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**APPENDIX A**

**THE KOMMUNIKA PROJECT**

### **The Kommunika project**

The Kommunika project (Naudé, Meyer, de Jongh, & du Plessis, 2000; Du Plessis & Naudé, 2002) was launched in 1999 to find answers to the following questions:

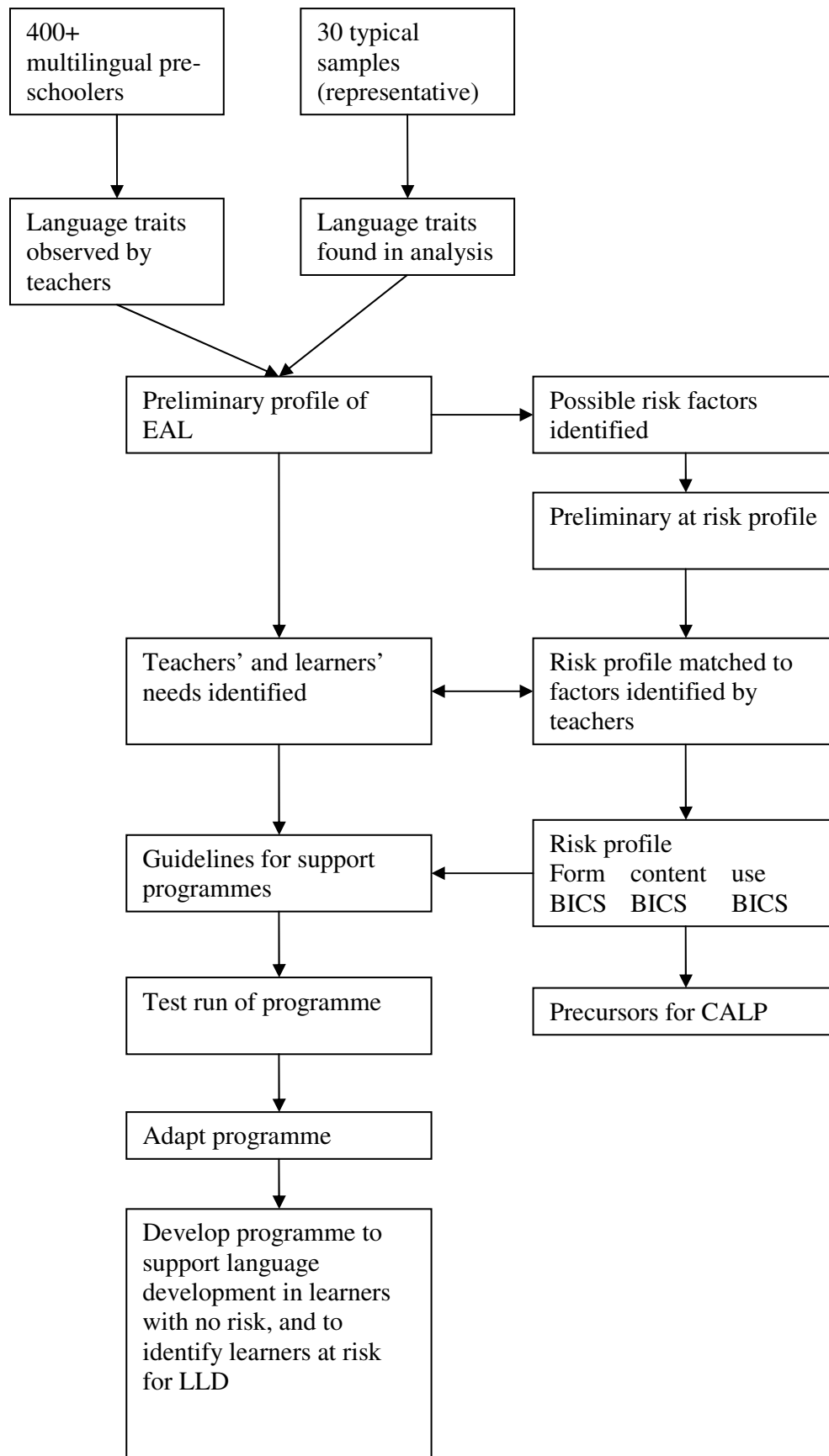
- *What are the needs of pre-school teachers and caregivers with regard to aspects of their programme aimed at the development of language skills in pre-school learners who are not mother tongue speakers of the language of instruction?*
- *What are the possible needs of the pre-school learners in a multilingual environment with regard to the development of skills in the language of teaching and learning?*
- *What can the speech-language therapist bring to the multilingual pre-school environment in order to fulfil the role of support person for both educators and learners?*

The aim of the first phase was to determine the strengths and needs of pre-school teachers regarding their role in facilitating communication development in multilingual pre-school learners, and to determine the language needs of the multilingual pre-schoolers as observed by the pre-school teachers.

