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ADDENDUMS

ADDENDUM ONE: PRE-TEST PHASE

ADDENDUM TWO: POST-TEST PHASE

ADDENDUM ONE (PRE-TEST PHASE)**PARTICIPANT 1****Background**

The participant's home language is Zulu. She lives with her mother who is unmarried, her brother and grandmother. They live at their grandmother's four-roomed house in the township, which consists of two bedrooms, kitchen and sitting room. According to the participant her biological father visits them regularly.

The participant does not know her mother's level of literacy. Her mother works at a Supermarket but she does not know the type of work she is doing. The participant's grandmother sells fruits and vegetables at the train station and the participant also sells fruits and vegetables after school and on Saturdays. According to the participant, besides Zulu which is her home language, she also speaks other African languages which are; Northern Sotho and Tswana because those languages are the most spoken in her area. Her brother helps her with school work. She wants to become a Medical Doctor in future because according to her, doctors earn a lot of money. She wants to earn money in order to buy a house for her mother.

Participant's RCS protocol

The participant gave 8 responses when RCS was administered. Her responses are as follows:

Cards	Responses	Inquiry
I	<p>^(1) Oh! (Looked surprised). It is a boat (ENG).</p> <p>(E: what else? Many people see more than one thing. You too can).</p> <p>I do not know. I've never seen such a test before (No eye contact).</p>	<p>P: Am I doing this again?</p> <p>E: Yes, I want you to show me what and where you've seen it and what makes it look like that).</p> <p>P: Its shape is like that of a boat. It is as if it has exploded.</p>
II	<p>^>This one? I do not know. (E: take your time. Look carefully. People see different things). Let me try the next one. Not this one (shy and no eye contact. No response given).</p>	<p>P: Now I c 2 elephants and 2 tasks.</p>

Cards	Responses	Inquiry
III	^>(2) 2 people (abantu ZUL). (She grabbed the next card before the examiner gives it to her. It seems as if she wants to finish quickly).	P: I can c a pot, 2 people and fire.
IV	^(3) Monster (ENG). (Frowned and looked scared. No eye contact).	P: It has fire in the middle.
V	^(4) Butterfly (ENG). No eye contact).	P: It has wings and legs.
VI	^V This one I do not know. (Bows head, looked shy and no eye contact. No response given).	P: I think it is a bird.
VII	^(5) 2 puppies (dimpyanyana NS).	P: I can c their heads and ears.
VIII	^(6) 2 rats (ENG).	P: I c rats eating a cloth.
IX	^(7) Crab (ijankrap IL)	P: I c its legs. They are like those of a crab.
X	^<(8) 2 crabs (ijankrap IL)	P: These (pointing) are 2 crabs. They are eating an insect.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Abantu (Card III)	1
Other languages: Northern Sotho	Dimpyanyana (Card VII)	1
English	Boat (Card I) Monster (Card IV) Butterfly (Card V) Rats (Card VIII)	4
Invented language	Ijankrap (Cards IX, X)	1

PARTICIPANT 2

Background

The participant 's home language is Zulu. She lives with both his parents and her younger brother in the township. They live in a four-room house; that is: two bedroom, kitchen and sitting room. Both her parents are unemployed. Her father was a Policeman. According to the participant, her father was expelled from work because he borrowed his gun to his friend, who shot and killed somebody with it.

The participant does not know the level of literacy of his father and her mother has Grade 12. Her mother helps him with homework. Even though the participant is Zulu, she also speaks Northern Sotho because their neighbours and friends are Northern Sotho speaking. She wants to become a Medical Doctor in future.

Participant's RCS protocol

She gave 15 responses during the test.

Cards	Responses	Inquiry
I	^(1) Crocodiles, 2 crocodiles (ENG). It seems as if they are swimming. Am I right? (E: there is no right or wrong answer. What else do you see?) Nothing.	P: I c a face of a crocodile, two hands and water.
II	^(2) 2 bears (ENG). Are they bears? (E: Whatever it is for me it is acceptable because people c different things). They clap hands with one another and they are dancing. (E: What else? Take your time). Only the bears.	P: I c their feet. It is as if they are dancing.
III	<(3) 2 children (abantwana ZUL), small ones. (No eye contact).	P: I can c their heads, necks and feet.
IV	^(4) Seems like 2 people (abantu ZUL).	P: I can c their bodies. They are holding their heads. I c the third one. It seems they smear him with ice cream.

Cards	Responses	Inquiry
V	>(5) A rabbit (ENG). I also c 2 people fighting over a rabbit.	P: Here is a rabbit (pointing). These people are fighting).
VI	^(6) A bird (nonyane NS) V (7) It is a tortoise (ENG). It is swimming. Am I correct? (E: There is no wrong or correct answer).	P: I c the wings and the body. P: I c its head and four legs.
VII	^(8) 2 puppies (dimpyanyana NS). They are sitting on the rocks.	P: I can c their tails, ears and faces.
VIII	^(9) 2 cats (dikatse NS) V (10) 2 cows (izinkomo ZUL) V (11) 2 frogs (ENG) holding hands	P: These look like cats. I can c their bodies and tails. P: I c cows here (pointing) and birds too. P: I can c the frogs and their legs here (pointing).
IX	^(12) 2 big dogs (dimpya NS)	P: I can c 2 big dogs. I can c their feet and tails.
X	^(13) 2 rabbits (ENG) V (14) 2 horses (dipere NS) V (15) A head of a rabbit (ENG)	P: I can c their ears and mouths. P: These are their legs and bodies (pointing). P: I can c its head and ears.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Abantwana (Card III) Abantu (Card IV) Izinkomo (Card VIII)	3
Other languages: Northern Sotho	Nonyane (Card VI) Dimpyanyana (Card VII) Dikatse (Card VIII) Dimpya (Card IX) Dipere (Card X)	5

PARTICIPANT 3

Background

The participant's home language is Tswana. The participant lives with his parents and two siblings in a township. They have a four- roomed house, consisting of two bedrooms, a kitchen and sitting room

The participant's mother is unemployed. She used be a domestic worker for an Afrikaans speaking family. His father is self-employed and does not have a fixed salary. According to the participant, his father fixes and installs floor tiles. His father 's literacy level is Grade 12 and his mother, Grade 9. No one helps her with schoolwork. Besides Tswana as the participant's home language, he speaks Northern Sotho fluently because it is the most spoken language where he lives. He speaks a bit of English because it is the medium of instruction and a bit Afrikaans because his mother used to teach him while she was a domestic worker. The participant wants to become a Medical Doctor in future.

Participant's RCS protocol

The participant gave 17 responses during the test.

Cards	Responses	Inquiry
I	^(1) Spider (ENG) V (2) Oh! A vlermuis (AFR) with wings.	P: I can c its wings and legs. P: It has wings.
II	V (3) Bird (nonyane TSW), full of blood. It has got a head, feathers and has no legs. (E: What else? Many people say different things. You too can). I c nothing else.	P: It has 2 wings and head. Its tail and legs are cut off. It is also injured.
III	^(4) Frog (segwagwa TSW), with blood. It has teeth, head and hands. It has blood.	P: Its head is like that of a frog. Its hands are cut off and there is blood (pointing).
IV	^(5) Bird (nonyane TSW). It has a head and feet.	P: Has tail and it is flying.
V	V (6) Vlermuis (AFR) with legs and wings.	P: I can c its wings.

Cards	Responses	Inquiry
VI	^(7) Bird (nonyane TSW). It has legs and wings. It has a line in the middle.	P: I can c its feathers, neck and head.
VII	^(8) I can c a frog (segwagwa TSW)	P: It has a head, mouth and legs
VIII	^(9) I c different colours (ENG), pink, orange, green, blue and purple. V (10) I also c 4 lizards (megaditswane NS), and 2 birds (dinonyane TSW) stuck to one another. V (11) Vlermuis (AFR) ^(12) Frog (ENG)	P: There are many different colours here (pointing). P: 4 lizards have legs and tails. The birds have wings. P: Here are wings (pointing). P: It looks like a frog. I c its legs.
IX	^(13) I c colours (ENG); orange, green and pink. V (14) Spider (ENG) >(15) A bird (nonyane TSW) or vlermuis (AFR)	P: This thing (pointing) with many colours looks like a spider. P: It has got many legs. P: I c the wings.
X	^(16) 2 spiders (ENG). They are both blue. ^(17) 9 birds (dinonyane TSW) or vlermuis (AFR)	P: I can c many legs. P: I can c many legs, heads and wings.

