

AN INVESTIGATION INTO THE LANGUAGE FACTORS AFFECTING
PERFORMANCE OF GRADE 12 ENGLISH SECOND LANGUAGE LEARNERS
IN THE QUMBU DISTRICT

by

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DECLARATION

I hereby declare that the work that has been presented in this dissertation is original. It is a result of my personal effort through the professional assistance of my supervisors, Dr. M.P. Cekiso and Prof. T. Chisanga. Where work of other researchers and writers has been used has been duly acknowledged in the text.

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Finally, I wish to dedicate this dissertation to God Our Father, my dearest son, Zakhele Z. Mcengwa, my husband H.D Mcengwa, my mother, Nomakhwezi Matiwane nee Mabandla and entire family.

ACRONYMS

ANOVA	ANALYSIS OF VARIANCE
BICS	BASIC INTERPERSONAL COMMUNICATION SKILLS
CALP	COGNITIVE ACADEMIC LANGUAGE PROFICIENCY
EDO	EDUCATION DEVELOPMENT OFFICERS
ELP	ENGLISH LANGUAGE PROFICIENCY
ESL	ENGLISH SECOND LANGUAGE
FES	FIRST EDUCATION SPECIALIST
HSRC	HUMAN SCIENCES RESEARCH COUNCIL
L1	FIRST LANGUAGE
L2	SECOND LANGUAGE
SES	SUBJECT EDUCATION SPECIALIST
SPSS	STATISTICAL PACKAGE FOR SOCIAL SCIENCES

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Abstract

This study set out to investigate reading ability and language proficiency as factors that affect the performance of grade 12 English Second Language (ESL) learners. It was prompted by a deep concern about the poor reading ability and language proficiency of grade 12 ESL learners. While studies have been carried out on factors affecting the performance of grade 12 ESL learners, few studies have looked at the impact of reading and language proficiency in South African schools especially in the Qumbu district. This study has gathered data on factors affecting the performance of grade 12 ESL learners.

The study sought to: (a) investigate the extent to which reading ability affects the performance of grade 12 ESL learners, (b) establish the extent to which language proficiency affects the performance of grade 12 ESL learners, (c) ascertain differences in the reading ability of learners in the selected schools, (d) ascertain differences in the language proficiency of learners in the selected schools and (e) ascertain differences in the June and September performance scores of learners in the selected schools. The study employed the quantitative method in order to manage the data collection.

The researcher used a survey design. The stratified random sampling procedure was used to select participants from the four senior secondary schools i.e. two in the rural areas and two situated in the urban areas, with 30 learners in each school. Data was mainly collected through standardized tests administered on sampled ESL learners. The researcher analyzed the data collected by means of Statistical Package for Social Sciences. Findings were that both Rural Schools performed better than both Urban Schools in Language Proficiency. In Reading Ability when Urban Schools are combined, they performed better than Rural Schools. The researcher made a few recommendations.

CHAPTER ONE: THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

This study is an investigation of reading ability and language proficiency affecting the performance of grade 12 English Second Language (ESL) learners in the Qumbu district. This section mainly deals with the background of the study, statement of the problem, research questions, purpose of the study, significance of the study, rationale of the study, definition of terms, limitations, steps to overcome limitations and delimitations of the study.

1.2 BACKGROUND OF THE STUDY

English is a globally accepted language not only for ordinary communication but also as the medium of communication in the business and the academic world (Ritter, 2002). He further argues that language and language learning empower people to develop their listening, speaking, reading and viewing, writing, thinking and reasoning skills and understanding of language structure and use.

It is everybody's concern to see to it that learners have capacity to read, write, speak, listen and be able to analyze a written text effectively, not only to fulfill the curriculum requirements but also their potential. There is a general outcry about the decline of language skills in South Africa. The problem is not only prominent in the senior secondary schools but also at tertiary level (Ritter, 2002). Nel (2003) also observes that many South African students who register for undergraduate study each year are under-prepared for university education and that many of these students also have low levels of reading ability.

Smyth (2002) argues that the bilingual pupils have to bring divergent thinking skills to the learning process. He further argues that, there are some problems of ESL learners

in studying through a language that is not their mother tongue such as fear of being laughed at. Learners need to have plenty of opportunities to speak with native speakers of English and to read, watch and listen to English. They have a hard time learning a language because the process is more than remembering words and sentence structures. They translate in mind one language into another and not just let the communication flow. When they learn English as the second language, they first think in the mother tongue and then mentally translate it into the language they are learning (Smyth, 2002).

The Council of Chief School Officers (1992) defines English language proficiency as a situation in which a student of English acquires full proficiency in the language and is able to use English to ask questions, to understand other speakers, to comprehend reading materials, to test ideas and to challenge what is being asked in the classroom. There are four language skills contributing to full proficiency namely, reading, listening, writing and speaking. Language proficiency goes beyond simplistic views of good pronunciation, correct grammar, mastery and control of a large number of interdependent components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place (Valdes & Figueroa, 1994). There are problems in studying through ESL in South Africa even at tertiary institutions. A research conducted by the University of Pretoria found that students at Honors" level in some predominantly black Universities had ESL proficiency of only standard eight or grade ten learners (Pretorius, 2000).

The Council of Chief School Officers (1992) has shown that language proficiency is the ability to speak and comprehend the language and is one of the causes of poor performance as it is an essential condition for success within the South African education system. Researchers such as Webb (2002); Brickman (1998) and Buthelezi (1995) identify the insufficient command of English as a key cause of the alarming Matric failure rate and the high dropout rate in tertiary education.

They further offer evidence that the majority of students entering tertiary education have English language skills below the level of Matric second language and therefore do not have a sufficient command of English to afford them reasonable opportunity to

succeed in tertiary education. The proximity of the language vocabulary and grammatical structure to the learners' mother tongue, the native speaking surrounding and also what many people call "a sense of language" or some inner disposition for these are some of the reasons that predetermine problems in studying ESL. The learners' negative attitude for English as the second language is another challenge.

According to Buthelezi (1995), people tend to translate a new foreign word into their native tongue, instead of creating a new mental path for the learned concept. Another problem according to Buthelezi is that ESL learners do not have the opportunity to learn the second language through usage with little explanation in the same way they learned their native language. They do not have extensive exposure and practice with native speakers.

Reading with comprehension is the most important aspect of all learning by which the efficient readers are able to cope with any reading materials presented before them. It is an accepted fact that learners' reading in a second language (L2) is very much influenced by their knowledge of vocabulary and syntax, either knowledge separately or as interactive components (Grabe & Stoller, 2002; Barnett & Lewis, 1986; Schultz, 1983; Hatch, 1978).

Other problems in studying through a language that is not your mother tongue underpinning reading and development have shown that the phonological knowledge that develops as a normal part of language acquisition is the key to the child's acquisition of reading (Grabe & Stoller, 2002). Athey (1983) states that reading is an activity that involves extracting meanings from print and assimilating that meaning into one's existing store of information. According to Hay and Fielding- Barnsley (2006), teachers may need to take greater care to keep their language simple and clear.

The key problems affecting student performance in higher education are particularly serious in relation to English which plays a crucial role in South African education, where it is both a target of and a vehicle for learning for the majority of the country's students. Not only are textbooks often the only source available to the teacher as an

aid to teaching reading but the quality of the books is also debatable (Howie & Staden, 2006).

Webb (2002) indicates that in the majority of the fields of study, second language speakers of English who are instructed in English achieve a pass rate of less than 50%, while first language speakers of English and Afrikaans, when instructed in their native languages, achieve a pass rate of more than 50%. Many educators of ESL have complained that the inability of pupils to read fluently and with understanding has led to failure to comprehend other school subjects (The Council of Chief School Officers, 1992). They further state that this could be due to a lack of exposure to English and an inability to use reading skills efficiently. The fear of not knowing enough English by grade 12 ESL is another problem. The lack of daily practice in the use of English as a second language in actual conversations is one of the most common challenges. Learning how to produce certain sounds that do not exist in their own language is extremely hard.

According to the Council of Chief School Officers (1992), many educators of ESL do very little to help pupils read extensively on their own. It further argues that the only form of reading the learners are exposed to is the traditional oral reading in class. The readers read without understanding the content. Due to the above, reading problems experienced by grade 12 ESL learners, the researcher felt that several language factors which might contribute to high failure rate needed investigation.

1.3 STATEMENT OF THE PROBLEM

The current study focuses on reading ability and language proficiency of grade 12 ESL learners. Pretorius (2002) states that the majority of students in South Africa study through a medium of a language that is not their own. She argues that it is commonly

accepted that the low levels of L2 proficiency of our students play a significant role in poor academic performance. She further indicates that while not disputing the fact that language proficiency is important in the learning context, it is argued that a fundamental feature of academic underperformance in South Africa is poor reading ability, but, that this factor tends to be overshadowed by the language issue.

The researcher has been prompted to conduct this study because of the various reasons such as poor matriculation results in South Africa, complaints from parents that their children have lost interest in reading and also great concern from teachers that learners cannot comprehend, cannot remember, or use information properly. In the Qumbu district poor reading ability and language proficiency manifest themselves in the quarterly schedules which are submitted to the District Office. Learners obtain poor levels or ratings in ESL. The study shall seek to find answers to the following main research question: What are the languages factors affecting the performance of grade 12 English Second Language learners in the Qumbu District?

1.4 SUB-RESEARCH QUESTIONS

To answer the main research question above, the study shall be further guided by the following sub-research questions:

- ☐ To what extent does reading ability affect the performance of grade 12 English Second Language learners?
- ☐ To what extent does language proficiency affect the performance of grade 12 English Second Language learners?
- ☐ Are there any significant differences in the reading abilities of grade 12 English Second Language learners in selected senior secondary schools in the Qumbu district?
- ☐ Are there any significant differences in the language proficiency of grade 12 English Second Language learners in selected senior secondary schools in the Qumbu district?

- Are there any significant differences in the June and September performance scores of grade 12 English Second Language learners in selected senior secondary schools in the Qumbu district?

1.4.1 Construction of Hypotheses

- The above can also be referred to as the objectives of the study.
- In addition to the objectives, relevant hypothesis is constructed.
- Here below the researcher gives a general format of hypotheses construction.
- Two types of hypotheses are used to comprise different tests as follows:
 - H_0 (the null hypothesis): There is no significant difference between the means and the variables in question.
 - H_a (the hypothesis): There is a significant difference between the variables in question.

1.4.2 Rejection/ Acceptance of the null hypothesis

- We use the p-value to either reject or accept the hypothesis.
- We compare the p-value to the Level of Significance ($\alpha=0.05$)
- If the p-value is smaller than $\alpha = 0.05$, we reject H_0 , and accept H_a otherwise.
- All the tests to follow in chapter 4 will be based on the same approach of the above hypotheses.

1.5 PURPOSE OF THE STUDY

The main purpose of the study was to:

- Investigate the extent to which reading ability affects the performance of grade 12 English Second Language learners.

- Establish the extent to which language proficiency affects the performance of grade 12 English Second Language learners.
- Ascertain differences in the reading ability of learners in the selected schools.
- Ascertain differences in the language proficiency of learners in the selected schools.
- Ascertain differences in the June and September performance scores of learners in the selected schools.

1.6 THEORETICAL FRAMEWORK

The study is based on two theories known as Schema Theory for reading and Basic Interpersonal Communication Skills (BICS) Theory and Cognitive Academic Language Proficiency (CALP) for language proficiency.

1.6.1 Schema Theory

Reading is based on the Schema Theory as theoretical framework. A schema (plural schemata) according to Bartlett (1932) is a hypothetical mental structure for representing generic concepts stored in memory. He further explains that it is a sort of framework, or plan, or a script. Schemata are created through experiences with people, objects and events in the world. Schemata can be seen as the organized background knowledge which leads us to expect or predict aspects in our interpretation of discourse (Bartlett, 1932).

Bartlett believes that memory of discourse is not based on straight reproductions but is constructive. This constructive process uses information from the encountered discourse together with knowledge from past experience related to the discourse at hand to build a mental representation. Bartlett (1932) argues that the past experience cannot be an accumulation of successful individuated events and experiences, but must be organized and made manageable. Bartlett (1932) mentions that reader's mental stores are termed „schemata“ and are divided into two main types which are, content

schemata (background knowledge of the world) and formal schemata (background knowledge of rhetorical structure).

Cook (1989) states that schemata are activated in one of two ways, 1: new information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be alternatively expanded. He further clarifies that sometimes schemata are activated in, 2: new information that can be represented by new mental structures, that is, new knowledge builds up new schemata. Cook further states that the mind, stimulated by key words or phrases in the text activates a knowledge schema. He also implies that schemata are not necessarily dealing with conscious processes but rather with automatic cognitive responses given to external stimuli.

On the other hand Yule (1985) states that the key to the concept of coherencies is not something which exists in the language, but something which exists in people. He further states that it is people who make sense of what they read and hear. They try to arrive at an interpretation which is in line with their experience of the way the world is. Indeed our ability to make sense of what we read is probably only a small part of the general ability we have to make sense of what we perceive or experience.

According to Anderson and Pearson (1984), the Schema Theory is based on the belief that every act of comprehension involves one's knowledge of the world. They further state that all readers carry different schemata (background information) and these are often culture-specific.

Schemata are an important concept in ESL teaching and pre-reading tasks are often designed to build or activate the learner's schemata. The Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text.

The underlying principle of the Schema Theory is that no text carries complete meaning in itself. Readers develop a coherent interpretation of text through the interactive process of combining textual information with the information a reader brings to a text

(Widdowson in Grabe, 1991). All that a text does is to give directions for readers and listeners as to how they should retrieve or construct meaning from their own previously acquired knowledge. This theory makes one to use the previous knowledge because meaning is obtained through a successful interaction between the reader and the text (Widdowson in Grabe, 1991).

Background knowledge is of primary importance for ESL readers, and schema-based pre-reading activities should be used for activating and constructing such background knowledge. The Schema theory according to Carrell, Devine and Eskey (1984) has provided numerous benefits to ESL teaching and indeed, most current ESL textbooks attempt schema activation through pre-reading activities. Schema-theoretical research according to them highlights reader problems related to absent or alternate (often culture-specific) schemata, as well as non-activation of schemata, and even overuse of background knowledge.

Carrell and Eisterhold (1983) indicate that every culture-specific interference problem dealt with in the classroom presents an opportunity to build new culture-specific schemata that will be available to the ESL student outside the classroom.

They state that the schema is culture specific and is not part of a particular reader's cultural background. They further state that it is thought that readers' cultures can affect everything from the way readers view reading itself, the content and formal schema they hold, right down to their understanding of individual concepts. Some key concepts may be absent in the schemata of some non-native readers or they may carry alternative interpretations.

When learners are faced with unfamiliar topics, some may overcompensate for absent schemata by reading in a slow, text-bound manner and others may overcompensate by wild guessing (Carrell, 1988). He further states that both strategies inevitably result in comprehension difficulties. Carrel and Eisterhold (1983) suggest that where schema deficiencies are culture-specific, it could be useful to provide local texts or texts which are developed from the readers own experiences. They further recommend that rather than attempting to neutralize texts, it would seem more suitable to prepare students by helping them build background knowledge on the topic prior to reading, through appropriate reading activities.

Johnson in Carrell and Eisterhold (1983) suggests that a text on a familiar topic is better recalled than a similar text on an unfamiliar topic. Johnson further states that some students' apparent reading problems may be problems of insufficient background knowledge (Carrell, 1988). It is important to note that schema is culture specific and the readers' cultures can affect everything from the way readers view reading itself, the content and formal schemata they hold, right down to their understanding of individual concepts (Carrell, 1983).

Eskey (1983) and McCarthy (1991) however, state that, there may be limits to the effectiveness of such activities and there may even have been some over emphasis of the schema perspective and neglect of other areas. Anderson, Wilson and Fielding in Hudson (1982) indicate that the process of reading comprehension of a message entails drawing information from both the message and the internal schemata until sets are reconciled as a single schema or message.

According to Swales (1990), the reading process involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. He further states that it is assumed that readers not only process all the relevant schemata, but also these schemata actually are activated. Where this is not the case, then some disruption of comprehension may occur.

Wallace (1992) indicates that it is likely that there will never be a total coincidence of schemas between writer and reader such that coherence is the property of individual readers. There are differences between writer's intention and reader's comprehension where readers have had different life experiences to the writer's model reader. Readers sometimes also feel that they comprehend a text, but have a different interpretation to the author (Hudson, 1982). It is also claimed that the first part of a text activates a schemata which is either confirmed or disconfirmed by what follows (Hudson, 1982).

Aebersold and Field (1997) state that previewing the text helps readers predict what they are going to read and this activates their schemata. They further state that lower level students may have the schemata but not the linguistic skills to discuss them in the L2. The first language could be used to access prior knowledge but teachers must introduce the relevant vocabulary during the discussion, otherwise a schema has been activated but learning the L2 has not been facilitated. There are limitations in the use of the schema theory in ESL teaching. Carrel and Wallace in Carrell (1988) found that giving context did not improve recall even for advanced ESL readers, suggesting that their schemata were not activated. Hudson (1982) claims that, by encouraging students to use the good reader strategy of touching as few bases as necessary, they may apply meaning to a text regardless of the degree to which they successfully utilize syntactic, semantic or discourse construction.

According to Bamford and Day (1997); Carrell and Eisterhold (1983) and Wallace (1992), encouraging students to read for pleasure is advocated and will hopefully lead to the kind of extensive reading learners need to do if they are to gain any automaticity in their word and phrase recognition abilities. They state that until students read in quantity they will not become fluent readers. Learners may be motivated to read extensively by being allowed to choose their own texts based on their own interests.

Plastina (1997) states that the features of schemata are flexibility and creativity which means that information is stored in memory and provided when needed, with the least amount of effort. Features of schemata are creative in that they can be used to represent all types of experiences and knowledge i.e. they are specific to what is being perceived. These features of schemata show that individual is piecing bits of knowledge together, attempting to make sense of them.

Carrel and Floyd (1987) maintain that the ESL teacher must provide the student with appropriate schemata s/he is lacking and must also teach the student how to build a bridge between existing knowledge and new knowledge. Accordingly, the building of

bridges between a student's existing knowledge and new knowledge is needed for text comprehension.

The current study is also based on the Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as a theoretical framework.

Cummins (1994) states that in schools today, the terms Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are most frequently used to discuss the language proficiency levels of students who are in the process of acquiring a new language.

These students typically develop proficiency in BICS well before they acquire a strong grasp of CALP or academic language. As a result, students may initially appear fully proficient and fluent, while still struggling with significant language gaps (Cummins, 2004). Cummins (1980) outlined the importance of time in the development of two different types of language skills, basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).

1.6.2 Basic Interpersonal Communication Skills (BICS)

Cummins (1984) states that Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. They are a set of communication skills that facilitate day-to-day or practical oral communication. He explains that Basic Interpersonal Communication Skill (BIC) is the day-to-day language needed to interact socially with other people (Cummins, 1994). He also explains that BICS are the "surface" skills of listening and speaking which are typically acquired quickly by many

students; particularly by those from language backgrounds similar to English who spend a lot of their school time interacting with native speakers.

Cummins further argues that, while many children develop native speaker fluency (i.e. BICS) within two years of immersion in the target language, it takes between 5-7 years for a child to be working on a level with native speakers as far as academic language is concerned. This helps children to have opportunities to extend and advance their language development through oral language experiences that develop vocabulary and build background knowledge. Cummins (1979) points out that everyone is able to acquire basic interpersonal communication skills (BICS) in a first language regardless of IQ or academic aptitude. BICS then can be described as a language's surface fluency, which is not cognitively demanding. He argues that English learners' language skills are often informally assessed upon the ability of the students to comprehend and respond to conversational language. He further argues that, students who are proficient in social situations may not be prepared for the academic, context-reduced, and literacy demands of mainstream classroom. Judging students language proficiency based on oral and social language assessments becomes problematic when the students perform well in social conversation but do poorly on academic tasks. The students may be incorrectly tagged as having learning deficits or may even be referred for testing as learning disabled (Cummins, 1980).

Cummins (1984) indicates that while students may have a reasonable conversational proficiency, they may have inadequate academic or cognitive proficiency, especially when attempting written work.

While it is possible to become verbally or conversationally proficient in about two years, it takes about five to seven years to achieve quality with English First Language students in verbal - academic skills. Language proficiency according to Cummins (1984)

comprises both an oral and a written component. Cummins (1984) found an inverse relation between the amount of instruction in English and English academic achievement. This suggests that the greater instruction a bilingual student receives in English, the lower his/her academic achievement in majority language. Cummins (1992) states that the bulk of the evidence suggests that there is an inverse relation between exposure to English instruction and English achievement. Bohlman and Pretorius (2002) indicate that there is a considerable difference between normal BICS and formal requirements of CALP. They further indicate that despite high oral fluency (BICS) Black students are unlikely to be successful academically because their academic cognitive skills are essentially inadequate.

1.6.3 Cognitive Academic Language Proficiency (CALP)

Cognitive Academic Language Proficiency (CALP) according to Cummins refers to formal academic learning. This includes listening, speaking, reading and writing about subject area content material. He further explains that CALP is essential for students to succeed in school. Students need time and support to become proficient in academic areas (Cummins, 1984). CALP according to Cummins (1984) is the basis for a child's ability to cope with the academic demands placed upon her/him in the various subjects.

CALP is also the cognitive linguistic competence which is closely related to academic ability and skills (Romaine, 1995). The cognitive-academic aspects of a first language and the second language are interdependent and as a result, the development in the proficiency of second language is partially a function of the level of proficiency of the first language (Cummins, 1979; Skutnabb-Kangas and Toukomoa, 1995). Instruction through the first language has shown to be just as or more effective in promoting second language proficiency as instruction through the second language (Cummins, 1979a, 1979b, Skutnabb-Kangas, 1995).

English proficiency influences academic success. As future leaders, our children must be well educated in a system that encourages, develops and supports their language and identity (Cummins, 1979a, 1979b; Skutnabb-Kangas, 1995). Huddle and Bradley (1991)

indicate that innate passivity, lack of thinking in English and chronic shortages of books and materials place the majority in the high-risk category. Miller, Bradbury and Wessels (1997) further indicate that black students appear to be happier with multiple choice questions, which often appear to rely on rote learning rather than essay type responses which often rely on conceptual ability.

1.7 SIGNIFICANCE OF THE STUDY

The information gathered in the study will be relevant for curriculum development and the improvement of the performance of grade 12 English Second Language learners. The study also aims at presenting techniques that would enable the English Second Language learners to accomplish better reading ability and knowledge of vocabulary, grammatical structures and language proficiency. The study may contribute to the development, improvement of the reading ability and language proficiency of the learners. It is believed that the study will also motivate English Second Language learners' reading habits, preferences and use of information to have a relatively high literacy level in their future lives.

The researcher believes that the findings and results gathered in the study may have a significant contribution to the Department of Education to be in a position to develop strategies, plan for the schools to have relevant Learner Teacher Support Material (LTSM) such as DVDs, Televisions, and Computers and build libraries in schools for both rural and urban schools. Educators will be encouraged to use only English when communicating with ESL learners when teaching and learning is taking place, except when they are teaching vernacular. Future researchers will also be helped by the study because it could form the bases for their studies.

1.8 RATIONALE OF THE STUDY

This study investigates factors affecting performance of grade 12 English Second Language learners in the Qumbu district specifically; it focuses on the role played by reading ability and language proficiency on the academic performance of grade 12 ESL learners. Reading is one of the most essential skills in one's life which needs to be mastered in order to succeed in life. Observations from both internal and external schedules for grade 12 ESL learners show that learners score low in English Second Language. This study also seeks to address the current concern that second language learners do not cope well with their studies at Matriculation level because of poor reading skills and insufficient language proficiency.

It also needs to meet the challenges experienced by grade 12 English Second Language learners in the Qumbu district and promote the love of reading so that the learners' fluency and vocabulary can improve. The researcher finds language proficiency essential for academic success. This investigation hopes to assist in making ESL senior secondary school learners improve their proficiency in English and reading ability.

1.9 LIMITATIONS OF THE STUDY

The limitations of the study were as follows:

The study was restricted to the population of grade 12 English Second Language learners who prepare for the entry in tertiary level from the selected senior secondary schools in the Qumbu district. This limited the study because the researcher could not cover the whole district for the purpose of generalization of findings. It might happen that some English second language learners from other senior secondary schools do not experience the same problem.

1.9.1 Steps to overcome limitations

Despite the fact that the study was limited in terms of the sample, the researcher believed that the findings and results gathered in the study would be a significant contribution to the Department of Education as well as to English language teachers, learners and other researchers.

1.10 DELIMITATIONS

The study concentrated on the Qumbu district focusing on language factors affecting the performance of grade 12 English Second Language learners.