The second phase of the project sought to collect data on the language output of the multilingual pre-schoolers in a natural setting, using ethnographic principles and various elicitation techniques (to be described in more detail later). The aim of this phase was to provide a comprehensive description of the English language output of pre-schoolers in a multilingual school setting.

The third and final phase of the project aims to develop guidelines for a support “package” for the specified pre-school setting. Participatory action research will be used to involve the educators (pre-school teachers) in the development of the final package. This phase is at present in the planning stages.

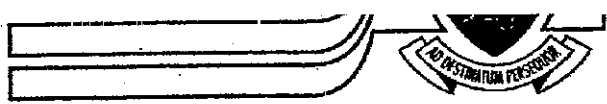
Although the phases of the project have been described in a linear fashion, in the actual implementation they overlap and the outcomes of one phase inform both the planning and execution of the others. A schematic representation of the project is offered in Figure 1.



**Figure 1. Placing “Profiling language learning disorders in young urban EAL learners” in the context of the Kommunika project ( du Plessis & Naudé, 2001)**

**APPENDIX B**

**LETTERS OF INFORMED CONSENT TO TEACHERS AND PARENTS**



**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.

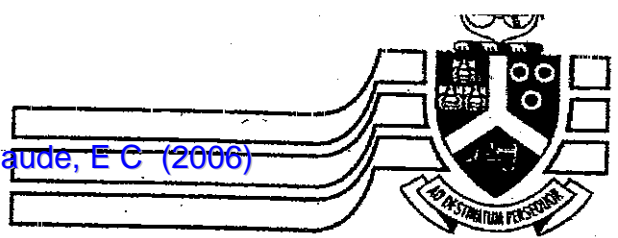
This research is done with the approval of the schools' principal.

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



## 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

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 would enable 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. We would appreciate your cooperation.

In order to permit you to answer as honestly 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.

.....  
SANDRA DU PLESSIS  
RESEARCH ASSISTANT

.....  
ELSIE NAUDÉ  
HEAD: KOMMUNIKA

**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: 2002-09-26

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

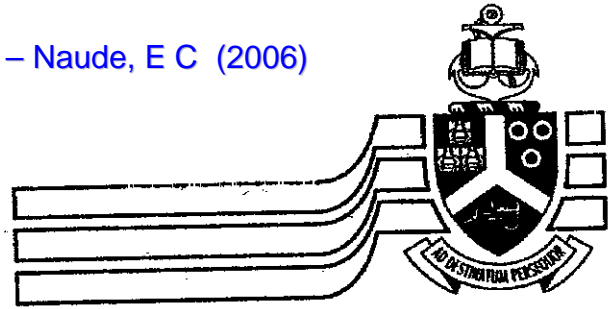
Yes

No

**APPENDIX C**

**PERMISSION FROM THE RESEARCH PROPOSAL AND ETHICS  
COMMITTEE**





University of Pretoria

Committee for Research and Ethics  
Faculty of Humanities

**Members: Committee for Research and Ethics**

Prof. D Beyers; Prof. C Delpont; Dr. J Hinch;  
Prof. E Krüger; Prof. B Louw; Prof. C Potgieter;  
Prof. D Prinsloo; Dr. E Taljard; Prof. J van Eeden;  
Prof. A Wessels

Dear Mrs. Naude

**Project: Profiling language learning disorders in young urban English  
Additional Language learners  
Researcher: Mrs. E.C. Naude  
Supervisor: Prof. B. Louw  
Department: Communication Pathology  
Reference number: 67151419**

Thank you for the application you submitted to the Committee for Research and Ethics, Faculty of Humanities.

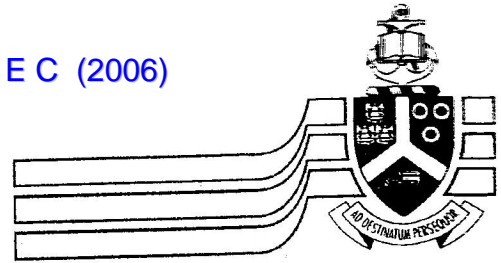
I have pleasure in informing you that the Committee for Research and Ethics formally approved the above study on 21-02-2003.

