

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

THE NEEDS OF TEACHERS AND CAREGIVERS IN PRESCHOOL CENTRES WITH REGARDS TO MULTILINGUAL (ESL) LEARNERS.

* (ESL) - English Second Language

Respondent number
Card number
Group

For office use

V1	<input type="text"/>	<input type="text"/>	<input type="text"/>	01 - 03
V2		<input type="text"/>		04
V3	<input type="text"/>	<input type="text"/>		05 - 06
V4		<input type="text"/>		07
V5		<input type="text"/>		08
V6		<input type="text"/>		09
V7		<input type="text"/>		10
V8		<input type="text"/>		11
V9		<input type="text"/>		12
V10		<input type="text"/>		13
V11		<input type="text"/>		14
V12		<input type="text"/>		15
V13		<input type="text"/>		16
V14		<input type="text"/>		17
V15		<input type="text"/>		18
V16		<input type="text"/>		19
V17		<input type="text"/>		20

1. PLEASE TICK THE APPROPRIATE BLOCK

1.1 What is your home language?

English	<input type="checkbox"/>
Afrikaans	<input type="checkbox"/>
IsiXhosa	<input type="checkbox"/>
SeSotho	<input type="checkbox"/>
SePedi	<input type="checkbox"/>
SeTswana	<input type="checkbox"/>
XiTsonga	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>
SiSwati	<input type="checkbox"/>
IsiZulu	<input type="checkbox"/>
TshiVenda	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

1.2 What other language can you speak?

English	<input type="checkbox"/>
Afrikaans	<input type="checkbox"/>
IsiXhosa	<input type="checkbox"/>
SeSotho	<input type="checkbox"/>
SePedi	<input type="checkbox"/>
SeTswana	<input type="checkbox"/>
XiTsonga	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>
SiSwati	<input type="checkbox"/>
IsiZulu	<input type="checkbox"/>
TshiVenda	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

1.3 What is your language of preference?

1.4 What medium of instruction do you use in the class?

English	<input type="checkbox"/>
Afrikaans	<input type="checkbox"/>
English and Afrikaans	<input type="checkbox"/>

1.5 Your age:

years

1.6 What is your highest qualification?

Lower than matric	<input type="checkbox"/>
Matric	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Post-graduate qualification	<input type="checkbox"/>

1.7 Length of teaching experience:

years

1.8 Type of school at which you teach:

Private preschool	<input type="checkbox"/>
Government-subsidised preschool	<input type="checkbox"/>
NGO preschool	<input type="checkbox"/>
Playgroup	<input type="checkbox"/>
Other, specify _____	<input type="checkbox"/>

1.9 How many children do you have in your class?

children

1.10 Do you have multilingual (ESL) learners in your class?

Yes No

For office use

V18	<input type="text"/> <input type="text"/>	21 - 22
V19	<input type="text"/>	23
V20	<input type="text"/> <input type="text"/>	24 - 25
V21	<input type="text"/>	26
V22	<input type="text"/> <input type="text"/>	27 - 28
V23	<input type="text"/>	29
V24	<input type="text"/> <input type="text"/>	30 - 31
V25	<input type="text"/>	32

1.11 How many multilingual (ESL) learners are in your class?

children

1.12 How many learners in your class speak the following languages?

English	
Afrikaans	
IsiXhosa	
SeSotho	
SePedi	
SeTswana	
XiTsonga	
IsiNdebele	
SiSwati	
IsiZulu	
TshiVenda	
Other African languages _____	
Other European languages _____	

1.13 How long have you taught multilingual (ESL) learners?

years

1.14 How many learners in each age group do you currently teach?
Please tick all possibilities.

2 - 3 years old	
3 - 4 years old	
4 - 5 years old	
5 - 6 years old	
6 - 7 years old	

2. PLEASE COMPLETE

If you have received any formal teacher training, what courses have you completed as part of your training regarding the multilingual learner?

For office use

V26	<input type="checkbox"/> <input type="checkbox"/>	33 - 34
V27	<input type="checkbox"/>	35 - 36
V28		37 - 38
V29		39 - 40
V30		41 - 42
V31		43 - 44
V32		45 - 46
V33		47 - 48
V34		49 - 50
V35		51 - 52
V36		53 - 54
V37		55 - 56
V38		57 - 58
V39		59 - 60
V40	<input type="checkbox"/> <input type="checkbox"/>	61 - 62
V41	<input type="checkbox"/> <input type="checkbox"/>	63 - 64
V42		65 - 66
V43		67 - 68
V44		69 - 70
V45		71 - 72
V46	<input type="checkbox"/> <input type="checkbox"/>	73 - 74
V47	<input type="checkbox"/> <input type="checkbox"/>	75 - 76
V48	<input type="checkbox"/> <input type="checkbox"/>	77 - 78

Respondent number
Card number

What courses have you completed regarding the multilingual learner, after your formal studies?

If you have attended any workshops on multilingualism, please specify.

If you have done any self-study on multilingualism, please specify.

Indicate in which way you collaborate with other teachers/ caregivers who have multilingual (ESL) learners in their regular classrooms.

Indicate in which way you collaborate with speech/language pathologists regarding the multilingual (ESL) learners in your class.