1.11 DEFINITION OF TERMS

Performance: a standard to which someone does something such as a job or examination (Mcmillan English Dictionary (1st ed.), 2002). According to the current study performance means academic end results.

Second language (L2): any language learned after the first language or mother tongue (L1) (Spada & Lightbown, 2002). Referring to the current study second language means the language that is adopted to be used for communication, teaching and learning by the school e.g. English.

Language Proficiency: the ability to be comprehensible in English and also to comprehend others.

Strategy: a plan of action designed to achieve a particular goal (Oxford English Dictionary (2nd ed.), 1989). According to the current study strategy is the plan to use so as to assist ESL learners to be able to use English as their second language.

Comprehension: the ability to understand something i.e. it is a test of how well students understand a language in which they read a piece of writing or listen to someone

speaking and then answer questions (Mcmillan English Dictionary (1st ed.), 2002). According to the study, comprehension is a test of knowing how well the ESL learners understand a language in which they read a piece of writing and then to answer questions.

1.12 CONCLUSION

According to the study, language proficiency and reading ability are important in the learning context to make ESL learners to understand the language. Reading as a learning tool and language proficiency as cognitive tool of learning and production assist ESL learners to understand English. The following chapter will therefore, focus on literature review which is relevant for the field of study.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

The aim of the study is to investigate reading ability and language proficiency as language factors affecting performance of Grade 12 ESL learners in the Qumbu district. Related literature reveals that reading ability and language proficiency are related skills that increase the academic groups to improve performance. Pretorius (2001) however, states that language proficiency is not as strong and successful a predictor of academic performance as reading ability is. Therefore, the aim of this chapter is to present a review of literature that is relevant in addressing the research problem. It is also to obtain a theoretical foundation which justifies the research, highlights a historical overview and addresses variables such as poor academic performance, poor reading ability and poor language proficiency.

2.2 DEFINITION OF READING

Pretorius (2000) defines reading as a cognitive-linguistic activity comprising several component skills such as decoding and comprehension. Grabe and Stoller (2002) define reading as the ability to draw meaning from the printed page and interpret this information appropriately. Grabe (1991) states that a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible and gradually developing. Jones (1995) in Granville (1996) views reading as a one- way process in which the reader is shown to be a passive receiver, or consumer of the text which the writer of the text produces. The view assumes that the text has a single determinant meaning which can be found on the page and that the author is the authority of that meaning. Wallace (2001) describes reading as interactive rather than simply being active.

2.3 READING MODELS

According to Grabe and Stroller (2002) reading has metaphorical models such as top-down models, bottom-up models and interactive models. Top-down models according to Grabe and Stroller (2002) are, that the reader is expected to bring her background knowledge to the text. They further stress that, top-down models assume that reading is primarily directed by reader's goals and expectations. Top-down models characterize the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectations. Anderson (1999) argues that in contrast to bottom-up models, top-down models are diametrically opposed to those lower level processes.

Stanovich (1980) further indicates that top-down models have in common a viewing of the fluent reader as being actively engaged in hypothesis testing as he proceeds through the text. In top-down models "higher-level processes direct the flow of information through lower-level processes". English Second Language learners perform poorly when they fail to implement top-down models where the high level is concerned primarily with integration of textual information and includes resolving ambiguities in the text, linking words with their co-referents, integrating propositional units across sentences, generating and updating a schema or representation of the text as a whole, and integrating textual information with prior language (Stanovich, 1980).

On the other hand Alderson (2000) states that top-bottom approaches emphasise the importance of schemata and the readers contribution to the incoming text. He further explains that schema theory deals with what readers bring to the text they read and schema plays an important role in bottom-up processes. He explains that the schema theory attempts to describe the efficiency of prior knowledge. It is thought that the prior knowledge of the readers affects their comprehension of the text. Alderson defines Schemata as interlocking mental structures representing the reader's knowledge.

Paran (1997) and Anderson (1999) define bottom-up models as serial models where the reader begins with the printed word, recognizes graphics stimuli, decodes them to

sound, recognizes words and decodes meanings. Anderson (1999) further states that bottom-up or data driven models depend primarily on the information presented by the text. Bottom-up models emphasize what is typically known as the "lower- level" of the reading process.

Interactive models according to Anderson (1999), are currently accepted as the most comprehensive description of the reading process. This third type of reading model according to Stanovich (1980), combines elements of both bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. Jones (1990) in Granville (1996) characterizes reading in interactive approach as a two-way process, where what the reader brings to the text is as significant as what he or she takes from it. Belsey (1980) in Granville (1996) states that interactive reading frees readers from the tyranny of the author and gives power to readers to produce multiple reading of texts allowing for a number of interpretations.

Grabe (1991) emphasizes two conceptions of interactive approaches. He states that meaning does not simply reside in the text itself but that as readers interact with the text their own background knowledge facilitates the task of comprehending. Secondly, fluent reading involves both decoding and interpretation skills. In interactive models, the reader needs to be fast in order to recognize the letters.

This is similar to what the readers do in top-down models in order to skim a text for the main idea. Not only should the word recognition be fast, but also efficient.

2.4 READING ABILITY AND THE LEARNING PROCESS

The review of literature reveals that reading is important in learning because readers are able to independently access information and not only that, but are able to construct meaning and acquire knowledge (Pretorius, 2002). The reading material available to the learners affords the reader that opportunity of independently acquiring the information regardless of the level of the learner. This interaction between the reader and the text is the foundation of comprehension (Pretorius, 2002).

Murray and Johansson (1996), also argue that the aim of reading the text should be to gain a more specific objective or clear understanding of concepts. With strengthened reading strategies learners could make greater progress and attain greater development in all academic areas. Reading is an essential skill and a skill to master. Pretorius (2002) as quoted by Cekiso (2007) reveals that a fundamental feature of academic underperformance in South Africa is poor reading ability.

Pretorius (2001) states that there is a relationship between the reading ability and academic performance amongst second language undergraduate students in various disciplines, such as psychology, sociology, mathematics and others. Both language proficiency and reading skill correlated strongly with academic performance. Pretorius (2001) further showed that the ability to make inferences during reading and to perceive the way in which textual information across all the disciplines affect academic performance. She concludes that the students who failed were students who performed poorly on the reading tests and attained less than 45% comprehension levels of the texts that they were reading. She further states that academic performance is determined to a large extent by reading ability. The current study showed that there is a slight relationship between reading ability and academic performance.

The correlation coefficient of reading ability was not more than -1 or +1 that showed clearly that there was a slight relationship between reading ability and academic performance. Durkin (1979) in his research reveals that teachers actually devote only

2% of the classroom time designated for reading instruction to teaching students how to comprehend what they read. The situation in South Africa is not any different. In high school, reading comprehension instruction is limited to the assignment of a reading passage, accompanied by a number of short or multiple-choice questions relating to the passage (Dreyer & Nel: 2003).

Carrel (1998) states that there is little evidence to suggest that students at any level will acquire reading skills if they have not been explicitly taught. Pang, Zhou and Fu (2002) argue that from the standpoint of Second Language acquisition, reading provides a readily available and most important input of the language for learners in a context like China where the environmental support is poor. Pretorius (2002) states that reading is important in the learning context not only because it affords readers independent access to information in an increasingly information-driven society, but more importantly because it is a powerful learning tool, a means of constructing meaning and acquiring new knowledge. She further argues that reading is not simply an additional tool that students need at tertiary level; it constitutes the very process whereby learning occurs (Pretorius, 2002). She further argues that to succeed at a university, students need to read expository texts effectively and meaningfully to access and understand information, and internalize it for study purposes. An important component of the comprehension process is the reader's ability to integrate current information with information mentioned earlier in a text.

Starfield (1990) states that declining standards in English are significantly affecting black pupils' capacity to cope with other school subjects. Grade 12 English Second Language learners' background leaves them ill-equipped to handle, construct and interpret English. This is supported by Kilfoil (1999) who observes that 67% of students read at frustration level and thus resort to memorization and by-pass understanding.

The inability to read rapidly and to understand what has been written appears to be a significant stumbling block for academic progress as it happens to Grade 12 English Second Language learners. Bohlman and Pretorius (2002) comment on the poor

academic performance of South African Students as follows: "Poor academic performance is a fairly characteristic feature of the South African educational scene". Although problems related to progress are laid at the door of socio-economic-political environments, Bohlman and Pretorius suggest that the real problem is that of language proficiency.

Education stakeholders such as parents, educators, learners, Senior or First Education Specialists (SES or FES), Education Development Officers (EDOs) and others should be engaged in finding out which relevant reading and language proficiency strategies must be used and which material can be provided to assist different learners in achieving their goals of becoming competent readers and to be proficient in language. The issue towards English second language learners" good performance is based on reading and language proficiency. This requires a rich environment to stimulate the learners" desire to learning and improving their performance.

Learners are unique in nature and as such they need to be exposed to different language reading and language proficiency strategies. These are, to be, to a greater extent environmentally and developmentally influenced. Reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and indeed to lifelong learning (Pritchard, Romeo & Muller, 1999 & Strydom, 1997).

Many Grade 12 English Second Language learners are underprepared for the reading demands that are placed upon them which cause poor performance. This is supported by Saumell, Hughes and Lopate (1999) who state that ESL learners when pressed to read, often select ineffective and inefficient strategies with little strategic intent. Wood (1998); Dreyer (1998); Strydom (1997) and Van Wyk (2001) found that learners lack metacognitive control.

Another reason might be their inexperience coming from the limited task demands of high school. Cekiso (2007) is of the view that teachers need to develop effective instructional means for teaching reading comprehension and reading strategy use. He

further states that the teaching of reading strategies enhances the learners' reading ability. The inability to use learners' reading strategies in English means that English Second Language learners experience difficulties with their studies which of course include their academic achievement.

Harris, Pearson and Garcia (1995) support the idea that there is no skill more essential to succeed in school than reading. Much as reading is important, learners are not only encouraged to read words accurately and quickly but to conform to the prosody of English phrases and sentences. Reading is often mistaken for thinking that its general goal is to turn print into speech which is of course not the case. The main purpose of reading and language proficiency is to understand perhaps even to enjoy a text (Ellis, 1995).

Pretorius (2002) further states that the results of the International Literacy Conference are not surprising since reading not only affords readers independent access to information, but more importantly it is a powerful learning tool, a means of constructing meaning and acquiring new knowledge and consolidating, modifying and expanding knowledge bases. Students need to be good readers in order to be able to read to learn. The findings from these studies strongly suggest that urgent attention needs to be given to improve the reading ability of students at tertiary level for reading is not an additional tool that learners need, but constitutes the very process whereby learning occurs (Pretorius, 2002).

Machete (1991) points out that if text information and readers' cultural background are not congruent, greater difficulty exists in absorbing and understanding the information, i.e. cultural differences make the text inconsistent and reduce comprehension and the way in which the text is interpreted will differ considerably from what was expected for a congruent cultural group.

To complicate matters, different cultures have different ways of learning, which reduces textual interpretation and understanding. The extent to which the reader has positive or

negative views about the cultural material being read will also affect the degree of recall of the information (Machete, 1991).

According to Pretorius (2002), the reading situation in South Africa constitutes a national education crisis, especially given the relationship between reading ability and academic performance. She further states that the reading situation should be situated within the broader South African socio-cultural set up which has factors that ascribe meaning and value to the act of reading and to the situations in which reading occurs. These reading attitudes and values affect home, school, work and community literacy practices, the levels of literacy that are attained and the materials and instructional practices that are used for teaching literacy.

Poor reading affects Grade 12 English Second Language learners' performance in South Africa which gives more weight to Pretorius' argument that the reading situation in South Africa constitutes a national educational crisis. She further indicates that the reading maturity levels for black students in higher education throughout the Republic of South Africa are extremely poor. She again states that it is alarming how low the reading comprehension is and this gives insight into why black failure rates are high. Her study found that the ability to read academic texts is considered one of the most important skills that University students of English as a Second Language (ESL) need to acquire. She further states that every year there is a public outcry over the low matriculation marks and poor pass rates of South African secondary school students countrywide. Although the reading levels of these matriculants are not stated, their high failure rate suggests problems in reading. Many of these matriculants then apply to study at teaching colleges, Universities of technology and Universities; yet, they are poorly equipped to cope with the demands of study at tertiary level (Pretorius, 2000).

Bohlman and Pretorius (2002) further state that reading ability affects comprehension levels. Students need to be good readers in order to „read to learn“. Reading does not only afford readers independent access to information but it is a powerful learning tool,

a means of constructing meaning and acquiring new knowledge, consolidating, modifying and expanding knowledge basis. Reading is not an additional tool that learners need but constitute the very process whereby learning occurs (Pretorius, 2001).

Pretorius (2000) states clearly that overall, the reading situation within the South African educational context appears to be a fairly dismal one. Reading and academic performance research has results that show that the better a students' reading ability is, the better his/her academic achievement. On the other hand, reading ability does not guarantee good academic performance since many other variables come into play, such as motivation, perseverance and dedication to the task.

The results from other studies suggest very strongly that lack of reading ability functions as a barrier to effective academic performance. Pretorius (2001) indicates that reading below a 50% comprehension level seriously jeopardizes a student's chances of passing. This outcome is not surprising, given that academic performance depends to a large extent on the ability to independently access information from the written word and to construct meaning from it, thereby constructing new knowledge in the process. Pretorius (2001) further indicates that students with reading problems get caught in a negative cycle of failed reading outcomes and academic underperformance.

Grabe and Stoller (2002) state that English Second Language learners convert the question into their mother tongue then the content of the question changes which ultimately causes poor performance of the Grade 12 English Second Language learners.

Winter (1997) states that when learners have poor word construction, it may cause poor performance for the Grade 12 English Second Language learners. He further observes that reading is identified as a meaning construction activity served by lower level processes associated with word decoding and recognition and by higher level processes associated with bringing relevant prior knowledge to bear on the reading.

Reading comprehension is likely to be impeded because of poor reading ability. Classroom teaching for reading instruction needs to be considered as a critical factor in preventing reading problems and must be the central focus for change (Moats, 1999).

Stoller and Grabe (2001) state that the requirements for the development of reading fluency necessitate that teachers as well as curriculum developers determine what instructional options are available to them and how to go about optimal pursuit of instructional goals in various contexts. Machete (1991) further states that English Second Language teachers face many challenges in the classroom of teaching learners how to utilize the reading skills and knowledge that they bring from their first language. These learners also have difficulties in developing vocabulary skills, improving reading comprehension and improving reading rate. These ESL teachers have a challenge of teaching readers how to successfully orchestrate the use of strategies and how to monitor their own improvement.

Moats (1999) also indicates that the reading of comprehension in the classroom for learners with poor English knowledge background may result in poor performance for Grade 12 ESL learners. Grabe and Stoller (2002) state that poor Second Language readers are slower in word recognition and generally weak at rapid and automatic syntactic processing. This shows that ESL learners when given instructions and/or questions in English translate them into their mother tongue which changes the content of the instructions and/or questions. Ultimately this causes poor performance of Grade 12 ESL learners.

Pretorius (2000) further states that reading is the fundamental skill upon which all formal education depends. The report further points out that, any child who does not learn to read early and well, will not easily master other skills and knowledge and is unlikely to ever flourish in school or in life. When many children do not learn to read

properly, the public schools cannot and will not be regarded as successful. The executive summary of the report is that the most fundamental responsibility of schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers.

The report further indicates that in today's literate world, academic success, secure employment and personal autonomy depend on reading and writing proficiency. Children who are not capable of reading must be taught how to read, which is the fundamental responsibility of schooling. Enjoyment of reading, exposure to the language in books and attainment of knowledge about the world all accrue in greater measure to those who have learned how to read before the end of their first grade.

2.5 DEFINITION OF LANGUAGE PROFICIENCY

Any definition of language proficiency according to Bialystok (1998) is deeply entangled in theoretical attitude. He further states that on the one hand, there is the formalist approach, which attempts to explain language as a code. Therefore, according to this perspective, "language proficiency is ultimately an unknowable abstraction that reflects the universal competence of native speakers".

According to the Council of Chief School Officers (1992), a person who is proficient in English will be comprehensible and will be able to comprehend others. S/He will be able to use appropriate language and will interpret the language used by others. S/He will be able to use English in addition to other languages as a cognitive tool of learning and production.

2.6 LANGUAGE PROFICIENCY AND THE LEARNING PROCESS

Souter, Archer and Rochford (1992) state that rural teachers, often have low English language proficiency and many operate only at the literal level. Any idiosyncrasies in their translations are passed on to the students, which perpetuates the cycle. Although teachers are supposed to teach through the medium of English, IsiZulu speaking teachers with low English proficiency teach in IsiZulu rather than English, preparing summaries and notes in English, which the students are then required to memorize for examinations.

This means that students rarely interact in a meaningful way with the English Language (Kasanga, 1999). In the current study learners think in their mother tongue then respond in English which makes them to loose the understanding of the question. This finding can be related to the work of Mavundla and Motimele (2002) who argue that many black students have to decode English into their mother tongue and then reinterpret their thoughts into English, considerable potential for misinterpretation occurs. Holder, Jones, Robinson and Krass (1999) also indicate that the critical impact of Language Proficiency cannot be under estimated, most black students have problems pertaining to reading and writing ability.

The poor performance of Grade 12 English Second Language learners is caused by poor language proficiency because students fail to understand the subject matter clearly because they cannot explain or express themselves effectively (Kasanga, 1999). Textbooks designed for first language students are inappropriate and unusable for many Black students. Language proficiency according to Van Eeden, de Beer and Coetzee (2001), is the single most important moderator of test performance as it reflects familiarity with concept and access to language medium through which knowledge has been gained. Supporting this statement, Kasanga (1999) indicates that language competency is a prerequisite for successful work but many Black students lack Cognitive Academic Language Proficiency to cope with academic work.

Webb (2002) states that a language of learning which inhibits acquisition of knowledge and restricts the development of learners" cognitive, affective and social skills is caused

by poor language proficiency. The purpose of this investigation is to show whether language proficiency really inhibits knowledge. Cummins (2004) argues that the foundation of English language proficiency has an impact when it comes to tertiary level which affects most of the black ESL learners. Jackson (2000) argues that since English is not the mother tongue of ESL learners they do not practise the language even in the outside environment so as to improve the language proficiency.

Skutnabb-Kangas (1995) states that when teachers give instructions to learners in their home language expecting them to answer in English, it may cause poor understanding of English as a language. Mavundla and Motimele (2002) state that for many English Second Language learners to grasp English, they have to decode English into their mother tongue then re - interpret their thoughts into English. Not only does this mean that many students are thus frightened to ask questions because of their poor level of English but having to translate information often means that part of the original meaning is lost or misinterpreted. They argue that many Black students translate the English into the vernacular rather than reinterpret their thoughts into English in order to achieve understanding. In this way much information is either lost or misinterpreted.

Holder et al. (1999) argue that the poor performance of Grade 12 English Second Language learners does not reflect on their intelligence but only on their Second Language proficiency. They further argue that if English proficiency is inadequate, understanding of teaching, notes and text books are inadequate as is the ability to express thoughts clearly and concisely in written form. The outcome therefore, is a high potential for failure. They further comment on the impact of literacy on academic process which makes difficulties associated with failure to finish studies in minimum time. They further state that literacy skills cannot be assumed to improve without assistance. ESL learners' academic performance is adversely affected by deficits in English Language Proficiency (ELP).

Bialystok (1998) takes the functionalist approach, which explains proficiency in its relationship to communication in specific contexts. In this respect it is the outcome of social interaction with a linguistic environment. He consequently states that a proper

definition of language proficiency would present identifiable standards against which to describe language skills of users on different contexts. Brown (2000) indicates that a more complete conceptualization of language performance, then, acknowledges personal characteristics, topical or real- world knowledge and affective schemata, among other factors related to the social and cultural context.

Poor language proficiency affects poor performance of Grade 12 Second Language learners because learners vary in the ultimate level of proficiency they achieve, with many failing to reach target- language competence. This variation is often the result of individual learner differences in motivation and aptitude, in addition to the use of an assortment of strategies, such as inference and self- monitoring for obtaining input and learning from it (Ellis, 1994; Krashen, 1982). Ellis (1994) further states that it may be more useful to think about proficiency as a process in which learners" alternate in their use of linguistic forms according to the linguistic and situational context.

Grabe and Kaplan (1996) argue that both language proficiency and composing abilities can or perhaps should be accounted for in evaluating L2 writing performance and instruction. Farnill and Hayes (1996) state that not all second language students have sufficiently developed language skills and that this adversely affects their potential for success. They further make the point that studies in the United Kingdom and the United States of America indicate that academic performance is adversely affected by deficits in ELP and that some educational problems might be avoided if ELP were vigorously assessed (Farnill & Hayes 1996). This is supported by Amos and Quinn (1997) who argue that students with poor language skills invariably have a weak understanding of the content of the subject since they are not able to keep up with the lecturers and because of poor reading abilities. They are not able to express themselves clearly, either verbally or in writing, a problem which is further exacerbated by not understanding the topic fully.

Gamaroff (2001) feels that basic interpersonal-conversational skills are a foundation for the cognitive-academic language skills required for academic success. Some grade 12 English Second Language learners are inarticulate not only in English but also in their

own language. Instead of concentrating on developing skills in English proficiency, they regard English as just another subject to be passed for matriculation. This leads to a passive reception of information, enough knowledge to pass the subject so that they can obtain a qualification and a good job.

Kilfoil (1999) also indicates that many English Second Language learners are illiterate even in their home Language and arrive at tertiary education with reduced skills in both languages and are unable to cope. Von-Gruenewaldt (1999) argues that if black students have not mastered the language of instruction, it becomes all the more arduous for them to grapple with the content of what they have to learn and the result is rote learning. Starfield (1990) states that poor English will adversely affect all subjects. He further states that, declining standards in English are significantly affecting Black pupils' capacity to cope with other school subjects. Grade 12 English Second Language learners' background leaves them ill-equipped to handle, construct and interpret English.

In a study conducted by Cummins (1994) on the impact of English language proficiency on academic success of first year Black and Indian students at tertiary institution, has been proved that the Indian group exhibited superior English language proficiency levels compared to their black counterparts. Cummins further states that the hypothesis that English language proficiency is associated with academic success appears to be substantially correct.

Vinke and Jochems (1993) indicate that the lower the levels of English proficiency, the more important it becomes to define academic achievements. On the other hand Baker (1988) indicates that while students are able to speak English, they still do not operate at maximum capacity because of the language barrier. Most English Second Language students lack literacy skills for successful university study.

English language proficiency is inhibited by a variety of factors such as rural environment, where interaction with English is rare (Jackson, 2000). Webb (2002) argues that a language of learning which inhibits acquisition of knowledge and restricts

the development of learners' cognitive, affective and social skills is caused by poor language proficiency. He explains poor language proficiency as the learners' linguistic skills which have not been appropriately developed, a development which should occur as part of the learners' first language study. He further argues that English Language proficiency has an impact on academic success, for instance, for L1 students it works well but appears not to work well for L2 students. Some black students especially from rural backgrounds lack even the lowest levels of conversational English and rely on interpreters. Their background affects the trends in matriculation results because of poor language proficiency. Learners must be able to use language to perform basic learning functions such as asking questions, responding to questions, expressing an own opinion, describing, explaining, understanding, etc. They also have to summarize information extracted from a text, write an academic text, describe and define work-related concepts, communicate effectively, resolve miscommunication through a meta-linguistic ability and many more (Webb, 2002). He further states that it is commonly accepted that the low levels of Second Language proficiency of our students play a significant role in low academic performance.

Pretorius (2001) indicates that although both language proficiency and reading skills correlated strongly with academic performance, the ability to make inferences during reading and to perceive the way in which textual information is linked consistently emerged as the stronger predictor of academic performance across all the disciplines. It is important to understand that academic performance is determined to a large extent by reading ability.

According to Betts, Muyskens and Marston (2006), English Language learners experience academic difficulties due to lack of proficiency in the English language. They argue that English Language learners may have the knowledge and skill to demonstrate

academic competency in their native language, although, they have not yet acquired the language proficiency in order to be academically successful in English.

2.7 CONCLUSION

Reading ability constitutes the process of learning which needs students to read expository texts effectively and meaningfully to access and understand information and internalize it for study purposes. Poor reading ability causes high failure rate which affects grade 12 ESL learners' performance. It restrains grade 12 ESL learners to enter tertiary level. It causes grade 12 ESL learners not to understand examination instructions and questions. Learners fail to understand the context of the content because of poor reading ability.

Language proficiency for ESL learners inhibits acquisition of knowledge and restricts the development of learners' cognitive, affective and social skills. Poor language proficiency affects grade 12 ESL learners in understanding instructions and questions properly. Poor language proficiency affects the learners' understanding of the English language and their academic performance. Learners fail to express themselves clearly and as a result they fail academically. This takes us to the next chapter where the research methodology and procedures to carry on with the study is discussed in full.