Language usage

Language	Concepts	Number of concepts
Home language: Tswana	Nonyane (Cards II, IV, VI, IX) Segwagwa (Cards III, VII) Dinonyane (Cards VIII, X)	3
Other languages: Northern Sotho	Megaditswane (Card VIII)	1
English	Spider (Cards I, IX, X) Frog (Cards VIII) Colours (Cards VIII, IX)	3
Afrikaans	Vlermuis (Card I, V, VIII, IX, X).	1

PARTICIPANT 4

Background

The participant's home language is Zulu. She lives with parents, younger sister and brother in a township. Her father works for a brewery but she does not know the type of job he is doing. Her mother is a secretary but she does not know where. Her father's literacy level is Grade 10 and her mother is Grade 12.

The participant speaks Northern Sotho with her friends and the neighbours. She speaks Zulu at home. The participant's father helps her with Maths and her mother with English. She wants to be a Psychologist in future.

Participant's RCS protocol

She had 20 responses when tested.

Cards	Responses	Inquiry
I	^(1) It is a bat (ENG). (E: What else? You can give more than one response. Many people c different things. You too can). I do not know really.	P: It is a bat. It is sitting on a tree.
II	^(2) Butterfly (ENG). (E: What else? Take your time and tell me what else do you see). That's all. (No eye contact).	P: It has got wings.
III	V (3) A spider (ENG) ^(4) It's a crab (ijankrap IL)	P: Its eyes are just like those of a spider. P: Its shape and the way it is, is just like a crab.
IV	V (5) A monster (ENG). (No eye contact).	P: It is big. It is also like a cloth.
V	V (6) A butterfly (ENG). (No eye contact).	P: I can c the way it is. It is just like a butterfly.
VI	^(7) A dragon (ENG). Yes, it is as if it is flying (demonstrates with hands and shifts the chair towards the examiner).	P: Most of the dragons fly. This one flies too.
VII	>(8) Frog (segwagwa NS). (Made eye contact).	P: This is like a jumping frog (smiling).

Cards	Responses	Inquiry
VIII	^(9) Fox (ENG) ^(10) I also c ibera (IL).	P: It is like a standing fox. P: These faces are like those of the bears, (pointing on the card).
IX	V (11) It is a snail (ENG). It has something like an antennae (ENG). V (12) This is a worm (ENG) ^(13) This is a dog (mpya NS)	P: These (pointing) are protruding things. I do not know what these are. P: This part here (Pointing) is like that of a worm. P: I can c its shape
X	^(14) This is a mosquito (ENG). ^(15) This one is a monkey (ENG). V (16) I c a hyena (ENG). I mean this one (pointing). ^(17) These are the birds (izinyoni ZUL). They also look like ducks (amadada ZUL). ^(18) This is a dragon (ENG) ^(19) This one here is a pig (kolobe NS). V (20) These ones are ducks (ENG). They also look like birds (dinonyane NS).	P: It is as thin as a mosquito. P: It is like a jumping monkey. Like the one at the zoo (smiling). P: It is like a hyena, and it is looking down. P: I can c their shapes. P: Most of the dragons on TV stretch their wings (smiling). P: The pig's face is like this. P: Yes, they look like ducks or birds. They have wings.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Izinyoni (Card X) Amadada (Card X)	2
Other languages: Northern Sotho	Segwagwa (Card VII) Mpya (Card IX) Kolobe (Card X) Dinonyane (Card X)	4
English	Bat (Card I) Butterfly (Card II, V)	

Language	Concepts	Number of concepts
	Spider (Card III) Monster (Card IV) Dragon (Cards VI, X) Fox (Card VIII) Snail (Card IX) Antennae (Card IX) Worm (Card IX) Mosquito (Card X) Monkey (Card X) Hyena (Card X) Ducks (Card X)	13
IL Invented language	Ijankrap (Card III) Ibera (Card VIII)	2

PARTICIPANT 5

Background

The participant's home language is Tswana. He lives with his parents and his brother in the township. They have an 8-roomed house; that is 3 bedrooms, kitchen, bathroom, sitting room, dinning room and a garage.

His father is a teacher and his mother a furniture shop assistant manager. His father has a Teacher's Diploma and does not know his mother's literacy level, but he knows that his mother is educated because she can speak English well. The participant mixes Tswana and Northern Sotho when he speaks.

His brother, who is at the Technikon, helps him with his schoolwork. He wants to be a Medical Doctor in future.

Participants' RCS protocol

He gave 11 responses when R was administered.

Cards	Responses	Inquiry
I	^(1) It is a butterfly (ENG). It has a head and wings. (E: What else can you see? Many people see more than one thing You too can). Nothing else.	P: I can c its head and wings.
II	^(2) Something on the tree. I do not know what it is. Oh! It's a locust (tsie NS). It is eating something. (What else? Take your time). I c nothing else.	P: I can c its legs on the tree.
III	^(3) It is a spider (ENG). I c its head and legs. It has just finished eating something.	P: I can c its mouth and legs. It is like; eh... it is as if it is washing its hands.
IV	V (4) It is a bat (ENG). It is flying and does not know where it goes.	P: I can c its head, tail and wings. It is flying.
V	V (5) It's a butterfly (ENG), a thin one.	P: It had wings and legs.
VI	<(6) It looks like a cat (katse TSW). Yes it is a cat. It has been crushed by something and it jumps.	P: I can c its head, legs and moustache. It has been crushed.
VII	^(7) It is a frog (segwagwa TSW). It is going to jump.	P: It has a head, front and rear legs. I think it is jumping.
VIII	>(8) I can c flowers (mablomo IL) V (9) There are 2 chameleons (ENG). They have changed their colours.	P: I can c colourful flowers. I c small flowers with roots. P: I can c 2 chameleons changing colours.
IX	V (10) It's a rose, a flower (mablomo IL). I can c its roots.	P: It is a flower like a rose. It has green leaves and roots.
X	(11) It's an owl (leribishi TSW) with scattered parts.	P: This owl is like a puzzle. Its parts are scattered like a puzzle. I can c its small mouth here (pointing), big eyes and nose.

Language usage

Language	Concepts	Number of concepts
Home language: Tswana	Segwagwa (Card VII) Katse (Card VI) Leribishi (card X)	3
Other languages Northern Sotho	Tsie (Card II)	1
English	Butterfly (Cards I, V) Spider (Card III) Bat (Card IV) Chameleons (Card VIII)	4
Invented language	Mablomo (Cards VIII, IX)	1

PARTICIPANT 6**Background**

The participant's home language is Zulu. She lives with her mother and sister in a township. Her parents are separated. Her father lives with her brother about 300km from her home. According to the participant, she wishes that her parents could be together again and she thought the examiner as a Psychologist who helps people could help her by talking to her parents so that they could live together again. Their house; consists of three bedrooms, kitchen and sitting room, dinning room and a garage.

Both her parents are teachers and University graduates. Her mother helps her with schoolwork sometimes. The participant also mentioned that she does not want her mother to help her with school work because her mother has a tendency of shouting at her if she does not understand. The participant's father is Zulu and her mother, Tsonga. The participant's father used to encourage them to speak Zulu while he was still living with them. Now that the participant's father is no longer living with them they mix languages when they speak. Her mother who is a Tsonga speaking, sometimes speaks Tsonga with them. Her neighbours and most of her friends speak Northern Sotho. The participant therefore speaks Zulu, Tsonga, and Northern Sotho fluently. She does not know about her future career as yet.

Participant's RCS protocol

The participant gave 6 responses when RCS was administered.

