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A language assessment for preschool Zulu speaking children

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In addition, one of the criticisms traditionally levelled against standardised language assessments is the manner in which they are scored. McCartney (1993, p. 39) contends that

> clearly it is easier to establish reliability when responses can be predicted, and when scorers do not have many decisions to make. For this reason some language assessments have attempted in the interests of reliability to force language behaviour into a set of predictable responses which could be scored using a simple 'right-wrong system'.

Responses on the TELD-2 (Hresko, et al., 1991, p. 9) are scored as "either correct (1 point) or incorrect (0 points)". The authors clearly state that "few qualitative judgements are required in scoring" (Hresko et al., 1991, p. 9). The TOLD (Newcomer and Hammill, 1977) is scored in the same way. The problem with such a system of coding is that 'yes-no' answers are not representative of "normally developing child's language" (McCartney, 1993, p. 41).

The creation of a pool of responses, as occurred on the ZERLA, is a possible solution to these problems. This method of scoring could be applied to other standardised language assessments.

3 THEORETICAL IMPLICATIONS

3.1 Language acquisition

The findings of the ZERLA reflect the universal nature of language, for example, noun classes developing earlier than verbs and receptive language abilities predominating over expressive abilities. Studies of Zulu and Bantu language acquisition such as those conducted by Demuth, (1988; 1992) and Suzman (1985; 1991) indicated that children acquired their noun class systems and concordial morphology, passive

items were analysed and altered during the various investigations. The final item analysis was performed prior to standardisation and indicated that items on the ZERLA had appropriate levels of difficulty and discriminated sufficiently.

As validity is a matter of degree and not an all-or-none principle "test validation is a continuing process" (Messick, 1989, p. 13). Future research could concentrate on determining predictive validity. A study to determine this could be undertaken when the respondents enter school. Children's performance on constructs such as reading could be evaluated and related and compared to the scores that the children achieved on the ZERLA, in order to determine if the ZERLA was successful in predicting a child's future performance (McCartney, 1993).

As illustrated above, the ZERLA was devised utilising traditional psychometric features of standardised tests and according to prescribed methods of testing. In addition, innovations to traditional methods were instituted. The method of scoring created for the ZERLA is an example of such an innovation. This method was developed in order to manage the effects of sociolinguistic variables, such as multilingualism and diversity of Soweto Zulu. As described in Chapter 3, multilingualism is not a phenomenon affecting only South Africa. Rather, it is a "pervasive modern day reality" (Oller, 1979, p. 74). Thus dealing with the effects of language variation, when scoring standardised tests, is a problem encountered by all speech-language therapists. Other test authors such as Wilg et al., (1992) do seem to take certain aspects of sociolinguistic into account, as, on the CELF-R, they credit the child if the response "is semantically and grammatically correct or regionally or dialectically appropriate" (p. 13).

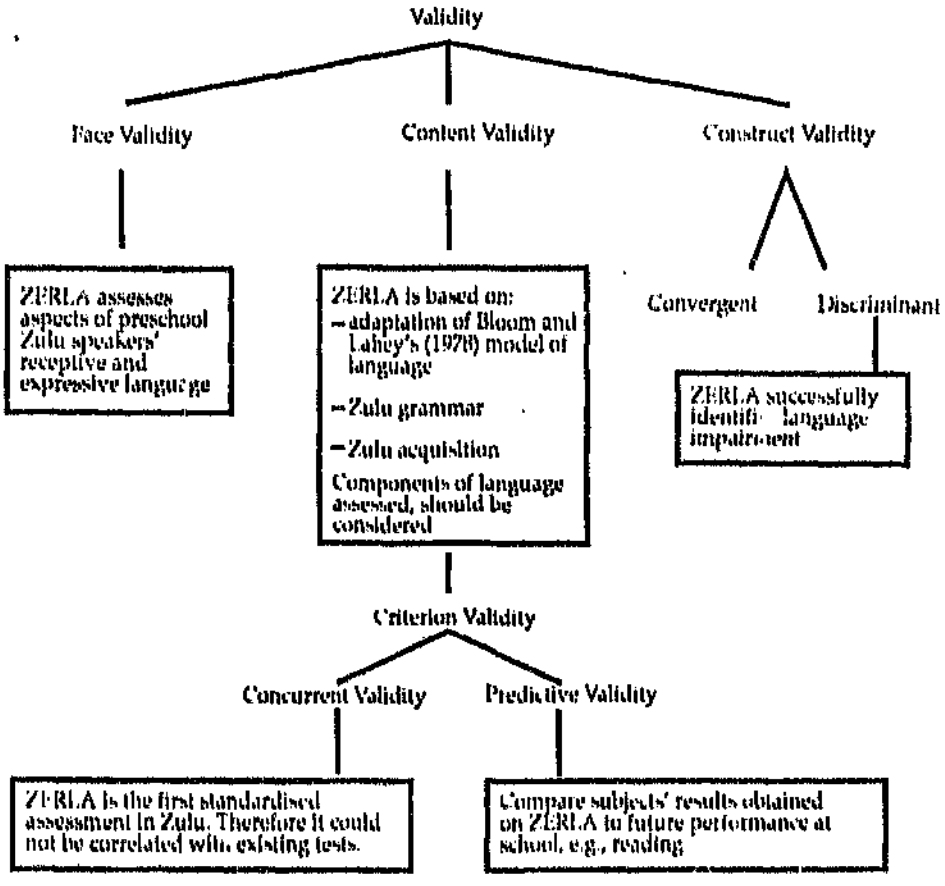

FIGURE 37 Aspects of validity determined on the ZERLA

As described in Chapter 2, Anastasi (1990) claims that an additional indication of whether a test is reliable or valid can be determined through item analysis. The process of item development and analysis on the ZERLA was begun with devising the components for the preliminary investigations of the pre-standardisation phase. These

As a supplement to this table, McCauley and Swisher (1984a) stipulated a list of 10 psychometric criteria which standardised tests should meet (See Appendix G). As described in Chapter 2, McCauley and Swisher (1984a) found that 20% of tests met half their criteria. When Plante and Vance (1994) repeated this study a number of years later, they found that 38% of tests met half these criteria. The ZERLA met eight of these criteria as Appendix G indicates.

2.1 Validity

It is essential that tests be valid, so that test users are confident that the test they are using measures what it claims to measure. However, one of the criticisms levelled against standardised language tests is that they "do not report impressive validity data, if any at all" (Lund and Duchan, 1988, p. 289). One of the reasons for this could be that validity is an elusive construct to measure. Determining validity on the ZERLA was exacerbated by the fact that this is the first language assessment to be devised in Zulu.

Despite these constraints the ZERLA was able to determine several aspects of validity, as Figure 37 shows.

Features and criteria of formal tests	ZERLA
The test can be used by persons skilled in assessment who are not experts in child language	An important implication for South Africa due to the shortage of speech-language professionals. Teachers and linguists can be trained to administer the ZERLA. Parents and other non-professionals can administer the ZERLA in conjunction with a speech-language therapist
A specific set of standards for scoring and interpreting the elicited behaviour should be provided.	A range of responses that take the diversity of child language and sociolinguistic variables into account is provided. Research assistants are trained to use these when performing evaluation
The tool is sufficiently reliable for an examiner to have confidence in the findings	Good internal consistency and mark remark reliability coefficients were obtained. Poor test-retest reliability was achieved. Qualitative analysis indicated the effects of sociolinguistic variables on reliability. An additional study was devised to improve results
The assessment is valid to the extent that the examiner can have confidence in the findings	Various measures of validity were obtained as can be seen in Figure 37
The score obtained enables an intra individual comparative index of child's strengths and weaknesses - this should provide principled guidelines for language intervention	Analysis of individual subtests provide this
Uses normative information and fosters comparisons among age-mates	Means, standard deviations, standard scores and percentile ranks provide this information

TABLE 30: **Features of the ZERLA as compared to criteria of standardised language tests** (derived from Hresko *et al.*, 1992; Lund and Duchan, 1993; McCauley and Swisher, 1984a; Vaughn-Cooke 1983; 1986).

Features and criteria of formal tests	ZERLA
When necessary, a new test that is able to provide an appropriate assessment should be devised	Prior to the ZERLA, no test was available for Zulu speakers, the majority of South Africa's population. Previous attempts to devise tests included unsuccessful translations of assessment normed on non-South African cultures
The test should provide an adequate description evaluating aspects of a child's knowledge of language	Characteristic features of Zulu noun class, agreement system and verb morphology were assessed
Assessment should provide information about a child's receptive, expressive, syntactic and semantic abilities	Receptive and expressive morphological and morphosyntactic, syntactic and semantic subtests were designed
The test should be based on a normative sample that is representative of a child's language and culture	Sociolinguistic and sociocultural factors were taken into account when the ZERLA was developed. The ZERLA was normed on a sample of 303 Zulu speakers
The assessment requires a specific set of instructions and stimuli to elicit the required behaviour	Instructions were included on the ZERLA Test Booklet and research assistants were trained to administer the assessment; an inventory of culturally appropriate test stimuli was devised
Evaluations can be administered in a short time without creating fatigue for the child	Pilot testing determined that test time needed to be shortened. Current administration time is 30 minutes. The ZERLA is not a timed test

Vaughn-Cooke (1986, p. 38) states that "forms of a language used to code concepts can vary as a function of age, sex, social class, ethnicity and geographical region". The effects of language shift in Zulu and geographical region certainly influenced the ZERLA in a myriad of ways, for example preliminary investigations showed that standard Zulu agreement using subject prefixes had to omitted, for example, *-thatha aba-ntwana* take NC2-children 'take the children' instead of *ba-thatha aba-ntwana* SP2-take NC2-children 'take the children'. The variety and inconsistency of Soweto Zulu and code-switched responses that subjects used when naming colours or numbers also showed the influence of language shift.