Do you at this stage feel competent in teaching multilingual (ESL) learners:

In all circumstances/activities	
In some circumstances/activities	
In most circumstances/activities	

For office use

V49	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	01 - 03
V50	<input type="checkbox"/>	04
V51	<input type="checkbox"/> <input type="checkbox"/>	05 - 06
V52	<input type="checkbox"/> <input type="checkbox"/>	07 - 08
V53	<input type="checkbox"/> <input type="checkbox"/>	09 - 10
V54	<input type="checkbox"/> <input type="checkbox"/>	11 - 12
V55	<input type="checkbox"/> <input type="checkbox"/>	13 - 14
V56	<input type="checkbox"/> <input type="checkbox"/>	15 - 16
V57	<input type="checkbox"/> <input type="checkbox"/>	17 - 18
V58	<input type="checkbox"/> <input type="checkbox"/>	19 - 20
V59	<input type="checkbox"/> <input type="checkbox"/>	21 - 22
V60	<input type="checkbox"/> <input type="checkbox"/>	23 - 24
V61	<input type="checkbox"/> <input type="checkbox"/>	25 - 26
V62	<input type="checkbox"/> <input type="checkbox"/>	27 - 28
V63	<input type="checkbox"/> <input type="checkbox"/>	29 - 30
V64	<input type="checkbox"/>	31

For office use

3. HOW OFTEN DO THE MULTILINGUAL (ESL) LEARNERS SHOW THE FOLLOWING?

	Often	Seldom	Never
Switching from one language to another			
Substituting English words with words from first language			
Inability to follow simple instructions (1 - 2 instructions)			
Inability to follow difficult instructions (2 - 4 instructions)			
Inability to answer questions			
Inability to follow a conversation			

V65	<input type="checkbox"/>	32
V66	<input type="checkbox"/>	33
V67	<input type="checkbox"/>	34
V68	<input type="checkbox"/>	35
V69	<input type="checkbox"/>	36
V70	<input type="checkbox"/>	37

	Often	Seldom	Never
Inability to understand a story			
Imitation of words without comprehension			
Use of learned expressions like "yes teacher" without comprehension			
Can answer questions in first language but not in English			
Cautious to answer - do not volunteer answers			
Social isolation/withdrawal because of inadequate language abilities			
Frustration because of inability to explain needs			
Use of gestures to supplement speech in order to make needs known			
Slow down class activities because of poor comprehension			
Do you experience any disciplining problems because of poor comprehension?			

V71	<input type="checkbox"/>	38
V72	<input type="checkbox"/>	39
V73	<input type="checkbox"/>	40
V74	<input type="checkbox"/>	41
V75	<input type="checkbox"/>	42
V76	<input type="checkbox"/>	43
V77	<input type="checkbox"/>	44
V78	<input type="checkbox"/>	45
V79	<input type="checkbox"/>	46
V80	<input type="checkbox"/>	47

4. HOW TRUE IS THE FOLLOWING ABOUT THE MULTILINGUAL (ESL) LEARNERS IN YOUR CLASS? PLEASE TICK ALL APPROPRIATE ANSWERS.

	All	Some	None
They understand and use only a few English words			

V81	<input type="checkbox"/>	48
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	All	Some	None
They understand and use only English words used regularly at schools			
They understand and use English words related to experiences outside the school environment			
They have a large vocabulary and understand most of what is said to them.			
Their vocabulary is like that of a natural speaker of English			

For office use

V82	<input type="checkbox"/>	49
V83	<input type="checkbox"/>	50
V84	<input type="checkbox"/>	51
V85	<input type="checkbox"/>	52
V86	<input type="checkbox"/>	53
V87	<input type="checkbox"/>	54
V88	<input type="checkbox"/>	55
V89	<input type="checkbox"/>	56
V90	<input type="checkbox"/>	57
V91	<input type="checkbox"/>	58
V92	<input type="checkbox"/>	59
V93	<input type="checkbox"/>	60
V94	<input type="checkbox"/>	61
V95	<input type="checkbox"/>	62
V96	<input type="checkbox"/>	63
V97	<input type="checkbox"/>	64
V98	<input type="checkbox"/>	65
V99	<input type="checkbox"/>	66
V100	<input type="checkbox"/>	67

HOW OFTEN DO THE MULTILINGUAL (ESL) LEARNERS EXPERIENCE PROBLEMS WITH THE FOLLOWING?

	Always	Often	Seldom	Never
The naming of common objects in the school, home and community				
The use of common verbs, for example run, sleep, eat, pull, push				
The comprehension of concepts, for example same/different				
The comprehension of time concepts, for example today, yesterday, tomorrow				
The comprehension of comparative concepts, for example bigger, smallest				
The knowledge of common shapes, for example circle, square, triangle				
The naming of colours				
The comprehension of abstract concepts, for example jealousy				
The comprehension of words with multiple meanings, for example orange, ball				
The comprehension of non-literal meaning as used in expressions, for example "here comes Tarzan"				
The comprehension of humour				
The answering of specific questions, for example who, what, where?				
The pronunciation of English words				
The correct use of intonation patterns, for example when asking questions				
The imitation of words				

Respondent number
Card number

For office use

V101	<input type="text"/>	<input type="text"/>	<input type="text"/>	01 - 03
V102	<input type="text"/>			04
V103	<input type="text"/>			05
V104	<input type="text"/>			06
V105	<input type="text"/>			07
V106	<input type="text"/>			08
V107	<input type="text"/>			09
V108	<input type="text"/>			10
V109	<input type="text"/>			11
V110	<input type="text"/>			12
V111	<input type="text"/>			13
V112	<input type="text"/>			14
V113	<input type="text"/>			15
V114	<input type="text"/>			16
V115	<input type="text"/>			17
V116	<input type="text"/>			18
V117	<input type="text"/>			19
V118	<input type="text"/>			20
V119	<input type="text"/>			21
V120	<input type="text"/>			22