We wish you success with the project.

Sincerely,

**Prof. Brenda Louw  
Chair: Committee for Research and Ethics  
Faculty of Humanities  
UNIVERSITY OF PRETORIA**

Studenteno: 67151419  
Ons verw: Me P Woest **University of Pretoria etd – Naude, E C (2006)**  
Tel: 012420 2736  
Faks: 012420 2698  
E-pos: petru.woest@up.ac.za



Oktober 2005

Me EC Naudé  
Dept Kommunikasiepatologie  
Universiteit van Pretoria  
**PRETORIA**  
0002

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Fakulteit Geesteswetenskappe

Geagte me Naudé

**TITEL REGISTRASIE: STUDIERIGTING – DPHIL: KOMMUNIKASIEPATOLOGIE**

Dit is vir my 'n genoeë om u mee te deel dat die volgende goedgekeur is:

**ONDERWERP: Profiling language in young urban English Additional Language learners**

**PROMOTOR: Prof B Louw**

**MEDE-PROMOTOR: Prof A Weideman**

**VAKKEUSE VIR DIE DOKTORALE EKSAMEN:**

Hoofvak: **KMP 990**

Byvakke:

**U AANDAG WORD IN BESONDER GEVESTIG OP DIE BESONDERHEDE MET BETREKKING TOT U DOKTORALE PROEFSKRIF EN SAMEVATTING SOOS UITEENGESIT OP DIE KEERSY VAN HIERDIE BRIEF.**

**1. REGISTRASIE:**

- (i) U moet vir minstens een akademiese jaar registreer vir die graad voordat u toegelaat kan word om u proefskrif in te dien.
- (ii) U registrasie moet jaarliks voor April van elke akademiese jaar hernu word totdat u aan al die vereistes vir die magistergraad voldoen het. Geen herregistrasie sal na 31 Maart aanvaar word nie. U sal slegs geregtig wees op die leiding van u leier indien u jaarliks bewys van registrasie aan hom voorlê.

**2. KENNISGEWING VOOR INDIENING:**

Dit is 'n vereiste dat u my ten minste drie maande voor die tyd in kennis stel van u voorneme om 'n proefskrif in te dien.

**3. GOEDKEURING VIR INDIENING:**

Vir eksamendoeleindes moet u voldoende eksemplare vir elke eksaminator indien, tesame met 'n skriftelike verklaring van u leier dat hy/sy die indiening van die proefskrif goedkeur sowel as 'n verklaring deur u, wat voor 'n Kommissaris van Ede geteken word, wat by die Fakulteitsadministrasie ingehandig word.

**4. DATUM VAN EKSAMEN:**

U word vriendelik versoek om my in kennis te stel van die datum van u doktorale eksamen indien dit eers na indiening van die proefskrif afgeneem word.

Die uwe

nms DEKAAN: FAKULTEIT GEESTESWETENSKAPPE

**APPENDIX D**

**METHOD TO DETERMINE INTER- AND INTRA-RESEARCHER  
AGREEMENT**

**Computing agreement between analysers**

Total number disagreements: 35

Total number points of analysis: 1832

Total number agreements: 1797 = **98.1%**

Points of analysis: Structures at clause level + structures at phrase level + structures at word level

Examples:

<u>Example number</u>	<u>Level</u>	<i>Utterance and analysis</i>	<i>No. of points of analysis</i>
1		That people sitting in the chairs	
	Clause	S V A	3
	Phrase	Det N Prep Det N	2
	Word	pl - ing pl	3
2		We play with the swings and the sand	
	Clause	S V Oi	3
	Phrase	Pron Prep Det N c Det N	4
	Word	pl	1
3		The dog has seen the present and then said "grr"	
	Clause	S V O c V O	6
	Phrase	Det N Aux Det N	3
	Word	3s -en past t	3

Points of analysis

Juniors	PoA	Middle	PoA	Seniors	PoA
1	60	13	60	21 (18 utterances)	166
2	21	14	134	22 (15 utterances)	66
3	10	16	69	23 (11 utterances)	111
4	183	17	141	30 (8 utterances)	
5	60	20	54		
6	132				
7	81				
8	54				
9	127				
10	222				
Total PoA	950		457	(52 utterances)	425
<b>Total PoA for all groups 1832</b>					

Reasons more PoA included for younger groups:

1. first section to be analysed
2. often less typical

Disagreements for senior group: 12 out of 425 = 2.8%

**Agreement**

**97.2%**

Disagreements for middle group: 8 out of 457 = 1.8%

**Agreement**

**98.2%**

Disagreements for junior group: 15 out of 950 = 1.6%

**Agreement**

**98.4%**

Reason for more disagreements in senior group: more complex utterances

Intra-analyser accuracy:

Analyses were repeated and revised at intervals of 6 months (3 revisions).