Cards	Responses	Inquiry
I	^(1) (silent for a while). Eh! Can I say it (hesitant)? (E: Yes, many people see different things. You can say it). It is a vagina (ENG). (E: Many people c more than one thing. You too can). I c nothing else (no eye contact).	P: I can c its sides, are just like it. (Bows her head and does not make eye contact).
II	^(2) Blood (igazi ZUL). It's vagina (ENG) with blood, menstruations (ENG). Am I correct? (What else do you c? Take time). I do not know. (Bows her head and made no eye contact).	P: I only c vagina and blood.
III	^>This one I do not know (no eye contact).	P: I really do not know.
IV	^(3) Tree (setlhare NS). (No eye contact).	(Could not remember her initial response). P: Did I say that? I cannot remember. I do not know why I have said so. (No eye contact).
V	^(4) Butterfly (ENG)(no eye contact).	P: The way it is... it's just like a butterfly.
VI	^This one I do not know. (E: Take your time). I really do not know.	P: I do not c anything. I have eye problems sometimes.
VII	^><(Silent...turning the cards in different directions). I do not know what this is. (No eye contact).	P: I do not know (no eye contact).
VIII	^V><(5) (Turning cards in different directions). Eh... it is a cat (katse NS).	P: These (pointing) look like 2 cats.
IX	^<>(Silent...) I do not know (no eye contact).	P: I really do not c anything. My eyes are bothering me.
X	^(6) I c colours (ENG). Is this right? (E: There is no correct or wrong answer).	(Could not remember the initial response). P: I cannot remember what I've said. I do not know what this is (no eye contact).

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Igazi (Card II)	1
Other languages: Northern Sotho	Setlhare (Card IV) Katse (Card VIII)	2
English	Vagina (Card I) Menstruation (Card II) Butterfly (Card V) Colours (Card X)	4

PARTICIPANT 7

Background

The participant's home language is Tswana. Her mother is unmarried. Her mother does not have a house. Her family lives at their grandmother's house, with their grandmother, uncle, aunt and two cousins in a township. The house is a four-roomed house, with two bedrooms, kitchen, and sitting room. Her biological father spends most of his time at their grandmother's house even if he is not married to her mother.

The participant's grandmother is a pensioner. Her mother and biological father are working but she does not know where they are working and the type of work they are doing. She does not know her parent's literacy level.

According to the participant, besides Tswana, which is her home language, she also speaks Northern Sotho. She likes to know English better because it is a medium of instruction and in order to be educated one must know English. She does not know what she wants to be in future.

Participant's protocol

The participant gave 14 responses when tested.

Cards	Reponses	Inquiry
I	^(1) Butterfly (ENG) V (2) A person (motho TSW) ^(3) A mountain (thaba TSW)	P: I c wings and head. P: I c the body and hands. P: These 2 things (pointing) look like mountains.
II	V (4) 2 people (batho TSW). (E: What else? Many people c more than one thing. You too can). I c nothing else.	P: I c 2 people. They are touching and hitting one another with hands.
III	V (5) Skeleton (ENG). I do not c anything else (seems surprised).	P: I c something like ribs here (pointing on the card).
IV	^(6) I c spinal cord (ENG).	P: I can c the bones and the line in the middle.
V	V (7) They are feet (maoto TSW)	P: Here I can c the legs (pointing).
VI	^(8) I c the body (ENG)	P: I can c the body (pointing and outline it on the card). This is like a lower part of the body (indicating by touching her lower part of the body).
VII	^(9) They are the ribs (ENG) of a person (surprised). Am I correct? (E: There is no correct or wrong answer).	P: I can c the bones here (pointing).
VIII	V (10) Badge (ENG). It's a policeman (ENG) badge. ^(11) I c animals (ENG), 2 of them.	P: I can c the 2 animals in the middle, and I can c the way it is drawn. P: Here are the animals (pointing).
IX	^(12) It is a chest (ENG)	P: I can c here; It's like a chest.
X	^(13) I can c the breast (ENG) and hands (diatla TSW). ^(14) I c the throat (ENG).	P: I can c here (pointing) these 2 are like the breast, and these (pointing) are like hands to me. P: This straight thing and these 2 things (pointing) are just like a throat.

Language usage

Language	Responses	Number of responses
Home language:		

Tswana	Motho (Card I) Thaba (Card I) Batho (Card II) Maoto (Card V) Diatla (Card X)	5
Other languages: English	Butterfly (Card I) Skeleton (Card III) Spinal cord (Card IV) Body (Card VI) Ribs (Card VII) Badge (Card VIII) Policeman (Card VIII) Animals (Card VIII) Chest (Card IX) Breast (Card X) Throat (Card X)	11

PARTICIPANT 8

Background

The participant's home language is Zulu. She lives with her parents in the township. She is the only child. The family has a four-roomed house, consisting of, two bedrooms, kitchen and dining room.

The participant's parents are both working but she does not where and the type of work they are doing. Both parents have Grade 10. Her father helps her with Mathematics and Accounting and her mother with Zulu. Besides Zulu as the participant's home language, she speaks Northern Sotho and Tswana fluently. Her mother is North Sotho speaking as well as their neighbours, and most of her friends speak Tswana and Northern Sotho. She always mixes Zulu, Tswana and Northern Sotho when she speaks. According to the participant, her parents speak Zulu and Northern Sotho at home. She does not know what she wants to be in future.

Participant's protocol

The participant 12 responses when RCS was administered.

Cards	Responses	Inquiry
I	^(1) Something which is flying (silent for a while), it has wings and flies at night; eh... it is a bat (ENG). (E: What else do you see. Many people see different things. You too can). I do not c anything else (no eye contact).	P: It has wings and it flies.
II	^(2) It is flying and has eyes. A butterfly ((ENG). (E: What else do you see)? Nothing else.	P: It is flying. I can c it s eyes.
III	V (3) It's a dog (mpya NS)	P: I can c its mouth. This thing (pointing) looks like fair.
IV	V (4) (Silent for a while and biting nails). This is a nose (nko NS) of something and a forehead. I do not know of what).	P: I do not know.
V	^(5) Butterfly (ENG). It has eyes and wings. Am I right? (No eye contact).	P: I do not know what this is.
VI	V (6) I c the eyes, nose and body (umzimba ZUL), of what? I do not know.	P: I do not know what this is.
VII	^(7) Body (umzimba ZUL) and head. I do not know what this could be, (silent for a while), it is like a mosquito ENG)	P: I can c its wings and legs.
VIII	^(8) (Silent for a while). Eh... 2 rabbits (ENG). >(9) A dove (ENG). Correct? (Biting nails).	P: These (pointing) are like rabbits. P: It just looks like it.
IX	V (10) (Silent for a while). Eh... an elephant (ENG). ^(11) Bones (amathambo ZUL), I am not sure (biting nails).	P: It just looks like an elephant. S: Here are bones (pointing) in the middle.
X	^(12) An owl (ENG). I c its feathers mouth and throat (mogolo NS). Do you c it too?	P: It is an owl. It has feathers, eyes and mouth.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Amathambo (Card IX) Umzimba (Card VI, VII).	2
Other languages: Northern Sotho	Mpya (Card III) Nko (Card IV) Mogolo (Card X)	1 3
English	Bat (Card I) Butterfly (Cards II, V) Mosquito (Card VII) Rabbit (Card VIII) Dove (Card VIII) Elephant (Card IX) Owl (Card X)	7

PARTICIPANT 9**Background**

The participant's home language is Tswana. She lives with her mother, aunt, two sisters and grandmother in the township. The participant's mother is single and does not have a house. They live at their grandmother's house. They have a four roomed house; consisting of two bedrooms, kitchen, and sitting room. She does not know her biological father. According to the participant, she wishes to know him and she would like him to maintain them, because her mother cannot afford to buy them enough food, clothes and school uniform. Her mother works as a cleaner and tea maker.

The participant does not know her mother's level of literacy. No one helps her with schoolwork at home. She only knows that her mother can read and write English and thinks she might be educated. Even though the participant's home language is Tswana, she also speak Northern Sotho because of most of her friends at school speak Northern Sotho. She does not know what she wants to become in future.

Participant's RCS protocol

The participant gave 10 responses during the test.

Cards	Responses	Inquiry
I	^(1) I c black colour (ENG), tail and ears. It is flying. Yes, it is a locust (tsie TSW). (No eye contact). (E: What else? Take your time). I only c the locust).	p: In the middle it looks like something, which can fly. It has wings.
II	>(2) I c something red and black (ENG). There are 2 lines in the middle (no eye contact). (E: What else do you see? You can see more than one thing). Nothing.	(Could not remember the initial response).P: What did I say it was? I do not know.
III	^(3) It is black and red. It has hands and a head. It looks like a cat (katse TSW). (No eye contact).	P: It looks like a cat. The whole body looks like a cat.
IV	^(4) Something black with hands, 2 legs and intestines (mala TSW). It is a baboon (ENG). (No eye contact).	P: It has 2 legs and a body. It looks like a baboon.
V	^(5) I c legs, head and hands. It is black and it is a (setswiritswiri NS, - which is a certain type of an insect). (No eye contact).	P: It looks like it.
VI	^(6) It is black and has hands, legs and a head. I wonder what this could be. I c the breast (dikgara NS) and it is black and white (no eye contact).	(Could not remember the initial response). S: I cannot remember why I've that.
VII	V (7) It has a head, hands, legs and space. It has 2 colours (ENG), black and white. Its legs and hands are like those of a person (motho TSW). (Bows head and no eye contact).	P: I can c hands and feet like those of a person.
VIII	V (8) It has wings (ENG) and different colours (ENG). Something is hanging, oh! It's a tail (mosela NS). I think it's a	(Could not remember the initial response). S: I cannot remember. Did I say that? I do not know.