5. DO THE MULTILINGUAL (ESL) LEARNERS DISPLAY ANY OF THE FOLLOWING WHEN SPEAKING ENGLISH?

	Always	Often	Seldom	Never
Use the correct word order in sentences				
Have the same length of sentences compared to their English-speaking classmates				
Can combine sentence with "and"				
Can combine sentences with words like but, because				
Use plurals correctly, for example shoes, birds				
Use difficult plurals correctly, for example mice				
Use "he" and "she" correctly				
Use determiners "the" and "a" correctly				
Use prepositions like on, in, under, behind correctly				
Use diminutive correctly, for example small duckling				
Use negatives correctly, for example not dirty				
Use nouns correctly, for example man, woman, boy, girl				
Use of adjectives and adverbs, for example big lorry or run fast				
Use more than one adjective, for example the <i>big red</i> lorry				
Use question words correctly, for example who, what, where?				
Use of correct tense form, for example "We <i>played</i> with the ball"				
Use contracted words, for example "I <i>didn't</i> do that" or "I <i>won't</i> go to school"				
Can make comparisons for example "My car is bigger than his"				

For office use

	Always	Often	Seldom	Never
Can use passive sentences correctly, for example "The boy is chased by the dog"				
Stress the correct word in sentences, for example "You can teach <i>him</i> nothing"				

V121	<input type="checkbox"/>	23
V122	<input type="checkbox"/>	24

6. HOW MANY OF YOUR MULTILINGUAL (ESL) LEARNERS DISPLAY THE FOLLOWING?

	All	Some	None
Make eye contact when talking			
Comment on personal actions while these are happening, for example "I am eating my sandwich"			
Comment on the action of others			
Are able to give an accurate description of their personal experience			
Describe a sequence of events in the order in which they occurred			
Allow the person they are communicating with to speak and are able to listen without interrupting			
Start conversations with adults and other children			
Take turns during conversation			
Are able to talk about a topic of discussion over several sentences during a conversation			
Respond appropriately to simple questions			
Use language to get the attention of others			
Ask questions to obtain information about people, action and events			
Use language to tell others what to do			
Ask for clarification when they do not understand what others have said			
Can inform others of their personal needs, for example can tell what they want			
Can express feelings such as joy, fear and anger, using language			
Describe plans for events that will take place in the future			

V123	<input type="checkbox"/>	25
V124	<input type="checkbox"/>	26
V125	<input type="checkbox"/>	27
V126	<input type="checkbox"/>	28
V127	<input type="checkbox"/>	29
V128	<input type="checkbox"/>	30
V129	<input type="checkbox"/>	31
V130	<input type="checkbox"/>	32
V131	<input type="checkbox"/>	33
V132	<input type="checkbox"/>	34
V133	<input type="checkbox"/>	35
V134	<input type="checkbox"/>	36
V135	<input type="checkbox"/>	37
V136	<input type="checkbox"/>	38
V137	<input type="checkbox"/>	39
V138	<input type="checkbox"/>	40
V139	<input type="checkbox"/>	41

For office use

	All	Some	None
Express personal opinions and can provide a logical reason for their opinion			
Describe the solution to a problem			
Express imagination			
Greet people appropriately when they come or go			

V140	<input type="checkbox"/>	42
V141	<input type="checkbox"/>	43
V142	<input type="checkbox"/>	44
V143	<input type="checkbox"/>	45

7. INDICATE HOW OFTEN YOU USE THE FOLLOWING TECHNIQUES WITH THE MULTILINGUAL (ESL) LEARNERS IN YOUR CLASS.

	Often	Seldom	Never
Simplify/rephrase your utterances			
Speak more slowly			
Repeat instructions			
Accentuate key words			
Repeat new vocabulary			
Use gestures			
Mime actions			
Adapt your lesson plan			
Present more pictures/visual material			
Repeat the learner's utterances			
Expand the learner's utterances			
Involve parents to help at home			
Do you use any other techniques?			

V144	<input type="checkbox"/>	46
V145	<input type="checkbox"/>	47
V146	<input type="checkbox"/>	48
V147	<input type="checkbox"/>	49
V148	<input type="checkbox"/>	50
V149	<input type="checkbox"/>	51
V150	<input type="checkbox"/>	52
V151	<input type="checkbox"/>	53
V152	<input type="checkbox"/>	54
V153	<input type="checkbox"/>	55
V154	<input type="checkbox"/>	56
V155	<input type="checkbox"/>	57
V156	<input type="checkbox"/>	58 - 59
V157	<input type="checkbox"/>	60 - 61
V158	<input type="checkbox"/>	62 - 63
V159	<input type="checkbox"/>	64 - 65

8. INDICATE WHETHER YOU AGREE OR DISAGREE

	Agree	Disagree	Unsure
Do you think it is necessary for a multi-lingual (ESL) learner to have a good base in his first language before learning a second language?			
Does second language development follow the same steps as first language development?			

V160	<input type="checkbox"/>	66
V161	<input type="checkbox"/>	67

For office use

	Agree	Disagree	Unsure
Do you think the parents of the multilingual (ESL) learner should change their home language to English?			
Do you think the comprehension of words precedes the use of words?			
Do you think the personality of a multilingual (ESL) learner affects the pace at which he learns a second language?			
Do you think the teacher/caregiver should know what the multilingual (ESL) learner's ability is in his first language?			
Do you think acquiring a second language will have a negative impact on the first language?			
Do you view multilingualism as an asset?			
Do you think the multilingual (ESL) learner will benefit if the teacher/caregiver could provide the synonym in his first language while teaching new English vocabulary?			
Do you think the multilingual (ESL) learner will benefit if culturally appropriate language activities could be included in the curriculum?			