CHAPTER THREE

3. RESEARCH DESIGN AND PROCEDURE

3.1 INTRODUCTION

The purpose of the study was to investigate reading ability and language proficiency as factors affecting the performance of grade 12 ESL learners in the Qumbu district. This chapter mainly deals with research designs, population, sampling procedure, instrumentation, data collection procedure, data analysis, ethical considerations and how the researcher planned to carry on with the intended study and why particular methods and research designs were used. This included the subjects that participated in the study.

3.2 RESEARCH DESIGN

Since the researcher investigated reading ability and language proficiency that affected the performance of grade 12 ESL learners in the Qumbu district, the quantitative research method was found appropriate in order to manage the collection of data. According to Charles and Mertler (2002) in Maree (2007) in quantitative method the researcher relies on numerical data to test the relationships between the variables. The quantitative method tests the theories about reality, looks for cause and effect, and uses quantitative measures to gather data to test the questions. Quantitative studies are either descriptive or experimental. A descriptive study establishes only associations between variables, while an experimental one establishes probable causality (Maree, 2007). The researcher used correlation research design which is a form of non-experimental design. This type of design usually involves a statistical measure of the degree of relationship called correlation (McMillan & Schumacher, 2006).

Correlation research is used to explore the relationship between two or more variables and is also used in prediction studies. It also determines the degree of relationship between pairs of two or more variables. The correlation studies allow us to determine

the extent to which scores in one test are associated with scores in another test. Correlation studies, therefore, include all those research studies in which an attempt is made to discover or clarify relationships through the use of correlation coefficient. The purpose of correlation coefficient is to express in methodological terms the degree of relationship between two or more variables. This design is relevant for the current study to determine the relationship between reading ability, language proficiency and academic performance of grade 12 ESL learners.

3.3 THE POPULATION

According to Maree (2007), population in research means the group of people who live in a particular area where research is done. The researcher therefore, draws the sample from the population so as to collect the data for the research. The Qumbu district has 28 senior secondary schools. The population data was obtained from the four selected senior secondary schools i.e. two rural and two urban senior secondary schools. This selection is done because of the different geographic background and the different status of the economy of the selected schools. There were 196 grade 12 ESL learners in the rural senior secondary schools and 208 in the urban senior secondary schools. Their ages ranged from 16 years to 20 years. The population comprised of both female and male grade 12 ESL learners.

3.4 SAMPLING PROCEDURE

Sampling in research refers to the process used to select a portion of the population for the study (Maree, 2007). Quantitative data often involve random sampling, so that each individual has an equal probability of being selected and the sample can be generalized to the larger population (Maree, 2007). The researcher used random sampling to select four senior secondary schools, two from rural and the other two from urban area. She randomly selected a sample of 30 grade 12 ESL learners from each school to give a total of 120 participants for her investigation. There were 50 boys and 70 girls. The ages of ESL learners ranged from 17 to 20 years.

The ages of the boys ranged from 17 years to 20 years and those of the girls from 16 years to 18 years. The sample is represented by the letter n. In this particular study n=120.

3.5 INSTRUMENTATION

The researcher collected the data by using test instruments intended to yield highly reliable and valid scores. These instruments were structured and contained closed-ended items or questions with predetermined multiple-choice responses. Various instruments can be used by the researcher such as tests, questionnaires, interviews and observations. In this particular study, the researcher used two research instruments:

Standardized reading comprehension test (Appendix 1).

Standardized language proficiency test (Appendix 2).

3.5.1 Standardized reading comprehension test

The standardized reading comprehension test administered by the researcher was also used by the Human Sciences Research Council (HSRC). A standardized test is a test that conforms to certain standards. The term "reading ability" in this context refers to the ability to get meaning from print (i.e. reading comprehension).

The standardized reading comprehension test used consisted of 50 items. Questions were based on a cartoon, a film review, advertisements, passages and a notice. All the

questions were in multiple-choice form consisting of four options per item. The raw scores of the students were not tempered with.

3.5.2 Standardized language proficiency test

The standardized language proficiency test was based on TOEFEL Exercises. The purpose of the TOEFEL Test is to evaluate English proficiency of people who are non-native English speakers. TOEFEL scores are used by international companies, government agencies, scholarship programs and recruitment agencies to evaluate English proficiency. The researcher used only number 1-50 TOEFEL Test questions for the purpose of this study.

The questions here test the knowledge of English grammar. Each question consists of a short written conversation, part of which is omitted. Four options labelled 1, 2, 3 and 4 are given below the conversation. Learners are instructed to choose the word or phrase that will correctly complete the conversation. Tick on the answer that is correct. For example:

"You are welcome to order the goods now."

"But payment should be made_____."

(1) for advance

(2) advancing (3) in

advance (4) to

advance

The omitted part in each conversation in a multiple choice form is made to obtain how much the learner understands language proficiency.

3.6 DATA COLLECTION PROCEDURE

The tests were administered towards the end of September in 2010. The respondents from varying senior secondary school backgrounds were given clear instructions on how to answer the reading comprehension test and language proficiency test. The chosen senior secondary schools had different days to administer their tests, that is, one day per school. They were administered to grade 12 ESL learners during their instructional time. The respondents were told the purpose of the test so as to make them aware that if they were keen to participate, they could be afforded that opportunity or if it did not suit them, they were free to opt out. They were asked not to identify themselves in the test and their responses were to be handled with absolute confidentiality.

Numbers were allocated to them so as to make them feel free and to be relaxed when writing the test. They also indicated their gender in their test scripts (i.e. female or male). While writing the test they were monitored by the researcher. After they had finished with the standardized reading comprehension test and language proficiency test, the researcher collected the test scripts and started the process of sorting them for purposes of analysis so as to get the results. They took forty five minutes to answer the reading comprehension test and an hour to answer the language proficiency test in one day in each selected school.

3.7 DATA ANALYSIS

The data collected was analyzed using Statistical Package for Social Sciences (SPSS) as a statistical tool. SPSS was used because of its accuracy and reliability as it uses numbers. SPSS is a comprehensive system for analyzing data. SPSS according to <http://www.spss.com> (2004) can take data from almost any type of files and use them to generate tabulated reports, charts and plots of distribution and trends, distribution statistics and complex statistical analysis.

This type of analysis requires that data should first be coded when being captured. This becomes easy to analyze as different graphs with percentages are provided for analysis.

SPSS makes statistical analysis user friendly for the beginner and more convenient for experienced users. SPSS uses command language. The student version of SPSS contains all important data analysis tools contained in the full Base System including:

- 1) Spread sheet like Data Editor for entering modifying and viewing data
- 2) Statistical procedure including t-tests, analysis of variance and cross tabulations
- 3) Interactive graphics that allow the user to change or add charts elements and variables dynamically. The changes appear as soon as they are specified. (<http://www.spss.com>)

The researcher used a Pearson"s-product moment coefficient of correlation and ANOVA for data collection or analysis. According to Cohen, Manion and Morrison (2007) correlational techniques are generally used to explore the relationship between two or more variables. They further state that correlation also determines the degree of relationship between pairs of two or more variables. They define the Pearson"s-product moment coefficient of correlation, one of the best known measures of association, as a statistical value ranging from -1.0 to + 1.0. The coefficient is represented by the symbol r . In this study the correlation studies allowed the researcher to determine the extent to which scores in one test are associated with scores on another test. Correlation analysis was used to identify whether there was a relationship between the four selected senior secondary school with June and September examination.

ANOVA according to Cohen et al. (2007) note that there is a statistically significant difference between the means ($p=0.000$). This does not mean that all the means are statistically significantly different from each other, but that some are. They state further

that Analysis of Variance can take into account more than one independent variable. In the study it was used to compare rural senior secondary schools with urban senior secondary schools in order to get statistically significant differences.

3.8 ETHICAL CONSIDERATIONS

The researcher first wrote a letter to ask for permission to conduct the study to the District Director and the intended use of the study was clearly stated. Secondly she wrote letters and asked for permission to conduct the study in the selected schools and the intended use of the study was also clearly stated. The researcher assured the selected schools that confidentiality and anonymity would be maintained throughout the course of the study. It is the researcher's responsibility to see to it that the respondents are legally and ethically protected. After being permitted, by both the District Director and the four senior secondary schools the researcher carried on with the study.

McMillan and Schumacher (2006) state that the researcher must try by all means to avoid questions that might include injury and psychological difficulties to the respondents such as anxiety, shame or loss of self- esteem. They further state that the primary investigator is responsible for the ethical standards to which the study adheres. It is also the duty of a researcher to be open and honest to inform the subjects of all aspects of research so that if the respondent is unwilling to participate, he/she may be allowed that opportunity not to participate. Nevertheless, the researcher assured the subjects of anonymity and confidentiality during the course of the study. The participants were instructed not to write their names and school names. They wrote numbers instead of their names and indicated by Urban 1 and 2, Rural 1 and 2 for their school's identification. All these considerations are equally important because if they are ignored the study may have serious limitations.

3.9 CONCLUSION

This chapter was about the research design that was used, the procedures that were planned to carry on with the study, and different methods that were used to collect data and how the collected data was analyzed. The results of the study will be discussed at length in the next chapter to find out whether the research questions posed for the study agree or disagree with the results. These will be presented through the use of different types of tables and graphs.

4. DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The researcher is an Education Development Officer employed by the Department of Education and delegated to serve under the Qumbu district office. At the beginning of 2010, the researcher, a field officer in the district, developed the urge to compare the performance between Reading Ability Test and Language Proficiency Test versus the June and September examinations. Towards the end of 2010, the researcher obtained two standardized tests in Reading Ability and Language Proficiency with the objective of comparing the two with the June and September examinations performance for selected learners and for randomly selected schools. The marks obtained used either interval or ratio scale of measurement whereas schools were determined on nominal scale of measurement.

This chapter mainly deals with the presentation and analysis of data collected. The researcher used Statistical Package for Social Science (SPSS) to present data. In this chapter descriptive trends and patterns are presented first. Then, results of correlation analysis, significant differences and regression analysis are presented. The research objectives and questions are used in the organization of this chapter. An explicit presentation of the findings was given through the use of tables and figures.

The presentation and analysis of findings were in line with the two data collection instruments used i.e. standardized reading comprehension test and standardized language proficiency test. The data was obtained from a sample of 120 grade 12 ESL learners selected from a target population of 404 grade 12 ESL learners in selected senior secondary schools in the Qumbu district. The sample consisted of 50 males and 70 females randomly selected.

The standardized tests on reading ability and language proficiency scores in the study were transformed to meaningful units through the use of SPSS for relevant calculations

for ease of comparison. The researcher focused on the following five questions posed in chapter 1 of this study which are as follows:

1. To what extent does reading ability affect the performance of grade 12 ESL learners?
2. To what extent does language proficiency affect the performance of grade 12 ESL learners?
3. Are there any significant differences in the reading abilities of grade 12 ESL learners in selected senior secondary schools in the Qumbu district?
4. Are there any significant differences in the language proficiency of grade 12 ESL learners selected in selected senior secondary schools in the Qumbu district?
5. Are there any significant differences in the June and September performance scores of grade 12 ESL learners in selected senior secondary schools in the Qumbu district?

The researcher was interested in understanding the degree of relationship between marks for Reading Comprehension Test and marks for Language Proficiency Test as they applied to the June and September examinations for the different schools selected for this research. Comparisons were performed for individual schools and overall for a combination of all schools. Four schools were selected for this research. Each school contributed 30 learners for this exercise.

Several measurements were taken on every learner namely:

- 1) Marks for Comprehension Test
- 2) Marks for Language Proficiency Test
- 3) Marks for June examination
- 4) Marks for September examination.

The researcher"s initial desire was to determine whether there exists any relationship between the first two variables and each of the last two variables or not. The procedure adapted for the statistical analysis was that of determining whether as the first two variables increase and to determine either of the last two variables also increase or decrease or remain the same. In this case the statistical tools to summarize the two variable relationships which are continuous in nature are:

- 1) Scatter plots
- 2) The correlation coefficients

In trying to address the above questions on reading comprehension, language proficiency and academic performance, below are the presentation and the discussion of the output of the researcher"s data collected. The tables below show reading comprehension test scores, language proficiency test scores and academic performance for each school selected by the researcher. Further, the researcher has provided the respective school totals and means for different periods (Table: 4.1).

TABLE: 4.1

	N	Sum	Mean
MARKS FOR JUNE URBAN ONE	30	1429.00	47.6333
MARKS FOR SEPTEMBER URBAN ONE	30	1391.00	46.3667
MARKS FOR JUNE URBAN TWO	30	1779.00	59.3000
MARKS FOR SEPTEMBER URBAN TWO	30	1731.00	57.7000
Valid N (list wise)	30		

Table 4.1: Table shows total marks for the June and September examinations for the school totals for different periods.

4.2. DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR COMPREHENSION TEST FOR URBAN ONE SCHOOL VERSUS MARKS FOR JUNE EXAMINATIONS FOR URBAN ONE SCHOOL

The researcher started by performing correlation coefficients for pairs of variables particularly the ones mentioned above. She noted from the output that the correlation coefficient between these two variables is $r = 0.025$. The correlation coefficient always ranges from -1 to +1. Whenever the $r = -1$ occurs, it means the relationship is negative but perfect, when it is $r = -0.9$, or -0.8 , it is said the relationship between the variables is negative but high. However, if r is 0.9, 0.8, 0.85, it is said the relationship is positive but high. If r is 0, it is said there is no relationship between the two variables. If r is 0.1, 0.2, 0.3, it is said the relationship is negative but weak. As for the two variables in question, $r = 0.025$.

This means that there is a positive but completely negligible relationship between the two variables. In other words the mark a learner gets for a Comprehension Test in

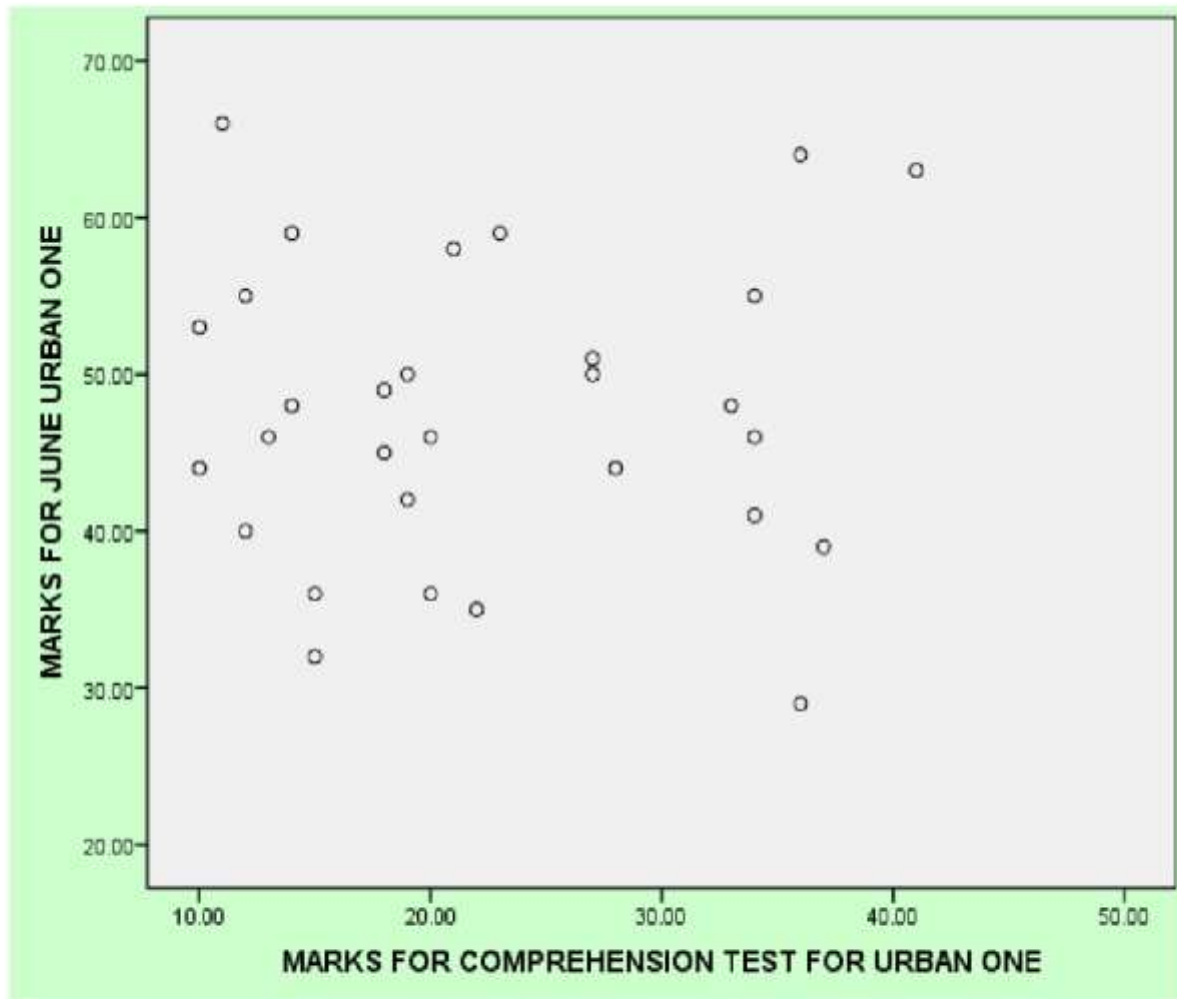
Urban One School has no relationship with the mark obtained in the June examination in the Urban One School. This is evidenced by the SPSS output which is tabled below. As further proof of this output, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the undisputed evidence of a total lack of any relationship between marks obtained under the two situations. For more confirmation of the results stated in this interpretation, see the following table and the graph.

TABLE: 4.2

	MARKS FOR COMPREHENSION TEST FOR URBAN ONE	MARKS FOR JUNE URBAN ONE
MARKS FOR COMPREHENSION TEST FOR URBAN ONE	1	.025
Sig. (2-tailed)		.897
N	30	30
MARKS FOR JUNE URBAN ONE	.025	1
Sig. (2-tailed)	.897	
N	30	30

Table 4.2: Table shows the correlation coefficients between marks for Comprehension Tests for Urban One and marks for June examination for Urban One.

GRAPH: 4.2



Graph: 4.2 A scatter plot of marks for June Urban School One and marks for Comprehension Tests for Urban One

4.2.1 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR JUNE URBAN ONE SCHOOL AND LANGUAGE PROFICIENCY TEST FOR URBAN ONE SCHOOL

In comparing the two variables with the June marks, the researcher found very high mean (47.6333) for June marks for Urban One School. She also discovered that the mean obtained for the Comprehension Test Urban One School is 22.4333 and for Language Proficiency for Urban One School is 32.2667.

The correlation coefficient between marks for June Urban One School and marks for Language Proficiency Urban One School is negative (-0.105) which means that the relationship is negative but low. This means that there is a negligible relationship between Language Proficiency marks for Urban One School and marks for June examination Urban One School. The researcher found $r = -0.105$ which is close to zero. This further means that the mark a learner gets for the Language Proficiency test in Urban One School has no relationship with the mark obtained in the June examination in the Urban One School. This is evidenced by the SPSS output which is tabled below. Further, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the undisputed evidence of a total lack of any relationship between marks obtained under the two cases. For more confirmation of the results stated in this interpretation, see the following table and the graph.

TABLE: 4.2.1

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR URBAN ONE	22.4333	9.44561	30
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	32.2667	7.88684	30
MARKS FOR JUNE URBAN ONE	47.6333	9.54295	30

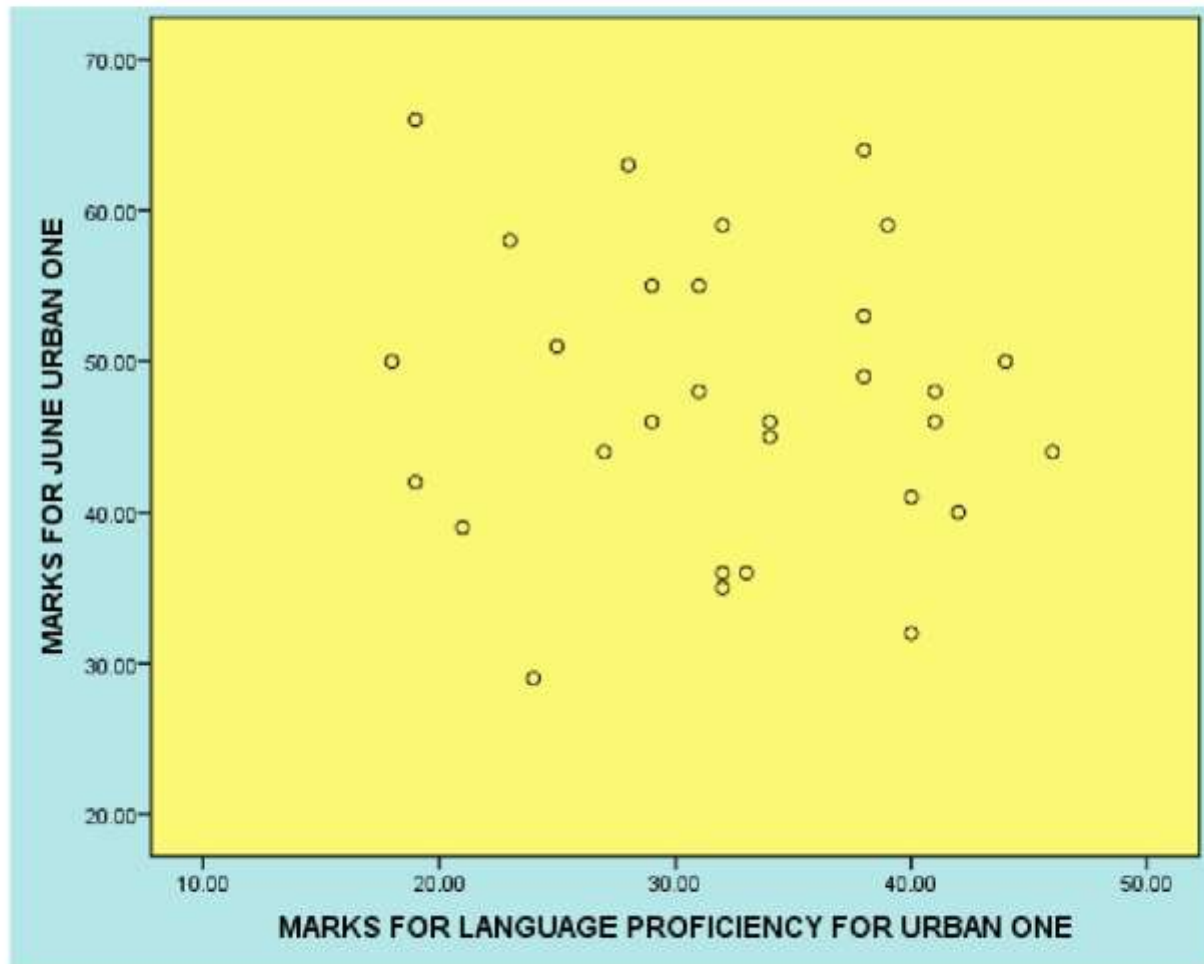
Table 4.2.1: Table shows the means for Comprehension Test for Urban One School, Language Proficiency Test for Urban One School and marks for June examination for Urban One School.

TABLE: 4.2.1.1

	MARKS FOR COMPREHENSION TEST FOR URBAN ONE	MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	MARKS FOR JUNE URBAN ONE
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	Pearson Correlation -.150	1	-.105
Sig. (2-tailed)	.430		.579
N	30	30	30
MARKS FOR JUNE URBAN ONE	Pearson Correlation .025	-.105	1
Sig. (2-tailed)	.897	.579	
N	30	30	30

Table 4.2.2 Table shows the correlation coefficients between marks for Language Proficiency Tests for Urban One School and marks for June examination for Urban One School.

Graph 4.2.2



Graph 4.2.2: A scatter plot of marks for June Urban One School and Language Proficiency Test for Urban One School.

4.3 DETERMINING RELATIONSHIP BETWEEN MARKS FOR SEPTEMBER URBAN ONE SCHOOL AND COMPREHENSION TEST FOR URBAN ONE SCHOOL

In comparing the two variables with the September marks, the researcher found very high mean (46.3667) for September marks for Urban One School. She also determined that the mean obtained for the Comprehension Test in Urban One School is 22.4333. The differences in the average marks are quite significant. This is evidenced in the table below.

TABLE: 4.3

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR URBAN ONE	22.4333	9.44561	30
MARKS FOR SEPTEMBER URBAN ONE	46.3667	10.53233	30

Table: 4.3 Table shows the mean differences between marks for Comprehension Test for Urban One School and marks for September examination for Urban One School.