Cards	Responses	Inquiry
	spider (ENG). (No eye contact).	
IX	^(9) I c eyes, mouth and something which can be used to scratch with. It has colours (ENG). It walks on the ground. It is a crab (ENG). (Bows her head and does not make eye contact).	P: I can c this thing here (pointing) just like that of a spider.
X	V (10) There are many colours (ENG). It" spiders (ENG). (No eye contact).	P: It has legs and it is flying. It is a spider.

Language usage

Language	Concepts	Number of concepts
Home language: Tswana	Tsie (Card I) Katse (Card III) Mala (Card IV) Motho (Card VII)	4
Other languages: Northern Sotho	Dikgara (Card VI) Mosela (Card VIII) Setswiritswiri (Card V)	3
English	Colour (Card I) Colours (Cards VII, IX, X) Black (Card II) Baboon (Card IV) Spider (Card VIII) Crab (Card IX) Spiders (Card X)	7

PARTICIPANT 10

Background

The participant's home language is Zulu. His father passed away. A car knocked him, on his way to work. He has three brothers and one sister. They live in the township with their mother. They have a four-roomed house, consisting of two bedrooms, kitchen and sitting room.

The participant's mother's literacy level is Grade 10. She helps him with Accounting. The participant does not know where and what type of work his father was doing and also the type of his mother's work. According to the participant, it is difficult for his mother to maintain them because she is unable to buy them things they want.

The participant speaks Zulu and Northern Sotho. According to the participant, he only speaks Zulu at home and if he is with his friends and the neighbours he speaks Northern Sotho. Most of the people in their neighbourhood and his friends are Northern Sotho speaking. He does not know yet what his future career will be.

Participant's RCS protocol

The participant gave 14 responses during the test.

Cards	Responses	Inquiry
I	^(1) I c a bee (NS). (E: What else do you c? Different people c more than one thing. You too can). I only c a bee.	P: It has a sharp thing, just like that of a bee.
II	^(2) I c 2 birds (dinonyane NS). (E: What else, take your time) Nothing else.	P: Their faces are like those of the birds.
III	^(3) I c 2 people (abantu ZUL). ^(4) I also c a butterfly (ENG).	P: Their bodies are like people's bodies. P: It has wings.
IV	^(5) I c a baboon (tshwene NS)	P: It has fair all over its body.
V	^(6) It is a butterfly (ENG).	P: I c its legs and head.

Cards	Responses	Inquiry
VI	^>(7) I do not know. It is like a skin (letlalo NS).	P: I do not know. What kind of skin is this?
VII	^(8) It is a bear (ibera IL).	P: Its body is like that of a bear.
VIII	^(9) It is a human (umuntu ZUL)'s body (umzimba ZUL). (Frowns and looked scared). ^(10) I c the wild dogs (ENG)	P: I can c the breast. P: I c their heads and legs.
IX	>(11) This is a baboon (tshwene NS). ^(12) This is a pig (ENG).	P: I c its head. P: 2 pigs collide with one another.
X	^(13) Trees (ditlhare (NS) and flowers (mablomo IL). ^(14) Spinal cord (ENG). A human (umuntu ZUL) 's spinal cord. (Frowning and looked scared).	P: They have roots. I just c their roots. P: Ooh! (Frowning). I c the bones.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Abantu (Card III) Umzimba (Card VIII) Umuntu (Card VIII, X)	3
Other languages: Northern Sotho	Nonyane (Card II) Tshwene (Cards IV, IX) Letlalo (Card VI) Ditlhare (Card X)	4
English	Bee (Card I) Butterfly (Card III, V) Wild dog (Card VIII) Pig (Card IX) Spinal cord (Card X)	5
Invented language	Ibera (Card VII) Mablomo (Card X)	2

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⁸ "P" stands for the word "Participant" and "E" for "Examiner".

ADDENDUM TWO: POST-TEST PHASE

PARTICIPANT 1

The participant's background was the same as during the pretest phase. Her seating preference is *face-to-face*. The participant gave 16 responses.

Participant's protocol

Cards	Responses	Inquiry
I	<p>^(1) It's a <i>crab</i> (<i>ijankrap IL</i>).</p> <p>^(2) I also c an <i>owl</i> (<i>ENG</i>).</p>	<p>P: It has a thing like that of a crab (showing with hands)</p> <p>P: Here are its eye (pointing)</p>
II	<p>V (3) it's a <i>scorpion</i> (<i>ENG</i>).</p> <p>(E: what else do you c? Take your time; surely you can c more that one thing). I do not c anything. Let me try the next one.</p>	<p>P: I can c its horns (manaka NS).</p>
III	<p><(4) I c a <i>frog</i> (<i>ENG</i>).</p> <p>^(5) 2 people (<i>abantu ZUL</i>).</p> <p>V (6) I c a <i>butterfly</i> (<i>ENG</i>) in the middle.</p>	<p>P: Here are its front legs and rear legs (pointing).</p> <p>P: I can c their bodies and shapes.</p> <p>P: I c its wings</p>
IV	<p>^(7) A <i>giant</i> (<i>ENG</i>). It is big and it is as if it has fire (<i>mollo NS</i>) in its mouth (<i>molomo NS</i>).</p>	<p>P: Here is its mouth and this is the fire (pointing).</p>
V	<p>^(8) I know it but I forget what it is called in English. (E: Do you know what it is called in Zulu?) No, I know what is called in English but I forgot. (E: Can you describe or draw it?). It is black and it flies at night. Let me draw it (the participant drew it). (E: Correct me if I am wrong. This looks like a bat). Yes, it is. It's a <i>bat</i> (<i>ENG</i>). (Smiling with excitement). I could not remember what it was called.</p>	<p>P: It is black. I also c its wings here.</p>
VI	<p>^(9) it's a bird (<i>inyoni ZUL</i>).</p> <p>*RI</p>	<p>P: I c its wings and feathers.</p>

Cards	Responses	Inquiry
	V (10) It is a sea <i>whale</i> (ENG)	P: I can c the way it is shaped.
VII	^(11) This is a <i>map</i> (ENG). It looks like Africa but I am not sure.	P: It has corners and curves just like the map.
VIII	^(12) It is a <i>boat</i> (ENG). *RI ^(13) 2 mice (<i>magotlo</i> NS). They tear a cloth.	P: I can c the way it is. P: These are 2 small heads (pointing) and here are their bodies.
IX	V (14) it's a crab (<i>ijangkrap</i> IL)	P: I can c its shape and this orange part of a crab.
X	<(15) 2 crabs (<i>ijankrap</i> IL). I c the blue part of the crab. *RI V (16) A horse (<i>pere</i> NS) with wings and 2 <i>insects</i> (ENG).	P: This 2 things look like 2 crabs. P: This looks like a horse (pointing) and these 2 are like insects the way they are. E: What makes them look like insects? P: I can c their small wings and four legs.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Abantu (Card III) Inyoni (Card VI)	2
Other languages: Northern Sotho	Mollo (Card IV) Magotlo (Card VIII) Pere (Card X)	3

Language	Concepts	Number of concepts
English	Owl (Card I) Scorpion (Card II) Frog (Card III) Butterfly (Card III) Giant (Card IV) Bat (Card V) Sea whale (VI) Map (Card VII) Boat (Card VIII) Insect (Card X)	10
Invented language	Ijankrap (Cards, I, IX, X)	1

PARTICIPANT 2

The participant's background was the same as during the pretest phase. The participant selected *face-to-face* seating during the post-test phase. She gave 16 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^ (1) 2 birds (<i>dinonyane NS</i>) holding a crab (<i>ijankrap IL</i>). They want to tear a crab in the middle. They fly opposite one another. ^ (2) I c something. Oh, people (<i>abantu ZUL</i>) wearing something like dresses (<i>diroko IL</i>). ^ (3) Something like a <i>fluid (ENG)</i> is flowing here. V (4) I also c a crab (<i>ijankrap IL</i>).	P: Here is the crab in the middle. They tear it and they are flying away. P: Here are they, wearing dresses. P: Look here (pointing) it is flowing. P: I can c its shape. It has a tail.
II	^ (5) 2 <i>baboons (ENG)</i> . They are holding something like a <i>fish (ENG)</i> . ^ (6) I c 2 things. They do not have heads (<i>dihlogo NS</i>) and legs (<i>maoto NS</i>). They both have one <i>hand (ENG)</i> each. The blood (<i>igazi ZUL</i>) is oozing from them.	P: Here are they, wearing dresses. P: This is blood. It is a sign of blood. They do not have legs and heads. I do not know what these are.