V162	<input type="checkbox"/>	68
V163	<input type="checkbox"/>	69
V164	<input type="checkbox"/>	70
V165	<input type="checkbox"/>	71
V166	<input type="checkbox"/>	72
V167	<input type="checkbox"/>	73
V168	<input type="checkbox"/>	74
V169	<input type="checkbox"/>	75

Respondent number

Card number

V170	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	01 - 03
V171	<input type="checkbox"/>			04

9. INDICATE IF YOU NEED ANY OF THE FOLLOWING.

	Yes	No
Advice on how to handle the multilingual learner		
Workshops on multilingualism		
Formal training on multilingualism		
Assistance by a speech/language pathologist in planning language lessons		
Material to use in language lessons		
Professional help to evaluate the language needs of the multilingual learner		

V172	<input type="checkbox"/>	05
V173	<input type="checkbox"/>	06
V174	<input type="checkbox"/>	07
V175	<input type="checkbox"/>	08
V176	<input type="checkbox"/>	09
V177	<input type="checkbox"/>	10

WHAT WOULD YOU LIKE TO BE INCLUDED IN TRAINING COURSES ON MULTILINGUAL (ESL) LEARNERS?

For office use

	Yes	No	Unsure
Language acquisition			
Second language learning			
Use of translators/interpreters			
Working with diverse families			
Sociolinguistics			
Cross-cultural communication			
Language and culture			
Community involvement			
Acquiring basic vocabulary in new language			
Habits and customs of different cultures			
Do you have any other suggestions for training courses?			

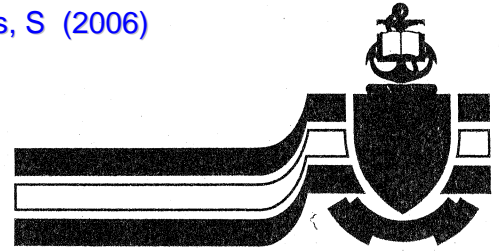
V178	<input type="checkbox"/>	11
V179	<input type="checkbox"/>	12
V180	<input type="checkbox"/>	13
V181	<input type="checkbox"/>	14
V182	<input type="checkbox"/>	15
V183	<input type="checkbox"/>	16
V184	<input type="checkbox"/>	17
V185	<input type="checkbox"/>	18
V186	<input type="checkbox"/>	19
V187	<input type="checkbox"/>	20
V188	<input type="checkbox"/>	21 - 22
V189	<input type="checkbox"/>	23 - 24
V190	<input type="checkbox"/>	25 - 26
V191	<input type="checkbox"/>	27 - 28
V192	<input type="checkbox"/>	29 - 30

10. WHAT TYPE OF LANGUAGE PROBLEMS DO YOU OBSERVE IN THE MULTILINGUAL (ESL) LEARNERS IN YOUR CLASS?

THANK YOU VERY MUCH FOR YOUR TIME!

APPENDIX B

INITIAL LETTER TO TEACHERS



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4202357/4202816
Fax (012) 420-3517 <http://www.up.ac.za>

Department of Communication Pathology
Speech, Voice and Hearing Clinic

May 2000

Dear Teacher

There has been much discussion lately about the multilingual learner in the regular classes. Teachers seem to struggle to meet the needs of multilingual learners. The preschool teachers, especially, have a gruelling task of preparing the multilingual preschooler for formal schooling in English.

Kommunika (preprimary centre for the development of communication skills in young children) is currently researching this matter. As part of the research an equipment package will be developed which will assist preschool teachers in a multilingual setting to encourage and support the development of both home language and English second language.

The first step in this research is to identify the needs experienced by the preschool teachers. Your help in completing the attached questionnaire is of vital importance for the success of this research.

In order to permit you to answer as candidly as possible, your name need not appear anywhere on the questionnaire, and confidentiality is ensured. All that is required is your honest opinion and observations.

Your cooperation is greatly appreciated.

S. du Plessis

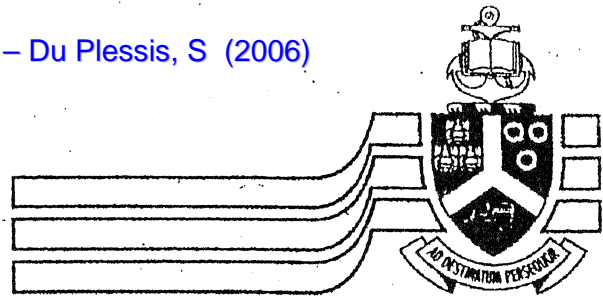
.....
SANDRA DU PLESSIS
RESEARCH ASSISTANT

E. Naudé

.....
ELSIE NAUDÉ
HEAD: KOMMUNIKA

APPENDIX C

FOLLOW-UP LETTER TO TEACHERS



University of Pretoria

Department of Communication Pathology
Speech, Voice and Hearing Clinic

Tel : +27 12 420 2357

Fax : +27 12 420 3517

Email : enaude@postino.up.ac.za

August 2002

The Principal and Teachers
Participating preschools
PRETORIA

Dear Teachers

During May 2000 you took part in a research project about the multilingual learner in the preschool by completing a questionnaire. The analysis of the questionnaire provided information for part of our research. Other data was collected by evaluating multilingual preschool learners in the Sunnyside and Pretoria inner city areas.

The information obtained in this research is presently being analysed for two doctoral studies. The first study will set guidelines for a equipment package to enable preschool teachers to develop English second language in multilingual preschool learners. The second study aims to develop norms for language development in second language learners in order to identify potential problems early. The results of these two studies will be published and presented at seminars.

If you have any questions about the research you are welcome to contact the researchers at the address listed below.

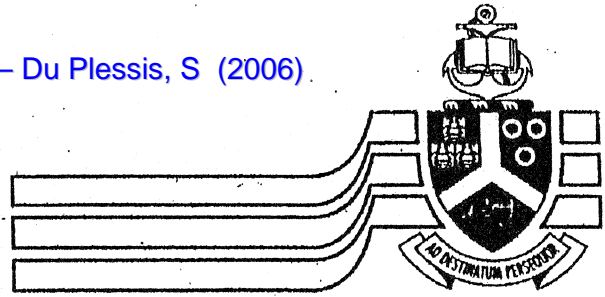
Please bring this to the attention of all those parents whose children were participants in the project.