Sociolinguistic variables also had a large impact on the manner in which research assistants coded data in the pre-standardisation phase. The supplementary investigation in this phase showed that test-retest reliability could not be increased due to the inconsistencies in research assistants' scoring and coding of the data. These inconsistencies even expressed themselves in poor intra-rater reliability.

2 IMPLICATIONS OF THE ZERLA TO THE DOMAIN OF LANGUAGE ASSESSMENT

Attempts were made throughout the procedure of devising and standardising the ZERLA to formulate this assessment according to recommended psychometric procedures (Hresko et al., 1992; Lund and Duchan, 1993; McCauley and Swisher, 1984a; Vaughn-Cooke, 1986). The tabulation which follows is a description of how the ZERLA met these criteria. (See Table 30).

would have wanted.

The current transition and high levels of violence that are occurring in the country generally and in Soweto specifically, continuously reflected themselves in this research. Examples of the influence of violence in this study included the reference to killing and death in a number of subjects' picture descriptions. The effect of violence may have been a cause for the high prevalence of language disability found in the subjects as Penn and Segal (1982) found that emotional trauma has a significant effect on language ability.

The fact that the test was one of Zulu has both political and social implications. Results showed that all the subjects were born in Soweto, and in fact their parents had lived there for many years. However, cultural links to KwaZulu/Natal and thus the strife that has occurred there may have impacted on them. In Soweto, Zulu people may experience more conflict as a result of their ethnicity.

Added to these issues is the fact that language is a reflection of culture (battle, 1993). Zulu language is undergoing change, not only the inexorable and continuous changes that all languages undergo (Kamwangamalu, 1989) but in addition, cultural transformations due to the political and social situation. Changes in the education system have resulted in a strong influence of English upon Zulu. English is becoming a lingua franca of Soweto, as this is the language which people need in order to gain employment (G.K. Schuring, personal communication, April, 1, 1993). In addition to English, subjects also spoke other languages and multilingualism impacted on the results subjects achieved on both versions of the ZERLA.

1.1 Relationship of the ZERLA to the context of the study

1.1.1 Professional context

In the first chapter the fact that the ZERLA would be designed using information from other disciplines was discussed. Thus, the subtests of the ZERLA were devised in a collaborative manner, by the researcher and a research assistant who had an honours degree in linguistics. The researcher also relied on linguistic studies of language acquisition to devise this test (Connelly, 1984; Demuth, 1988, 1992; Kunene, 1979; Suzman, 1985, 1987, 1991; Tsonope, 1987). Hence, it can be seen that collaboration between the disciplines of speech-language pathology and linguistics proved successful. Use of data from the epidemiological and psychometric disciplines were also beneficial as was evidenced throughout this research. Specific details pertaining to epidemiology are provided in Section 4 of this chapter.

1.1.2 Sociocultural and sociolinguistic background

> Despite the fact that South Africa is now "one nation" (Bulbring and Hartley, 1994) it "has travelled from the brink of civil war to something completely new and unknown" (Johnson, 1993, p. 3).

The researcher believes that research needs to reflect the circumstances in which the investigation was carried out and these circumstances must be indicated in the results. Due in part to the conditions existing in South Africa at the time of this study, the research was not always as 'clean and neat' as one

The final subaim of this phase of the research was to determine the appropriateness of the assessment tool devised, with the use of statistical and qualitative evaluations. Statistical analysis yielded mean scores and standard deviations. Equivocal results were obtained for test-retest reliability due, in part, to the different varieties of Zulu spoken by respondents and research assistants. The qualitative analysis also indicated that both respondents' answers and research assistants' scoring and coding of data was influenced by sociolinguistic variables.

In order to improve the reliability scores an additional investigation was devised and implemented. This investigation assessed 19 normal language subjects and 17 subjects who had been identified as language impaired. Results of this investigation indicated that reliability scores did not increase, as the research assistants continued to show inconsistencies in coding the data. These inconsistencies occurred between research assistants as well as within individual research assistants. The additional investigation did show that the ZERLA had discriminant validity, as the assessment was able to identify language impaired subjects. Statistically significant different means were also achieved on receptive and expressive subtests, as well as composite scores between the non-language impaired and the language impaired subjects.

Prior to the implementation of the standardisation sample, a method of coding responses was formulated to take the effects of the sociolinguistic variables into consideration. This was achieved through devising a range of responses.

The aim of the second phase of the research was to standardise the ZERLA in order to obtain information about how individual children's language abilities compared with her/his peers. To this end norms in the form of means, standard deviations, standard scores and percentile ranks were obtained. The results of standardisation indicated that the ZERLA represented a normal distribution. In addition the ZERLA was translated into other South-eastern Bantu Zone languages.

CHAPTER 8

CONCLUSIONS AND IMPLICATIONS

This chapter emphasises the salient findings of the study and discusses them in relation to theoretical issues and epidemiological and clinical implications.

1 RELATIONSHIP OF THE RESULTS TO THE AIMS OF THE RESEARCH

The main aim of this research was to devise and standardise a receptive and expressive Zulu language assessment for preschool children. To this end the study was divided into two phases, a pre-standardisation stage followed by a standardisation phase. A total of 491 dominant Zulu language children living in Soweto, a low-income urbanised community, were assessed. In addition, the assessment was translated into Sotho, Tswana, Venda and Shangaan and pilot tested on 101 subjects.

The aim of the pre-standardisation phase of the research was to develop and operationalise the ZERLA. This aim was achieved by the fulfilment of the subaims. The first subaim was to establish the necessary components of a Zulu language assessment. These were chosen from characteristic aspects of Zulu morphologic, syntactic and morphosyntactic structures. The semantic component was derived from Zulu vocabulary items. The fact that receptive language was found to predominate over expression, indicates that the second subaim of this stage of the research was met, that is to determine the receptive and expressive language abilities of the subjects. Further, it was found that the language abilities of 11% of the respondents were lower than their peers.

(McCartney, 1993, p. 40), a criterion that is essential for standardised tests. These comments support the fact that the standardised version of the ZERLA demonstrated face validity and content validity.

5 CONCLUDING COMMENTS

The results of standardisation demonstrated that the ZERLA can be used to assess the language abilities of Zulu speaking preschoolers. Thus speech-language therapists can compare a child's performance with that of the subjects assessed in the standardisation sample of the ZERLA, in order to determine if the child has different and possibly impaired language abilities. A score received by a child assessed on the ZERLA therefore reflects that child's language abilities and is not due to unrelated factors such as the manner in which the test was administered. The ZERLA can be used as a standardised language test because it contains sufficient items which have discriminating power and appropriate item difficulty. The ZERLA is also a norm-referenced instrument. Means, standard deviations, standard scores and percentile ranks constitute the norms. The fact that scores obtained on the ZERLA are representative of a normal distribution is additional verification that the ZERLA can be used for the identification of language impairment. The standardisation process also showed that the ZERLA is a reliable and valid measure.

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7 CONCLUSION

> The dawn was a little overcast
> but now the sun is shining brightly
> over a new South Africa
> (Archbishop Desmond Tutu, 19 April 1994).

In the context of this study, it is the researcher's sincere wish, that the new era that has dawned in South Africa bodes well for the communicatively-impaired population of the country and for the speech-language therapists serving that population. The fervent hope of this writer is that the ZERLA will be used as a tool to begin the effective assessment of children who speak the language of most of the South African population. It is my sincere desire that the ZERLA be used for the benefit of those children who sadly have not been assessed in a manner that is their right. I truly hope that never again will a researcher have to write in the two decades since this plea. "little significant progress has occurred in the area of formal language testing ..." (Ballantine, Ballantine and Morgan, 1976, p. 5).

6.2 Standardisation of the assessments in the South-eastern Bantu Zone languages

Due to the similarities in structure among the South-eastern Bantu Zone languages, the ZERLA was translated into languages which represent all the language groups in South Africa. Therefore, Sotho, Tswana, Venda and Shangaan versions of this expressive and receptive language assessment now exist. These versions have been pilot tested on samples of approximately 30 subjects each. Recommendations for future research, in connection with these assessments, are to devise the range of responses for assessment. These assessments should also be standardised and normed, so that they can effectively evaluate the language of all children in South Africa.

There is a need to adapt the ZERLA and the assessments in the other Bantu languages for use in rural environments, as approximately half the population lives in these areas (Hlope, 1993). Results of preliminary testing in rural environments revealed that vocabulary, colour terms and activities such as the activity mat would need to be modified. These adaptations would also have to reevaluate the role of code-switching and take into account the more standard forms of the languages spoken in the rural areas.

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5.3 Therapy

Lahey (1988) and Vaughn-Cooke (1983; 1986) state that language tests should be able to determine what form of intervention and remediation a child requires. The diagnostic version of the ZERLA has demonstrated its use in the formulation of therapy programmes, as it can provide a profile of a child's abilities according to the individual subtests. Such a profile assists in determining 'where to begin in therapy'; for instance if a child performed poorly on a particular subtest, for example adverbs, this domain would then become the focus of therapy.

6 FUTURE RESEARCH IMPLICATIONS

These are general implications arising from this study. Specific implications were provided in chapters 5 and 7.

6.1 Sociolinguistic implications

Kamwangamalu (1989) reports that languages are dynamic and constantly changing. This research revealed the presence of such changes in the form of code-switching and loan words, with regards to plurals and colour terminology. The study also provided statistical and qualitative data on contemporary Soweto Zulu and changes occurring in urban settings.