Cards	Responses	Inquiry
III	<p>^(7) 2 people (<i>abantu ZUL</i>), and 2 pots (<i>ENG</i>). These people have heads (<i>dihlogo NS</i>) and two <i>lungs</i> (<i>ENG</i>).</p> <p>^(8) I c 2 birds (<i>dinonyane NS</i>). They are flying.</p>	<p>P: These people are standing. Their lungs are protruding</p> <p>P: They have fair.</p>
IV	<p>V (9) Mountain (<i>thaba NS</i>).</p> <p>^(10) I c something like a goat (<i>pudi NS</i>). Its <i>lungs</i> (<i>ENG</i>) are protruding in the middle and scattered all over.</p>	<p>P: I can c the stones and trees.</p> <p>P: This is just like a goat.</p>
V	<p>^(11) 2 birds (<i>dinonyane NS</i>). Their <i>fair</i> (<i>ENG</i>) is falling off.</p>	<p>P: These birds are joined in the middle.</p>
VI	<p>^(12) 2 <i>snakes</i> (<i>ENG</i>) stuck and joined together.</p>	<p>P: They just look like snakes.</p>
VII	<p>^(13) 2 <i>snakes</i> (<i>ENG</i>) again. They are also joined together. I can also c their <i>poison</i> (<i>ENG</i>) here (pointing).</p>	<p>P: They look like snakes. They are long and have tails.</p>
VIII	<p>V (14) Cats (<i>izikati ZUL</i>). Their <i>fair</i> (<i>ENG</i>) is falling of.</p>	<p>P: They look like cats. They have leg, ears and heads.</p>
IX	<p>^(15) I c <i>snakes</i> (<i>ENG</i>) surrounded by human (<i>umuntu ZUL</i>) <i>lungs</i> (<i>ENG</i>). They have <i>poison</i> (<i>ENG</i>) and <i>thin</i> (<i>ENG</i>).</p>	<p>P: They are long and thin.</p>
X	<p>^(16) 2 frogs (<i>digwagwa NS</i>). They are stuck to one another. They go through a <i>colourful</i> (<i>ENG</i>) <i>mud</i> (<i>seretse NS</i>).</p>	<p>P: They are like frogs.</p>

Language used

Language	Concepts	Number of concepts
<p>Home language: Zulu</p>	<p>Abantu (Card I, III) Igazi (Card II) Izikati (Card IX) Umuntu (Card X)</p>	<p>4</p>

Language	Concepts	Number of concepts
Other languages: Northern Sotho	Dinonyane (Card I, III, V) Dihlogo (Card II, III) Maoto (Card II) Thaba (Card IV) Pudi (Card IV) Digwagwa (Card X) Seretse (Card X)	7
English	Fluid (Card I) Baboons (Card II) Fish (Card II) Hand (Card II) Pots (Card III) Lungs (Cards III, IV, IX) Fair (Card V, VIII) Snakes (Card VI, VII, IX) Poison (Card VII, IX) Thin (Card IX) Colourful (Card X)	11
Invented language	Ijankrap (Card I) Diroko (Card I)	2

PARTICIPANT 3

The participant's background was not the same as during the pre-test phase. The participant lived with his grandparent because his parents were experiencing financial problems. The grandparents agreed to maintain the participant with their government pension funds. The participant's mother was unemployed. His seating preference is *side-by-side*. The participant gave 19 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^(1) It is a <i>pelvis</i> (ENG)	P: It looks like it. E: What makes it look like it? I want to c it just like you. P: I do not know but for me it looks like it.
II	^(2) A <i>bat</i> (ENG). ^(3) A <i>butterfly</i> (ENG). ^(4) A <i>spider</i> (ENG)	P: It has got wings, just like that of a bat. P: It has wing and legs. P: It has long legs.
III	^(5) A <i>frog</i> (<i>segwagwa</i> TSW). E: What else do you c? Oh nothing else.	P: I can c both its front and rear legs.
IV	^(6) <i>Snail</i> (ENG). ^(7) It is like a dry <i>leaf</i> (<i>letlakala</i> TSW)	P: I can c its head and shell. P: I can c its shape.
V	^(8) It is a <i>bat</i> (ENG)	P: I can c its head, wings and legs.
VI	^(9) It is a skin (<i>letlalo</i> TSW). It looks like <i>tiger</i> (ENG) skin.	P: I can c the tiger's body and moustache.
VII	V (10) A <i>cat</i> (<i>katse</i> TSW)	P: I can c its legs and head.
VIII	^(11) <i>Lizards</i> (<i>megaditswane</i> NS). 2 of them, climbing on a tree (<i>setlhare</i> TSW). ^(12) I c <i>stones</i> (<i>matlapa</i> TSW).	P: I can c their tails and heads. P: These look like stones, they are round.
IX	V (13) <i>Tree</i> (<i>setlhare</i> TSW). V (14) <i>Stones</i> (<i>matlapa</i> TSW).	P: This whole part looks like it (pointing). E: I still do not know what makes it to look like it. I want to c it just like you. P: I c leaves and stem. These are stones (pointing). I can c their shape.
X	V (15) I c a blue <i>spider</i> (ENG). V (16) A green <i>bird</i> (<i>nonyane</i> TSW).	P: It has many legs. P: It has got wings.

Cards	Responses	Inquiry
	V (17) <i>Bucks (ENG)</i> , climbing up the tree.	P: I c their legs, heads and nails.
	>(18) I c red <i>clouds (maru TSW)</i>	P: I can c them up in the sky.
	<(19) Yellow flowers <i>mablomo (IL)</i> with green leaves (<i>matlakala TSW</i>).	P: These yellow parts (pointing) are like flowers. These green parts are leaves.

Language used

Language	Concepts	Number of concepts
Home language: Tswana	Segwagwa (Card III) Letlakala (Card IV) <i>Letlalo (Card VI)</i> <i>Katse (Card VII)</i> Setlhare (Card VIII, IX) Matlapa (Card VIII, IX) <i>Nonyane (Card X)</i> <i>Maru (Card X)</i> Matlakala (Card X)	9
Other languages: Northern Sotho	Mogaditswane (Card VIII)	1
English	Pelvis (Card I) Bat (Card II) Butterfly (Card II) Spider (Card II, X) Snail (Card IV) Bat (Card V) Tiger (Card VI) Bucks (Card X)	8
Invented Language	Mablomo (Card X)	1

PARTICIPANT 4

The participant's background is the same as during the pretest phase. Her seating preference is *face-to-face*. The participant gave 20 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^(1) (silent for a while) Eh, it is a bat (<i>mamanthane NS</i>). ^(2) Butterfly (ENG).	P: They have feathers. P: I can c its body and its shape.
II	^(3) Elephant (<i>indhlovu ZUL</i>) Ex. What else do you c? Many people c more than one thing. You too can. (Turns the cards in different directions). I c nothing else.	P: I c its big ears and its body.
III	V (4) A half body of a <i>spider (ENG)</i> . V (5) A locust (<i>tsie NS</i>)'s legs. V (6) <i>Butterfly (ENG)</i>	P: I can c its body and long legs. P: I can c their shapes. P: It has wings.
IV	^(7) Monster (<i>imonsta IL</i>)	P: I can c its shape
V	^(8) <i>Butterfly (ENG)</i> ^(9) A bat (<i>mamanthane NS</i>)	P: It has two wings and legs. P: I can c its wings.
VI	^(10) Dragon (ENG) ^(11) It is a crab (<i>ijankrap IL</i>)	P: I can c its face. It is scary. P: It has funny legs.
VII	^(12) A <i>dragon (ENG)</i> .	P: I can c its shape and it is scary.
VIII	^(13) Bears, 2 bears (<i>ibera IL</i>) ^(14) A <i>cave (ENG)</i> . ^(15) I c a <i>shark (ENG)</i> or a <i>whale (ENG)</i> .	P: Here are they (pointing). They are in the cave. P: I c a big dark whole. P: I can c their shapes.
IX	V (16) A <i>monkey (ENG)</i> . V (17) An <i>elephant (ENG)</i>	P: Here is its nose, its mouth here, and its eyes are here (pointing). P: It has big ears and small tail
X	V (18) <i>Monkey (ENG)</i> .	P: It has small head and long tail, just like that of a monkey.