Regarding the relationship between the two variables, the researcher started by performing correlation coefficient for pairs of variables, particularly the ones mentioned above. She noted from the output that the correlation coefficient between these two variables is -0.219 which means that the relationship is negative and low. This further proves that there is no well defined relationship between Comprehension marks and September marks for Urban One School. This also means that the marks a learner gets for Comprehension Test in Urban One School has no relationship with the mark obtained in the September examination in the Urban One School. This is evidenced by the output which is tabled below.

As further proof of this output, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the accepted evidence of a total lack of any relationship between marks obtained under the two situations. For more confirmation of the results stated in this interpretation, see the following table. Other analyses and interpretations will follow the same approach but different conclusions maybe drawn depending on the value of the correlation coefficient.

TABLE: 4.3.1

	MARKS FOR COMPREHENSION TEST FOR URBAN ONE	MARKS FOR SEPTEMBER URBAN ONE
MARKS FOR COMPREHENSION TEST FOR URBAN ONE	Pearson Correlation -.219 Sig. (2-tailed) .<244 N 30	-.219 .<244 30
MARKS FOR SEPTEMBER URBAN ONE	Pearson Correlation -.219 .<244 30	1 .<244 30

Table: 4.3.1 Table shows the correlation coefficients between marks for Comprehension Test for Urban One School and marks for September examination for Urban One School.

4.3.1.1 DETERMING THE RELATIONSHIP BETWEEN MARKS FOR LANGUAGE PROFICIENCY TEST FOR URBAN ONE SCHOOL AND MARKS FOR SEPTEMBER EXAMINATION FOR URBAN ONE SCHOOL

The researcher found very high mean (46.3667) for September marks for Urban One School when comparing the two variables. The mean obtained for Language Proficiency for Urban One School is 32.2667. She also noted from the output that the relationship between these two variables is 0.037. This means that the relationship is positive but low. It shows that there is very insignificant relationship between the two variables because it is near to zero, so there is no way we can use the two pairs of marks to perform regression analysis. This means that there is no cause and effect relationship between the two variables. Finally, one cannot use the marks for Language Proficiency for Urban One School to predict marks for September Urban One School. The SPSS output gives an evidence in the table and scatter plot below.

TABLE: 4.3.1.1

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	32.2667	7.88684	30
MARKS FOR SEPTEMBER URBAN ONE	46.3667	10.53233	30

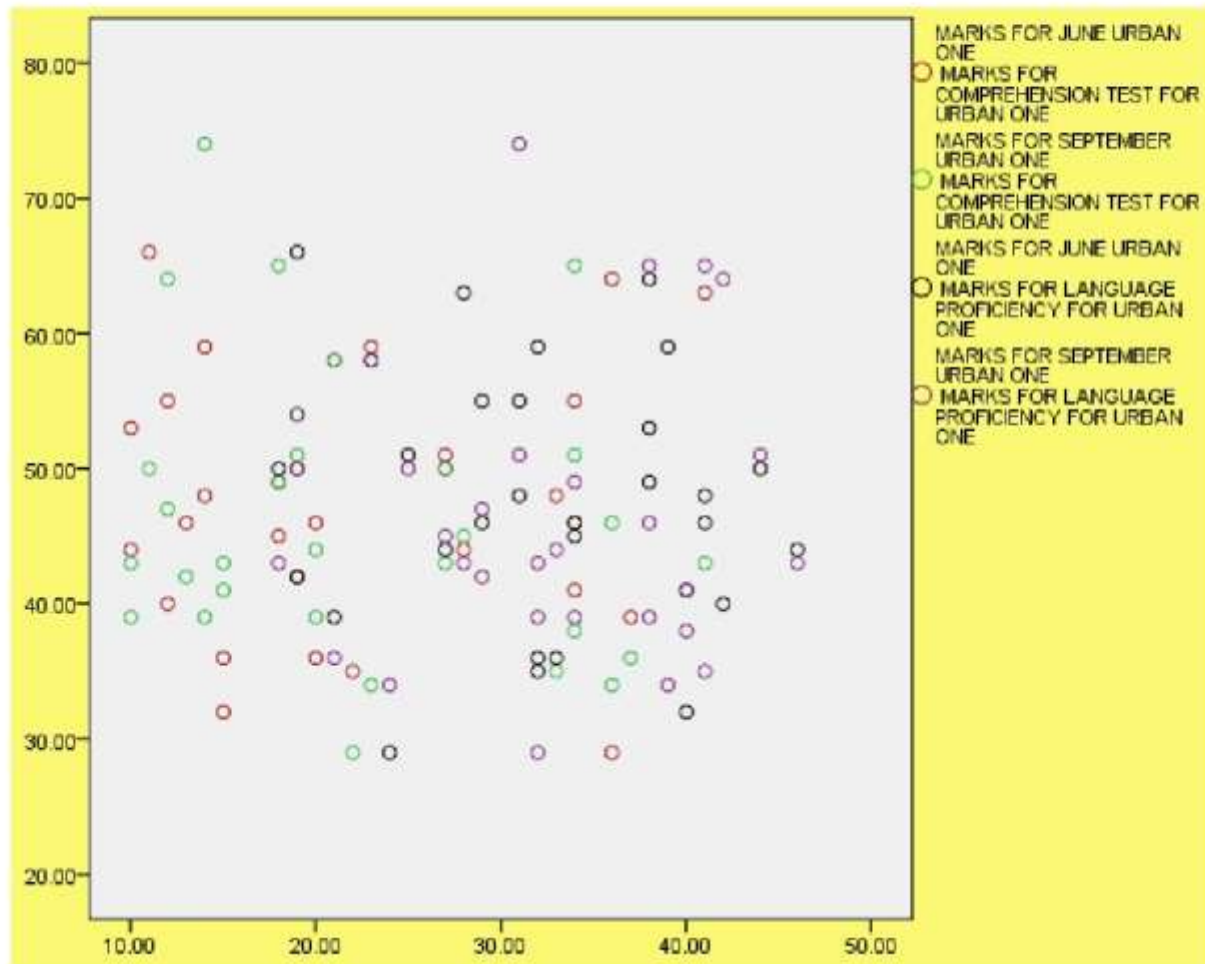
Table: 4.3.1.1 Table shows the means between marks for Language Proficiency Test for Urban One School and marks for September examination for Urban One School.

TABLE: 4.3.1.2

	MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	MARKS FOR SEPTEMBER URBAN ONE
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN ONE	Pearson Correlation 1	.037
Sig. (2-tailed)		.844
N	30	30
MARKS FOR SEPTEMBER URBAN ONE	Pearson Correlation .037	1
Sig. (2-tailed)	.844	
N	30	30

Table: 4.3.1.2 Table shows the correlation coefficients between marks for Language Proficiency Test for Urban One School and marks for September examination for Urban One School.

GRAPH: 4.3



Graph: 4.3 Graph shows the scatter plots between marks for Reading Comprehension and Language Proficiency Tests for Urban One School and marks for September examination for Urban One School.

4.4 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR URBAN TWO VERSUS JUNE EXAMINATION MARKS AND COMPREHENSION TEST

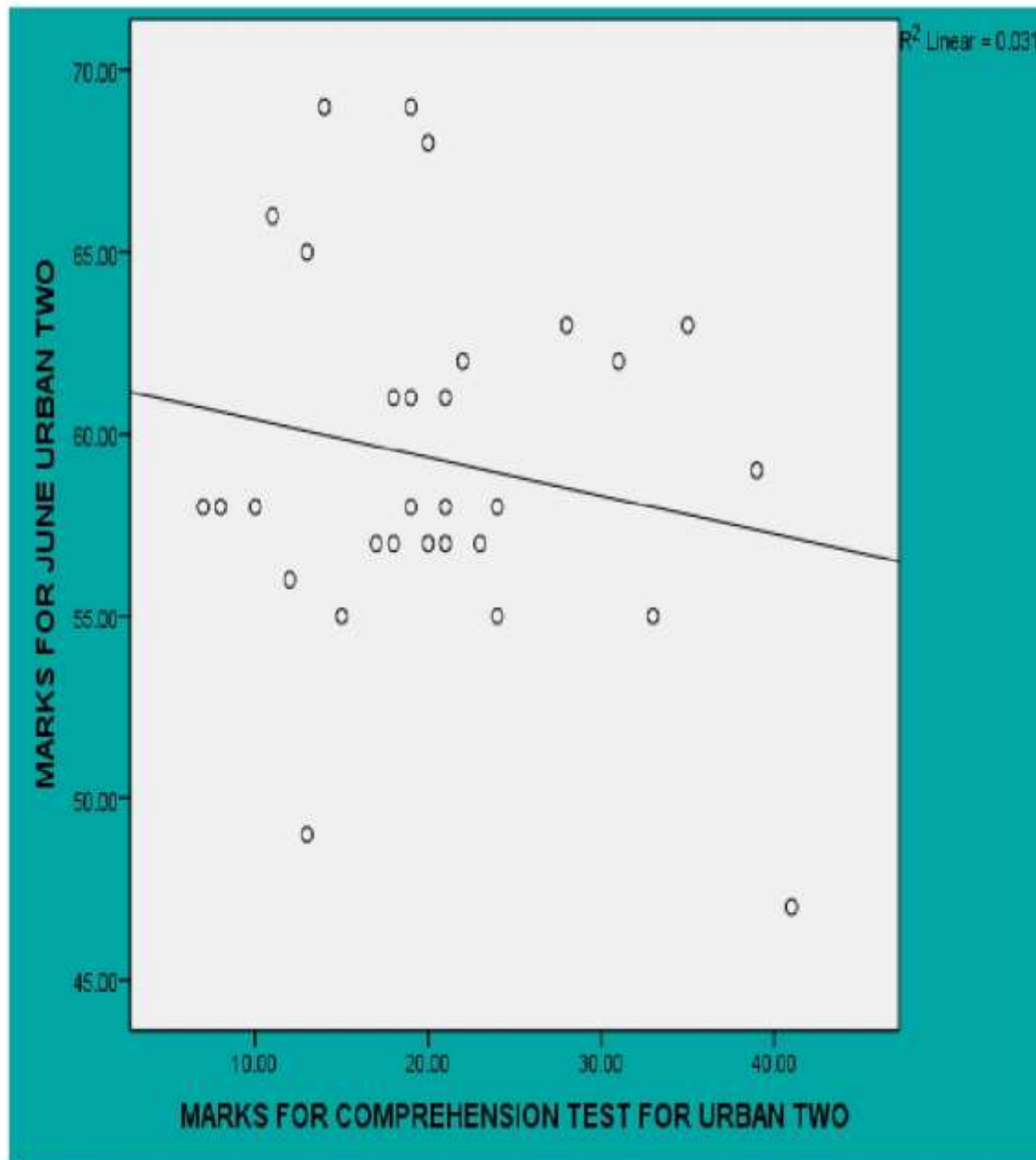
Comparing the two variables with the June marks, the researcher found very high mean (59.3000) for June marks for Urban Two School. The mean obtained for the Reading Comprehension Test in Urban Two School is 20.5333. The calculated correlation coefficient is -0.177 which shows that the relationship is negative but low. There is a slight relationship between the two variables which is close to zero. The researcher shows the evidence by the use of statistical output which is tabled and graphed below.

TABLE: 4.4

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR URBAN TWO	20.5333	8.62528	30
MARKS FOR JUNE URBAN TWO	59.3000	5.09327	30

Table: 4.4 Table shows the mean differences between marks for Comprehension Test for Urban Two School and marks for June examination for Urban Two School.

GRAPH: 4.4



Graph: 4.4 A scatter plot of marks for June Urban Two School and marks for Comprehension Tests for Urban Two School.

4.4.1 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR URBAN TWO VERSUS JUNE EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

The June mean score for language proficiency is 30.5667 and there is high mean for the June examination marks which is 59.3000. The determined correlation coefficient is - 0.082 which shows a negative and low relationship between the two variables. This means that the mean for the June examination is not tapping into Language Proficiency. This is evidenced by the SPSS output which is tabled below. As further proof of this output, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the undisputed evidence of a total lack of any relationship between marks obtained under the two cases. For more confirmation of the results stated in this interpretation, see the following table and the graph presented.

TABLE: 4.4.1

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN TWO	30.5667	6.22943	30
MARKS FOR JUNE URBAN TWO	59.3000	5.09327	30

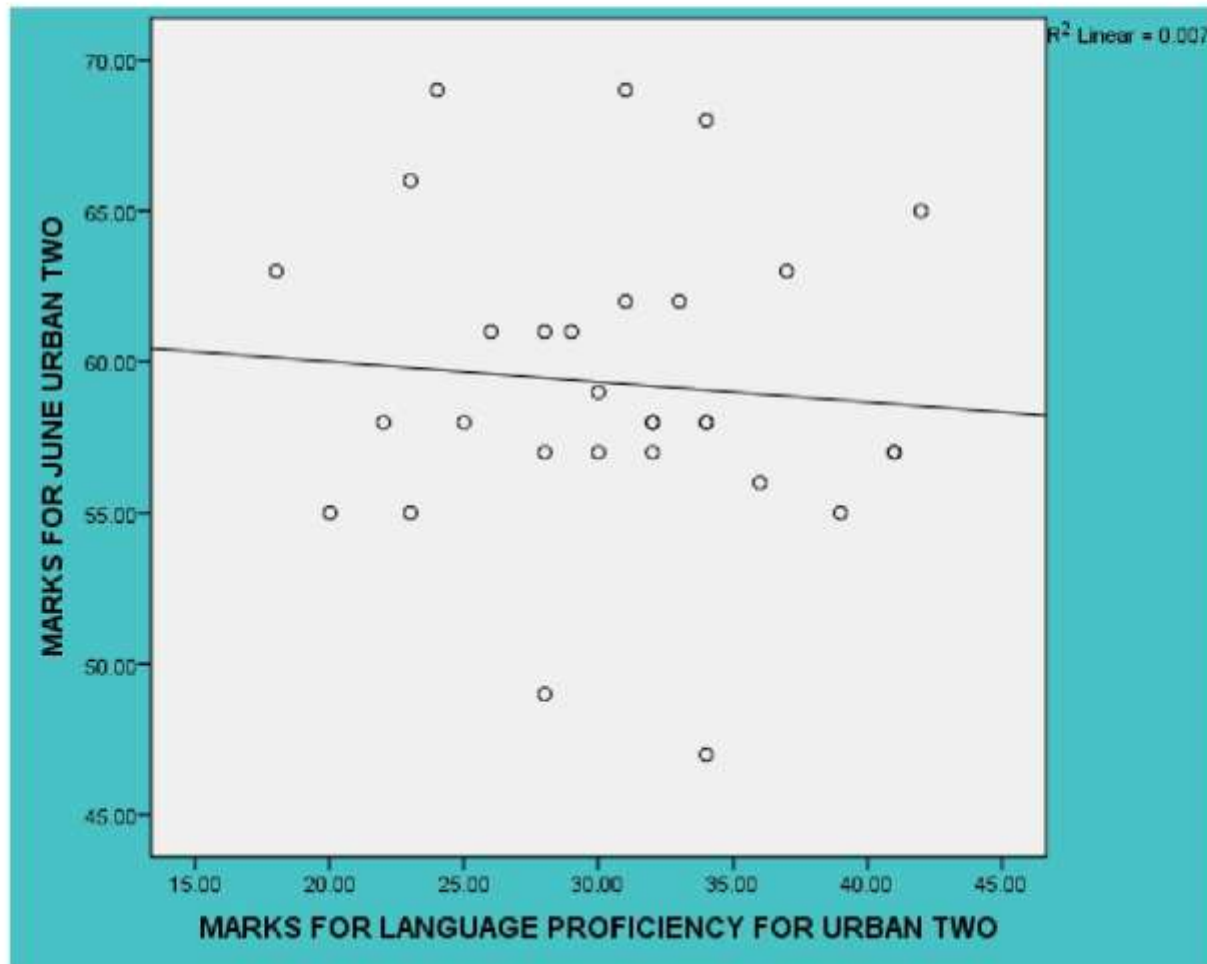
Table: 4.4.1 Table shows the mean differences between marks for Language Proficiency Test for Urban Two School and marks for June examination for Urban Two School.

TABLE: 4.4.1.1

	MARKS FOR LANGUAGE PROFICIENCY FOR URBAN TWO	MARKS FOR JUNE URBAN TWO
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN TWO	Pearson Correlation 1	-.082
	Sig. (2-tailed)	.668
	N	30
MARKS FOR JUNE URBAN TWO	Pearson Correlation -.082	1
	Sig. (2-tailed)	.668
	N	30

Table: 4.4.1.1 Table shows the correlation coefficients between marks for Language Proficiency Test for Urban Two School and marks for September examination for Urban Two School.

GRAPH: 4.4



Graph: 4.4 A scatter plot of marks for June Urban Two School and marks for Language Proficiency Test for Urban Two School.

4.4.1.2 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR URBAN TWO VERSUS SEPTEMBER EXAMINATION MARKS AND READING COMPREHENSION TEST

The researcher compared the Reading Comprehension marks with the September marks and found a very high mean which is 57.7000 for September marks in Urban Two School. She further noted that the mean obtained for the Reading Comprehension Test was low for Urban Two School which was 20.5333. Comprehension marks for Urban Two School and September examination marks for Urban Two School has a correlation coefficient of 0.263 which is positive but low. This means that the relationship is close to zero which also means that there is a positive but negligible relationship between the two variables. This further means that the mark a learner gets for Reading Comprehension Test in Urban Two School has no relationship with the mark obtained in the September examination marks for Urban Two School. There is a slight relationship between Comprehension marks for urban two school and September examination marks. This is evidenced by the statistical output which is tabled below.

TABLE: 4.4.1.2

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR URBAN TWO	20.5333	8.62528	30
MARKS FOR SEPTEMBER URBAN TWO	57.7000	5.27943	30

Table: 4.4.1.2 Table shows the mean differences between marks for Reading Comprehension Test for Urban Two School and marks for September examination for Urban Two School.

TABLE: 4.4.1.2.1

	MARKS FOR COMPREHENSION TEST FOR URBAN TWO	MARKS FOR SEPTEMBER URBAN TWO
MARKS FOR Pearson Correlation	1	.263
COMPREHENSION TEST FOR URBAN TWO		
Sig. (2-tailed)		.160
N	30	30
MARKS FOR Pearson Correlation	.263	1
SEPTEMBER URBAN TWO		
Sig. (2-tailed)	.160	
N	30	30

4.4.1.2.1 Table shows the correlation coefficients between marks for Reading Comprehension Test for Urban Two School and marks for September examination for Urban Two School.

4.4.1.2.2 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR URBAN TWO VERSUS SEPTEMBER EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

Language Proficiency marks for Urban Two School and September marks for Urban Two School correlation coefficient is -0.391 which shows that there is a relationship but it is not that close between Language Proficiency and September examination. This means that the relationship is negative and low.

This is caused by a low mean score for Language Proficiency (30.5667) and a high mean score for the September examination which is 57.7000. The researcher discovered that the mean for the September examination is not expressing Language Proficiency. There is no way we can use the two pairs of marks to perform regression analysis. This means that there is no cause and effect relationship between the two variables. Finally one cannot use the marks for Language Proficiency for Urban Two School to predict marks for September urban two. This is evidenced by the SPSS output which is tabled below.

TABLE: 4.4.1.2.2

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR URBAN TWO	30.5667	6.22943	30
MARKS FOR SEPTEMBER URBAN TWO	57.7000	5.27943	30

Table: 4.4.1.2.2 Table shows the mean differences between marks for Language Proficiency Test for Urban Two School and marks for September examination for Urban Two School.

TABLE: 4.4.1.2.2.1

	MARKS FOR LANGUAGE PROFICIENCY FOR URBAN TWO	MARKS FOR SEPTEMBER URBAN TWO
MARKS FOR Pearson Correlation LANGUAGE PROFICIENCY FOR URBAN TWO Sig. (2-tailed) N	1 30	-.391* 30
MARKS FOR Pearson Correlation SEPTEMBER URBAN TWO Sig. (2-tailed) N	-.391* 30	1 30

4.4.1.2.1.2.1 Table shows the correlation coefficients between marks for Language Proficiency Test for Urban Two School and marks for September examination for Urban Two School.

4.5 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL ONE VERSUS JUNE EXAMINATION MARKS AND COMPREHENSION TEST

The researcher discovered that the mean for the Reading Comprehension Test for June examination Rural One School was 22.1333 which was very low compared to the June examination marks for Rural One School which was 36.5333. Determining Comprehension marks for Rural One School versus June examination marks for Rural One School correlation coefficient was -0.331 which means that there was a relationship but very low between the two variables. The relationship is negative and low. This means that there is no cause and effect relationship between the two variables. This is evidenced by the statistical output which is tabled below.

TABLE: 4.5

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR RURAL ONE	22.1333	4.40793	30
MARKS FOR JUNE RURAL ONE	36.5333	13.25020	30

Table 4.5
Table shows

the mean differences between marks for Reading Comprehension Test for Rural One School and marks for June examination for Rural One School.

TABLE: 4.5.1

	MARKS FOR COMPREHENSION TEST FOR RURAL ONE	MARKS FOR JUNE RURAL ONE
MARKS FOR Pearson Correlation		-.331
COMPREHENSION TEST FOR RURAL ONE		
Sig. (2-tailed)		.074
N	30	30
MARKS FOR JUNE Pearson Correlation	-.331	1
RURAL ONE		
Sig. (2-tailed)	.074	
N	30	30

Table: 4.5.1 Table shows the correlation coefficients between marks for Reading Comprehension Test for Rural One School and marks for June examination for Rural One School.

4.5.1.1 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL ONE SCHOOL VERSUS JUNE EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

Language Proficiency marks for Rural One School and June examination marks for Rural One School correlation coefficient is 0.156. This means that relationship is positive but low. There is a slight relationship between Language Proficiency marks for Rural One School and June examination marks for Rural One School. This is caused by a low mean score for Language Proficiency score which is 34.5000 and high mean score for the June examination which is 36.5333. This is evidenced by the SPSS output which is tabled below.

TABLE: 4.5.1.1

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL ONE	34.5000	4.31317	30
MARKS FOR JUNE RURAL ONE	36.5333	13.25020	30

Table: 4.5.1.1 Table shows the mean differences between marks for Language Proficiency Test for Rural One School and marks for June examination for Rural One School.

TABLE: 4.5.1.1.1

	MARKS FOR LANGUAGE PROFICIENCY FOR RURAL ONE	MARKS FOR JUNE RURAL ONE
MARKS FOR Pearson Correlation	1	.156
LANGUAGE FOR		
PROFICIENCY FOR		
RURAL ONE		
Sig. (2-tailed)		.411
N	30	30
MARKS FOR JUNE Pearson Correlation	.156	1
RURAL ONE		
Sig. (2-tailed)	.411	
N	30	30

Table: 4.5.1.1.1 Table shows the correlation coefficients between marks for Language Proficiency Test for Rural One School and marks for June examination for Rural One School.

4.5.2 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL ONE VERSUS SEPTEMBER EXAMINATION MARKS AND COMPREHENSION TEST

In comparing the Reading Comprehension marks with the September marks the researcher found very low mean which is 22.1333 for September marks for Rural One School. She discovered that the mean obtained for the Reading Comprehension Test is high for Rural One School which is 35.7000. Reading Comprehension Test marks for Rural One School versus September examination marks for Rural One School correlation coefficient is 0.002 which is positive but low. This means that the relationship between the two variables is close to zero which also means that there is a positive but negligible relationship. This further means that the mark a learner gets for Reading Comprehension Test in Rural One School has no relationship with the mark obtained in the September examination marks for Rural One School. There is little relationship between Reading Comprehension marks for Rural One School and September examination marks for Rural One School. This is evidenced by the statistical output which is tabled below.

TABLE: 4.5.2

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR RURAL ONE	22.1333	4.40793	30
MARKS FOR SEPTEMBER RURAL ONE	35.7000	10.43254	30

Table: 4.5.2 Table shows the mean differences between marks for Reading Comprehension Test for Rural One School and marks for September examination for Rural One School.

TABLE: 4.5.2.1

	MARKS FOR COMPREHENSION TEST FOR RURAL ONE	MARKS FOR SEPTEMBER RURAL ONE
MARKS FOR Pearson Correlation	1	.002
COMPREHENSION		
TEST FOR RURAL ONE		
Sig. (2-tailed)		.993
N	30	30
MARKS FOR Pearson Correlation	.002	1
SEPTEMBER RURAL		
ONE		
Sig. (2-tailed)	.993	
N	30	30

Table: 4.5.2.1 Table shows the correlation coefficients between marks for Reading Comprehension Test for Rural One School and marks for September examination for Rural One School.