Continued research into the use of colour terms could bring finality to the debate of what constitutes a basic colour term in Bantu languages. Alternatively, a model of colour terminology that reflected the current use of colour terms in Zulu and the other South-eastern Zone Bantu languages could be devised.

A final alternative regarding examiner qualification that needs to considered, is whether the ZERLA can only be administered by speech-language therapy professionals. As mentioned previously, in South Africa there is a dire shortage of such personnel (Aron, 1984, 1991; Drew, 1981; Tuomi, 1994). However, there is a great demand for an assessment such as the ZERLA in educational departments and schools.

In both the United Kingdom and the United States it is common practice for teachers to administer language assessments, provided they receive the necessary training. Newcomer and Hammill (19[illegible] p. 8) stipulate that the TOLD may be used by "teachers, counsellors, psychologists, language therapists, or other professionals who have experience in test administration". Indeed one of the requirements of language assessments described in Table 30 is that these be used by professionals who are not experts in language. The researcher thus believes that other professionals, such as teachers and psychologists could be trained to administer and score the ZERLA.

5.2 Diagnosis

The results of this study show that the ZERLA may be used to identify children with language impairment, specifically those with language delays or deviant language, when the latter is associated with a developmental impairment.

It is not certain whether the ZERLA would be sufficiently sensitive to identify a subtle specific language impairment. Although inability to determine specific language impairment is recognised as a limitation of this research, the fact that the ZERLA would be able to identify many other categories of language impairment can be seen as one of the benefits of this test.

parents to administer the test. Indeed, in instances where a child is shy or uncooperative it is often beneficial to use parents as test administrators, rather than an unfamiliar tester. A criterion for the selection of a test administrator would be literacy, as this would facilitate transcription of the child's responses. The range of responses would be used to score the responses. If a response was not included in the pool of responses, the test administrator and the facilitator would discuss the response and together decide whether it was appropriate or not.

Utilising test personnel in the manner described above would also be beneficial when using the ZERLA to screen large populations. The facilitator could train a number of examiners on test administration and scoring. She/he could then coordinate the process.

Considering the current composition of the speech-language therapy profession in South Africa, another alternative for test administration is that an English or Afrikaans speaker administer and score the ZERLA. The major drawback to this alternative is that Zulu is a tonal language and difficulty with tones is often experienced by non Zulu speakers. In addition, the click sounds, characteristic of Zulu, may prove difficult to produce.

Despite these problems the researcher believes that non Zulu speaking therapists would be able to administer the ZERLA. This would be on the proviso that they did considerable preparation prior to test administration, for example practice the test with a dominant Zulu speaker. In addition, future versions of the ZERLA should provide both phonetic and tonal transcriptions of the Zulu stimuli to assist these therapists.

leads from the detection of the problem to the child receiving the necessary therapy, that is rehabilitation or tertiary prevention. While the child is receiving therapy, the ZERLA should be readministered to assess progress.

5 CLINICAL IMPLICATIONS

5.1 Examiner qualifications

An important consideration during this study and regarding future use of the ZERLA, is WHO is qualified to administer and score this assessment. Not only is there is a shortage of suitably trained speech-language personnel (Bortz, et al., in press; Tuomi, 1994) but problems arose with research assistants during the pre-standardisation phase of the study. The methods implemented for dealing with these problems during the standardisation phase were successful. Thus, in the instances where there is no Zulu speech-language therapy personnel available, it is recommended that this method of administration and scoring of the ZERLA be used. This method indicates that a speech-language therapist should coordinate a dominant Zulu speaker administering and scoring the ZERLA.

Initially, the speech-language therapist would have to train the Zulu speaker as to the purpose of the test and the method of administration. She/he would observe that the test was administered according to its specific criteria. This would be done by utilising the ZERLA Test Booklet which contains the instructions, the Zulu stimuli and English translations.

It would be preferable that the dominant Zulu speaker have some knowledge of testing procedures, as interpreters employed in Speech Therapy Departments of hospitals do. It would also be suitable to use

talk to parents or teachers about language disorders, the need to perform a screening of language abilities may arise.

4.2 Secondary prevention

The principle use of the ZERLA is to detect and identify language problems. In order to fulfil this function comprehensively, both a screening and a diagnostic version of the ZERLA were devised. After standardisation the screening version of the ZERLA could be used to assess groups of children in different contexts and communities, such as at nursery schools. The use of the diagnostic test would be to identify a language disorder in an individual child.

The ZERLA could also be utilised to determine prevalence of language problems in a particular community. As described in Chapter 2 a need exists to determine prevalence of language disorders universally. In South Africa, determining the prevalence of language disorders would assist in the formulation of speech-language therapy services where these do not exist. This is an urgent need at present.

One of the criticisms of prevalence studies and early diagnostic programmes is that often problems are identified but not accompanied by the necessary form of rehabilitation, such as parent guidance (Hartley, 1986). A strong recommendation arising from the present research is that this situation be remedied. Already within the context of the pilot studies, primary prevention strategies were engaged in, for example, public education to parents of respondents while attempting to improve response rates.

4.3 Tertiary prevention

As the model shows, the ZERLA can be considered as the bridge that

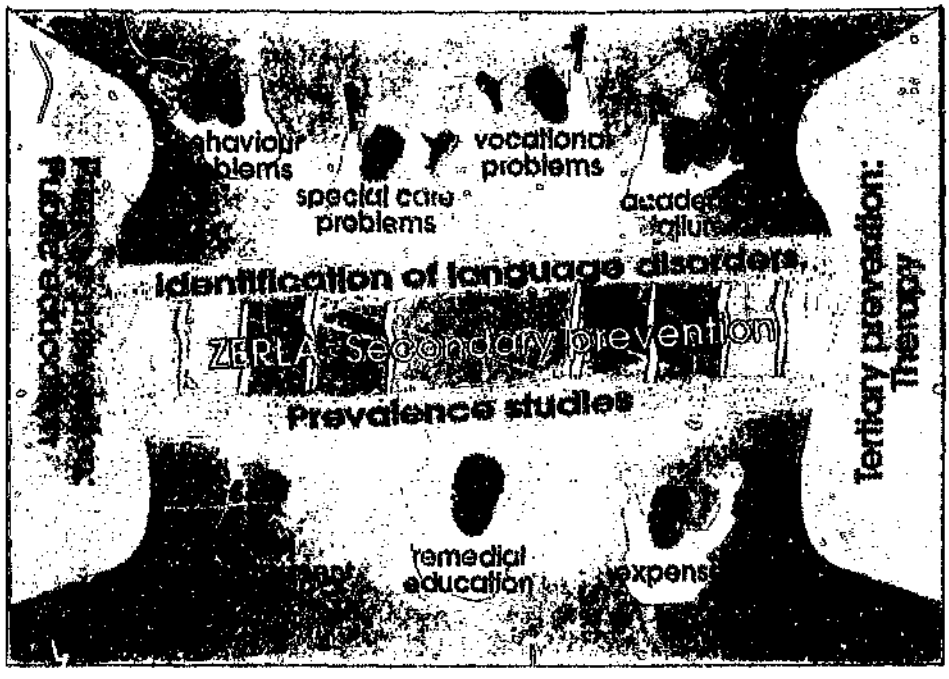

FIGURE 38 **Use of the ZERLA for prevention of language disorders**

4.1 Primary prevention

It is essential that the public receive education concerning the etiologies and prevention of language disorders. Public education should emphasise the need for treatment as early as possible (Oblako and Izuora, 1983).

The ZERLA can be used as a connection to public education. When a speech-language therapist utilises the ZERLA to screen a population she/he could simultaneously engage in public education of teachers or parents. Similarly, after the speech-language therapist has provided a

The results of assessing these structures also indicate that preschool children acquire their numbers and colours mostly in a code-switched form, for example, *eziblue* RP10-blue 'blue'. Subjects also used subject prefixes to express their colours, for example *zi-blue* SP10-blue 'the one which is blue'.

Despite the fact that colour was not assessed in the same manner used by Berlin and Kay (1969), the results of this study have implications regarding the equivalence classes described by these authors. The children's responses showed that they utilised items in all equivalence classes of Berlin and Kay's (1969) model. This fact adds credence to the argument that Zulu is a Stage VI language, as A. Koopman (personal communication, August 30, 1994) and the researcher hypothesise.

4 EPIDEMIOLOGICAL IMPLICATIONS

The researcher believes that one of the most pertinent implications of the ZERLA is its use in a prevention framework. Utilising the ZERLA in this context is especially necessary at present due to the new South African government's implementation of primary health care programmes, such as 'free health care for children under six'. Figure 38 illustrates how the ZERLA can be used in a prevention model.

and relatives by age three. The present study verified these findings regarding noun class and agreement. However it found that the children tested on the ZERLA had difficulty with their relative structures even at age five.

Differences in spontaneously occurring relatives, found in the studies of Bantu language acquisition and formally assessed relative structures elicited on the ZERLA, may account for these findings.

3.1.1 Acquisition of numbers and colours

In Chapter 2, the hope was expressed that the findings of this study would contribute information to aspects of the acquisition of Zulu that were to be assessed. In this regard, the ZERLA succeeds in providing information concerning the development of number concepts and, to a greater extent colour terminology in Zulu.

These two features were initially chosen as lexical items representing the morphosyntactic structures of adjectives and relatives. The assessment of these structures proved to be complex due to sociolinguistic and psycholinguistic variables. However, it was important to assess these particular semantic notions because of their relevance and importance to children in preschool contexts.

Results revealed that older children had a better knowledge of these concepts than younger children. Length of exposure to these concepts may have been the variable responsible for these results as it was the older subjects, in the pre-standardisation phase of the ZERLA, who were formally taught these structures.