Cards	Responses	Inquiry
	V (19) A pig (<i>ingolube ZUL</i>). It is opening its mouth. <(20) I also c a wild <i>animal (ENG)</i> .	P: I c its head, big body and legs. P: It is big and looks wild

Language used

Language	Concepts	Number of concepts
Home language: Zulu	Indhlovu (Card II) Ingolube (Card X)	2
Other languages: Northern Sotho	<i>Mamanthane (Card I, V)</i> Tsie (Card III)	2
English	<i>Butterfly (Card I, III, V)</i> Spider (Card III) Dragon (Card VI, VII) Cave (Card VIII) Shark (Card VIII) <i>Whale (Card VIII)</i> <i>Monkey (Card IX, X)</i> Elephant (Card IX) Wild animal (Card X)	9
Invented language	<i>Imonsta (Card IV)</i> <i>Ijankrap (Card VI)</i> Ibera (Card VIII)	3

PARTICIPANT 5

The participant's background is the same as during the pretest phase. His seating preference is *face-to-face*. The participant gave 14 responses.

Participant's protocol

Cards	Responses	Inquiry
I	<p>^(1) It is like a <i>bird (nonyane TSW)</i> but it is not a bird. It is black in colour. Oh, it is a bat (<i>mamanthane TSW</i>).</p> <p>^(2) A <i>spider (ENG)</i></p>	<p>P: It is black and has wings.</p> <p>P: It looks like a spider.</p> <p>E: I want to c it just the way you c it. What makes it look like it?</p> <p>P: It has long legs.</p>
II	<p>^(3) A bat (<i>mamanthane TSW</i>). It has blood (<i>madi TSW</i>).</p> <p>E: What else do you c? Remember you can c more than 2 things. Take your time). I c nothing else.</p>	<p>P: It has wings and it flies.</p>
III	<p>V(4) <i>Spider (ENG)</i></p>	<p>P: It has long thin legs.</p>
IV	<p>^(5) A <i>worm (ENG)</i> when turning to be a <i>butterfly (ENG)</i>.</p>	<p>P: The wings are coming out. We've learnt about it in class.</p>
V	<p>V (6) <i>Butterfly (ENG)</i>.</p> <p>^(7) The black <i>bird (nonyane TSW)</i>, Oh, it is a bat (<i>mamanthane TSW</i>). It lives in the <i>caves (ENG)</i>.</p>	<p>P: It has wings and it is thin in the middle.</p> <p>P: I can c its legs and wings.</p>
VI	<p>^(8) <i>Cats (ENG)</i>.</p> <p>*RI</p> <p>^(9) <i>Mat (ENG)</i>, made out of <i>animal (ENG)</i> skin (<i>letlalo TSW</i>).</p>	<p>P: I can c its 4 legs and fair (ENG).</p> <p>P: I c fair on the mat.</p>
VII	<p>^(10) I c a frog (<i>segwagwa TSW</i>). It is jumping.</p>	<p>P: I c its 4 legs.</p>
VIII	<p>^(11) <i>Flowers (mablomo IL)</i></p> <p>V (12) 2 chameleons (<i>trapsuutjies AFR</i>) on the flowers (<i>mablomo IL</i>). Their <i>colours (ENG)</i> are like those of the flowers.</p>	<p>P: I c their bright colours (ENG).</p> <p>P: Trapsuutjies have legs and they climb on the flowers.</p>

Cards	Responses	Inquiry
IX	V (13) These are flowers (<i>mablomo IL</i>). They are pink roses (<i>ENG</i>) with green leaves (<i>ENG</i>).	P: they look like flowers.
X	>(14) An owl (<i>ENG</i>), on the trees (<i>ditlhare TSW</i>).	P: I c its eyes and mouth

Language

Language	Concepts	Number of concepts
Home language: Tswana	Nonyane (Card I, V) Mamanthane (Card I, II, V) Madi (Card II) Segwagwa (Card VII) Letlalo (Card VI) Ditlhare (Card X)	6
Other languages: English	Spider (Card I, III) Worm (Card IV) Butterfly (Card IV, V) Caves (Card V) Cats (Card VI) Mat (Card VI) Colours (Card VIII) Rose (Card IX) Leaves (Card IX) Owl (Card X)	10
Afrikaans	Trapsuutjies (Card VIII)	1
Invented language	Mablomo (Cards VIII, IX).	1

PARTICIPANT 6

The participant's background was different from the pre-test. The participant's father passed away while her parents were separated. The participant wished that her parents could have reconciled before her father's death. She gave 11 responses.

Participant's protocol

Cards	Responses	Inquiry
I	<p>^(1) I forgot its name. (E: Can you describe it? Yes, it flies at night; it is black and flies outside. (E: Can you draw it? Yes (she drew a bat). (E: I am going to tell you what you have drawn. If I am wrong tell me. This looks like a bat. Do you know what it is in Zulu?). Yes it is, but I know it in Sotho. It is called <i>mamanthane (NS), a bat.</i></p> <p>(Ex. What else? Many people see more than one thing. You too can). I don't.</p>	P: It has wings and it can fly.
II	<p>^(2) I do not know, but it is like an <i>insect (ENG)</i> I do not know what it is called. (E: Can you describe it or draw it?) No I cannot. I have no idea. It is just an insect.</p>	P: It has wings and legs. It is an insect of some sort.
III	<p>^(3) I c a body (<i>umzimba ZUL</i>) of a person (<i>umuntu ZUL</i>) or animal (<i>ENG</i>), I am not sure.</p>	P: I c the arms and head
IV	<p>V (4) (silent for while) It looks like an animal in the water. It is like a cow (<i>inkomo ZUL</i>) or sea lion (<i>ENG</i>)</p>	P: I c its body and the way it is lying down.
V	<p>^(5) A bird (<i>nonyane NS</i>)</p> <p>*RI</p> <p>^(6) I also c a <i>butterfly (ENG)</i></p>	<p>P: It has wings and legs.</p> <p>I c the wings.</p>
VI	<p>^V<>(Turns the card in all directions) I do not c anything. (E: Relax and take your time,</p>	P: I told you that I cannot c clearly.

Cards	Responses	Inquiry
	surely you can c something). No I cannot. I cannot c clearly. I have problems with my eyes.	
VII	^(7) When one looks in the sky one sees eh.. These white and gray things. Eh clouds (<i>maru NS</i>). V (8) A doll (<i>mpopo IL</i>). We have got such a doll at home	P: I c the white and gray colours.
VIII	V (9) (silent...) 2 mice (<i>magotlo NS</i>)	P: I c their heads, ears and small bodies.
IX	^V (10) I only see <i>colours</i> (<i>ENG</i>).	P: There are only different colours but nothing else.
X	V^<>(11)(silent...) I do not know what this is . (E: Can you describe or draw it please, so that we both can try to identify it.) (She drew a tree). (E: Don't you know what this called. Lets look outside the window and see if we cannot see something similar to this drawing). (The examiner and the participant looked through the window and the participant said 'Oh .it is a tree (<i>setlhare NS</i>). I forget easily, even in class I have this kind of problems, she cried.)	P: I c the leaves and the way it is.

The participant cried because she forgot easily and probably because she was having problems at home. The examiner gave the participant water and tissue. The examiner briefly counseled the participant and her uncle was called and advised to take her for psychological help.