**APPENDIX E**

**GLOSSARY OF TERMS**

## APPENDIX F

### GLOSSARY

**Adjective:** an adjective is a syntactic unit used to modify nouns. The following are included by various authors under this term: possessive form of nouns (mom's), ordinals (first), descriptors (shopping centre) and true adjectives (blue, old, pretty). Other authors refer to ordinals and descriptors as modifiers. Adjectives can be recognised because they may add the /-er/ and /-est/ morphemes to indicate the degree of a quality.

**Adverbial:** an adverbial is a syntactic unit used to modify a verb. It may consist of a word (adverb), a phrase, for example a preposition phrase (he jumped over the fence), or a clause (he ran until he dropped). An adverb is defined by some authors as a syntactic unit used to modify a word or phrase other than a noun or pronoun, such as a verb (ran quickly), an adjective (extremely old man), another adverb (very quickly), or a whole clause (obviously you do not understand). Adverbs often, but not always, end in /-ly/. Adverbs and adverbials may indicate the time, place, manner, or degree.

**Clause:** a group of word containing a subject and the accompanying verb; used as a sentence (independent clause) or attached to an independent clause (dependent clause). The verb is central to the clause.

**Competence:** the (mentally represented) linguistic knowledge that underlies speakers' performance in a language.

**Concept:** concepts are related to word meanings. The meaning of a word is a concept. A concept is a theoretical entity that enables the person who possesses the concept to perform certain acts, for example to judge whether something is an X or not. The concept provides a rule that specifies/defines the features of an entity. Concepts are expressed in relation to other concepts. Concepts that share a number of features are related to each other.

**Context:** context refers to the environment in which a sound/word/sentence is uttered. The context can be linguistic, experiential, or socio-emotional.

**Conversation:** conversations take place when two or more people talk together (not simultaneously) and are coherent. Coherence refers to the overall meaning of a text.

**Deixis:** Deixis is the process of using the speaker's perspective as a reference. Deictic terms include words such as this, that, here, there, me, you. All of these words have different referents for the speaker and for the listener; Deixis is when the listener adopts the speaker's referent.



**Determiners:** determiners function as premodifiers to nouns, together with initiators and adjectivals. The most common determiners are *the* and *a/an*.

**Discourse:** a simple definition of discourse is “continuous speech”. The study of units larger than the individual sentence (for example, paragraphs, conversations, texts) is discourse analysis.

**Elicit:** in the context of language sampling, eliciting refers to the use of evocative techniques designed to facilitate or draw out the production of specific language behaviour.

**Indirect object:** a sentence element filled by a noun or noun substitute for whom the action is performed, as in “She bought the flowers for him”. Some verbs govern two objects, a direct object as well as an indirect object. Indirect objects may only be noun phrases (often with a preposition) or pronouns. Example:

I gave the book	to the girl
direct object	indirect object
or	
I gave the girl/her	the book.
Indirect object	direct object

**Interlanguage:** the mental grammar constructed, and the language produced, by a nonnative speaker of a language; a combination of L1 and L2 rules, plus ad hoc rules from either or both languages. Transitional in nature.

**Language content:** according to the tripartite model of language (for example as expounded by Bloom & Lahey, 1978), language content is the component of language that has to do with meaning. This component is also called the semantic component of language.

**Language form:** according to the tripartite model of language (for example as expounded by Bloom & Lahey, 1978), language form is the component of language that has to do with syntactic, morphologic and phonetic structure. This component is sometimes referred to as the grammatic or structural component of language.

**Language profile:** A language profile is a description of language behaviour within a specific time frame and circumstances (adapted from Crystal, 1979).

**Language sample:** a language sample is a record of a person’s expressive language that provides a representative example of language in actual use.