APPENDIX F

ADVANTAGES AND DISADVANTAGES OF FORMAL AND NATURALISTIC ASSESSMENT

(Lees, 1993; Lund and Duchan, 1993; Vance and Plante, 1994).

	STANDARDISED TESTS	NATURALISTIC ASSESSMENTS
ADVANTAGES	carefully structured	adapted to suit the needs of the child
	equipment specified	free choice of materials
	conditions specified	carried out in any context, for example, home or school
	norm-referenced behaviour	observations can be freely interpreted
DISADVANTAGES	does not always respond to specific child's needs	too little structure
	equipment may not be appropriate	child may be distracted l too much choice
	child may not respond in formal situation	may be difficult to assess the effects of the specific environment
	norms may be too narrow	may be difficult to relate observations to peer group

APPENDIX E

LANGUAGE ABILITIES OF PRESCHOOL CHILDREN

(Illingworth, 1983, Marge, 1972; Nicolosi and Collins, 1989).

AGE	RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE
2 - 3 YEARS	Recognises and identifies categories	Names familiar objects in the environment
	Identifies objects by use	200 - 300 word vocabulary which includes nouns, verbs, adverbs and pronouns. This increases to 900 words
	Can understand simple two stage commands	Carries on purposeful conversation
	Identifies seven body parts	Talks about immediate experiences
	Demonstrates an understanding of most common adjectives	Begins to ask questions
		Repeats three digits
		Continued increase in use of adjectives
3 - 4 YEARS	Listening skills improve	Can carry out conversations which are semantically and contextually appropriate
	Understands 1500 words	Can say approximately 900 - 1500 words
	Carries out complex instructions	
4 - 5 YEARS	Comprehends 1500 - 2000 words	Vocabulary of approximately 2000 words
	Carries out more complex commands with two - three actions	Language is fairly complete in structure and form
	Improving listening skills	Articulation 80% correct

4 Leisure activities

Morris (1980) asserts that recreation has an important role to play in the improvement of the quality of life in Soweto and it is important that children be exposed to a wide range of recreational opportunities. Forty five percent of women in Shuenyane et al's., (1977) study reported that they had insufficient time for leisure activities. The South African Township Annual Report (1990, p. 17) stated that "recreational opportunity and beneficial use of leisure time is inextricably bound up with such issues as security, transport, safety of movement at night etc., and these compound the limitations of inadequate facilities".

Another reason for Soweto's lack of recreational facilities is that, under the apartheid system, until at least 1980, Black enterprise was not permitted to develop commercial entertainment facilities. To further exacerbate this situation Sowetans were not permitted to make use of facilities in the centre of Johannesburg. The facilities existing in Soweto includes six libraries[9] three cinemas, seven swimming pools and 120 soccer fields.

Many Sowetans are involved in different kinds of voluntary associations such as choirs specialising in church and traditional music and 'stokvels' (mutual aid societies) and burial societies.

5 Religion

The majority of the population belongs to one or other of the 226 established denominational churches (Morris, 1980, South African Township Annual Report, 1990). The church plays an important role in fulfilling cultural functions in Soweto (Morris, 1980) and children in Lab's (1987) study drew church activities when depicting their routines.

[9] This number is particularly inadequate according to Morris (1980).

APPENDIX D

DESCRIPTION OF SOWETO[96]

1 Housing

In 1980, 90% or 111 822 houses in Soweto consisted of three-or-four roomed dwellings the so called "match boxes". Most of these were built in the 1950s and 1960s, only 5000 having been built after 1970. Few of the houses have inside bathrooms or toilets and 85% are rented (Lee, 1978, Morris, 1980; South African Township Annual Report, 1990). 47 932 people were housed in nine hostels in 1987 (Star, Dec 11, 1987). As the current population of Soweto is estimated at 4.5 million (Jogianna, 1994) and this figure constantly increases due to continued urbanisation, it is obvious that there is an acute housing shortage in Soweto. One of the results of this shortage is that squatter-camps have taken over areas previously set aside for amenities in areas such as Mshenguville, Naledi and Chiawelo (South African Township Township Annual Report, 1990). Mas' abela (1988) reported that there were 130 000 homeless people in Soweto.

2 Education

Soweto has a large childhood population (Shueyane et al., 1977). Preschool education is an important factor in Soweto due to the large number of working mothers. A wide assortment of both formal and informal preschool facilities, which include baby care units, nursery schools and creches and informal systems such as child minding exist (African Self Help Feeding Scheme Annual Report, 1991-1992; Morris, 1980; South African Township Annual Report, 1990). However, there are at least 115 000 children requiring preschool and 61 available creches and consequently there is a shortage of services (Morris, 1980; South African Township Annual Report, 1990). Often parents cannot afford to send their children to a creche. Parents also do not always see the importance of nursery school as the following statement indicates:

> "I do not trust the woman who work at the creche. They give the children milk and food, yes, but they are not real family. My child will feel alone. At home my young sister will never leave the child alone" (Venter, 1989, p. 19).

In addition to a shortage of preschools there is a shortage of primary and secondary schools. In 1990 there were 271 primary schools for 144 977 pupils, that is 534,9 pupils per school and 64 schools for secondary and high school pupils, plus one university and four technikons (South African Township Annual Report, 1990). An additional problem relating to education in Soweto is that because parents are forced to work all day children spend many hours without adult supervision. This has served to weaken parental control and may result in a breakdown of family because of the unfavourable physical, social, economic and political environment (Ndale, 1965 cited in Dubb, 1974).

3 Health

Soweto has one hospital, Baragwanath, with 2000 beds and 17 clinics (South African Township Annual Report, 1990).

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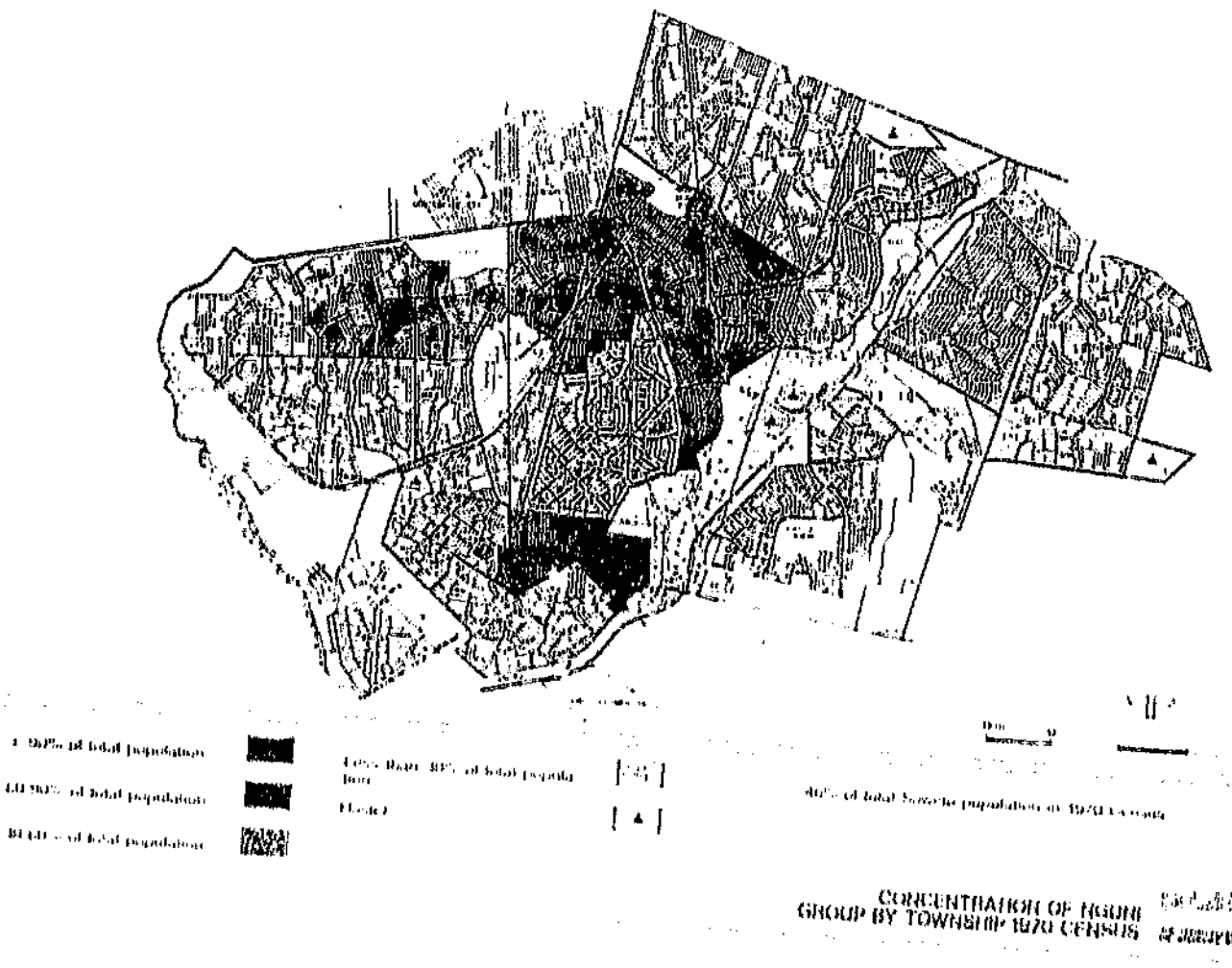
[96] This description may have altered due to the changes in the political situation

APPENDIX C

PREDOMINANTLY ZULU SPEAKING AREAS OF SOWETO
(Morris, 1980)



YEAR	EVENT
1879	The British invade Zululand, and are defeated at Isandlawana. However eventually they defeat the Zulus at Ulundi. Cetheswayo is captured and exiled
1884	Cetheswayo dies
1887	Zululand becomes British territory as part of Natal
1906	Zulu rebellion put down
1970	Chief Buthelezi becomes leader of KwaZulu
1971	Coronation of King Goodwill Zwelatini
1975	Establishment of Inkatha Freedom Party
1994:	
February	Zulu King and bombshell
March	Great uncertainty surrounds KwaZulu/Natal. The King proclaims his kingdom; Buthelezi warns of 'struggle'; Ulundi crisis deepens
April	Count us in says IFP
May	An Inkatha victory in KwaZulu/Natal

APPENDIX B

IMPORTANT DATES IN ZULU HISTORY

(Chotia, Lauder, McGregal and Slober, 1994; Elliott, 1986; Rowlstone, 1978; Staff, The Sowetan, 1994; Staff, The Star, 1994; van Warmelo, 1974, Whitfield and Waugh, 1994; Wrinch-Schulz, 1975).