Language

Language	Concepts	Number of concepts
Home language: Zulu	<i>Umzimbha (Card III)</i> Umuntu (Card III) Inkomo (Card IV)	3
Other languages: Northern Sotho	Mamantane (Card I) Nonyane (Card V) Maru (Card VII) <i>Magotlo (Card VIII)</i> Setlhare (Card X)	5
English	<i>Insect (Card II)</i> <i>Animal (Card III)</i> <i>Sea lion (Card IV)</i> Butterfly (Card V) Colours (Card IX)	5
Invented language	Mpopo (Card VII)	1

PARTICIPANT 7

The participant's background was the same as during the pretest phase. Her seating preference is *catty-corner*. The participant gave 15 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^(1) A <i>bat (ENG)</i> ^(2) <i>Hands (matsogo TSW)</i> of a person (<i>motho TSW</i>).	P: I can c its wings and legs. P: I can c the fingers.
II	^(3) The <i>ribs (ENG)</i> and chest (<i>dikgara TSW</i>).	P: Here are the ribs and the chest (pointing).
III	V (4) These are hands (<i>matsogo TSW</i>), neck (<i>molala TSW</i>) and chest (<i>ENG</i>).	P: Here are hands, here; it's a neck and chest (pointing).
IV	^(6) (silent for a while) <i>spinal cord (ENG)</i> and the back part of a person (<i>motho TSW</i>).	P: This is the spinal cord (pointing) and I c the back part as well.

Cards	Responses	Inquiry
V	V (7) A <i>bat</i> (ENG)	P: It has wing
VI	^(8) <i>Spinal cord</i> (ENG) and neck (<i>molala</i> TSW). V ((9) I c a body (<i>mmele</i> TSW) of a human	P: Here is a spinal cord, (pointing), the neck is here. P: The whole shape looks like a human body.
VII	^(9) Breast (<i>dikgara</i> TSW). ^(10) <i>Ribs</i> (ENG) of an <i>animal</i> (ENG)	P: I can c it here. P: This is an animal and the ribs are here.
VIII	V (11) <i>Badge</i> (ENG) of a <i>policeman</i> (ENG) ^(12) <i>Hip bone</i> (ENG) and <i>spinal cord</i> (ENG)	P: I c two animals on the police badge P: Here is a hip, and here is the bone. I also c a spinal cord with bones.
IX	V (13) A <i>throat</i> (ENG) ^(14) These are the <i>ribs</i> (ENG)	P: It is like a throat P: Here are the bones
X	V (15) Parts of a person (<i>motho</i> TSW), with the intestine (<i>mala</i> TSW) inside. I also see the finger bones (<i>marapo a menwana</i> TSW)	P: Here are intestines inside (pointing); Oh they are scary (looked scared).

Language

Language	Concepts	Number of concepts
Home language: Tswana	Matsogo (Card I, III) <i>Motho</i> (Card I, IV, X) Dikgara (Card II, VII) Molala (Card III, VI) Mmele (Card VI) Mala (Card X) Marapo a menwana (Card X)	7
Other languages: English	Bat (Card I, V) Ribs (Card II, VII, IX) Chest (Card III) Spinal cord (Card IV, VI, VIII)	4

Language	Concepts	Number of concepts
	Animal (Card VII) Badge (Card VIII) Policeman (Card VIII) Hip bone (Card VIII) Throat (Card IX)	9

PARTICIPANT 8

The participant's background is the same as during the pretest phase. Her seating preference is *side-by-side* seating. The participant gave 12 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^(1) A <i>butterfly</i> (ENG) (E: What else do you see. Many people see more than one thing, you too can. Take your time). I do not see anything else.	P: I can c its wings and eyes
II	V (2) It is a <i>mosquito</i> (ENG). (E: What else? Please take your time. Remember you may use any language you are comfortable with) I really do not know.	P: It flies and has eyes.
III	^(3) A dog (<i>mpya NS</i>). (E: Take your time). Yes, but now I do not see anything else.	P: I can c its tail, ears and legs.
IV	V (4) <i>Butterfly</i> (ENG). (E: And what else?) Nothing else.	P: It flies. I can its wings.
V	^(5) An <i>owl</i> (English)	P: I c its wings, ears and big eyes.
VI	V (6) A crab (<i>ijangkrap IL</i>)	P: I can c the way it is shaped

Cards	Responses	Inquiry
VII	^(7) It seems like a doll, oh no, 2 dolls (<i>dimpopo IL</i>). V (8) A <i>butterfly (ENG)</i> * (RI)	P: I c 2 heads, arms and legs. P: It has wings.
VIII	^(9) I c 2 mice (amagundwane ZUL)	P: They have tiny tails, heads and small ears.
IX	V (10) The inside of a <i>dog (mpya NS)</i> . I can c the lungs (ENG).	P: Here (pointing) one can c the inner parts of a dog.
X	V (11) The inside parts of a <i>cat (ikati ZUL)</i> . ^(12) It is a <i>baboon (ENG)</i> * (RI)	P: I c its face, eyes and lungs. P: It looks just like a baboon. It has legs and its head is like that of a baboon.

Language

Language	Concepts	Number of concepts
Home language: Zulu	Amagundwane (Card VIII) Ikati (Card X)	2
Other languages: Northern Sotho	Mpya (Card III, IX)	1
English	Butterfly (Card I, IV, VII) Mosquito (Card II) Owl (Card V) Lungs (Card IX) Baboon (Card X)	5
Invented language	Ijankrap (Card VI) Dimpopo (Card VII)	2

PARTICIPANT 9

The participant's background is the same as during the pretest phase. Her seating preference is *face-to-face*. The participant gave 19 responses.

Participant's protocol

Cards	Responses	Inquiry
I	<p>^(1) Locust (<i>tsie TSW</i>).</p> <p>^(2) I do not know what this one called, but I know how it looks like. (E: You can describe or draw it if you want). It is black in colour and flies at night and it likes to hide itself. I know it in Northern Sotho but I forgot it. (E: you mean a <i>mamanthane</i>?) Oh yes, <i>mamanthane</i> (TSW), a bat.</p>	<p>P: It has wings and white spaces in between.</p> <p>P: It has wings, tail and head.</p>
II	<p>^<V>(3) (silent..., turned cards in different directions). What is this? (E: Take your time. Surely if you can look carefully you can be able to tell me what this might be). I think it is a bird (<i>nonyane TSW</i>)</p>	<p>P: I c the wings and legs.</p>
III	<p>V (4) <i>Gorilla</i> (ENG)</p> <p>V (5) I also c a <i>bee</i> (ENG)</p>	<p>P: Its body looks like it.</p> <p>P: It has wings, legs and its colour is just like that of a bee.</p>
IV	<p>^(6) It is a bear (<i>bera IL</i>)</p>	<p>P: I can c its legs, body and tail.</p>
V	<p>^(7) A bat (<i>mamanthane TSW</i>)</p> <p>^(8) This is also like a bird (<i>nonyane TSW</i>)</p>	<p>P: It is black, has wings and legs.</p> <p>P: I can c its body, wings and legs.</p>
VI	<p>V^(9) (silent for a while) Oh! It's a rat (<i>legotlo TSW</i>).</p>	<p>P: I can c its legs, mouth and moustache</p>
VII	<p>V (10) A <i>baboon</i> (ENG)</p>	<p>P: I can c the back of the baboon here (pointing).</p>
VIII	<p>^><V (11) (silent for a while... and smiling). (E: Remember, you must be free to say anything even if you may think it is embarrassing because for me it is not. You may also use any language you are comfortable with). I think it is the private parts of a woman. (She smiles). I do not know</p>	<p>P: It looks like it. (E: Looks like what? What makes you to see</p>

	<p>how to say it. (E: You can say anything you want. Nothing is embarrassing to me). It is a <i>vagina (ENG)</i>.</p> <p>V (12) I also c the buttocks (<i>marago TSW</i>) of a woman (<i>mosadi TSW</i>). This is also an <i>anus (ENG)</i>.</p> <p>V (13) 2 rabbits (<i>magotlo TSW</i>)</p>	<p>what you saw and where on the card did you c it)? The shape is just like it (smiling).</p> <p>P: This looks like buttocks (pointing). This lower part looks like an anus.</p> <p>P: I can c two heads, tails and legs.</p>
IX	<p>^(14) Person's <i>body (ENG)</i>.</p> <p>^(15) I c the buttocks (<i>marago TSW</i>), <i>Hips (ENG)</i> and <i>curves (ENG)</i>.</p>	<p>P: I can c the person's shape</p> <p>P: This part looks like buttocks (pointing) and this one looks like woman's hips.</p>
X	<p>^(16) 2 <i>spiders (ENG)</i></p> <p>^(17) Locust (<i>tsie TSW</i>)</p> <p>^(18) <i>Birds (dinonyane TSW)</i></p> <p>^(19) I can c 2 yellow <i>eggs (ENG)</i></p>	<p>P: I c 2 blue spiders with many legs.</p> <p>I can c its mouth and wings</p> <p>P: This green thing here (pointing) is like a bird.</p> <p>P: This yellow part is like eggs.</p>

