	0.43	2	1
30	1.27	0.44	2	1
31	1.29	0.45	2	1
32	1.24	0.43	2	1
33	1.28	0.45	2	1
34	1.30	0.46	2	1
35	1.32	0.47	2	1
36	1.26	0.44	2	1
37	1.20	0.40	2	1
38	1.18	0.38	2	1
39	1.18	0.39	2	1
40	1.20	0.40	2	1

APPENDIX T
ITEM MEANS. STANDARD DEVIATIONS ON PRINCIPALS' PERSONAL REFERENCES. MINIMUM
AND MAXIMUM VALUE

ITEM NO	\bar{X}	S	MINIMUM VALUE	MAXIMUM VALUE
1	10.86	5.99	1.00	19.00
2	1.25	0.44	1.00	2.00
3	1.82	0.40	1.00	2.00
4	28.56	13.53	0.27	53.00
5	19.14	22.35	0.00	90.00
6	12.10	18.91	0.00	80.00
7	1.00	0.00	1.00	1.00
8	5.11	3.30	1.00	9.00

APPENDIX U

ITEMS MEANS. STANDARD DEVIATIONS ON POSITIVE AND NEGATIVE ANSWERS. THE
MINIMUM AND MAXIMUM VALUES AND THE CONVERSION SCALE ON YES AND NO TYPE
ITEMS

ITEM NO	\bar{X}	S	MINIMUM VALUE	MAXIMUM VALUE	YES	NO
9	2.10	0.00	2.00	2.00	2	1
10	1.19	0.40	1.50	2.00	2	1
11	1.00	0.00	1.00	1.00	2	1
12	1.24	0.44	1.00	2.00	2	1
13	1.62	0.50	1.00	2.00	2	1
14	1.38	0.50	1.00	2.00	2	1
15	1.33	0.48	1.00	2.00	2	1
16	1.29	0.46	1.00	2.00	2	1
17	1.24	0.44	1.00	2.00	2	1
18	1.29	0.46	1.00	2.00	2	1

APPENDIX VITEM MEANS, STANDARD DEVIATIONS ON PARENTS' PERSONAL REFERENCES

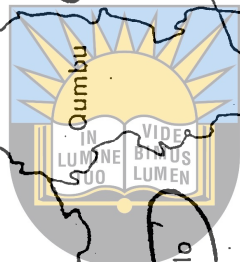
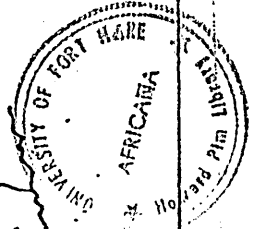
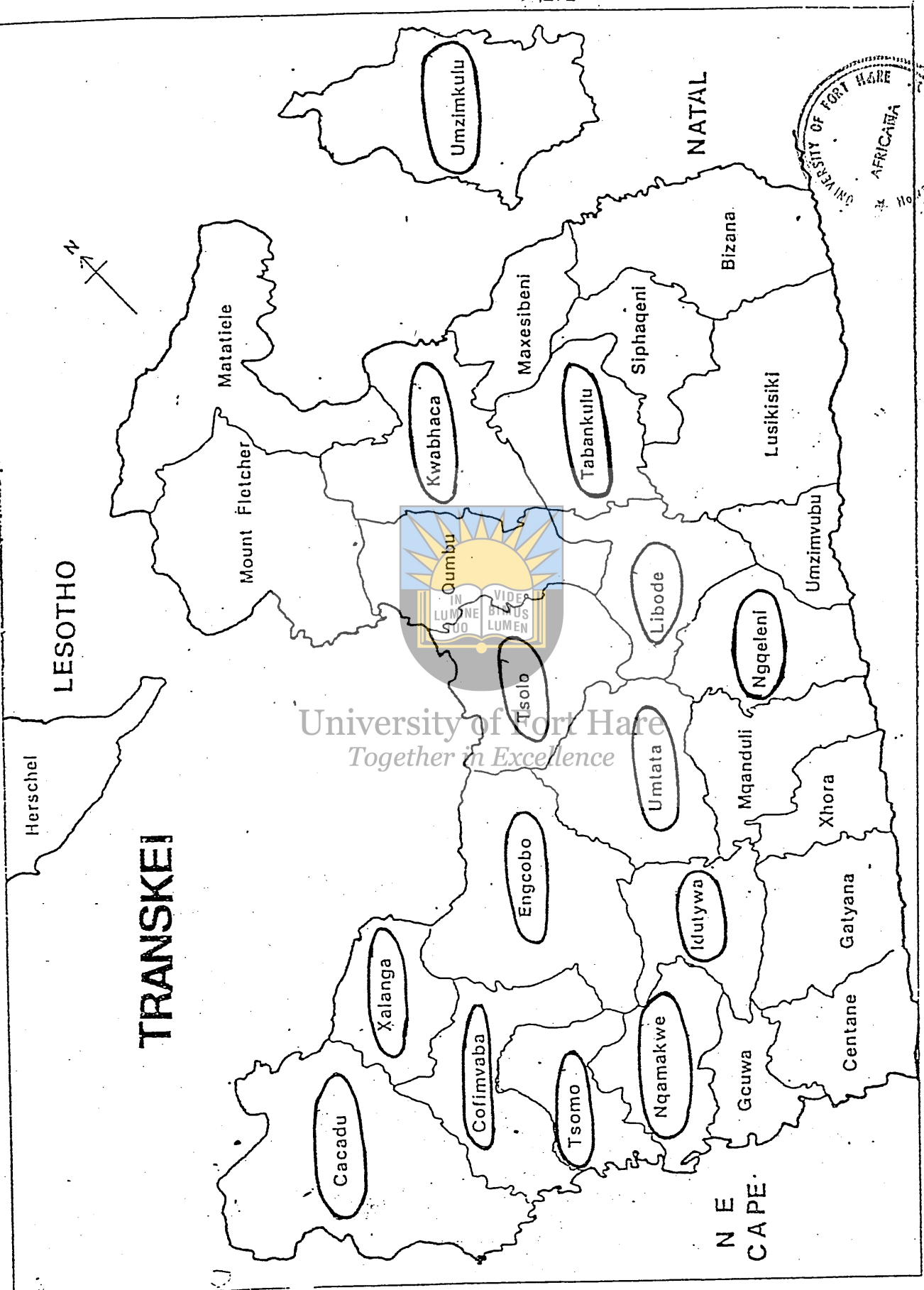
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1	51.25	29.34
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3	1.29	0.66
4	5.75	2.06

APPENDIX WITEMS MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON SELDOM, PERIODICALLY AND OFTEN TYPE ITEMS

ITEM NO	\bar{X}	S	SELDOM	PERIODICALLY	OFTEN
5	2.80	0.52	1	2	3
6	2.22	0.78	1	2	3
7	2.48	0.70	1	2	3
8	2.46	1.08	1	2	3

APPENDIX XITEM MEANS, STANDARD DEVIATIONS AND THE CONVERSION SCALE ON YES AND NO TYPE ITEMS

ITEM NO	\bar{X}	S	YES	NO
9	1.11	0.31	2	1
10	1.06	0.24	2	1
11	1.02	0.15	2	1
12	1.06	0.25	2	1
13	1.16	0.37	2	1
14	1.06	0.25	2	1
15	1.03	0.18	2	1
16	1.05	0.23	2	1
17	1.23	0.43	2	1



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○ Denotes places where research was done.