Thank you once again for your participation.

Sandra du Plessis and Elsie Naudé
Department of Communication Pathology
University of Pretoria
PRETORIA
0002

APPENDIX D

**INFORMED CONSENT LETTER
TO PARENTS**



University of Pretoria

Department of Communication Pathology Speech, Voice and Hearing Clinic

Tel : +27 12 420 2357
Fax : +27 12 420 3517
Email : enaude@postino.up.ac.za

Dear Parents

At the Department of Communication Pathology at the University of Pretoria we are currently doing research on the development of English as a second language by preschool learners.

The information obtained in this research will be analysed for two doctoral studies. The first study will set guidelines for a equipment package to enable preschool teachers to develop English second language in multilingual preschool learners. The second study aims to develop norms for language development in second language learners in order to identify potential problems early. The results of these two studies will be published and presented at seminars.

We would like to ask your permission to let your child take part in this research.

If you agree, your child's English will be evaluated at the preschool by a speech-language therapist. There will be no cost involved. The results will be treated confidentially and your child's name will not appear in any publication.

This research is done with the approval of the schools' principal.

Please complete the attached letter of permission and return to the school as soon as possible.

If you have any questions about the research you are welcome to contact the researchers at the address listed below.

Your cooperation is greatly appreciated.

Sandra du Plessis and Elsie Naudé
Department of Communication Pathology
University of Pretoria
PRETORIA
0002

LETTER OF PERMISSION

Parent's name: _____

Child's name: _____

Child's teacher: _____

I give permission for my child's language to be evaluated by Sandra du Plessis, research assistant of the University of Pretoria.

Signed: _____

Date: _____

I wish to receive a copy of the evaluation results for my child:

Yes

No

APPENDIX E

ERROR ANALYSIS FORM

THE LANGUAGE AND COMMUNICATION ABILITIES OF MULTILINGUAL PRESCHOOL LEARNERS AS ANALYSED BY A SPEECH-LANGUAGE THERAPIST

Respondent number
Card number
Group

PRAGMATIC BEHAVIOUR

COMMUNICATIVE INTENTS

1. Greeting
2. Request for object
3. Request for action
4. Request for information
5. Comment on object
6. Comment on action
7. Describing an event
8. Predicting
9. Hypothesizing
10. Denial
11. Making choices
12. Giving reasons
13. Closing

K1	<input type="checkbox"/>	<input type="checkbox"/>	01 - 02
K2	<input type="checkbox"/>		03
K3	<input type="checkbox"/>		04
K4	<input type="checkbox"/>		05
K5	<input type="checkbox"/>		06
K6	<input type="checkbox"/>		07
K7	<input type="checkbox"/>		08
K8	<input type="checkbox"/>		09
K9	<input type="checkbox"/>		10
K10	<input type="checkbox"/>		11
K11	<input type="checkbox"/>		12
K12	<input type="checkbox"/>		13
K13	<input type="checkbox"/>		14
K14	<input type="checkbox"/>		15
K15	<input type="checkbox"/>		16
K16	<input type="checkbox"/>		17
K17	<input type="checkbox"/>		18
K18	<input type="checkbox"/>		19
K19	<input type="checkbox"/>		20
K20	<input type="checkbox"/>		21
K21	<input type="checkbox"/>		22
K22	<input type="checkbox"/>		23
K23	<input type="checkbox"/>		24
K24	<input type="checkbox"/>		25
K25	<input type="checkbox"/>		26
K26	<input type="checkbox"/>		27
K27	<input type="checkbox"/>		28
K28	<input type="checkbox"/>		29

CONVERSATIONAL DEVICES

14. Answering
15. Volunteering to communicate
16. Attending to the speaker
17. Taking turns
18. Acknowledging
19. Specifying a topic
20. Changing topic
21. Maintaining a topic
22. Asking conversational questions
23. Giving expanded answers
24. Requesting clarification
25. Clarifying

University of Pretoria etd – Du Plessis, S (2006)
WORD CLASSES AND RELATIONS

NOUNS

- 1. girl
- 2. cat
- 3. bird
- 4. box
- 13. half
- 15. cross
- 30. letters
- 34. collection
- 35. pair

K29		30
K30		31
K31		32
K32		33
K33		34
K34		35
K35		36
K36		37
K37		38

VERBS

- 5. jumping
- 6. cutting
- 19. drawing
- 24. going
- 25. giving
- 38. ascending
- 39. finishing

K38		39
K39		40
K40		41
K41		42
K42		43
K43		44
K44		45

MODIFIERS - QUALITY

- 8. blue
- 9. little
- 11. together
- 18. round
- 21. fast
- 23. alike
- 28. soft
- 31. high
- 40. elderly

K45		46
K46		47
K47		48
K48		49
K49		50
K50		51
K51		52
K52		53
K53		54

QUANTITY

- 22. four
- 26. some
- 27. many
- 29. most
- 36. equal

K54		55
K55		56
K56		57
K57		58
K58		59

DIRECTION		
14. up	K59 <table border="1" data-bbox="1198 229 1264 286"><tr><td></td></tr></table> 60	
33. second	K60 <table border="1" data-bbox="1198 273 1264 329"><tr><td></td></tr></table> 61	
37. left	K61 <table border="1" data-bbox="1198 325 1264 382"><tr><td></td></tr></table> 62	
WORD RELATIONS		
7. a bird and a cat	K62 <table border="1" data-bbox="1198 404 1264 460"><tr><td></td></tr></table> 63	
10. no eyes	K63 <table border="1" data-bbox="1198 456 1264 513"><tr><td></td></tr></table> 64	
12. a girl jumping	K64 <table border="1" data-bbox="1198 495 1264 552"><tr><td></td></tr></table> 65	
16. a large blue ball	K65 <table border="1" data-bbox="1198 535 1264 591"><tr><td></td></tr></table> 66	
17. riding a little bicycle	K66 <table border="1" data-bbox="1198 565 1264 622"><tr><td></td></tr></table> 67	
20. eating the fish	K67 <table border="1" data-bbox="1198 618 1264 674"><tr><td></td></tr></table> 68	
32. a little bird eating	K68 <table border="1" data-bbox="1198 648 1264 705"><tr><td></td></tr></table> 69	