4.6 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL ONE SCHOOL VERSUS SEPTEMBER EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

The researcher discovered that the mean for the September examination is not expressing Language Proficiency. Language Proficiency for Rural One School versus September examination marks for Rural One School correlation coefficient is 0.027 which is positive and low. This is caused by a low mean score for Language Proficiency (34.5000) and a high mean score for the September examination which is 35.7000. There is no way one can use the two pairs of marks to perform regression analysis. This is because of the poor correlation coefficient stated above. Further information is evidenced by the SPSS output which is tabled below.

TABLE: 4.6

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL ONE	34.5000	4.31317	30
MARKS FOR SEPTEMBER RURAL ONE	35.7000	10.43254	30

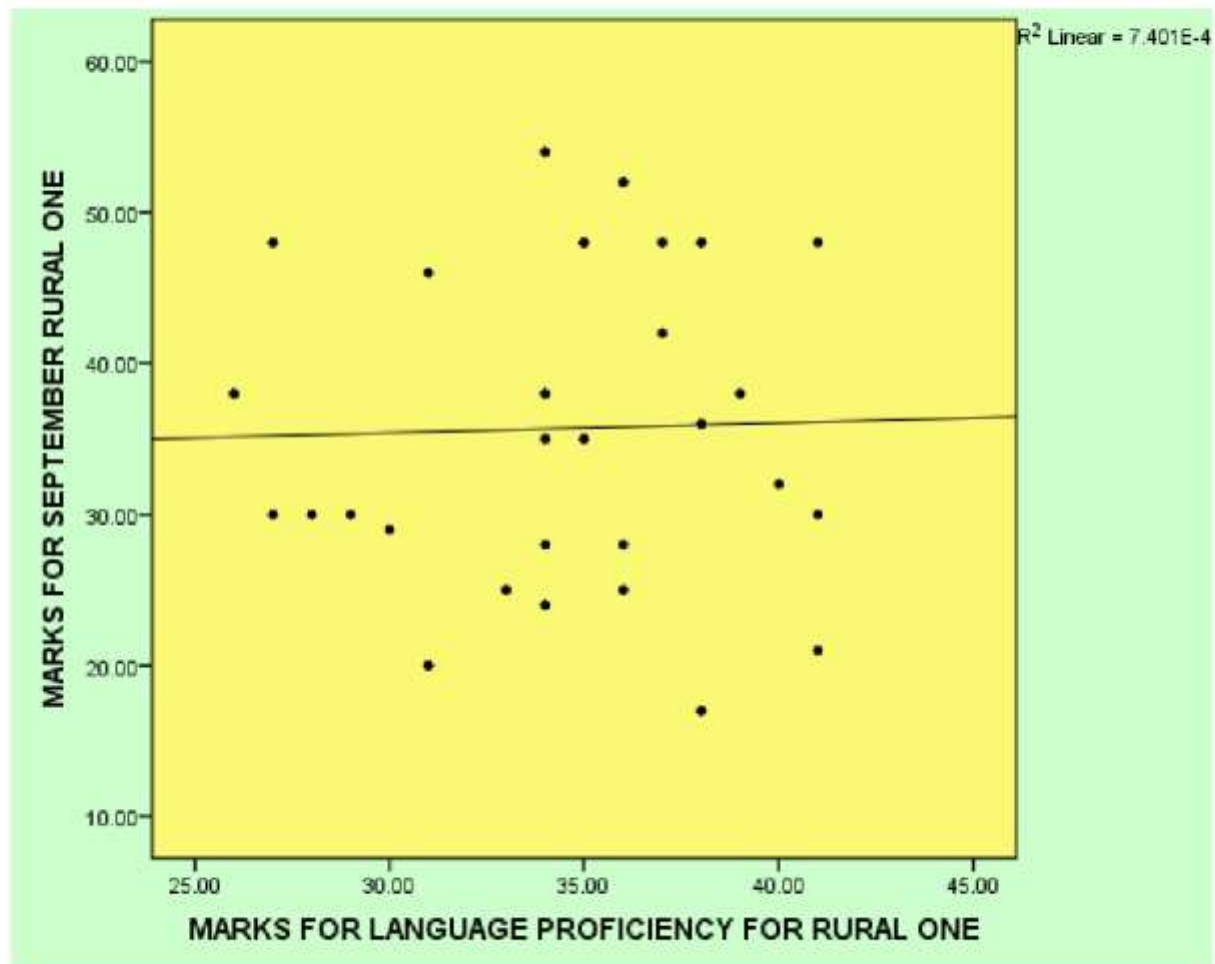
Table: 4.6 Table shows the mean differences between marks for Language Proficiency Test for Rural One School and marks for September examination for Rural One School.

TABLE: 4.6.1

	MARKS FOR LANGUAGE PROFICIENCY RURAL ONE	MARKS FOR SEPTEMBER RURAL ONE
MARKS FOR LANGUAGE PROFICIENCY RURAL ONE	1	.027
Sig. (2-tailed)		.887
N	30	30
MARKS FOR SEPTEMBER RURAL ONE	.027	1
Sig. (2-tailed)	.887	
N	30	30

4.6.1 Table shows the correlation coefficients between marks for Language Proficiency Test for Rural One School and marks for September examination for Rural One School.

GRAPH: 4.6



Graph: 4.6 Graph shows the correlation coefficients between marks for Language Proficiency Test for Rural One School and marks for September examination for Rural One School.

4.7 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL TWO SCHOOL VERSUS JUNE EXAMINATION MARKS AND COMPREHENSION TEST

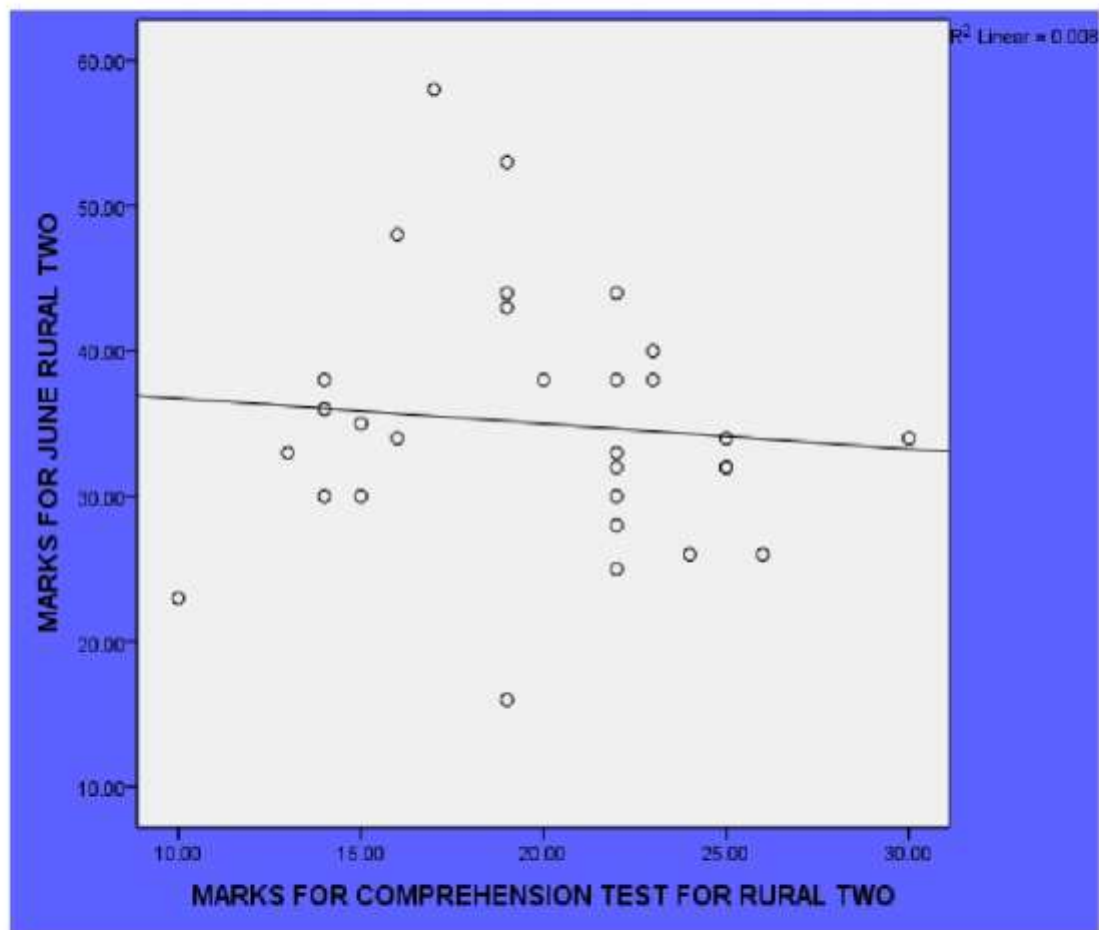
The researcher determined Reading Comprehension marks for Rural Two School versus June examination marks for Rural Two School correlation coefficient which is -0.092 which means that there is a relationship between the two variables but very low. The relationship is negative and low. This means that the mark a learner gets for a Reading Comprehension Test in Rural Two School has no relationship with the mark obtained in the June examination in the Rural Two School. This is evidenced by the SPSS output which is tabled below. As further proof of this output, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the undisputed evidence of a total lack of any relationship between marks obtained under the two situations. For more confirmation of the results stated in this interpretation, see the following table 4.7 and the graph 4.7.

TABLE: 4.7

	MARKS FOR COMPREHENSION TEST FOR RURAL TWO	MARKS FOR JUNE RURAL TWO
MARKS FOR Pearson Correlation	1	-.092
COMPREHENSION		
TEST FOR RURAL		
TWO		
Sig. (2-tailed)		.628
N	30	30
MARKS FOR JUNE Pearson Correlation	-.092	1
RURAL TWO		
Sig. (2-tailed)	.628	
N	30	30

4.7 Table shows the correlation coefficients between marks for Reading Comprehension Test for Rural Two School and marks for June examination for Rural Two School.

GRAPH: 4.7



Graph: 4.7 Graph shows the correlation coefficients between marks for Comprehension Test for Rural Two School and marks for June examination for Rural Two School.

4.7.1 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL TWO VERSUS JUNE EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

The researcher revealed the relationship for the above mentioned variables. We noted from the output that the relationship between these two variables is determined by 0.340. This means that the relationship is positive but low. This is caused by a low mean score for Language Proficiency Test (33.8333) and high mean for the June examination (35.0333). This means that the mean of the June examination is not suitable into Language Proficiency. The researcher discovered that the relationship is near zero so that means there is a slight relationship between the two variables. This is evidenced by the statistical output which is tabled and graphed below.

TABLE: 4.7.1

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	33.8333	4.64671	30
MARKS FOR JUNE RURAL TWO	35.0333	8.78668	30

Table: 4.7.1 Table shows the mean differences between marks for Language Proficiency Test for Rural Two School and marks for September examination for Rural Two School.

TABLE: 4.7.1.2

	MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	MARKS FOR JUNE RURAL TWO
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	1	.340
Sig. (2-tailed)		.066
N	30	30
MARKS FOR JUNE RURAL TWO	.340	1
Sig. (2-tailed)	.066	
N	30	30

Table: 4.7.1.2 Table shows the correlation coefficients between marks for Language Proficiency Test for Rural Two School and marks for June examination for Rural Two School.

4.8 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL TWO VERSUS SEPTEMBER EXAMINATION MARKS AND COMPREHENSION TEST

In comparing the Comprehension marks with the September marks for Rural Two School, the researcher found high mean which is 35.3333 for September marks for Rural Two School. She discovered that the mean obtained for the Comprehension test is low for Rural Two School which is 19.8333. Comprehension marks for Rural Two School and September examination marks for Rural Two School correlation coefficient is 0.033. This means that the relationship between the two variables for Rural Two School is positive but low.

The relationship between the two variables is close to zero. The mark a learner obtains for comprehension test in Rural Two School has little relationship with the mark obtained in the September examination in the Rural Two School. This is evidenced by the SPSS output. As further proof of this output, a scatter plot was done on the same data and the random distribution of the scatter points on the graph shows the clear evidence of total lack of any relationship between marks obtained under the two situations. For more confirmation of the results stated in this interpretation, see the following table and the graph 4.8.

TABLE: 4.8

	Mean	Std. Deviation	N
MARKS FOR COMPREHENSION TEST FOR RURAL TWO	19.8333	4.63929	30
MARKS FOR SEPTEMBER RURAL TWO	35.3333	10.33352	30

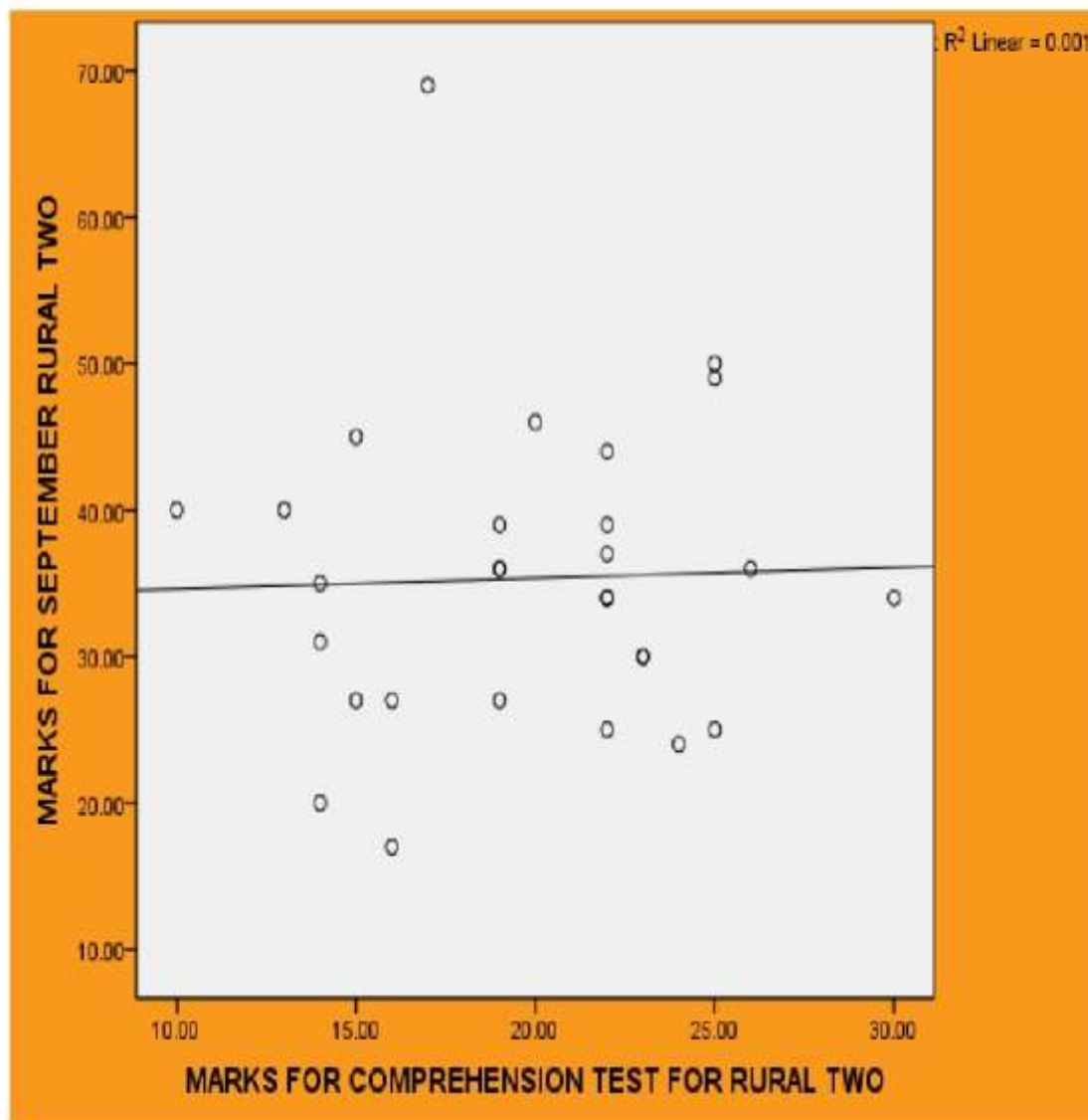
Table: 4.8 Table shows the mean differences between marks for Reading Comprehension Test for Rural Two School and marks for September examination for Rural Two School.

TABLE: 4.8.1

	MARKS FOR COMPREHENSION TEST FOR RURAL TWO	MARKS FOR SEPTEMBER RURAL TWO
MARKS FOR Pearson Correlation	1	.033
COMPREHENSION		
TEST FOR RURAL		
TWO		
Sig. (2-tailed)		.863
N	30	30
MARKS FOR Pearson Correlation	.033	1
SEPTEMBER RURAL		
TWO		
Sig. (2-tailed)	.863	
N	30	30

Table: 4.8.1 Table shows the correlation coefficients between marks for Reading Comprehension Test for Rural Two School and marks for September examination for Rural Two School.

GRAPH: 4.8



4.8 Graph shows the correlation coefficients between marks for Reading Comprehension Test for Rural Two School and marks for September examination for Rural Two School.

4.8.2 DETERMINING THE RELATIONSHIP BETWEEN MARKS FOR RURAL TWO VERSUS SEPTEMBER EXAMINATION MARKS AND LANGUAGE PROFICIENCY TEST

The researcher found that there is a low mean score for Language Proficiency marks for Rural Two School (33.8333) and a high mean score for the September examination marks for Rural Two School which is 35.3333. There is no way one can use the two pairs of marks to perform regression analysis. This means that there is no cause and effect relationship between the two variables. Language Proficiency marks for rural two school and September examination marks for Rural Two School correlation coefficient is 0.101. This means that the relationship is positive but low. It is caused by a high mean score for examination of Rural Two School and a low mean score for Language Proficiency marks for Rural Two School. The statistical output is evidenced by the tables below.

TABLE: 4.8.2

	Mean	Std. Deviation	N
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	33.8333	4.64671	30
MARKS FOR SEPTEMBER RURAL TWO	35.3333	10.33352	30

Table: 4.8.2 Table shows the mean differences between marks for Language Proficiency Test for Rural Two School and marks for September examination for Rural Two School

TABLE: 4.8.2.1

	MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	MARKS FOR SEPTEMBER RURAL TWO
MARKS FOR LANGUAGE PROFICIENCY FOR RURAL TWO	1	.101
Sig. (2-tailed)		.595
N	30	30
MARKS FOR SEPTEMBER RURAL TWO	.101	1
Sig. (2-tailed)	.595	
N	30	30

Table: 4.8.2.1 Table shows the correlation coefficients between marks for Language Proficiency Test for Rural Two School and marks for September examination for Rural Two School.

ANALYSIS OF VARIANCE TO DETERMINE SCHOOL DIFFERENCES FOR READING ABILITY AND LANGUAGE PROFICIENCY

There are four schools in which this analysis of variance to determine the school differences for reading ability and language proficiency has been done. This has been done to determine how the school performance differ according to the above two variables. For this, we used the analysis of variance (ANOVA). We do this at 0.05 level of significance. Every school has an average mark. We compared the average performance with respect to schools. The two hypotheses being tested were:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4$$

$$H_1: \mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4$$

The level of significance is 0.05

INTERPRETATION

The following outlines the overall interpretation of the significance test that will follow. Here the researcher used the p-value calculated as compared to the level of significance 0.05 stated above. If the p-value is greater than 0.05, we accept the null hypothesis H_0 . However, if the p-value is less than 0.05, we reject H_0 and conclude that there are significant differences among school means for different variables (marks). As for the comparison of means among the four schools, the researcher noted that the p-value is 0.434. When comparing 0.434 to 0.05, she noted that the p-value is greater than 0.05. This means that the null hypothesis is accepted and concluded that the means in four schools are not significantly different from one another. Further it meant that the differences among the means are merely a result of chance.

READING ABILITY OVER ALL SCHOOLS

SCHOOL	Mean	Std. Deviation	N
URBAN ONE	22.4333	9.44561	30
URBAN TWO	20.5333	8.62528	30
RURAL ONE	22.1333	4.40793	30
RURAL TWO	19.8333	4.63929	120
Total	21.2333	7.14406	

TABLE: 4.9

LANGUAGE PROFICIENCY OVER ALL SCHOOLS

SCHOOL	Mean	Std. Deviation	N
URBAN ONE	32.2667	7.88684	30
URBAN TWO	30.5667	6.22943	30
RURAL ONE	34.5000	4.31317	30
RURAL TWO	33.8333	4.64671	120
Total	32.7917	6.06117	

TABLE: 4.9.1

The researcher used multiple comparisons to compare the reading ability for the selected schools. The Bonferroni method was used to determine the differences in four selected schools. The mean difference is calculated by the use of this formula Mean Difference=School (I) - School (J). The researcher also showed the formulae for the Mean Square and F-value, which are as follows:

Mean square= sum of square ÷ degrees of freedom (df)

F-value= mean square for schools ÷ mean square error

The F-value leads to a significance value which is known as the p-value.

These formulae assisted the researcher to determine whether school differences exist with reference to the performance in reading ability over all the selected four schools.

These are shown by the tables and bar graphs shown below.

DEPENDENT VARIABLES: READING ABILITY OVER ALL SCHOOLS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	141.000 ^a	3	47.000	.919	.434
Intercept	54102.533	1	54102.533	1057.889	.000
SCHOOL	141.000	3	47.000	.919	.434
Error	5932.467	116	51.142		
Total	60176.000	120			
Corrected Total	6073.467	119			