YEAR	EVENT
AD 1000 - 500	Arrival of the Bantu people in South Africa
16th Century	Presence of Nguni languages on the east coast of South Africa
1620s	Birth of Zulu, son of Malandela and Nozinja
1652	Establishment of the first white settlement in the Cape
1787	Birth of Shaka
1816	Shaka's accession to chief
1817 - 1828	Shaka's warring expeditions which led to the formation of the Zulu nation[1]
1824	First Europeans, traders, led by Lieutenant F. Farrell and Henry Francis Fynn made contact with Shaka
1826	Shaka's mother, Nandi died. Shaka imposed mourning on his people. He is no longer regarded as a national hero
1827	Shaka is assassinated and succeeded as King by his half-brother Dingaan
1835	The Great Trek during which Dutch settlers migrated to Natal
1837	Piet Retief makes contact with Dingaan
1838	Murder of Piet Retief, which leads to the Battle of Blood River where the Zulu are defeated
1840	Dingaan driven from Zululand and killed, succeeded by Mpande another half brother of Shaka
1843	Natal proclaimed a British colonial territory
1872	The death of Mpande and his son Cetheswayo becomes king
1879	The British invade Zululand, and are defeated at Isandlawana. However eventually they defeat the Zulus at Ulundi. Cetheswayo is captured and exiled

1 It is important to note that Shaka did not succeed in uniting all the Zulu people. Many fled and later regrouped. Amongst these were three leaders who founded other empires. Mzilikazi founded the Ndebele Kingdom where his descendants speak Zimbabwean Ndebele which is a dialect of Zulu (Schuring, 1990). Soshangane or Manukosi moved to present day Mozambique and founded the Tsonga nation while Zwangendaba moved north and settled in present day Malawi.

Language:

An abstraction composed of a number of dialects (Myers-Scotton, 1992).

Language shift:

The result of two languages meeting and remaining in contact for some time Nelde (1990).

Linguistic variety:

A neutral cover term for any linguistic, rule governed system and includes languages, dialects and registers (Crystal, 1991; Myers-Scotton, 1992).

Loan words:

The borrowing of form and meaning from a language or dialect, other than the one in which these originated (Crystal, 1991; C. Myers-Scotton, personal communication, October 22, 1993).

Multilingualism:

A characteristic of speakers who make use of two or more languages (Crystal, 1991).

Standard dialect:

The dialect of a language on which speakers' bestow prestige so that this represents the language in its best form (Myers-Scotton, 1992; Schuring, 1992).

Tertiary prevention:

Reduction of a disability by attempting to restore effective functioning, that is, rehabilitation or therapy (Butler 1989; Gerber, 1990).

3 SOCIOLINGUISTIC FEATURES

Borrowing:

A universal phenomenon which refers to linguistic forms being taken over by one language/dialect from another (Crystal, 1991) or the introduction of single words or short, frozen, idiomatic phrases from one variety into another (Gumperz, 1982).

Code-mixing:

A cross-cultural phenomenon which is the intrasentential use of words, phrases or clauses from two distinct languages or varieties of the same language, by a bilingual individual within the same speech situation (Bokamba, 1988; Kamwangamalu, 1989). Code-mixing also refers to the embedding of various linguistic units, that is, morphemes, words, phrases, and clauses from two distinct grammatical systems or sub-systems within the same sentence or speech event (Bokamba, 1985).

Code-switching:

The phenomenon of constantly switching between two languages in a bilingual person's repertoire (Akere, 1981; Myers-Scotton, 1992; Myers-Scotton and Ury, 1977). Code-switching involves the embedding of words, phrases or sentences from two linguistic varieties (Bokamba, 1988).

Culture:

The values, norms, beliefs, attitudes, behavioural styles, and traditions linked to form an integrated whole that functions to preserve a society (Terrell and Terrell, 1983).

Dialect:

A distinct form of a language, possibly associated with a recognisable regional, social or ethnic group, differentiated from other forms of the language by phonological, syntactic and lexical features (Adler, 1979; Akmajian et al., 1984; Trudgill, 1984). Dialects develop through a complex interplay of historical, social, political, educational and linguistic factors (Taylor and Payne, 1994).

Koine:

Derived from the Greek word koine which means 'common' and is the convergence of several dialects Siegel (1985) or dialect mixing (Samarin, 1971).

* In addition "standardised language assessment separate the normal population from the disordered population and provides information on the child's strengths and weaknesses according to her peers" (Stokes and Duncan, 1989 p. 121).

Validity:

An indication of how well a test measures what it professes to measure (Anastasi, 1990; Hresko et al., 1991; Messick, 1989). Both validity and reliability may be obtained statistically and qualitatively.

2 EPIDEMIOLOGICAL TERMINOLOGY

Incidence:

Number of new cases of a condition at a given time (Butler, 1989).

Prevalence:

The total number of cases in a population that has a characteristic at a specified period of time (Butler, 1989; Katzenellenbogen et al., 1991).

Prevention:

The elimination of factors which interfere with the normal acquisition and development of communication skills (ASHA Committee on Prevention of Speech, Language and Hearing Problems, 1987).

Primary prevention:

The elimination or inhibition of the onset and development of a communicative disorder by altering susceptibility with the implementation of primary prevention strategies such as public education (Gerber, 1990; Marge, 1984).

Rehabilitation:

A process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric and/or social functional levels thus providing them with the tools to change their lives towards a higher level of independence (United Nations, 1992).

Secondary prevention:

The early detection and treatment of a communication problem. Aims at reducing the prevalence of a disorder (Gerber, 1990; Marge 1992).

APPENDIX A

GLOSSARY OF TERMS

This glossary contains definitions of various terms used in this study.

1 CHARACTERISTICS OF LANGUAGE TESTING

Language assessment:

Provides a sample of behaviour to determine the presence of a language problem. Other objectives of language assessment are to design appropriate therapy programmes for children identified as having language problems (Bloom and Lahey, 1978; Bernstein and Tiegerman, 1993; Lund and Duchan, 1993).

Norms:

A statistical summary of the scores derived by a normative sample (McCauley and Swisher, 1984a).

Reliability:

The consistency of scores obtained by the same persons when retested (Anastasi, 1990; Newcomer and Hammill, 1981); the replicability of tests (McCartney, 1993).

Standardisation[56]:

The process of administering a test to a group of students to determine uniform or standard procedures and methods of interpretation (Nicolosi et al., 1989).

A standardised/norm-referenced

* a test that is composed of empirically selected materials which should have definite directions for use, adequately determined norms and data on reliability and validity; or

* a test that has undergone standardisation procedures; an individuals performance is compared to other individuals who have the same chronological age (Nicolosi et al., 1989).

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[56]The researcher view standardisation as a process which allows for the determination of norms.

APPENDIX NUMBER		PAGE NUMBER
X	Teacher report	348
Y	Informed consent	350
Z	Research assistant training workshop (1 and 2)	351
AA	Workshop for nursery school teachers	353
BB	Administering the ZERLA	354
CC	Instructions for coding of data	355
DD	Additional coding instructions	356
EE	Points to be considered in focus group interviews	358
FF	Mean scores and standard deviations for verb subtests	359
GG	Means and standard deviations obtained on the ZERLA according to the age variable	360
HH	Attempts to increase response rates	361
II	Taxonomy for picture description	364
JJ	Pool of appropriate responses	371
KK	Components of Revised ZERLA and Revised ZERLA Test Booklet	383
LL	South-eastern Bantu Zone Expressive Receptive Language Assessment	396
MM	Results of pilot studies performed on South-eastern Bantu Zone Language Assessments	445
NN	Item validity and item difficulty achieved on the ZERLA	457
OO	Screening version of the ZERLA	461
PP	Standard receptive and expressive scores and percentile ranks	463
QQ	Histograms, Box-and-whisker plots and normal probability plots for receptive, expressive and total scores	465

WHAT LANGUAGE/S DID YOU SPEAK TO YOUR MOTHER IN? (FIRST INDICATE WHICH LANGUAGES YOU MOSTLY USED AND THEN WRITE THE OTHERS)

WHAT LANGUAGE/S DID YOUR FATHER SPEAK? (PUT HIS HOME LANGUAGE FIRST)

WHAT LANGUAGE/S DID YOU SPEAK TO YOUR FATHER IN? (FIRST INDICATE WHICH LANGUAGES YOU MOSTLY USED AND THEN WRITE THE OTHERS)

WHAT LANGUAGE/S DID YOU SPEAK MOSTLY WITH FRIENDS AS A CHILD?