Language

Language	Concepts	Number of concepts
<p>Home language: Tswana</p>	<p><i>Tsie (Card I, X)</i></p> <p>Mamanthane (Card I, V)</p> <p>Nonyane (Card II, V)</p> <p>Dinonyane (Card X)</p> <p><i>Legotlo (Card VI)</i></p> <p><i>Marago (Card VIII, IX)</i></p> <p>Mosadi (Card VIII)</p> <p><i>Magotlo (Card VIII)</i></p>	8
<p>Other languages: English</p>	<p><i>Gorilla (Card III)</i></p> <p><i>Bee (Card III)</i></p> <p>Baboon (Card VII)</p> <p>Vagina (Card VIII)</p>	4

Language	Concepts	Number of concepts
	<i>Anus (Card VIII)</i> <i>Body (Card IX)</i> <i>Hips (Card IX)</i> <i>Curves (Card IX)</i> <i>Spiders (Card X)</i> <i>Eggs (Card X)</i>	10
Invented language	Bera (Card IV)	1

PARTICIPANT 10

The participant's background is the same as during the pretest phase. His seating preference during the test is *side-by-side*. The participant gave 19 responses.

Participant's protocol

Cards	Responses	Inquiry
I	^(1) <i>Butterfly (ENG)</i> . (Ex. What else do you see? Most of the people see more than one thing. You too can. You may use any language you prefer.) I see nothing else.	P: I can c its body, head and wings
II	^(2) (silent for a while). I can c a bird (<i>nonyane NS</i>).	P: I can c the feathers, and legs.
III	^(3) 2 people (<i>abantu ZUL</i>) ^(4) I can c a <i>breast (ENG)</i> . This is breast (ENG) of a person (<i>umuntu ZUL</i>). ^(5) 2 chickens (<i>dikgogo NS</i>)	P: I can c their heads, hands and legs. P: This part looks like the breast. P: I c feathers, heads and legs.
IV	^(6) Sort of a <i>tree (ENG)</i>	P: When the tree grows, it looks like this.
V	^(7) A bat (<i>mamanthane NS</i>)	P: It has wings, ears and it flies.
VI	^(8) A bug (<i>khunkhwane NS</i>) ^(9) I also c a <i>seed (ENG)</i>	P: I can c its wings and legs.

Cards	Responses	Inquiry
VII	<^(10) A bear (<i>ibera IL</i>). This is half a body of a bear (pointing).	P: I c its body and legs
VIII	>^(11) 2 wild dogs (<i>dimpya NS</i>). They step on the rocks (<i>matlapa TSW</i>). V (12) A <i>gorilla (ENG)</i> <^(13) Mountains (<i>izintaba ZUL</i>)	P: They are wild dogs. E: I am not sure what makes it look like that and where on the cat do you c it. P: Look here, (Pointing) these are heads, 2 heads, and here I c 2 tails. P: (laughing), I c its eyes and funny fore head. P: These are rocks (pointing) and here I c trees.
IX	^^(14) Mountains again (<i>izintaba ZUL</i>). V (15) It is a sea (<i>lewattle NS</i>), and this one is the sun (<i>ilanga ZUL</i>).	P: I also c the big rocks and trees. This looks like seawater and this, like a sun. E: I still do not sure what makes it look like that to you. Show me where do you c it. P: Here are the waves and these look like sunrays.
X	^^(16) A tree (<i>setlhare NS</i>). ^^(17) 2 mice (<i>amagundwane ZUL</i>) V (18) I c bees (<i>dinose NS</i>) and flowers (<i>mablomo IL</i>). ^^(19) I c a <i>lion (ENG)</i> on top of the <i>mountains (ENG)</i> .	P: I c the leaves and stem. P: These are their heads and ears. P: This is the thing that they use to sting people and here are flowers (pointing). P: I can c the lion's body, head, and legs. These are mountains.

Language usage

Language	Concepts	Number of concepts
Home language: Zulu	Abantu (Card III) Umuntu (Card III) Izintaba (Card VIII, IX) Ilanga (Card IX) Amagundwane (X)	5
Other languages: Northern Sotho	<i>Nonyane (Card II)</i> <i>Dikgogo (Card III)</i> <i>Mamathane Card V</i> Khunkhwane (Card VI) Dimpya (Card VIII) Setlhare (Card X) Dinose (Card X) Lewatle (Card IX)	8
Tswana	Matlapa (Card VIII)	1
English	<i>Butterfly (Card I)</i> <i>Breast (Card III)</i> <i>Tree (Card IV)</i> Seed (Card VI) Gorilla (Card VIII) <i>Lion (Card X)</i> Mountains (Card X)	7
Invented language	<i>Ibera (Card VII)</i> Mablomo (Card X)	2

APPENDICES

APPENDIX 1: INTERVIEW DOCUMENT

**APPENDIX 2: TSWANA TRANSLATION OF
ABBREVIATIONS COMMONLY USED
FOR RECORDING RCS RESPONSES**

INTERVIEW DOCUMENT

PARTICIPANT'S INFORMATION:

- Name and surname: _____
- Date of birth (year/month/day): _____
- Age: _____
- Grade: _____
- School: _____
- Home language (Zulu/Tswana): _____
- Other languages (spoken): _____

FATHER'S INFORMATION:

- Name and surname: _____
- Occupation: _____
- Involvement with the child (participant): _____
- Level of literacy (highest level): _____
- Marital status: _____

MOTHER'S INFORMATION:

- Name and surname: _____
- Occupation: _____
- Involvement with the child (participant): _____
- Level of literacy (highest level): _____
- Marital status: _____

RESIDENTIAL AREA:

- Advantaged / Disadvantaged (indicate): _____

PSYCHOLOGICAL TEST EXPOSURE:

- Knowledge of psychological tests: _____
- Previous test exposure: _____
- Experience of testing procedure (any psychological test): _____
- Experience of testing procedure (Rorschach): _____

ADDITIONAL INFORMATION (IF ANY):

**TSWANA TRANSLATION OF ABBREVIATIONS
COMMONLY USED FOR RECORDING RCS RESPONSES**

PHONETICALLY DERIVED			
ENGLISH		TSWANA	
Abbreviations	Meaning	Abbreviations	Meaning
b	bee	nos	nose
c	see	bon	bona
g	gee	(none)	-
o	oh	o	oo
r	are	b	ba
u	you	we	wena
y	why	kbl	kalebakalang
j	just	fel	fela
-g	ing	-ng	ang/eng/ong/ung

LOGICALLY DERIVED			
ENGLISH		TSWANA	
Abbreviations	Meaning	Abbreviations	Meaning
abt	about	none	-
a.t	anything	enkpng	engkapaeng
bc	because	kbl	kalebakala
bf	butterfly	sru	serurubele
cb	could be	ekb	ekaba
dk	don't know	hkts	hakeitsi
e.t	everything	tshl	tsohle
ss	some sort	etsng	eitseng
st	something	ssngw	sesengwe
wm	woman	msd	mosadi
ll	looks like	etshwn	etshwana

DERIVED FROM SCORES			
ENGLISH		TSWANA	
Abbreviations	Meaning	Abbreviations	Meaning
h	human	mth	moho
a	animal	phlhl	pholoholo
bl	blood	md	madi
cg	clothing	dpr	diaparo
cl	cloud	mr	maru
ex	explosion	thtp	thuthupo
fi	fire	mll	mollo
hh	house hold	tsntl	tsantlu
ls	landscape	none ⁹	-
na	nature	tlhh	tlhaho
sc	science	mhl	mahlale
sx	sex	thbln	thobalano
xy	x-ray	none	-
ge	geography	tklh	tikoloho

⁹“None” represents words / concepts and abbreviations that could not be translated because the researcher was unable to find appropriate Tswana translation for those words. The researcher carefully searched for suitable translation to avoid the distortion of meaning.