**Language use:** according to the tripartite model of language (for example as expounded by Bloom & Lahey, 1978), language use is the component of language that has to do with language within a communication context. It includes

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communicative intentions or functions, the rules of conversations and of narratives, and the way in which speakers adapt their communication to various people and situations (ASHA 1990). This component is sometimes referred to as the pragmatic component of language.

**MLU:** Mean Length of Utterance is the average number of morphemes per utterance for a specific speaker at a specified time.

**Morphology:** the branch of linguistics that studies the structure of words. A morpheme is the smallest linguistic unit with meaning. They are made up of phonemes. Note that the individual sounds have no meaning, while the morpheme does. Some morphemes consist of a single phoneme, such as the plural –s, while others consist of a word (dog). A morpheme is indivisible without violating the meaning or producing meaningless units.

**Nouns:** a noun is a syntactic unit noting a person (Juan), place (Buenos Aires), thing (taxi), quality (courage), or activity (departure) that can usually be made possessive (woman's) and plural (women). Nouns can serve as the subject, object, or indirect object of a sentence. The noun is the only element required in a noun phrase.

**Object:** a sentence element filled by a noun or noun substitute upon which the action is performed, as in "She threw the ball", "She bought the flowers".

**Performance:** speakers' actual use of language in concrete situations, affected by underlying linguistic competence as well as by nonlinguistic factors.

**Phonology:** the field of linguistics studying how the sound systems of languages are organised. Phonemes are the smallest linguistic units of sound, each with distinctive features, that can signal a difference in meaning when modified (changed). A phoneme can also be described as a mental image of a sound or the idea of a sound.

**Phrase:** a syntactic unit that is not a full clause; a group of words that is used as a noun or verb substitute or a noun or verb modifier.

**Preposition:** a syntactic unit noting the relation- usually in space or time – of a noun or its equivalent to some other word in the sentence. Common prepositions include *after, at, before, between, by, for, from, in, of, on, over, to, under, with*.

**Pronouns:** a syntactic unit that can take the place of a noun. Pronouns may fulfil syntactic functions such as subject (*I, you, he, she, it, we, they*), object (*me, you, him, her, it, us, them*), possessive (*my, your, his, her, its, our, their*) and reflexive (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*). In addition, pronouns may be classified as interrogative (*who?*), relative (*who*), and indefinite (*any, anyone, everyone etc.*).

**Psycholinguistics:** study of the psychological aspects of language, especially as they apply to the psychological processes involved in learning, processing, and using language.

**Semantics:** the field of linguistics studying the meaning in language. Semantics is concerned with rules governing the meaning or content of words or longer grammatical units.

**Sentence:** the largest unit dealt with by syntax; a linguistic unit consisting of a verb/verb phrase, together with a subject except for command sentences, with optional elements. A sentence may be classified as simple (independent clause alone), compound (two or more independent clauses joined together), complex (an independent clause plus one or more dependent clauses), or compound-complex (two or more independent clauses plus one or more dependent clauses).

**Subject:** a sentence element filled by a noun or noun substitute by which the action is performed, as in "She threw the ball", or which is the topic of the verb/verb phrase, as in "Being an actor is not an easy job".

**Syntax:** the way words are put together to form constructions, such as phrases and sentences. It is based on the idea of grammaticality, which refers to organisational rules specifying word order, sentence organisation, and word relationships in a specific language or group of languages.

**Transcription:** in the context of language analysis transcription is writing down a language sample from an auditory recording. Special notations (including phonetic symbols) may be used as and when required.

**Type-token ratio:** the ratio of the number of different words to the total number of words. It is used in research rather than for clinical purposes. Various ways of computing this ratio have been suggested and these should be considered carefully for each individual research purpose.

**Verbs:** a verb is a word that is the central element of a verb phrase, and that denotes actions, states, or processes. Verbs are the principal parts of a sentence, together with nouns.

**Vocabulary:** the words included in the language use of a person or group of persons. Studies of early vocabulary growth suggest that new words are added slowly at first, with the rate of vocabulary growth increasing greatly as the vocabulary becomes larger. Words not only enter a person's vocabulary but also leave it. Distinguish between a person's vocabulary and the lexicon of a language - its inventory of morphemes, together with information about how these morphemes can be combined to form more complex lexical items (words).

**Word:** a unit of language that acts as the label for a referent or a relationship.

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**APPENDIX F**

**TRANSCRIPTIONS OF CONVERSATIONS (ON CD-ROM)**

**APPENDIX G**

**RAW DATA (ON CD ROM)**