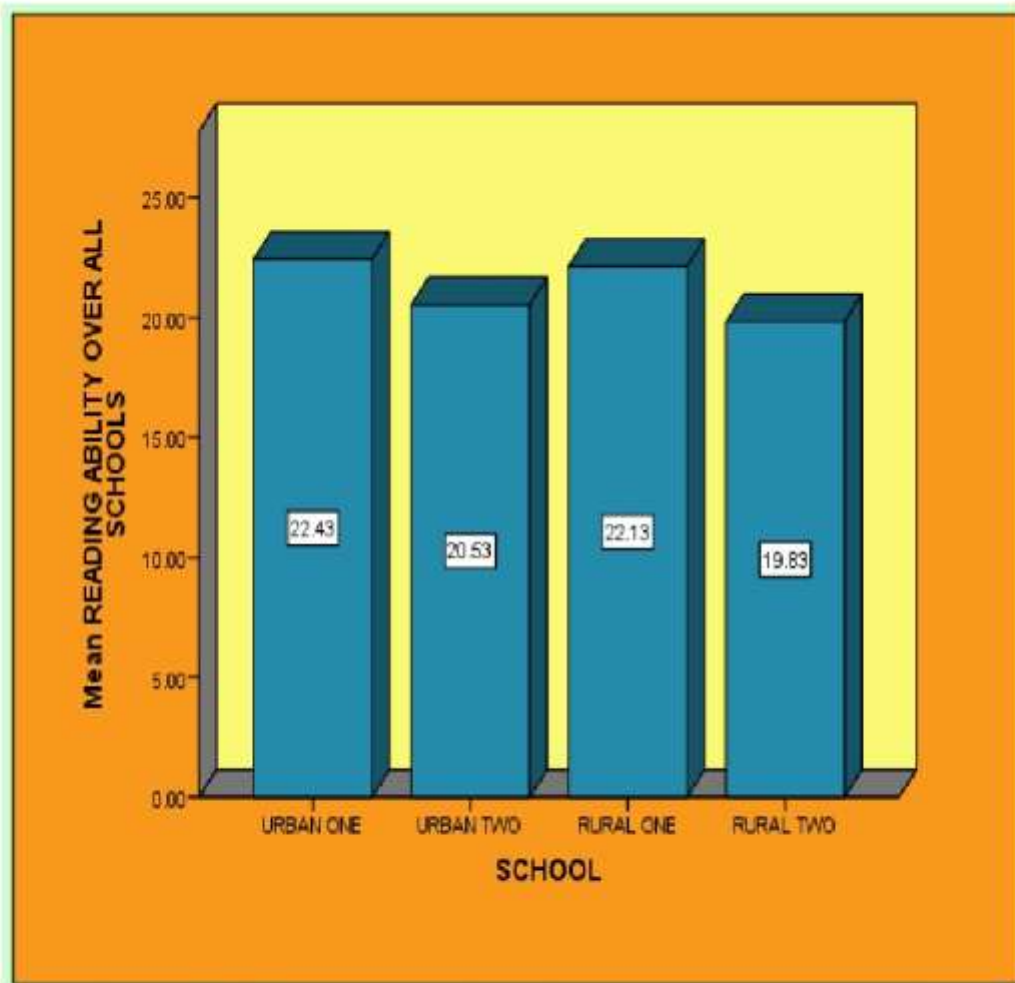
Table: 4.9.3

READING ABILITY OVER ALL SCHOOLS

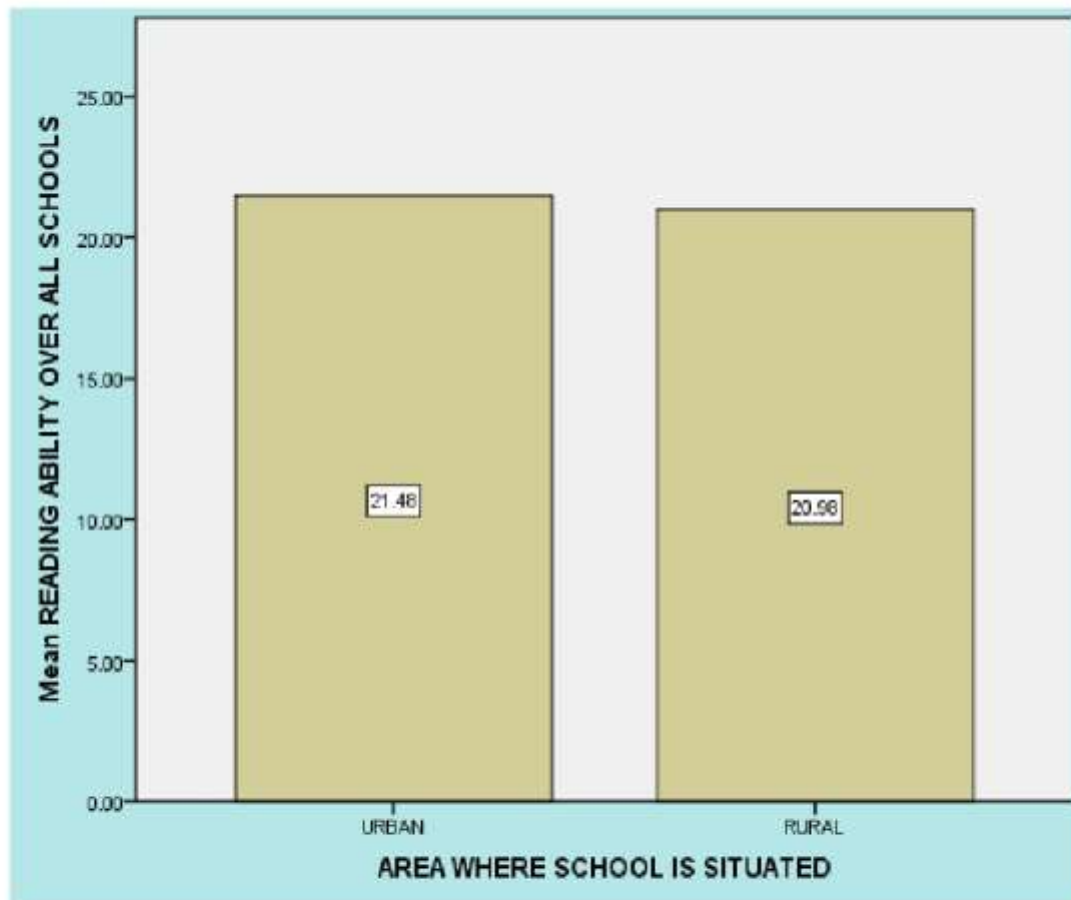
Bonferroni

(I) SCHOOL (J) SCHOOL		95% Confidence Interval	
		Lower Bound	Upper Bound
URBAN ONE	URBAN TWO	-3.0564 -	6.8564
	RURAL ONE	4.6564 -	5.2564
	RURAL TWO	2.3564	7.5564
URBAN TWO	URBAN ONE	-6.8564 -	3.0564
	RURAL ONE	6.5564 -	3.3564
	RURAL TWO	4.2564 -	5.6564
RURAL ONE	URBAN ONE	5.2564 -	4.6564
	URBAN TWO	3.3564 -	6.5564
	RURAL TWO	2.6564 -	7.2564
RURAL TWO	URBAN ONE	7.5564	2.3564S
	URBAN TWO	-5.6564 -	4.2564
	RURAL ONE	7.2564	2.6564

TABLE: 4.9.4



GRAPH: 4.9



GRAPH: 4.9.1

ANALYSIS OF VARIANCE FOR LANGUAGE PROFICIENCY FOR ALL SCHOOLS

The researcher used the Analysis of variance to determine whether the significant differences exist among all the selected schools in language proficiency. All the selected schools have different means i.e. Urban One mean is determined by 32.2667, Urban Two School mean is calculated 30.3667, Rural One School mean is computerized 34.5000 and Rural Two School mean is 33.8333. The F-value over all the selected schools for language proficiency is calculated to be 2.615. This determined very little significant difference over all the selected schools. In language proficiency, Urban One selected school performed better than Urban Two selected school but the difference is not significant. Rural One School performed better than Rural Two School.

The researcher noticed that both rural schools when combined performed better than both urban schools in language proficiency. This cannot determine whether language proficiency has any effect on the grade 12 ESL learners' performance in the selected schools. This is shown by tables and bar graphs below.

Between-Subjects Factors

		Value Label	N
SCHOOL	1.00	URBAN ONE	30
	2.00	URBAN TWO	30
	3.00	RURAL ONE	
	4.00	RURAL TWO	

TABLE: 4.9.5

LANGUAGE PROFICIENCY OVER ALL SCHOOLS

SCHOOL	Mean	Std. Deviation	N
URBAN ONE	32.2667	7.88684	30
URBAN TWO	30.5667	6.22943	30
RURAL ONE	34.5000	4.31317	30
RURAL TWO	33.8333	4.64671	120
Total	32.7917	6.06117	

TABLE: 4.9.6

LANGUAGE PROFICIENCY OVER ALL SCHOOLS

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	276.892 ^a	3	92.297	2.615	.054
Intercept	129035.208	1	129035.208	3655.299	.000
SCHOOL	276.892	3	92.297	2.615	.054
Error	4094.900	116	35.301		
Total	133407.000	120			
Corrected Total	4371.792	119			

TABLE: 4.9.7

Dependent Variable: LANGUAGE PROFICIENCY OVER ALL SCHOOLS

SCHOOL	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
URBAN ONE	32.267	1.085	30.118	34.415
URBAN TWO	30.567	1.085	28.418	32.715
RURAL ONE	34.500	1.085	32.352	36.648
RURAL TWO	33.833	1.085	31.685	35.982

MULTIPLE COMPARISONS FOR LANGUAGE PROFICIENCY OVER ALL SCHOOLS

Bonferroni

(I) SCHOOL (J) SCHOOL	Mean Difference (I-J)	Std. Error	Sig.
URBAN ONE URBAN TWO	1.7000 -	1.53408	1.000
RURAL ONE	2.2333 -	1.53408	.889
RURAL TWO	1.5667	1.53408	1.000
URBAN TWO URBAN ONE	-1.7000 -	1.53408	1.000
RURAL ONE	3.9333 -	1.53408	.070
RURAL TWO	3.2667	1.53408	.212
RURAL ONE URBAN ONE	2.2333	1.53408	.889
URBAN TWO	3.9333	1.53408	.070
RURAL TWO	.6667	1.53408	1.000
RURAL TWO URBAN ONE	1.5667	1.53408	1.000
URBAN TWO	3.2667 -	1.53408	.212
RURAL ONE	.6667	1.53408	1.000

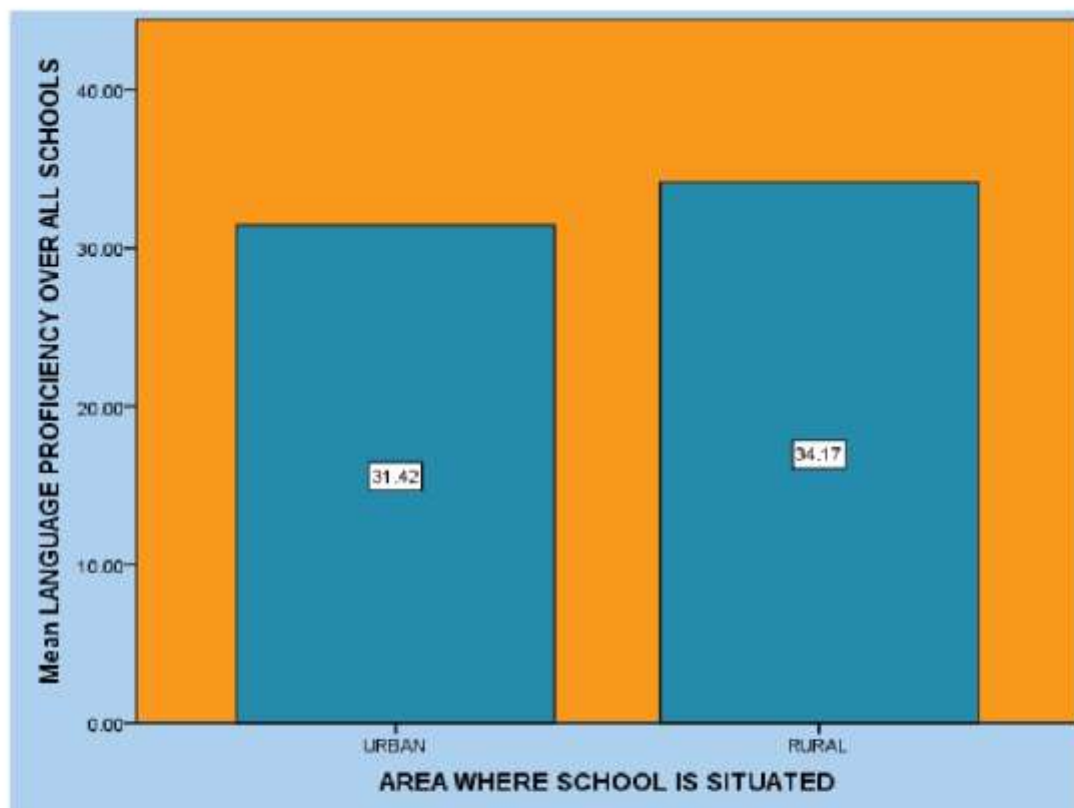
TABLE: 4.9.9

MULTIPLE COMPARISONS FOR LANGUAGE PROFICIENCY OVER ALL SCHOOLS

Bonferroni

(I) SCHOOL (J) SCHOOL	95% Confidence Interval	
	Lower Bound	Upper Bound
URBAN ONE URBAN TWO	-2.4179 -	5.8179
RURAL ONE	6.3512 -	1.8845
RURAL TWO	5.6845	2.5512
URBAN TWO URBAN ONE	-5.8179 -	2.4179
RURAL ONE	8.0512 -	.1845
RURAL TWO	7.3845 -	.8512
RURAL ONE URBAN ONE	1.8845	6.3512
URBAN TWO	-.1845	8.0512
RURAL TWO	-3.4512 -	4.7845
RURAL TWO URBAN ONE	2.5512	5.6845
URBAN TWO	-.8512	7.3845
RURAL ONE	-4.7845	3.4512

TABLE: 4.9.10



GRAPH: 4.9.2

T-TEST TO DETERMINE IF THERE IS ANY DIFFERENCE BETWEEN RURAL & URBAN SCHOOLS

The researcher used the T-Test to determine whether there is any difference between rural and urban schools in reading ability and language proficiency. For reading ability and language proficiency over all schools the comparison of mean performances showed that the p-value is 0.054 whereas the level of significance was calculated 0.05. Comparing the two variables one notes that the p-value is slightly higher than the level of significance. Though one may accept the null hypothesis but it can be argued that if one sets the level of significance calculated 0.10, one shall reject the null hypothesis.

In addition to T-test for the difference between means, the researcher used bar graphs to confirm the significant difference between Rural and Urban Schools. The bar graphs and pilot plots are used to show a clear and understandable analysis for both June and September examination over all selected schools. The June examination marks for Rural One School is 44.63 that determine high performance compared to September examination marks for Rural One School which is 43.77. In the June examinations, Urban One School is computerized 47.63 and Urban Two School is calculated 59.30. This determines that Urban Two School has higher examination marks for September examination compared to June examination. The Rural One School June examination is calculated 36.53 and Rural Two School June examination is computerized 35.03. In September Rural One School is calculated 35.70 and Rural Two School is computerized 35.33. She determined that in September Urban One School is determined 46.37 and Urban Two School is computerized 57.70 and Urban Two School had high marks for September examination. Rural Two School obtained the least marks for June examination which is 35.03 and also for September examination marks is 35.33. Refer to the tables, graphs and profile plots below.

AREA WHERE SCHOOL IS SITUATED			N	Mean
READING ABILITY	URBAN	dimension1	60	21.4833
OVER ALL SCHOOLS	RURAL		60	20.9833
LANGUAGE	URBAN	dimension1	60	31.4167
PROFICIENCY OVER ALL SCHOOLS	RURAL		60	34.1667

TABLE 4.10

AREA WHERE SCHOOL IS SITUATED			Std. Deviation	Std. Error
READING ABILITY	URBAN	dimension1	9.01880	1.16432
OVER ALL SCHOOLS	RURAL		4.63404	.59825
LANGUAGE	URBAN	dimension1	7.09808	.91636
PROFICIENCY OVER ALL SCHOOLS	RURAL		4.45758	.57547

TABLE 4.10.1

				t-test for Equality of Means		
				t	df	Sig. (2-tailed)
READING ABILITY	Equal variances assumed			.382	118	.703
OVER ALL SCHOOLS	Equal variances not assumed			.382	88.123	.703
LANGUAGE	Equal variances assumed			-2.541	118	.012
PROFICIENCY	Equal variances not assumed			-2.541	99.273	.013
OVERALL SCHOOLS	assumed					

TABLE 4.10.2

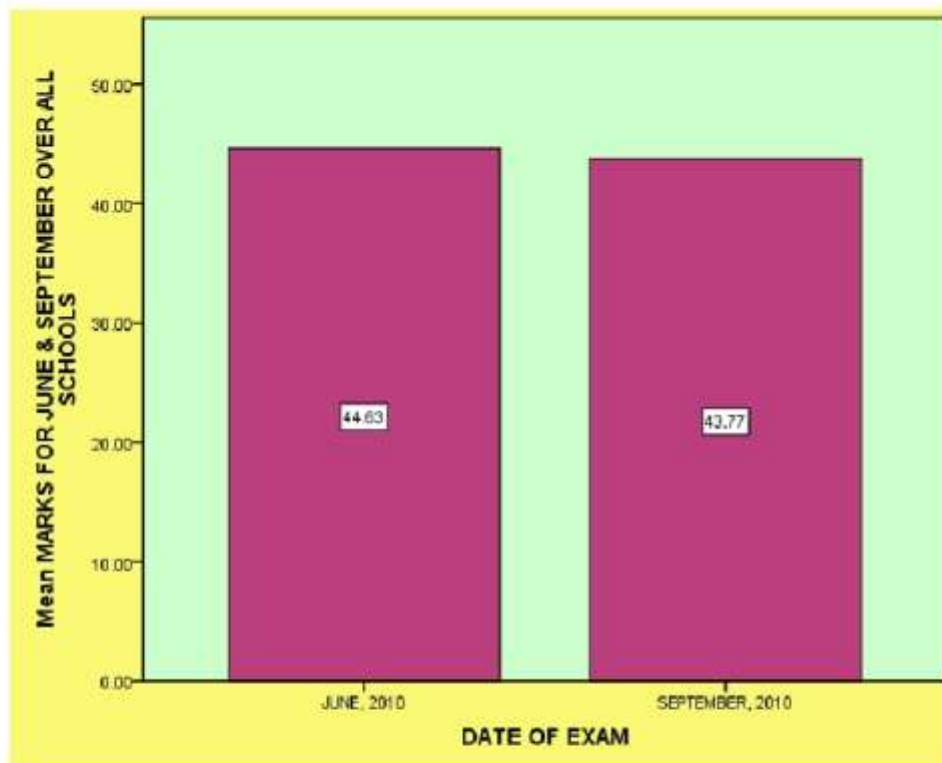
		Levene's Test for Equality of Variances	
		F	Sig.
READING ABILITY	Equal variances assumed	21.719	.000
OVERALL SCHOOLS	Equal variances not assumed		
LANGUAGE	Equal variances assumed	13.100	.000
PROFICIENCY	Equal variances not assumed		
OVERALL SCHOOLS			

TABLE: 4.10.3

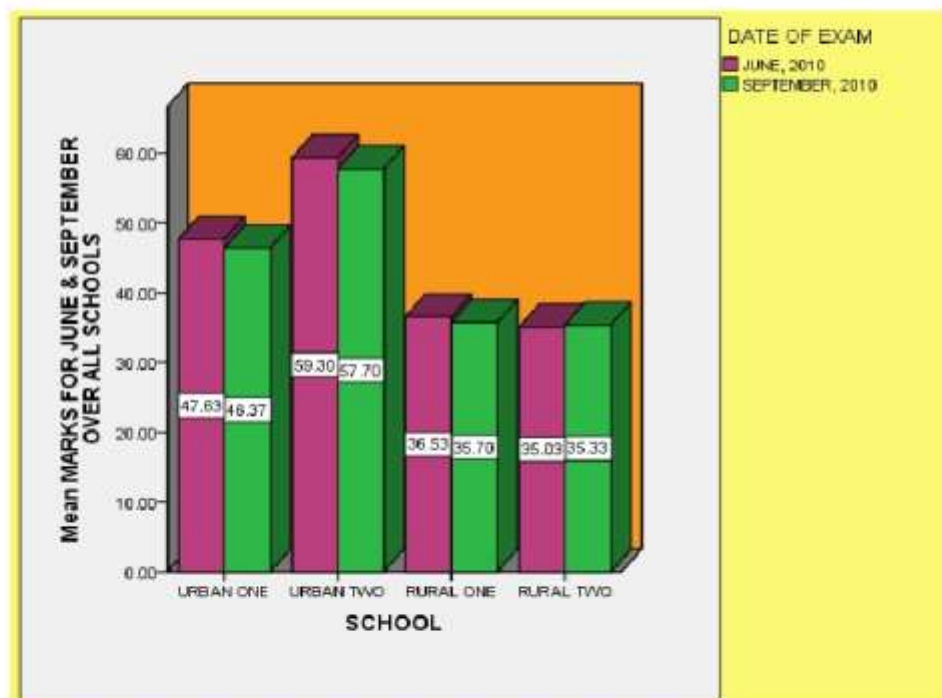
		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
READING ABILITY	Equal variances assumed	.50000	1.30903
OVER ALL SCHOOLS	Equal variances not assumed	.50000	1.30903
LANGUAGE	Equal variances assumed	-2.75000	1.08207
PROFICIENCY	Equal variances not assumed	-2.75000	1.08207
OVER ALL SCHOOLS	ALL assumed		

				t-test for Equality of Means	
				95% Confidence Interval of the Difference	
				Lower	Upper
READING ABILITY OVER ALL SCHOOLS	Equal variances assumed			-2.09223	3.09223
	Equal variances not assumed			-2.10136	3.10136
LANGUAGE PROFICIENCY OVER ALL SCHOOLS	Equal variances assumed			-4.89280	-.60720
	Equal variances not assumed			-4.89699	-.60301