WHAT LANGUAGE/S DO YOU SPEAK TO YOUR FAMILY IN? PLEASE SPECIFY WHO THIS IS, EG. SPOUSE/SIGNIFICANT OTHER, PARENTS, CHILDREN.

LANGUAGE	PERSON
_____	_____
_____	_____

COMPLETE WHERE APPLICABLE:		**WHAT LANGUAGES DO YOU SPEAK:**
a)	at HOME	_____
b)	with FRIENDS	_____
c)	at WORK	_____
d)	watching TV	_____
e)	listening to the RADIO	_____
f)	at CHURCH	_____

EDUCATION

WHAT LANGUAGE DID YOU RECEIVE PRIMARY SCHOOL EDUCATION IN?

_____

WHAT LANGUAGE DID YOU RECEIVE HIGH SCHOOL EDUCATION IN?

_____

BACKGROUND INFORMATION

WHAT LANGUAGE/S DID YOU SPEAK AS A CHILD?

_____

WHAT LANGUAGE/S DID YOUR MOTHER SPEAK? (PUT HER HOME LANGUAGE FIRST)

_____

APPENDIX O

HISTORY OF BILINGUALISM QUESTIONNAIRE

ZULU EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT [ZERLA] RESEARCH ASSISTANT QUESTIONNAIRE (Adapted from Paradis, 1987).

NAME : _____

AGE : _____

QUALIFICATION : _____

WHAT IS YOUR CURRENT HOME LANGUAGE/S : _____

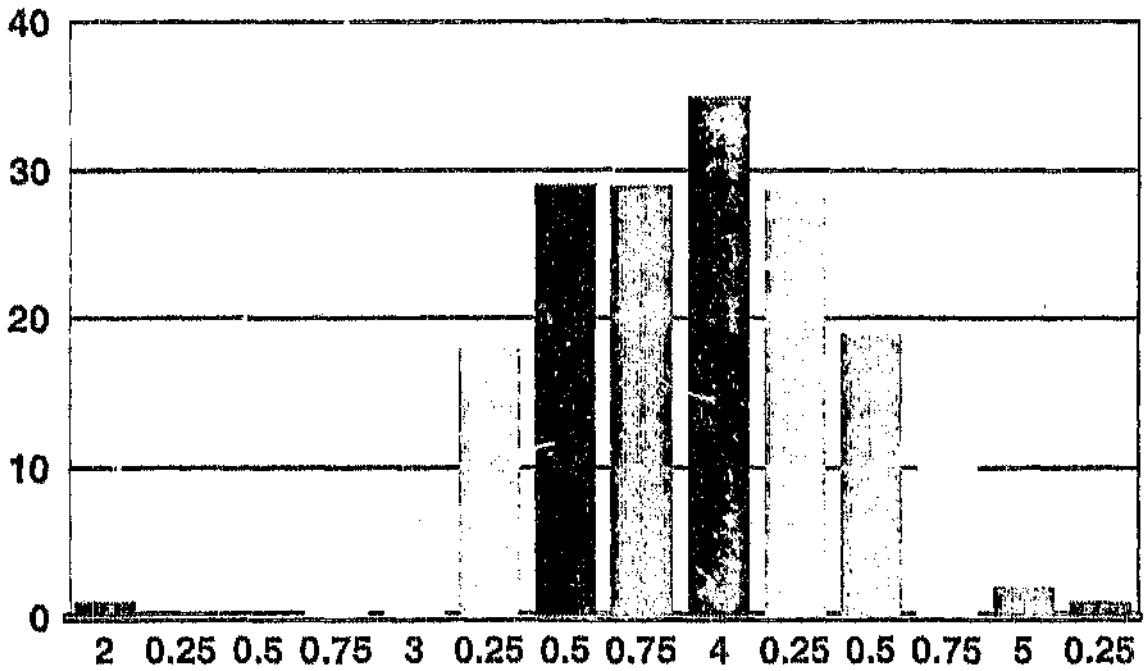
OTHER LANGUAGES SPOKEN? : _____

NOW PLEASE CONSIDER ALL LANGUAGES THAT YOU HAVE WRITTEN DOWN AND DESCRIBE WHERE YOU SPEAK IT AND HOW PROFICIENTLY YOU SPEAK IT.

LANGUAGE	SITUATIONS IN WHICH I SPEAK IT	LEVEL OF PROFICIENCY
1)	_____	_____
2)	_____	_____
3)	_____	_____
4)	_____	_____
5)	_____	_____
6)	_____	_____
7)	_____	_____