Respondent number
Card number

K69	<input type="text"/>	<input type="text"/>	01 - 02
K70	<input type="text"/>	<input type="text"/>	03

**TACL
GRAMMATICAL MORPHEMES**

PREPOSITIONS

- 1. The cat is in the box.
- 2. The cap is on the toothpaste.
- 5. The boy is beside the car.
- 6. The dog is in front of the car.
- 8. The cat is between the chairs.
- 11. The ball is under the book.
- 12. The rope is through the box.
- 15. The circle is around the car.
- 21. She is pointing at the pencil.

K71	<input type="text"/>	04
K72	<input type="text"/>	05
K73	<input type="text"/>	06
K74	<input type="text"/>	07
K75	<input type="text"/>	08
K76	<input type="text"/>	09
K77	<input type="text"/>	10
K78	<input type="text"/>	11
K79	<input type="text"/>	12

PRONOUNS - PERSONAL

- 14. She feeds her.
- 17. She jumped rope.
- 18. He rode the bicycle.
- 19. He feeds himself.
- 20. His dog is big.
- 23. The girl said, "We're eating popcorn."
- 24. The lady said, "This shoe is mine."
- 26. They swam.
- 27. Mother gave the ball to her.

K80	<input type="text"/>	13
K81	<input type="text"/>	14
K82	<input type="text"/>	15
K83	<input type="text"/>	16
K84	<input type="text"/>	17
K85	<input type="text"/>	18
K86	<input type="text"/>	19
K87	<input type="text"/>	20
K88	<input type="text"/>	21

DEMONSTRATIVE

- 13. Father said, "I have these."
- 25. The boy said, "I want this."

K89	<input type="text"/>	22
K90	<input type="text"/>	23

NOUN NUMBER - REGULAR

- 10. She feeds the birds.
- 22. The cat drank milk.

K91	<input type="text"/>	24
K92	<input type="text"/>	25

IRREGULAR

- 7. The man sees the children play.
- 30. The men ran.

K93	<input type="text"/>	26
K94	<input type="text"/>	27

NOUN CASE		
28. There is the baby elephant.	K95	28
33. There is the grandfather's clock.	K96	29
VERB TENSE		
4. The girl is jumping.	K97	30
29. The man painted the house.	K98	31
31. She sewed the dress.	K99	32
35. She is going to shop.	K100	33
38. She will hit the ball.	K101	34
39. The man has been cutting trees.	K102	35
40. She would have jumped.	K103	36
VERB NUMBER		
9. The fish are eating.	K104	37
37. The deer is drinking.	K105	38
NOUN VERB - AGREEMENT		
32. The fish swim away.	K106	39
36. The deer eats apples.	K107	40
DERIVATIONAL - SUFFIXES		
3. The farmer is big.	K108	41
16. Show me the shortest man.	K109	42
34. Here is the pianist.	K110	43

Respondent number	University of Pretoria etd – Du Plessis, S (2006)
Card number	

K111	<input type="text"/>	<input type="text"/>	01 - 02
K112	<input type="text"/>	<input type="text"/>	03

**TACL
ELABORATED SENTENCES**

INTERROGATIVES

- 1. Who is by the table?
- 13. When do you sleep?
- 23. The man said, "Can you reach it?"
- 25. With what do you eat?
- 30. Mother said, "Is it raining?"

K113	<input type="text"/>	04
K114	<input type="text"/>	05
K115	<input type="text"/>	06
K116	<input type="text"/>	07
K117	<input type="text"/>	08

NEGATIVES

- 4. It's not round.
- 5. The man isn't drinking.
- 8. It's not a cup.
- 11. She wouldn't ride on the clown's horse.

K118	<input type="text"/>	09
K119	<input type="text"/>	10
K120	<input type="text"/>	11
K121	<input type="text"/>	12

VOICE - ACTIVE

- 6. The mother kisses the baby.
- 14. The boy pushes the girl.

K122	<input type="text"/>	13
K123	<input type="text"/>	14

PASSIVE

- 16. The boy is chased by the dog.

K124	<input type="text"/>	15
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DIRECT/INDIRECT OBJECT

- 17. She takes the puppy to the boy.
- 28. She shows the girl the boy.

K125	<input type="text"/>	16
K126	<input type="text"/>	17

COORDINATION

- 3. The girls are eating and watching TV.
- 2. The man and the boy ate popcorn.
- 7. The boy rode his bicycle home, and his sister went home in the car.
- 9. The lady is eating a banana, and the man is drinking milk.
- 26. Neither the girl nor the boy is swinging.
- 29. She wanted a blouse, however, she got a skirt.
- 36. The girl asked her father to throw her the ball, but he didn't.

K127	<input type="text"/>	18
K128	<input type="text"/>	19
K129	<input type="text"/>	20
K130	<input type="text"/>	21
K131	<input type="text"/>	22
K132	<input type="text"/>	23
K133	<input type="text"/>	24

SUBORDINATION

- 10. While the girl saw the movie, she ate some popcorn.
- 18. After he cut her hair, the hair stylist took a coffee break.
- 20. Before taking the packages to the post office, he had to wrap them.
- 21. He couldn't reach it although he was tall.