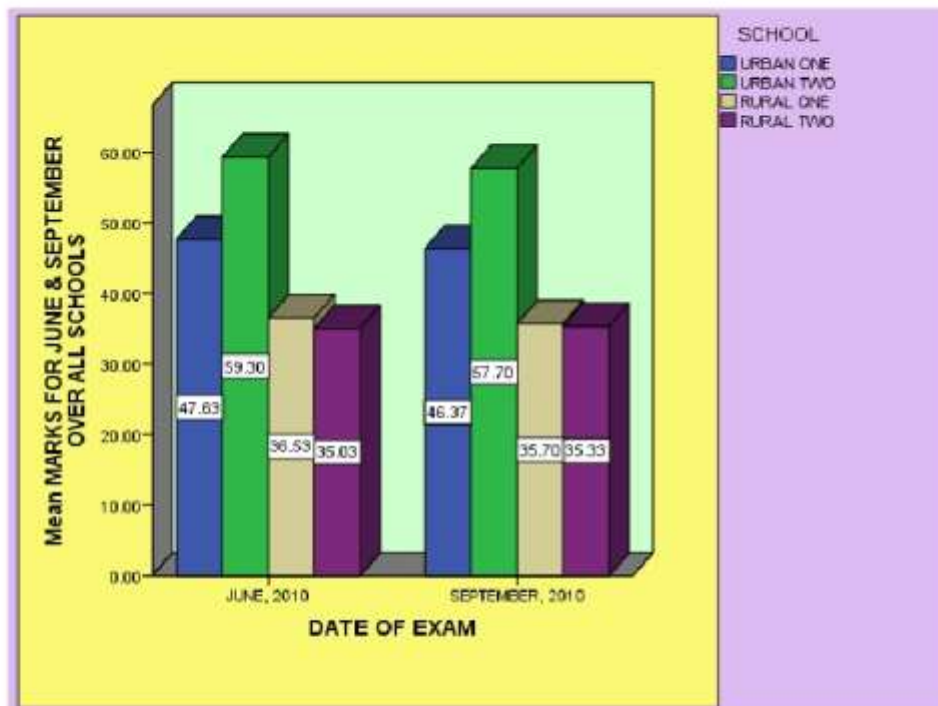
TABLE 4.10.5



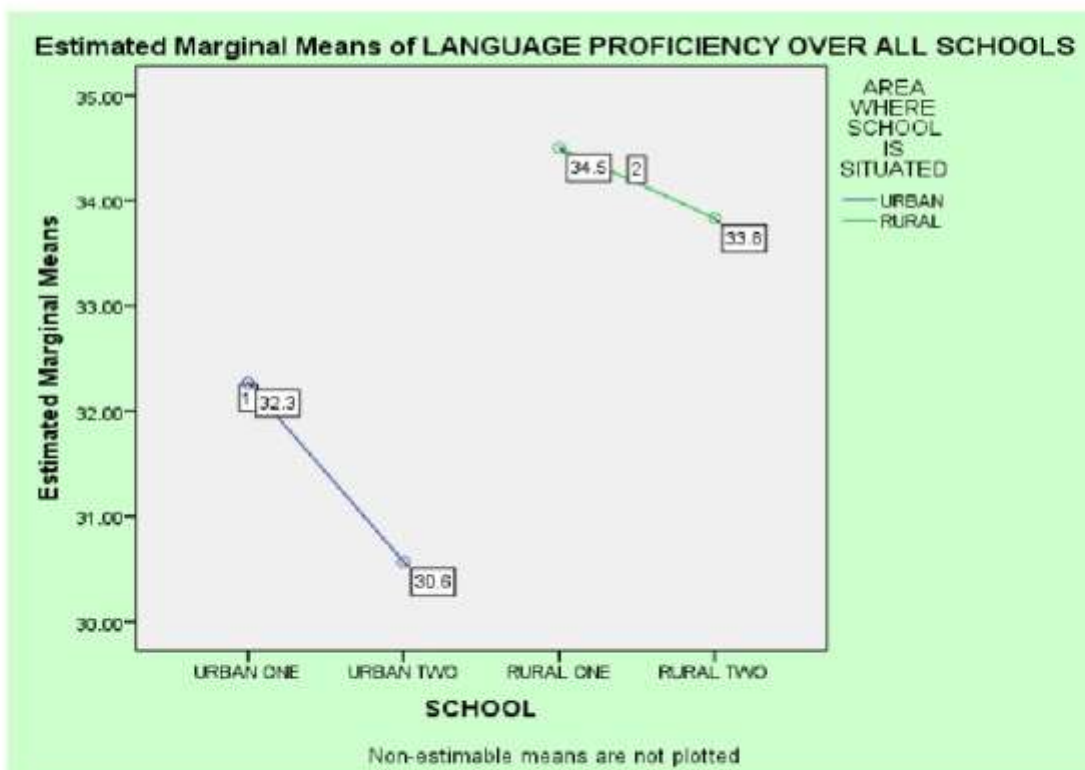
BAR GRAPH 4.10



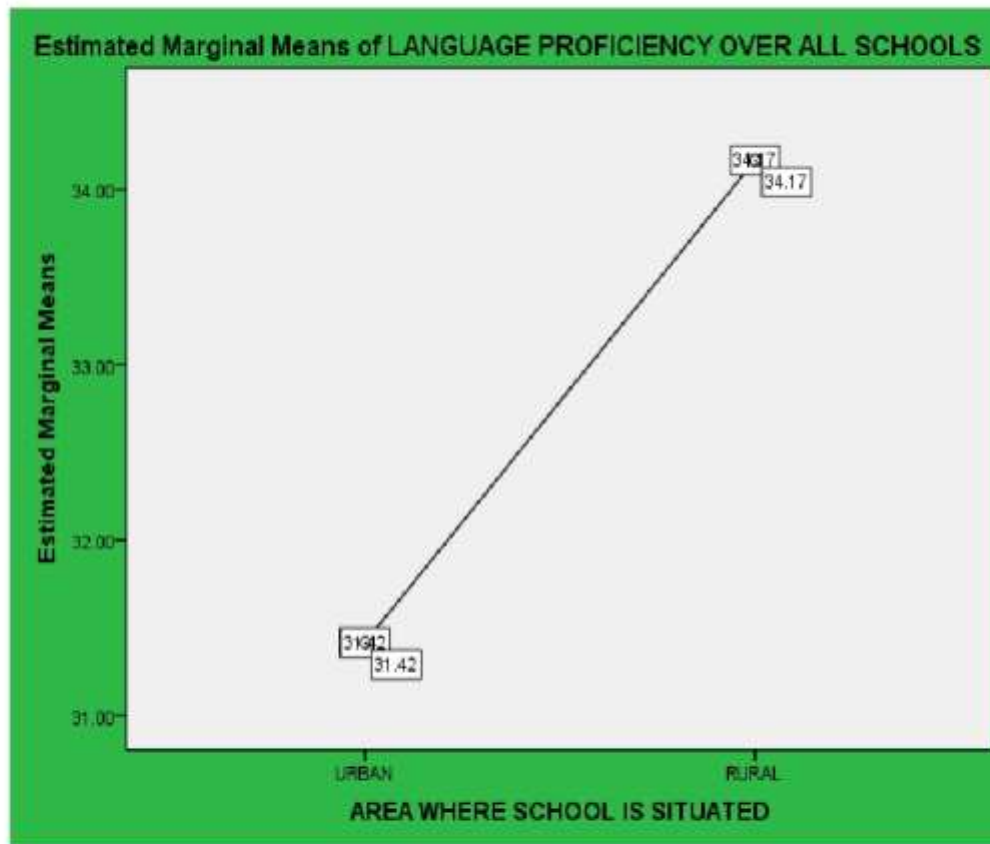
BAR GRAPH 4.10.1



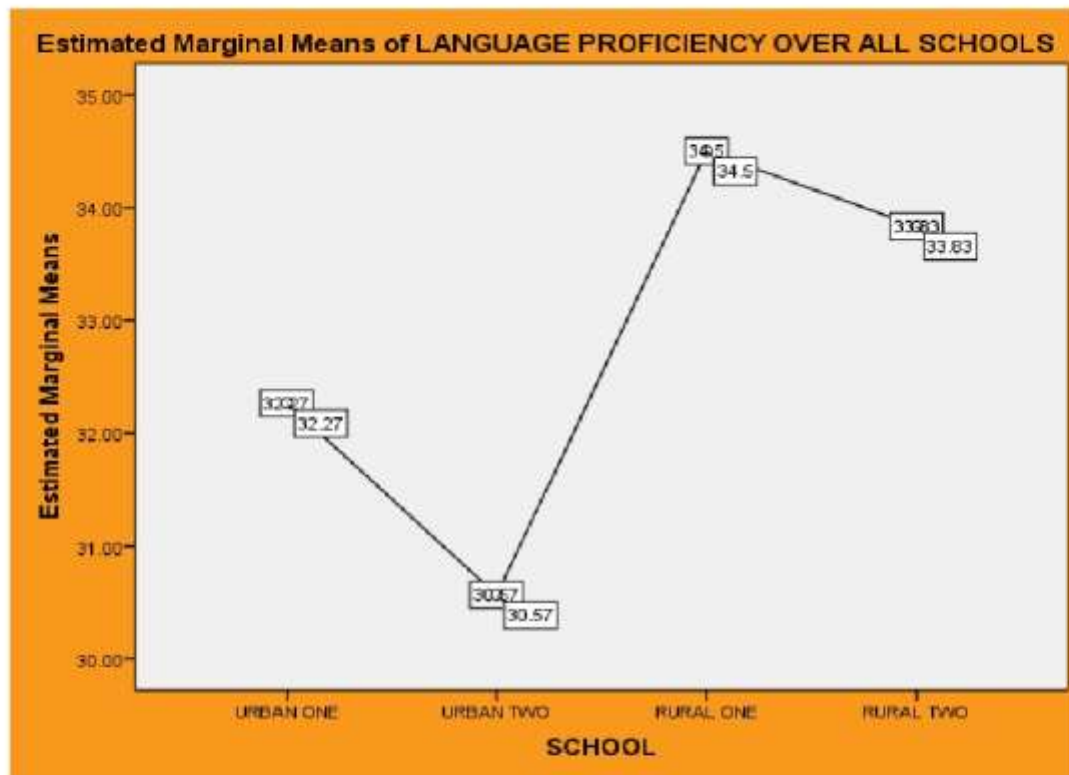
BAR GRAPH 4.10.2



PROFILE PLOTS 4.10



PROFILE PLOTS 4.10.1



PROFILE PLOTS 4.10.2

CONCLUSION

The researcher determined that there was a slight relationship between the two variables and June and September examinations. The use of bar graphs showed the difference in the relationship which was 0.86, which was lower than 1. If it was above +1 or -1 there would be no relationship. Profile plots and Analysis of Variance clearly showed that there was a slight relationship between Reading Ability and June and September examination, Language Proficiency and June and September examinations. The researcher also used the T-test to determine the relationship over all schools for the two variables and June and September examinations. The T-test results showed clearly that there was a slight relationship over all schools in Reading Ability and Language Proficiency for June and September examinations.

CHAPTER FIVE

5. DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The general overview of this chapter was to provide a discussion of findings based on the responses as provided by the data in the Reading Comprehension Test, Language Proficiency Test and Performance of Grade 12 ESL learners so as to provide an accurate and clear reflection of the learners' overall performance in the selected Rural and Urban Senior Secondary Schools in the Qumbu District. As the main focus of the study was to investigate language factors affecting the performance of grade 12 ESL learners in the Qumbu district, the researcher has investigated with interest only two language factors namely Reading Ability and Language Proficiency.

5.1.1 Relationship between Reading Ability and Academic Performance of Grade 12 ESL learners

The results presented in the study showed that there is a positive but completely negligible relationship between the two variables for Urban One School. This means that the mark a learner gets for a Reading Comprehension Test in Urban One School has no relationship with the mark obtained in the June examination in the Urban One School. One of the reasons could be that there is no cause and effect relationship between the two types of marks. The September examination marks for Urban One School had a negative and low relationship with the Reading Comprehension Test in Urban One School which was caused by no well defined relationship between the two variables. The researcher determined that the relationship between the Reading Comprehension Test and June examination for Urban Two School is negative but low. There was a slight correlation coefficient between the two variables which was close to zero.

The Reading Comprehension Test and September examination marks for Urban Two School was positive but low. The contributing factor could be the school environment which is under-resourced and lacking properly trained teachers many of whom exhibit low morale. This meant that there was a positive but negligible relationship between the two variables. The relationship between the Reading Comprehension Test and June examination marks for Rural One was negative and low (-0.331). This meant that there was no cause and effect relationship between the two variables. The researcher determined a positive but low correlation coefficient for the Reading Comprehension Test for Rural One and September examination for Rural One.

The researcher determined that Reading Comprehension Test for Rural Two School and June examination marks for Rural Two had a relationship but very low. This was shown by correlation coefficient (-0.092). Relationship between June marks for Rural Two and Reading Comprehension Test for Rural Two was determined by 0.340. Reading Comprehension Test for Rural Two School and September marks for Rural Two School determined correlation coefficient which showed that the relationship between the two variables was positive but low. Barnard (1997) in his study states that in many instances the culture of the learning has been discarded when the school environment is all too often not conducive to learning. He further states that frequently under-resourced and lacking properly trained teachers many of whom exhibit low morale-mismanagement and high crime levels are all simply negative factors.

Urban One School has the high mean (22.4333) Reading Ability over all schools. The contributing factor could be the fact that in this school teachers are experienced and qualified. They could be encouraging learners to analyze texts and extract meaning and information from texts, relate it to other ideas and information. According to Moats (1999) classroom teaching for reading instruction needs to be considered as a critical factor in preventing reading problems and must be the central focus for change. This is what could be taking place in Urban One School. Rural Two School has the lowest mean (19.8333) in Reading Ability over all schools.

The reason could be that in some rural schools English is almost a foreign language whereby meaning interaction with English is rare. Moats (1999) states that the reading of comprehension in classroom for learners in the form of poor English knowledge or background may result in poor performance for Grade 12 ESL learners. The researcher determined that there is a difference between Urban One School and Urban Two School, this slight difference is also in Rural One and Rural Two Schools. The difference between Urban Schools and Rural Schools in Reading Ability is 0.5 which is less than 1. This could be caused by the environmental factors such as exposure to media and use of language at home. This showed that Reading Ability over all schools for Urban Schools has little effect upon the Grade 12 ESL learners' performance which is the same as findings in the Rural Schools.

5.1.2 Relationship between Language Proficiency and Academic Performance of Grade 12 ESL learners

The correlation coefficient between marks for June Urban One and marks for Language Proficiency Urban One was negative but low (-0.105). This further showed that the mark a learner achieved for the Language Proficiency Test in Urban One School had no relationship with the mark obtained in the June examination in the Urban One School. The reasons could be that a student has difficulty understanding English as the language of instruction. Cummins (1984) argues that language proficiency pervades every area and Van den Berg (1996) in Van Eeden, de Beer and Coetzee (2001) also explain that language proficiency is the most important single moderator of text performance.

The relationship between Language Proficiency Test and the September examination was positive but low (0.037). One cannot use the marks for Language Proficiency for Urban One School to predict marks for September Urban One School. The reason for this could be problems regarding transferability of language skills. This is supported by Jackson (2000) when he argues that since English is not the mother tongue of English Second Language learners, they do not practice the language even in the outside environment so as to improve the language proficiency.

The determined correlation coefficient between Language Proficiency and June examination marks showed a negative and low relationship between the two variables for Urban Two School. Language Proficiency marks for Urban Two and September marks for Urban Two correlation coefficient showed that there was a relationship but it was not that close between the two variables (-0.391). There was no way one can use the two pairs of marks to perform regression analysis because there is no cause and effect relationship between the two variables. Language proficiency marks for Rural One and June examination marks for Rural One had a positive relationship but low. The findings also determined that relationship between Language Proficiency and September examination marks for Rural One was positive and low (0.027). This means that there is a slight cause and effect relationship between the two variables. The relationship between Language Proficiency and June examination for Rural Two School was positive but low (0.340).

The relationship between Language Proficiency Test for Rural Two School and September marks for Rural Two School had no cause and effect relationship. Analysis of variance is used to determine whether the significant difference exist among all the selected schools in Language Proficiency. The research determined that Rural One School has a high mean (34.5000) in Language Proficiency over all schools. Rural selected schools in Language Proficiency had a high mean than Urban selected Schools in Language Proficiency. According to Vinke and Jochems (1993) the lower the level of English proficiency, the more important it becomes in defining academic achievements, while Baker (1998) indicates that while students may be able to speak English, they still do not operate at maximum capacity because of the language barrier. The researcher used analysis of variance to determine the school difference for reading ability and language proficiency over the four selected schools. This has been done to determine how the school performance differ according to the above two variables.

T-test findings determined that the June examinations mean mark is 44.63 which was higher than the September mean marks which are 43.77. When comparing the two variables by the use of T-test over all schools the p-value 0.054 is slightly higher than the level of significance. The June examination marks for Rural One Schools has high performance compared to September examination which could be caused by the amount of work given to learners. Urban Two School performed higher than Urban One School for both June and September examinations which could be determined by teachers who assist their ESL learners to improve their literacy skills and the number of teachers available as per staff establishment.

Amos and Quinn (1997) state that students need assistance to improve their literacy skills in order to understand the rules and conventions of academic discourse. Rural One School performed slightly higher than Rural Two School for both June and September examination which was influenced by the resources available such as human resources which were sufficient and there was enough learner equipment for the language. Urban Two School performed higher than the other three selected schools for both June and September examinations. Rural Two School obtained the least marks for June and September examinations. The mean difference in Language Proficiency overall schools between Urban and Rural selected schools is 2.75. This showed that there is a slight difference in Language Proficiency between the Urban and Rural selected schools.

5.2 CONCLUSION

In the above discussion the research tried to address the research questions posed in chapter of the study. The results clearly indicated that in this particular study there is a slight relationship between Urban and Rural learners' scores in Reading Comprehension scores for the June and September examination. It also showed that there is a slight relationship between Urban and Rural learners' scores in Language Proficiency test. Urban Schools out performed Rural Schools in Reading Ability. The Rural Schools showed higher performance in Language Proficiency than Urban Schools. The next chapter, which is the closing chapter in this study, presents the summary, conclusion and suggested recommendations.

CHAPTER 6

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

This chapter presents a summary of the entire study, draws conclusion from the findings and makes pertinent recommendations in line with the major findings as revealed by the study.

6.2. SUMMARY

The main objectives of the study were to investigate the extent to which Reading Ability and Language Proficiency affect the performance (June and September examinations) of Grade 12 ESL learners in the Qumbu district. In this study, the research used tables, scatter plots, bar graphs and profile plots to illustrate the findings. The research determined that there was a slight relationship when using Pearson's Correlation Coefficient. In Language Proficiency, both Rural selected schools had high mean compared to both Urban Schools but this cannot determine that Language Proficiency affects Grade 12 ESL learners in the selected senior secondary schools. The research also applied Analysis of Variance (ANOVA) to obtain significant differences amongst the above mentioned variables over all in the selected senior secondary schools. The idea to carry out this study was prompted by the outcry about the decline of language skills in South Africa. The problem is not only prominent in the senior secondary schools but also at the tertiary level.

Nel (2003) observes that South African students who register for undergraduate study each year are under-prepared for university education and that many of these students also have low levels of reading ability. In conducting this study, the sample comprised of 120 grade 12 ESL learners who were randomly selected from rural and urban senior secondary schools in Qumbu district.

In collecting data, a reading ability test and a language proficiency test were administered to the respondents during their instructional time on separate occasions. Finally, Statistically Package for Service Sciences was used to process, analyze and provide quantitative results.

6.3. CONCLUSION

The findings of this study revealed that there were significant differences over all the selected schools in language proficiency. All the schools had different mean. There was a slight correlation coefficient for Reading Ability and Language Proficiency between June and September examinations for the Grade 12 ESL learners. Language proficiency test had significant differences between the selected schools. These significant differences might have been caused by geographic location, learners who are not exposed to the variety of media. However, there was a strong indication that Grade 12 ESL learners had poor Reading Ability and poor Language Proficiency which was shown by poor pass performance. Nevertheless, it was important to note that the grade 12 ESL learners' performance was not affected by reading ability and language proficiency. The scores of the reading comprehension test were very low. Most of the problems they encountered are almost the same hence there is a general outcry of poor performance in Grade 12 results in the senior secondary schools. Pretorius (2002) states that the reading situation in South Africa constitutes a national education crisis especially given the relationship between reading ability and academic performance.

6.4. RECOMMENDATIONS

This section focused on recommendations and suggestions regarding the findings of the study that would be beneficial to education planners, teachers and learners about the use of the Reading Comprehension Test and the Language Proficiency Test which were as follows:

- 1) Since most of the learners struggle with their reading, the Department of Education is advised to train teachers in the use of reading strategies to overcome the existing problem of learners who cannot read and comprehend a text.
- 2) Sufficient exposure of teachers to various instructional approaches in the teaching of reading can be beneficial to the learners' acquisition of language competence.
- 3) ESL learners must be exposed to a variety of reading materials so that they acquaint themselves with reading. The Department of Education therefore needs to establish libraries so as to give learners opportunities to read. Learners learn to read by reading.
- 4) The researcher, therefore, recommends that more research in reading is needed so as to overcome the existing problem of learners who cannot read properly.
- 5) Teachers must also strive to provide a print-rich environment so that learners have material to read and by so doing develop a love for reading.
- 6) It is also highly recommended that teachers motivate learners to read extensively from different texts and from different subjects to familiarize themselves with reading skills and be encouraged to develop willingness and enthusiasm to read.
- 7) Workshops must be organized by the Department of Education to train teachers in the use of reading comprehension tests.

8) The researcher, therefore, advises teachers to train learners in the use of reading strategies because those who receive training in the use of reading strategies definitely have an added advantage over those without such training.

9) It must be noted that reading ability and language proficiency must be developed at all levels because the problem is general at all levels of the education system, from the foundation phase right up to the tertiary level.

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WALTER SISULU UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL RESEARCH

INFORMED CONSENT

Title of the study:

LANGUAGE FACTORS AFFECTING PERFORMANCE OF
GRADE 12 ENGLISH SECOND LANGUAGE LEARNERS IN
THE QUTHUB DISTRICT


Conducted by: MEENAN M.F. Name of Main Supervisor (if applicable) A.R. M.P. GOWD

The purpose of the study and the extent to which I will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily.

I understand that I am free to withdraw from the study at any time at any stage at my own will. I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.

Signed at (Place) NITHATHA on (date) 01/02/2001 by (Full Name)
MEENAN M.F. of

(address) 23 MADURAI BALA
NORTHCREST
NITHATHA

Witness: Name: L. H. H. H. H. H.; Signature:  Date: 01/02/2001

In case of minors, the parent/guardian needs to sign below:

I, am the father/mother/guardian of the minor MEENAN M.F.. The purpose of the study and the extent to which the minor under my will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her to take part in it if he/she has no personal objection.

I understand that I or the minor am (is) free to withdraw from the study at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.

Signed at (Place) _____ on (date) _____ by (Full Name) _____ of _____

(address) _____

Witness: Name: _____; Signature: _____ Date: _____

23 Mbutuma Place
Northcrest
Mthatha

12 November 2009

The District Director
Department of Education
Private Bag X446
Qumbu
5100

Dear Madam

Request to have permission to conduct research

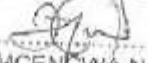
This is to request for the permission to conduct research in some of the senior secondary schools in the district.

The purpose of the research is to:

- 1) Investigate the extent to which reading ability and language proficiency affect performance of grade 12 English Second Language (ESL) learners in the Qumbu district.
- 2) Investigate the educators' perception to the poor performance of grade 12 English Second Language learners and
- 3) assess the contribution made by the Qumbu district to the poor performance of grade 12 ESL learners.

Hope my request would receive your consideration.

Yours faithfully


MCENGWA N.F. (MRS)




Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Qumbu District Office * Private Bag 486 * Qumbu * 5180 * REPUBLIC OF
SOUTH AFRICA * Tel: +27 (0)47 542 021 1 Fax: 047 542 0212 * Enquiries *
TM MBANGI

1 February 2010

TO WHOM IT MAY CONCERN

1. This is to confirm that **Mrs. N.F. Mcengwa ID 570227 0165 083 Persal 52804704** has been granted permission to collect data from our schools in order to conduct her Research Study.
2. The topics for her Research Study are
 - 2.1 Investigation of the extent to which reading ability and language proficiency affect performance of Grade 12 English Second language learners in Qumbu District.
 - 2.2 Investigation of the educator's contribution to the poor performance of Grade 12 English Second Language learners.
 - 2.3. Assessment of the contribution made by the Qumbu district to poor performance of Grade 12 ESL learners.
3. You are hereby requested to assist her in whatever information she would like to get in order to finish her research study.
4. Your cooperation in this regard will be very much appreciated.


A.N. DYODO
DISTRICT DIRECTOR

DEPARTMENT OF EDUCATION
EASTERN CAPE PROVINCE
Office of the District Director, Qumbu District
Signature: _____
Date: _____

23 Mbutuma Place
Northcrest
Mthatha
14 May 2009

The Principal
Qumbu Technical High School
Private Bag X 440
Qumbu
5100

Dear Sir,

Request to have permission to conduct research

This is to request for the permission to conduct research in your school.

The purpose of the research is to:

- 1) investigate the extent to which reading ability and language proficiency affect performance of grade 12 English Second Language (ESL) learners in the Qumbu district.
- 2) investigate the educators' perception to the poor performance of grade 12 English Second Language learners and
- 3) assess the contribution made by the Qumbu district to the performance of grade 12 ESL learners.

The school is assured of confidentiality and anonymity that will be maintained throughout the course of study.

Hope my request would receive your consideration.

Yours faithfully


MCENGWA N.F.

QUMBU TECHNICAL HIGH SCHOOL

PRIVATE BAG X 440
QUMBU
5180

Department of Education
Walter Sisulu University
Mthatha

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH

This is to confirm that the school has received a letter from Mrs Mcengwa requesting a permission to conduct a research in the school. Therefore the school has accepted her request.

J. M. Jikijela

YOUR'S FAITHFULLY
J. M. JIKIJELA (PRINCIPAL)

QUMBU TECHNICAL
HIGH SCHOOL
PRIVATE BAG X 440, QUMBU, 5180
DATE: 18-05-2009
SIGNED: *J. M. Jikijela*

23 Mbutuma Place
Northcrest
Mthatha
12 January 2010

The Principal
Little Flower S.S.S.
Qumbu
5100

Dear Sir

Request to have permission to conduct research

This is to request for the permission to conduct research in your school.

The purpose of the research is to:

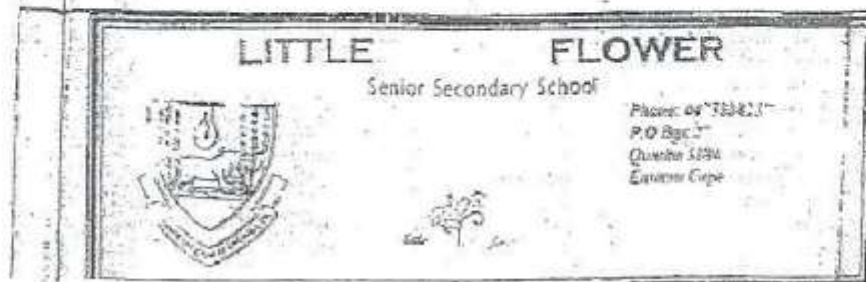
- 1) investigate the extent to which reading ability and language proficiency affect performance of grade 12 English Second Language (ESL) learners in the Qumbu district.
- 2) investigate the educators' perception to the poor performance of grade 12 English Second Language learners and
- 3) assess the contribution made by the Qumbu district to the performance of grade 12 ESL learners.

The school is assured of confidentiality and anonymity that will be maintained throughout the course of study.

Hope my request would receive your consideration.

Yours faithfully


MCENGWA N.F.



Department of Education
Walter Sisulu University
Mthatha

Dear Sir/Madam

Permission to conduct research

This is to confirm that the school has received a letter from Mrs Mcengwa requesting a permission to conduct a research in the school. Therefore the school has accepted her request.


L.L. Kondlo(Principal)



23 Mbutuma Place
Northcrest
Mthatha
12 January 2010

The Principal
Qumbu Village S.S.S.
Qumbu
5100

Dear Madam

Request to have permission to conduct research

This is to request for the permission to conduct research in your school.

The purpose of the research is to:

- 1) investigate the extent to which reading ability and language proficiency affect performance of grade 12 English Second Language (ESL) learners in the Qumbu district.
- 2) investigate the educators' perception to the poor performance of grade 12 English Second Language learners and
- 3) assess the contribution made by the Qumbu district to the performance of grade 12 ESL learners.

The school is assured of confidentiality and anonymity that will be maintained throughout the course of study.

Hope my request would receive your consideration.

Yours faithfully


MCENGWA N.F.

QUMBU VILLAGE SENIOR SECONDARY SCHOOL

Without God we labour in vain



Private Bag x 452
Qumbu
5180 Eastern Cape
South Africa
Tel 047 553 0361
e-mail Qumbu Village@telkomsa.net

Department of Education
Walter Sisulu University
Mthatha

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH

This is to confirm that the school has received a letter from Mrs Mcengwa requesting permission to conduct a research in the school. Permission has been granted to her.


.....
Your's faithfully
J.K. Myana (Principal)

"We are what we repeatedly do. Excellence, then is not an act but a habit" ARISTOTLE

23 Mbutuma Place
Northcrest
Mithatha
12 January 2010

The Principal
St Bartholomew's S.S.S.
Qumbu
5100

Dear Sir

Request to have permission to conduct research

This is to request for the permission to conduct research in your school.

The purpose of the research is to:

- 1) investigate the extent to which reading ability and language proficiency affect performance of grade 12 English Second Language (ESL) learners in the Qumbu district.
- 2) investigate the educators' perception to the poor performance of grade 12 English Second Language learners and
- 3) assess the contribution made by the Qumbu district to the performance of grade 12 ESL learners.

The school is assured of confidentiality and anonymity that will be maintained throughout the course of study.

Hope my request would receive your consideration.

Yours faithfully


MCENGWA N.F.

ST BARTHOLOMEW'S S.S.S.

P / Bag X 444

QUMBU

01

Phakhe 02 February 2010



Department of Education
Walter Sisulu University
Mthatha
5100

Dear Sir / Madam

Re- Permission of Mrs Mcengwa N. to conduct
a research at St. Bartholomews S.S.S.

The school received a letter from Mrs Mcengwa N. requesting to conduct a research in our school. The school agrees.