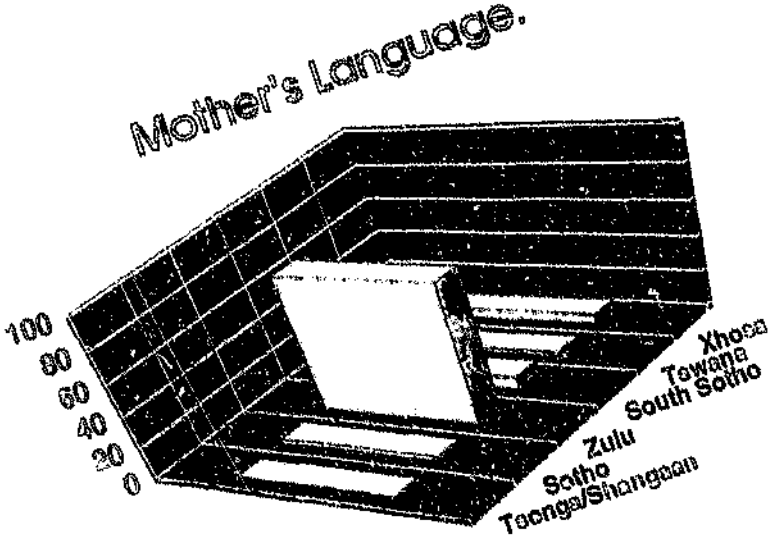
APPENDIX N

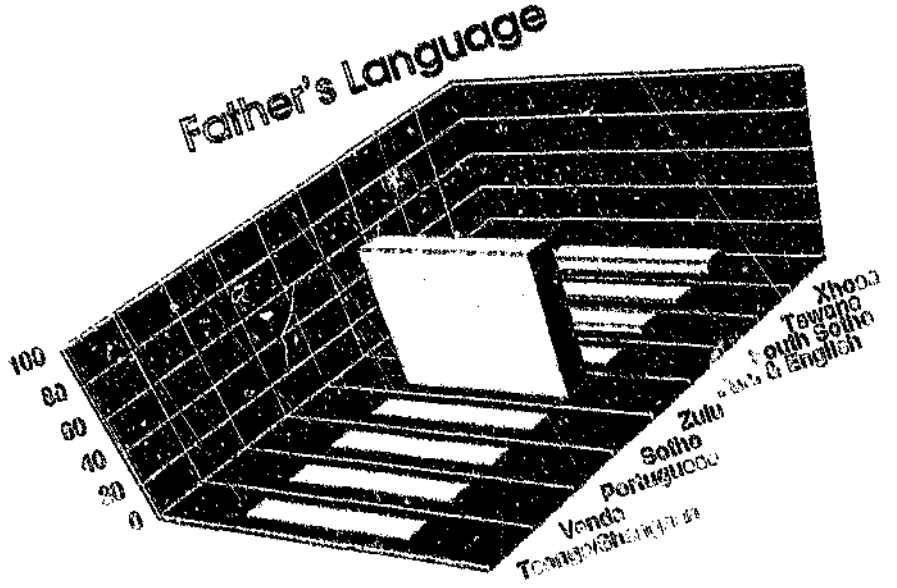
AGE DISTRIBUTION OF SAMPLE



APPENDIX M

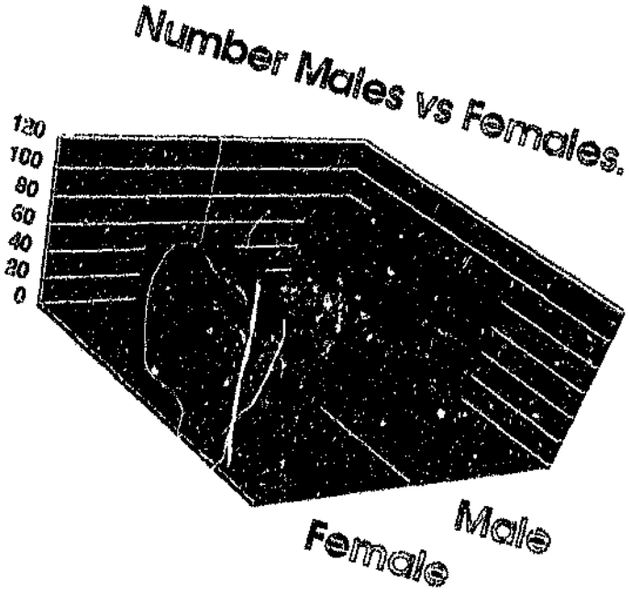
PARENTS' DOMINANT LANGUAGE





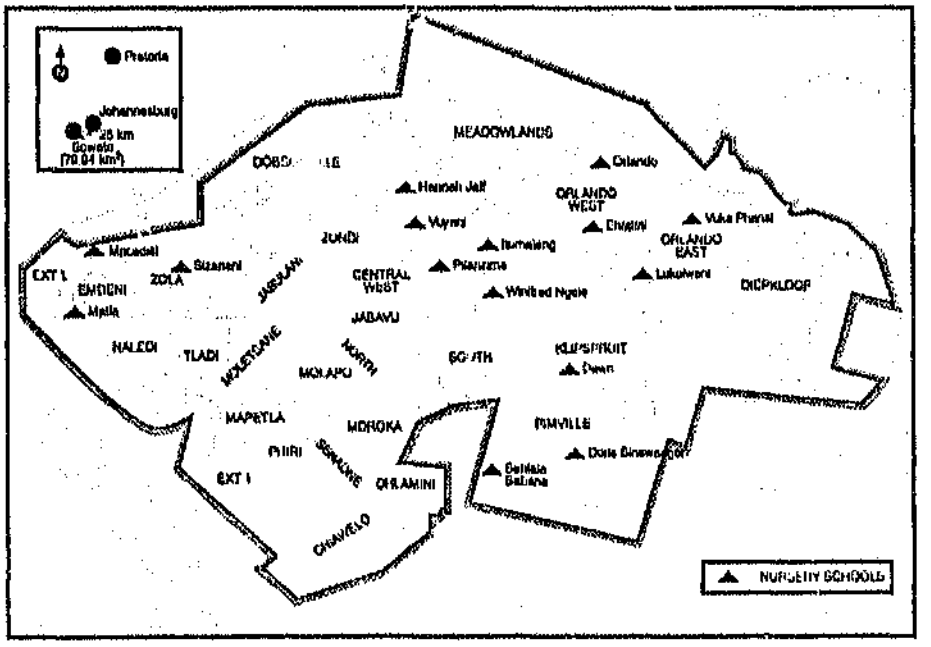
APPENDIX L

RATIO OF FEMALES TO MALES



APPENDIX K

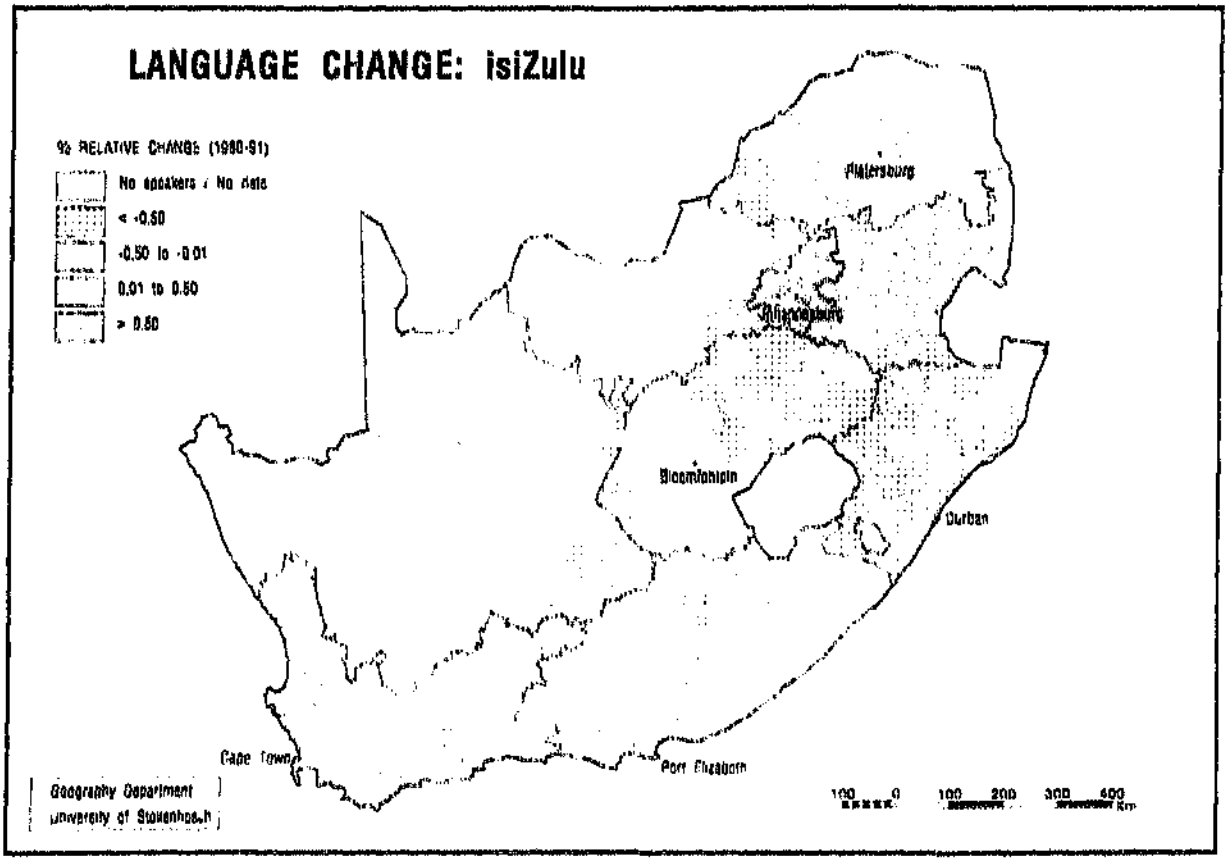
TEST LOCATIONS



APPENDIX J1

CHANGES IN ZULU SPEAKING REGIONS

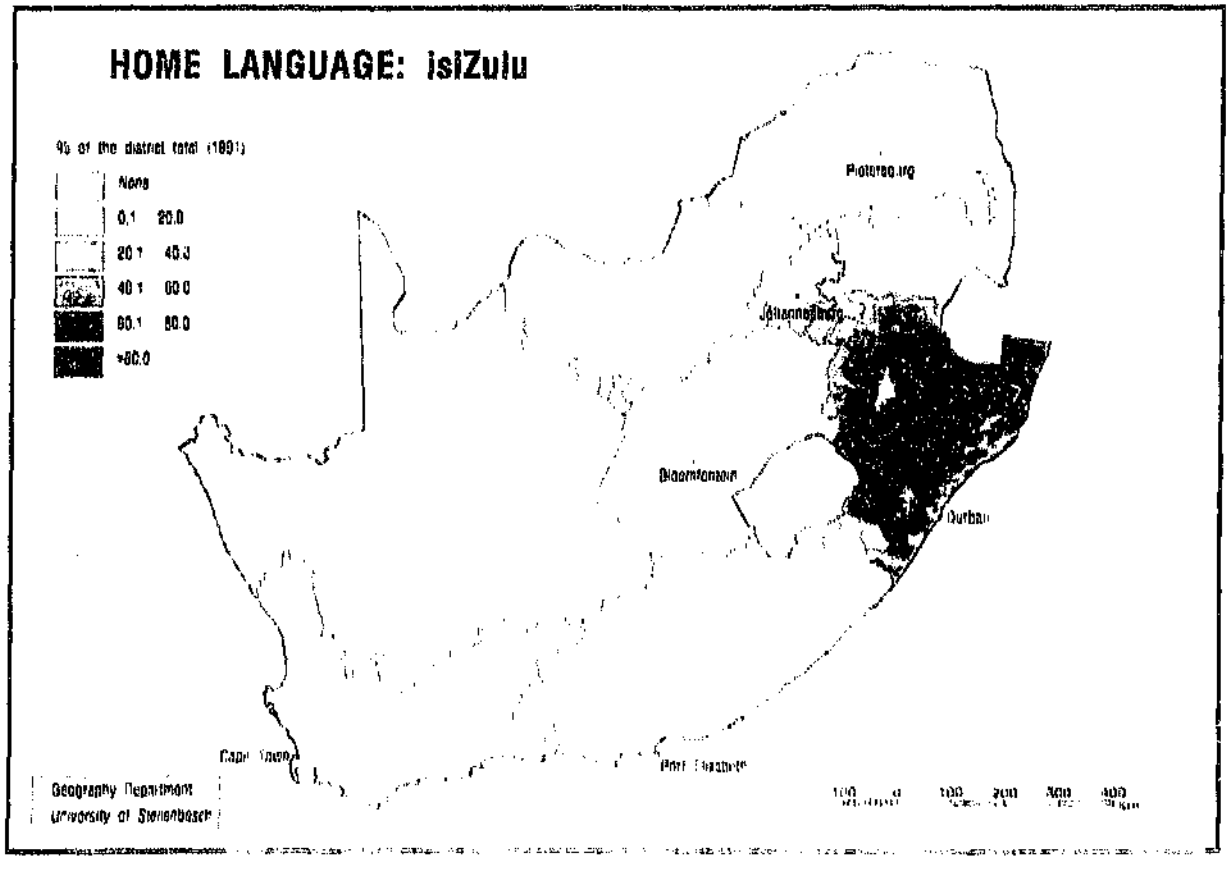
(van der Merwe, 1994)