K134	<input type="text"/>	25
K135	<input type="text"/>	26
K136	<input type="text"/>	27
K137	<input type="text"/>	28

SUBORDINATION		
24. Besides the baseball glove, she bought a record.	K138	29
27. Reading, the boy fell asleep.	K139	30
31. Having put her coat in the closet, she took off her shoes.	K140	31
32. If her other had baked a cake, the girl would have gone to the party.	K141	32
33. Before she jumped in the pool, the girl waved to her mother.	K142	33
37. Had it been possible, he would have ridden in the car or on the bicycle.	K143	34

EMBEDDING		
12. The lady who was standing on the corner by the hamburger stand called to the taxi driver who was driving by.	K144	35
15. The boy who was laughing saw the girl.	K145	36
19. Mary, her daughter, drank some milk.	K146	37
22. The man spoke to the little girl's mother, who was in the car.	K147	38
34. The boy the dog watched was eating.	K148	39
35. The boy called the girl with the baseball cap.	K149	40
38. The baby the woman held clapped her hands.	K150	41
39. The boy the girl pulled had on a baseball cap.	K151	42
40. The policeman the waitress with the white cap served was holding some coffee.	K152	43

Respondent number Card number	K153 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 01 - 02 K154 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 03							
KLST								
1. Stating name Stating surname (last name)	K155 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 04 K156 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 05							
2. Stating age - verbally Stating age - gestural response	K157 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 06 K158 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 07							
3. NAMING COLOURS Red Blue Yellow Green	K159 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 08 K160 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 09 K161 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 10 K162 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 11							
4. COUNTING WITH POINTING 1 - 2 1 - 4 1 - 5 1 - 7 1 - 10	K163 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 12 K164 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 13 K165 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 14 K166 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 15 K167 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 16							
5. BODY PART IDENTIFICATION eyes nose ears chin knee elbow ankle	K168 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 17 K169 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 18 K170 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 19 K171 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 20 K172 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 21 K173 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 22 K174 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 23							
6. FOLLOW COMMANDS 1 - step command 2 - step command 3 - step command	K175 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 24 K176 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 25 K177 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 26							
PREPOSITION IDENTIFICATION 7. in 8. between 9. around	K178 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 27 K179 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 28 K180 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 29							

10. NAMING PREPOSITIONS			
on	K181	<input type="checkbox"/>	30
under	K182	<input type="checkbox"/>	31
next to/beside	K183	<input type="checkbox"/>	32
STATING DIFFERENCES			
11. apple/banana	K184	<input type="checkbox"/>	33
12. bird/dog	K185	<input type="checkbox"/>	34
STATING SIMILARITIES			
13. milk/juice	K186	<input type="checkbox"/>	35
14. car/bike	K187	<input type="checkbox"/>	36
15. SENTENCE IMITATION			
a. "Lori went to the store and got us some candy."	K188	<input type="checkbox"/>	37
b. "Johnny will give your the red ball if you want it."	K189	<input type="checkbox"/>	38
c. "Don't cross the street without looking both ways."	K190	<input type="checkbox"/>	39
d. "What is he doing?"	K191	<input type="checkbox"/>	40
16. Picture arrangement	K192	<input type="checkbox"/>	41

ITPA GRAMMATIC CLOSURE		
PREPOSITIONS		
2. on	K193	□ 42
PLURALS - REGULAR		
1. dogs	K194	□ 43
5. dresses	K195	□ 44
30. leaves	K196	□ 45
PLURALS - IRREGULAR		
17. men	K197	□ 46
22. feet	K198	□ 47
23. sheep	K199	□ 48
28. women	K200	□ 49
31. children	K201	□ 50
32. mice	K202	□ 51
DEGREES OF COMPARISON		
15. bigger	K203	□ 52
16. biggest	K204	□ 53
20. more	K205	□ 54
21. most	K206	□ 55
24. better	K207	□ 56
25. best	K208	□ 57

EXPRESSIVE LANGUAGE TYPE OF ERROR			
Use of noun + pronoun (complement)	K209	<input type="checkbox"/>	58
Idiosyncratic use of pronouns	K210	<input type="checkbox"/>	59
Omission of pronoun/noun in subject position	K211	<input type="checkbox"/>	60
Omission of noun in predicate positions	K212	<input type="checkbox"/>	61
Regular and irregular plural errors	K213	<input type="checkbox"/>	62
Use of generic terms (this one/that one/others/that thing)	K214	<input type="checkbox"/>	63
CONFUSION OF 3rd PERSON FORMS OF PRONOUN:			
a) Gender confusion of pronouns (he/she)	K215	<input type="checkbox"/>	64
b) Refers to inanimate object as he/she	K216	<input type="checkbox"/>	65
Omits possessive inflection of noun	K217	<input type="checkbox"/>	66
VERB ERRORS TYPE OF ERRORS			
Use of compound past tense: did + -ed	K218	<input type="checkbox"/>	67
Extension of progressive aspect of stative verb	K219	<input type="checkbox"/>	68
Extension of progressive to habitual actions/past tense	K220	<input type="checkbox"/>	69
Present instead of past tense	K221	<input type="checkbox"/>	70
Omission and inconsistent marking of 3rd person	K222	<input type="checkbox"/>	71
Incorrect sequence of tenses in discourse and complex sentences	K223	<input type="checkbox"/>	72
Omission of copula	K224	<input type="checkbox"/>	73
Lack of agreement between subjects and 'be' verbs	K225	<input type="checkbox"/>	74
Overuse of regular past tenses	K226	<input type="checkbox"/>	75
Overuse/omission of aux. verbs	K227	<input type="checkbox"/>	76
Incorrect choice of verb/generic verb to describe action (eg. did)	K228	<input type="checkbox"/>	77
Omission of verb	K229	<input type="checkbox"/>	78
Omission of -ing/"going to"	K230	<input type="checkbox"/>	79