Your co-operation will be highly appreciated.

Yours faithfully

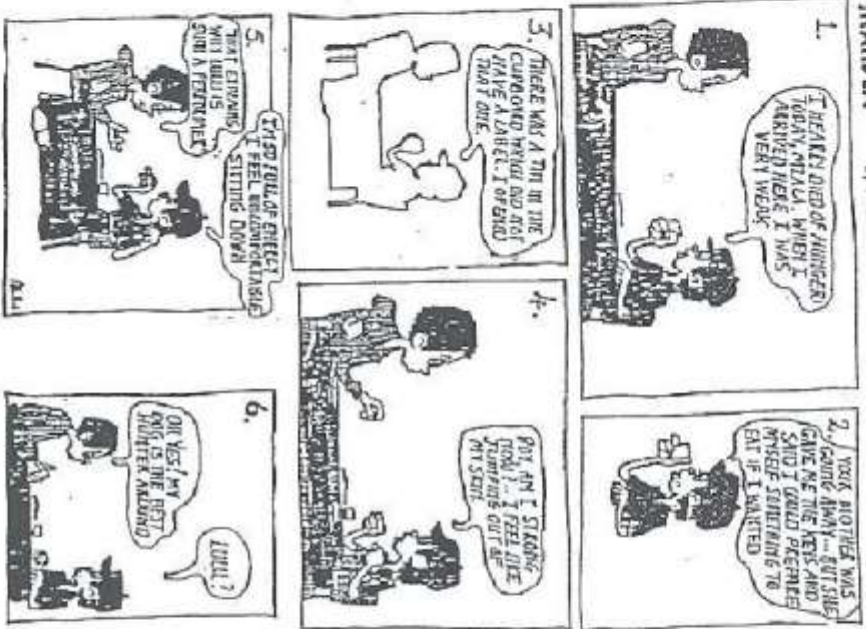
Deputy Principal

ST. BARTHOLOMEW'S S.S.S.
DEPARTMENT OF EDUCATION
QUMBU DISTRICT
EASTERN CAPE
DEPUTY PRINCIPAL *Phakhe*
DATE 01/02/2010

Study the cartoon and answer questions 1-5.

MANDLA

by JAS MARI



From Punch May 1992

1

1. Mandla ate the can of food ...
 - A. unsuspectingly.
 - B. involuntarily.
 - C. inconsistently.
 - D. uncertainly.
2. From what Mandla says in Frames 4 and 5, we can gather that he is ...
 - A. beyond hope.
 - B. in high spirits.
 - C. out of his depth.
 - D. under a cloud.
3. Which body language gesture in Frame 4 is the best indication that Mandla's friend wants to say something?
 - A. His intent staring
 - B. His tilted neck
 - C. His raised left hand
 - D. His snub nose

4. Three of the following statements are correct/true. Which one is FALSE?
 - A. Mandla's clenched fists in Frame 4, convey his aggression.
 - B. When Mandla arrived at his friend's house, he was feeling starved.
 - C. In Frame 5, Mandla appears to be hardly able to contain himself.
 - D. The humour of this cartoon lies in the fact that ...

5. The humour of this cartoon lies in the fact that ...
 - A. Mandla believes that dog food contains a revitaliser.
 - B. Mandla's friend's mother deliberately removed the label from the tin to play a trick on Mandla.
 - C. Mandla did not realise that the unlabeled tin contained pet food when he ate it.
 - D. Mandla wishes to persuade his friend to consume unlabeled tinned food.

2

Read the film review and answer questions 6-7.

Silence like Glass

Starring Martha Pflumpton and Jami Gertz.

Two young women from very different walks of life meet in a cancer ward and move from mutual antagonism to warm friendship. Despite its sadness, the film is ultimately uplifting and laced with wry humour.

Marlene van Kuik in *Fair Lady*, 31 July 1991

6. The two women initially meet in a ...

- A. laboratory.
- B. theatre.
- C. surgery.
- D. hospital.

7. All in all the film promises to ...

- A. leave one humbled.
- B. raise one's spirit.
- C. be a tear-jerker.
- D. be disheartening.

Advertisements are found under different headings in the Classified Section of newspapers. Read the advertisement and answer question 8.

SECOND HAND PHOTO COPIERS at bargain prices or short-term rental. Reconditioned and guaranteed. Telephone Lottie 326 1070.

8. Under which heading would this notice be found?

- A. Plant and Machinery
- B. Business Premises to let
- C. Office Equipment
- D. Industrial Sites

3

Read the advertisement and answer questions 9-11.

The National Cancer Association is publicly funded with minimal government support as yet, and is actively involved in preventative education and treatment of cancer. So we would appreciate any donation you can afford by postal order or cheque to NCA, P.O. Box 2000, JHB, 2000.

9. The main purpose of this extract is to ...

- A. encourage affiliation to the association
- B. promote preventative education
- C. appeal for financial assistance
- D. hint at government disinterest in charity

10. Which would be the best replacement for as yet?

- A. up to then
- B. still
- C. recently
- D. so far

11. Which is the most likely target group of which this extract is directed?

- A. The general public
- B. Cancer victims
- C. Government officials
- D. The medical profession

4

Read the passage from which words have been omitted, and then decide which word(s) would BEST fit each space (Questions 12-21).

CATNIP •

• Also called "catmint," *Evasion plant* having spikes of purple-spotted white flowers and scented leaves of which cats are fond.

Catnip is an interesting plant, especially for cats. Its smell

- ... (12)
- A. repels
 - B. represses
 - C. arrests
 - D. arouses

arouse interest. If it is in your garden, you are

- sure to find it ... (13)
- A. having trampled
 - B. trampled
 - C. trampling
 - D. been trampled

and chewed by the cats.

It is actively the essence of the plant that affects cats. The essence

- attracts the cat which then rubs ... (14)
- A. itself
 - B. him
 - C. it
 - D. her

against the plant,

rolling on it and chewing it. It seems that a psychedelic state is induced by the essence being ... (15)

- A. exhaled
- B. inhibited
- C. inhaled
- D. exhibited

and reaching the brain,

- which causes the animal to ... (16)
- A. pose
 - B. expire
 - C. create
 - D. enter

a trance-like condition

for 5-15 minutes.

5

In fact, it affects ... (17)

- A. various
- B. numerous
- C. simplex
- D. similar

neural pathways to those of

lected by dagga or Marijuana in humans. The only

- ... (18)
- A. proposition
 - B. agreement
 - C. difference
 - D. solution

is that it is not addictive, the effect is

- ... (19)
- A. short-lived,
 - B. fatal,
 - C. far-fetched,
 - D. lethal,

and it is absolutely safe. Catnip is often

concealed into toy mice and other toys to ... (20)

- A. infect
- B. encourage
- C. hamper
- D. restrain

playing.

Before you all run out and start sniffing the stuff, it must be reported that the essence has no effect on humans!

- Actually, not even all cats ... (21)
- A. oblige,
 - B. resume,
 - C. obtain,
 - D. respond,

Adapted from *Catnip* in *You* 1 Oct. 1992, by Dr Lauren Johnson

6

read the passage and answer questions 22-30.

WHEELER-DEALER

Buying a stereo is merely a father's practice for the Big Buy, a car. When his child requests a car, a father will wish that he were a member of some sect that hasn't gone beyond the horse.

"Dad, all my friends say I should have my own car," the boy says earnestly one day.

"Wonderful. When are they going to buy it?"

"No, Dad. They think that you and Mom should buy me the car."

"Is there any particular reason why we should?"

"Well, that's what parents do."

"Not all parents. Did Adam and Eve get Abel a car? And he was the good one. Tell me this: why do you need a car?"

"To go places by myself."

"Well, you'd be surprised how many people manage to do that on public transportation. Elderly ladies do it every day. It's called a bus and I'd be happy to buy you a token. I won't even wait for your birthday."

"Dad, you know a bus isn't cool. My friends say I shouldn't have to ride on a bus now that I'm eighteen."

"They say that? Well, they couldn't be good friends because buses are so much fun. They expand your social circle. You meet new people every three blocks."

"That's cute, Dad."

"I know you don't go particularly deep in maths but do you happen to know what a car costs?"

"I'll get a used one."

"Terrific. And we'll have a family raffle to try to guess the day it will break down."

"Okay, slightly used."

"Which is slightly more or less than five thousand and, not counting insurance."

"You getting some used insurance too?"

"I'll drive it real carefully."

"And there's a chance you will," you say, suddenly picturing people all over town bouncing off your son's bumpers.

"Dad, I just have to have a car. Say, what about yours? Then you could buy yourself a new one. Dad, you deserve a new car."

"That's very thoughtful, son," you say, now having heard the play you've been expecting.

"Think nothing of it, Dad."

22. *Big Buy* (line 1) is spelt with capital letters to ...

A. indicate to the reader that the writer's own words are quoted.

B. tell the reader that the father is serious about buying a new car.

C. imply that the son desires a big car.

D. emphasises the importance of the car-buying issue.

23. *hasn't gone beyond the horse* (line 3) means has not ...

A. developed any horse sense.

B. adopted other means of transportation.

C. investigated anything but horses.

D. considered the evolution of man.

24. When the father says, *Wonderful. When are they going to buy it?* (line 6), it is also ...

A. indication that his mind has wandered.

B. subtle reference to his son's affluent friends.

C. insinuation that he values his son's friends' view.

D. deliberate misinterpretation of his son's statement.

25. *token* in line 15 refers to a ...

A. ticket.

B. reminder.

C. note.

D. badge.

26. When the boy says, *That's cute, Dad*, (line 22) he is being ...

A. admiring.

B. sarcastic.

C. serious.

D. desperate.

27. The atmosphere during the course of the conversation is ...

A. hilarious.

B. tense.

C. playful.

D. resentful.

28. The father's approach to his son's request could be described as being ...

A. teasing.

B. thoughtful.

C. thought-provoking.

D. proud.

29. The tone of the father's reply, *Terrific* (line 26) is ...

A. sensitive.

B. excited.

C. proud.

D. ironic.

30. The writer relates his personal experiences in the passage, therefore the passage can be classified as ...

A. autobiographical.

B. argumentative.

C. narrative.

D. descriptive.

Adapted from *Fatherhood* by Bill Cosby

7

8

and the passage and answer questions 31-36.

Beating killers, sex fiends and muggers

SUNDAY STAR

TOMORROW'S Sunday Star you need to know. The could save your life ... by 15 and now the good news ... The showing you how to keep one Sunday Star travel club will tell step ahead of killers and thugs your how to take a holiday in staking the streets of Johannesburg - without it costing you an arm and a leg. Your right to know ... let the 20 At just R2,20 a copy for casual Sunday Star help you cut real sales and a mere R1,25 on tape and get you to the men at subscription, the new Sunday Star is really a steal. June 7, 1992

31. *Beating* in line 1 (heading) refers to ...

- A. hitting. B. punishing. C. outwitting. D. penalising.

32. The first paragraph (lines 4-9) states that the Sunday Star will ...

- A. keep you informed on the latest statistics on crime.
B. supply hints to survive where crime is rife.
C. give you an indication of special routes to dodge criminals.
D. give you an account of city life in Johannesburg.

33. *Your right to know* (line 10) refers to that which you are ... to know.

- A. entitled B. obliged C. compelled D. inclined

34. *without it costing you an arm and a leg* (lines 18-19), means it will ...

- A. cost less than an arm or leg amputation.
B. be at a price that you can afford.
C. not cause severe physical discomfort.
D. not affect your physical fitness.

35. The writer uses the word *mere* (line 21) to ...

- A. imply that subscription is compulsory.
B. indicate that R1,25 is the discount.
C. emphasise that casual sales are preferable.
D. stress that subscription is cheap.

9

36. *a steal* (line 23) refers to a ...

- A. theft. B. profit. C. bargain. D. trick.

Read the passage and answer questions 37-39.

Executive women have to master unique role demands. This unique workshop for EXECUTIVE WOMEN has been created specifically for women achievers who are moving up the corporate ladder or who hold executive positions. The workshop consists of two modules to minimise disruption in personal schedules, interactive videos, group discussions, lectures and case studies are used to clarify management principles.

From *Fair Lady* 31 July 1991

37. Which women would be most likely to attend this workshop?

- A. Women in subservient positions to men
B. Unmotivated women holding inferior positions
C. Secretaries striving for job satisfaction
D. Professional women holding managerial positions

38. Three of the following words have a literal meaning in the passage. Which one does NOT?

- A. principles B. ladder C. workshop D. achievers

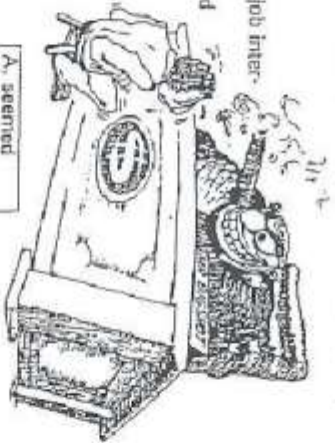
39. The word *achievers* refers to people who ...

- A. avoid role demands.
B. adhere to principles.
C. strive for satisfaction.
D. accomplish success.

10

Read the passage from which words have been omitted and then decide which word(s) would BEST fit each space (Questions 40-45).

Have you ever been for a job interview and felt overwhelmed or helpless when you sat in the visitor's chair?



Where the interviewer ... (40)

- A. seemed
- B. would seem
- C. seeming
- D. seems

so big and important

and you felt so small and ... (41)

- A. indignant,
- B. insignificant,
- C. ungracious,
- D. unequalled.

It is likely that the

interviewer had cunningly arranged his office furnishings to raise his own status and power and ... (42)

- A. by causing it,
- B. by making this,
- C. in these ways,
- D. in doing so,

to lower yours.

Certain strategies using chairs and seating arrangements:

... (43)

- A. can create
- B. should repress
- C. would cause
- D. may affect

this atmosphere in an office.

The factors ... (44)

- A. involved in
- B. regarded by
- C. consisting of
- D. considered by

raising status and power by

means of chairs, are: the size of the chair and its accessories, the

height of the chair from the floor and the ... (45)

- A. site
- B. position
- C. setting
- D. situation

of the

chair relative to the other person.

Adapted from *Body Language* by Allan Pease

Now study the illustration accompanying the passage and answer questions 46-48.

46. The purpose of the cartoon is to illustrate ...

- A. employee status.
- B. managerial customs.
- C. power play.
- D. job policy.

47. The purpose of the \$ sign on Mr Bigshot's desk is to ...

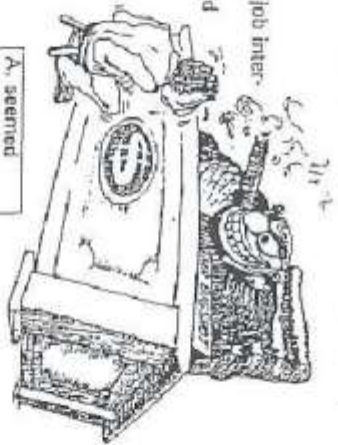
- A. indicate that Mr Bigshot handles foreign exchange.
- B. indicate that Mr Bigshot handles money.
- C. suggest that money is the root of all evil.
- D. symbolise wealth and prestige.

48. Which description is most applicable to the man sitting on the small stool?

- A. Intimidated and inferior
- B. Incensed and intolerant
- C. Unrivalled and unaffiliated
- D. Unsightly and inexperienced

Read the passage from which words have been omitted and then decide which word(s) would BEST fit each space (Questions 40-45).

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Appendix 2

Language Proficiency Test

(a) The questions here test your knowledge of English grammar. Each question consists of a short written conversation, part of which has been omitted.

Four words or phrases, labelled 1, 2, 3 and 4 are given below the conversation. Choose the word or phrase that will correctly complete the conversation. Tick on the answer you think is correct.

1. "You are welcome to order the goods now."

"But payment should be made_____."

(1) for advance

(2) advancing (3) in

advance (4) to

advance

2. "Where do you live now?"

"I live in Utah; my_____."

(1) parents too do

(2) parents do

(3) parents do, too (4)

parents also do

3. I cannot understand my neighbour's accent. I wish she would_____"

(1) speak clearer (2)

clearer speak

(3) more clearly speak (4)

speak more clearly

4. "Why are you driving so fast?"

"I'm_____." (1)

must be hurry

(2) in hurry

(3) in a hurry

(4) hurrying

5. I have your music CD. I think I _____ your concert video.

(1) also have (2)

have too (3) too

have

(4) have further

6. I hear you have started a new job. _____ like it.

(1) How do you

(2) How

(3) What you

(4) What do you

7. I really have to go now. I have _____ the doctor.

(1) appointment to

(2) an appointment to (3)

appointment with

(4) an appointment with

8. I can meet you at Central Station. Will _____?

(1) convenient for you

(2) that convenient

(3) that be convenient (4)

you be convenient

9. I don't have any results for you today. I _____ tomorrow.

- (1) have any
- (2) may have any
- (3) have some
- (4) may have some

10. I would rather _____ a quiet cup of coffee in the office than sit in a noisy café.

- (1) have
- (2) to have
- (3) prefer
- (4) prefer to have

11. "Where _____ last weekend?"

I went to see my aunt and uncle."

- (1) are you go (2) do
you go
- (3) have you went
- (4) did you go

12. I was very surprised _____ that she didn't pass the exam."

- (1) hearing
- (2) to hearing (3) at
hearing
- (4) to hear

13. "Why _____ she isn't speaking to us?"

"We must have done something that upset her. She is just too sensitive."

- (1) are you think
- (2) are you imagine

(3) do you think

(4) you think

14. I hope that this winter won't be _____ last."

(1) as cold as (2) so

cold as

(3) so cold like (4) so

cold like

15. Sorry to be late. I was delayed by _____."

(1) a heavy traffic

(2) heavy traffic

(3) some heavy traffic (4)

traffic being heavy

16. The sky is getting dark. It _____ rain is on its way.

(1) looks

(2) looks like (3)

seems to

(4) will be

17. Would you do me a small favour? _____ very much.

(1) appreciate it

(2) would appreciate

(3) would be appreciative

(4) would appreciate it

18. I am familiar with that product. I don't know _____ times I've seen it advertised on T.V.

(1) how many (2) how

often (3) how much

(4) many often

19. "When_____ leaving for Toronto, Canada?"

"We are planning to set out at 10 o'clock."

(1) are we (2) will

we (3) will us (4)

are us

20. I asked Robert when he could fix my leaking tap. He said that he would come round and fix it_____.

(1) as much as possible

(2) as possible as he could

(3) as fast as he could possibly

(4) as soon as possible

21. " Do you know_____ that building is? "I would say that it was built at 100 years go."

(1) old

(2) how age (3) how

old

(4) which age

22. The man told us that the next train would arrive_____.

(1) at three thirty

(2) at three thirty o'clock

(3) in three thirty

(4) in three thirty o'clock

23. "How_____ a crowd had gathered at the scene of the accident?"

"I don't know exactly, but there were a lot of shocked onlookers."

(1) large (2)

often (3) many

(4) much

24. That is the city _____ worst crime record

(1) on the (2) in

the

(3) with the

(4) for the

25. "Where should I put this key?"

"You can _____ it on the shelf?"

(1) hang

(2) deposit

(3) sit

(4) put

26. What year did you _____ university?

(1) graduate

(2) graduate from

(3) graduating

(4) graduating from

27. It seems to be getting worse. You had better_____ a specialist.

- (1) consult
- (2) consult to
- (3) consult with
- (4) consult by

28. Chicago is a large city, _____?

- (1) aren't it
- (2) doesn't it
- (3) won't it
- (4) isn't it

29. Don't leave your books near the open fire. They might easily_____.

- (1) catch to fire
- (2) catch the fire (3)
catch on fire
- (4) catch with fire

30. Do you enjoy_____?

- (1) to swim
- (2) swimming
- (3) swim
- (4) to swimming

31. I have trouble_____

- (1) to remember my password
- (2) to remembering my password
- (3) remember my password
- (4) remembering my password

32. Do you have_____ to do today? We could have a long lunch if not.

- (1) many work
- (2) much work (3)
- many works (4)
- much works

33. My brother will_____ for a few nights.

- (1) provide us up (2)
- provide us in
- (3) put us up (4)
- put us in

34. When will the meeting_____?

- (1) hold on
- (2) hold place
- (3) take on
- (4) take place

35. The board meeting was held_____.

- (1) at Tuesday (2)
- on Tuesday
- (3) with Tuesday
- (4) in Tuesday

36. Why don't you_____ us?

- (1) go to the house party with
- (2) go together the house party with
- (3) go the house party with
- (4) together the house party with

37. That awful accident occurred_____.

- (1) before three weeks
- (2) three weeks before
- (3) three weeks ago (4)
- three weeks past

38. They didn't _____ John's plan?

- (1) agree with
- (2) agree to
- (3) agree
- (4) agree about

39. The social worker _____ the two old sisters who were ill.

- (1) called to the house of (2)
- called on the house of
- (3) called to (4)
- called on

40. Tomorrow is Puals birthday. Let's _____ it.

- (1) celebrate
- (2) praise (3)
- honor
- (4) congratulate

41. If you don't understand the text, don't hesitate_____.

- (1) ask a question
- (2) asking a question (3)
- to ask a question
- (4) to asking a question

42. It's snowing. Would you like to _____ on Saturday or Sunday?

(1) skiing

(2) go to ski (3) go

skiing

(4) go ski

43. Our company didn't pay _____ for that banner advertisement.

(1) much funds (2)

many funds

(3) many money (4)

much money

44. Do you feel like _____ now?

(1) swimming

(2) to swim

(3) swim

(4) to go swimming

45. Tom was thrilled to be _____ such a beautiful and interesting lady.

(1) introduced

(2) introduced at

(3) introduced with

(4) introduced to

46. "What happened to them last night? They look depressed"

"I don't think _____ happened."

(1) nothing

(2) everything (3)

something

(4) anything

47. "It is not very cold. I don't think we need these big jackets."

"I don't think so,_____."

(1) anyway (2)

neither

(3) either

(4) too

48. "Bill is not doing well in class."

"You must_____, that he is just a beginner at this level."

(1) keep minding (2)

keep to mind (3) keep

in mind

(4) keeping in mind

49. "Excuse me. Do you know where the bus terminal is?"

"It is _____ the large police station."

(1) opposite of (2)

opposed to

(3) opposite with

(4) opposite to

50. "Those students will perform the annual school play."

"Yes, it is _____ for next week."

(1) due

(2) scheduled

(3) time-tabled

(4) put on

**"DECLARATION TO ACCOMPANY EACH AND EVERY WRITTEN
ACADEMIC OR RESEARCH ASSIGNMENT/OUTPUT AS PER THE
RESOLUTION 4 OF THE MINUTES OF THE HIGHER DEGREES
COMMITTEE MEETING HELD ON THE 21ST OF OCTOBER, 2010"**

DECLARATION ON PLAGIARISM

- (i) I am aware that plagiarism is defined at Walter Sisulu University (WSU) as the inclusion of another's or others' ideas, writings, works, discoveries and inventions from any source in an assignment or research output without the due, correct and appropriate acknowledgement to the author(s) or source(s) in breach of the values, conventions, ethics and norms of the different professional, academic and research disciplines and includes unacknowledged copying from intra- and internet and peers/fellow students.
- (ii) I have duly and appropriately acknowledged all references and conformed to avoid plagiarism as defined by WSU.
- (iii) I have made use of the citation and referencing style stipulated by my lecturer/supervisor.
- (iv) This submitted work is my own.
- (v) I did not and will not allow anyone to copy my work and present it as his/hers own.
- (vi) I am committed to uphold academic and professional integrity in the academic/research activity.
- (vii) I am aware of the consequences of engaging in plagiarism.



Signature

11/08/2011
Date

APPENDIX E



WALTER SISULU UNIVERSITY

DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESIS & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research output from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT FOR INTERNET AND WSU INTRANET

PAGE 11: EDUCATION

QUALIFICATION NAME: MASTER OF EDUCATION ABBREVIATION: M.Ed YEAR: 2011
STUDENT'S FULL NAME: NOMZI FLORIDA MCENGWA STUDENT NUMBER: 18600140

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER / MINI-DISSERTATION / DISSERTATION / THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT: AN INVESTIGATION INTO THE LANGUAGE FACTORS AFFECTING PERFORMANCE OF GRADE 12 ENGLISH SECOND LANGUAGE LEARNERS IN THE QUTHU DISTRICT

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SISULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAGIARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.


SIGNATURE OF STUDENT

2011 August 11
DATE

UNKNOWNSMENTS & C.

SUPERVISOR:

NAME: MADONIA CEXISO SIGNATURE:  DATE: 11-08-11

CO-SUPERVISOR(S):

NAME: PROF. T. CHASANOHA SIGNATURE:  DATE: 26/08/11

NAME: _____

SIGNATURE: _____

DATE: _____