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Respondent number Card number </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">K231</td> <td style="width: 10%; text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="width: 70%; text-align: right;">01 - 02</td> </tr> <tr> <td>K232</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">03</td> </tr> </table>	K231	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			01 - 02	K232	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			03										
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PREPOSITIONAL ERRORS TYPE OF ERRORS																					
Incorrect choice of preposition Omission of preposition Overuse of preposition	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">K233</td> <td style="width: 10%; text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="width: 70%; text-align: right;">04</td> </tr> <tr> <td>K234</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">05</td> </tr> <tr> <td>K235</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">06</td> </tr> </table>	K233	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			04	K234	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			05	K235	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			06					
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ERRORS OF ARTICLE/DETERMINER TYPE OF ERROR																					
Omission of articles Overuse of articles Error of determiner	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">K236</td> <td style="width: 10%; text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="width: 70%; text-align: right;">07</td> </tr> <tr> <td>K237</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">08</td> </tr> <tr> <td>K238</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">09</td> </tr> </table>	K236	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			07	K237	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			08	K238	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			09					
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COMPLEX SENTENCE ERRORS TYPE OF ERROR																					
Overuse of "and", "then", "and then" Compares without comparative "er" or comparative word Problems to sequence utterances in personal experience narratives Omission of connectivity	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">K239</td> <td style="width: 10%; text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="width: 70%; text-align: right;">10</td> </tr> <tr> <td>K240</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">11</td> </tr> <tr> <td>K241</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">12</td> </tr> <tr> <td>K242</td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </td> <td style="text-align: right;">13</td> </tr> </table>	K239	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			10	K240	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			11	K241	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			12	K242	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			13
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INDIVIDUAL VARIATIONS TYPE OF VARIATION																					
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COMMUNICATIONAL OBSERVATIONS
TYPE OF OBSERVATION

No response	K246	□	17
Non verbal response	K247	□	18
Answers restricted to yes/no	K248	□	19
Answers in single words	K249	□	20
Gestures	K250	□	21
False starts	K251	□	22
Incomplete sentences	K252	□	23
Substitute words from other languages	K253	□	24
Answers inappropriately	K254	□	25
Many prompts necessary	K255	□	26
Meaningful sounds	K256	□	27
Repetition of words	K257	□	28
Repetition of phrases	K258	□	29
Repetition of sentences	K259	□	30
Answer's "I don't know"	K260	□	31
Problems with word order	K261	□	32
Inadequate vocabulary	K262	□	33

APPENDIX F

**TRANSCRIBED ELICITED
LANGUAGE SAMPLE**

LEARNER PARTICIPANT S25

1. Birthday party

No.	Researcher	S25	Remarks
1	Tell me a story about this picture	There was a birthday	
1.1		And the girl blowing the ... the candles	
1.2		And this boy said pfft	Blows
1.3		And the girl holding like this	
1.4		And this one he want the cake	
1.5		And the, and the, and the cat he sit in, in, in this girl his chair	
1.6		There was a present down here	
1.7		And the dog, he want to open the present	
2	I wonder what's in there	NR	
3	What do you think, what's in there?	NR	
4	What are they going to do now?	After they're going to take the cake and ...	Demonstrates cutting
5	Cut it?		Nods
5.1		And was a balloons there	
6	Lovely ... and what can they do when they've finished eating?	They're going to play	
7	And what can they play?	Anything	
8	Have you had a birthday party?		Nods
9	At your house?	No	
10	Where?	At school	
11	What did you do?	I did give children my cake - me and my friends - it was Stacey	
12	What did you cake look like?	A teddy bear	
13	That's nice! Who made the cake?	Teacher Anita	
14	Did you buy it from her?	Yes	
15	Tell me, what games did you play at your party?	And then, and the other, my friend, she did buy me another cake	
16	Lovely, did you get any presents?	Yes	
17	What did you get?	That thing for ... happy birthday	
17.1		And a Barbie-house	
18	Who gave you the Barbie-house?	My Mommy did buy it	
19	Did you play any games?	They didn't buy me gifts	

2. Conversation (Going to the doctor)

No.	Researcher	S25	Remarks
20	Have you ever been to the doctor?	Yes	
21	What was wrong? Tell me about it	My throat, she was sore	
21.1		And, and my, my here, he was sore	Indicates head
22	Your head ... and what did the doctor do?	And the doctor said: must go down, and give me and medicine	
23	Did he first examine you?	Yes	
24	What did he do?	He lie me at the bed and he check my stomach	
24.1		And I say "uuh"	Deep breath
24.2		He said I must do like that uhuh	
25	So he saw that your throat was sore?	Yes	
26	Are you better now?	My mommy will phone the doctor and they said they must take me out the tonsils	
27	Are they going to take out your tonsils?	Yes	
28	Have they already done that? Do you still have your tonsils?	Yes	
29	So you will have to go to the hospital. Have you ever been to the hospital?		Nods
30	What happened?	I don't remember	
31	Do you have a brother or a sister?	A brother and a sister	
32	Lucky girl. Do you ever fight with them?	No	
33	What do you do with them?	I want, I says, when my mommy is go, né, when she go and at work, né, I said: sister, I want food and he give me food	
34	She's looking after you	Yes	
35	That's great. Did you ever get a plaster?		Nods
36	What happened?	Here was sore	Points
37	What made it so sore?	Here, there was a thing, né	
37.1		I didn't see it, né	
37.2		And so, my mommy give me a bandage	
38	And is it better now?		Nods