APPENDIX J

ZULU SPEAKING REGIONS OF SOUTH AFRICA

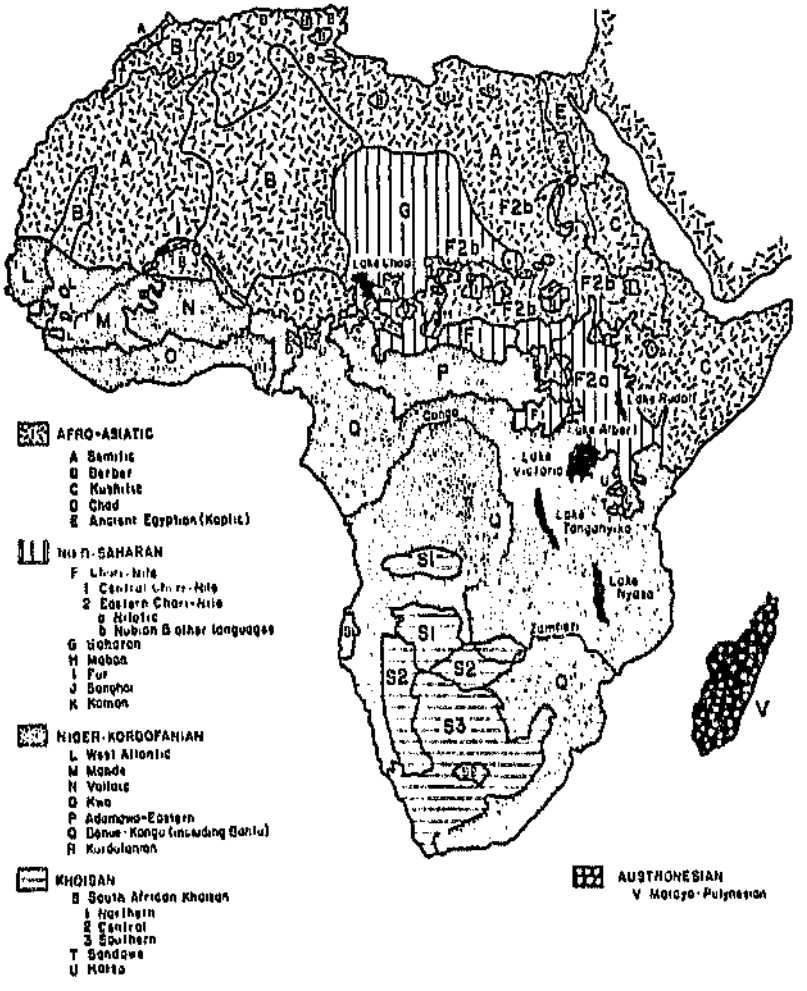
(van der Merwe, 1994)



APPENDIX I

AFRICAN LANGUAGE GROUPS

(Gregersen, 1977)



APPENDIX H

PREVIOUSLY DEVISED ASSESSMENTS OF ZULU LINGUISTIC COMPONENTS

(Research Reports of Fourth Year Speech Pathology and Audiology students, University of the Witwatersrand)

1)	Noun class system	§	(Oberstein, 1987).
2)	Passive	§	(Stephen, 1988).
3)	Possessive	§	(Simon, 1988; Videlefsky, 1988).
4)	Causative	§	(Mclagen, 1988).
5)	Complex sentences	§	(Mtshazo, 1988).
6)	Past tense	§	(van Reenen, 1989).

APPENDIX G

PSYCHOMETRIC CRITERIA WHICH STANDARDISED LANGUAGE TESTS SHOULD MEET

(McCauley and Swisher, 1984a).

CRITERION NUMBER	MCCAULEY AND SWISHER'S (1984a) PSYCHOMETRIC CRITERIA	ZERLA
1	Description of normative sample	✓
2	Sample size	303 dominant Zulu language speakers
3	Item analysis	✓
4	Means and standard deviations	✓
5	Concurrent validity	Could not be established as the ZERLA is the first standardised Zulu language test
6	Predictive validity	To be determined when subjects begin school (1996)
7	Test-retest reliability	Correlation coefficient - 0.27
8	Interexaminer reliability (Mark remark reliability)	Correlation coefficient - 0.76
9	Description of test procedures	✓
10	Description of tester qualifications	✓

Plante and Vance (1994) believe that these criteria are not sufficient to determine whether or not a test has validity and therefore is discriminating between normal and language impaired children. They therefore recommend that test authors should devise validity empirically, using methods such as discriminant analysis. Discriminant validity was determined on the ZERLA. Statistically significant results were obtained, indicating that the ZERLA was able to differentiate between normal and language impaired children.

14 ubuhlalu / utshwala (beads / bear)
15 ukudla

Put the pictures / stuff down and ask the child to take them ~~/show them to you~~

- mthathe, usisi / unana!
- bathathe, abafana!
- wuthathe, ugwayi / uvaselina!
- bathathe, omama!
- wuthathe, umuthi / umbila! maize
- yi lthathe, imimese / imigamelo!
- lithathe, itiye / ipapa / ibhola!
- (w)athathe, amaswidi / amapilisi!
- sithathe, isinkwa / isikhwama / isikhehle-khehle!
- yi thathe, inyama / imoto!
- zithathe, izinkomishi / izikhiye / izincwadi!
- luthathe, ubisi!
- bathathe, ubuhlalu / utshwala

NB: Add in some other things from your equipment as well, to make sure the child can identify.

Receptive

OBJECT PREFIXES + PRESENT TENSE with ya

Introduction

a set of realia / toys or pictures of the following

1a	usisi (a girl doll) / unana (baby)	
2	abafana (eg lego men or magazine picture)	
1a	ugwayi / uvaselina	(cigarettes / vaseline)
2a/b	omama	(magazine pictures)
3	umuthi / umbila	(medicine / maize)
4	imimese / iinigamelo	(knives / pillows)
5	itiye / ipapa / ibhola	(tea / pap / a ball)
6	amaswidi / amapilisi	(sweets / pills)
7	isinkwa / isikhwama / isikhehle	(bread / a bag / a rattle)
9	inyama / imoto	(meat / a car)
10	izinkomishi / izikhiye / iziincwadi	(cups / keys / letters)
..	...	

alternatives are indicated

I have not used a corresponding singular or plu

1 PRELIMINARY INVESTIGATION 2 (Pilot Test of Morphosyntactic Structures)

Aims

To assess object prefixes, agreement, applied extensions, adjectives and relatives.

Please see attached hand-written protocol. This protocol is deliberately presented in this form to give a representation of pilot testing.

1.2 Results of pilot test of noun classes

Noun classes were effectively elicited through the proposed contexts. However, research assistants suggested that the features of the doll to be used for identifying and naming noun classes, be more clearly delineated. Research assistants and participant observation also indicated that the pilot test was too lengthy and items were repetitive. Thus certain items were removed and the number of items assessing noun classes was reduced from 43 to 35.

Take out two grandmothers, grandfathers and two girls and two boys and ask the child to tell you who they are

(PLURAL)

	Yes	No	Comment
Ngwaani lo (UGOGO)			
Ngobani laba (OGOGO)			
Ngubani lo (UMFANA)			
Ngobani laba (ABAFANA)			
Ngubani lo (UMKHULU)			
Ngobani laba (OMKHULU)			
Ngubani lo (INTOMBAZANE)			
Ngobani laba (AMANTOMBAZANE)			

RECEPTIVE

Take out the big doll again and tell the child the doll is sick or has been in an accident. Let the child put on a plaster or if this doesn't work let the child show the following body parts:

Ngibonisa :	Yes	No	Comment
umlenze			
iminwe			
ikhala			
amadolo			
isifuba			
indlebe			
unyawo			
izingalo			

Show *unyawo* 'foot' and ... child to tell you what it is

Yes	No	Comment

Show *izingalo* 'arms' and ask the child to tell you what it is

Yes	No	Comment

EXPRESSIVE

(SINGULAR)

Take out the father, mother and child again and ask the child to say who it is. Child must SAY.

	Yes	No	Comment
Ngubani lo (UBABA)			
Ngubani lo (UMAMA)			
Ngubani lo (UMNTWANA)			

(PLURAL)

Take out the two fathers, mothers and children and ask to child to say who they are.

	Yes	No	Comment
Ngobani laba (OBABA)			
Ngobani laba (OMAMA)			
Ngobani laba (ABANTWANA)			

EXPRESSIVE

Then show the child the big doll and ask the child to tell you the names of the body parts:

Kuyini 'what is this?'

Show *umlenze* 'leg' and ask the child to tell you what it is

Yes	No	Comment

Show *iminwe* 'fingers' and ask the child to tell you what it is

Yes	No	Comment

Show *ikhala* 'nose' and ask the child to tell you what it is

Yes	No	Comment

Show *amadolo* 'knees' and ask the child to tell you what it is

Yes	No	Comment

Show *isifuba* 'chest' and ask the child to tell you what it is

Yes	No	Comment

Show *indlebe* 'ear' and ask the child to tell you what it is

Yes	No	Comment

(PLURAL)

Then put out two fathers and two children.

Tell the child to show:

	Yes	No	Comment
Ngibonisa obaba			
Ngibonisa abantwana			

(SINGULAR)

Then put out a granny, grandfather, boy and girl.

Tell the child to show:

	Yes	No	Comment
Ngibonisa ugogo			
Ngibonisa umkhulu			
Ngibonisa umfana			
Ngibonisa intombazane			

(PLURAL)

Then put out two grannies, two grandfathers, two boys and two girls.

Tell the child to show:

	Yes	No	Comment
Ngibonisa ogogo			
Ngibonisa omkhulu			
Ngibonisa abafana			
Ngibonisa amantombazane			

PILOT TEST OF NOUN CLASSES

NAME : _____

LANGUAGE/S CHILD SPEAKS : _____

GENDER : _____ AGE : _____

DATE OF TEST : _____ DATE OF BIRTH : _____

NAME OF NURSERY SCHOOL : _____

ANY PROBLEMS WITH SPEECH AND LANGUAGE : _____

HOW LONG DID THE TEST TAKE? : _____

COMMENTS : _____

RECEPTIVE

Put out mother doll, father doll and child doll.

(SINGULAR)

Say to the child *Ngibonisa* 'show me' and the child must show you whichever you show mother, father or child.

	Yes	No	Comment
Ngibonisa ubaba			
Ngibonisa umama			
Ngibonisa umuntwana			

1.1.1 Procedure: Instructions for research assistants

§ One of you should try and sit at a small table with the child in front of you. The other one should be writing down everything that happens. Otherwise sit on the floor.

§ Don't let the children who will be tested next, see or hear what is happening.

§ The children must speak Zulu, preferably as their home language.

§ The children must be between three and a half and four and a half years old.

§ Try and test the same numb of boys and girls. Test as many children as you can in one morning.

§ Keep careful records of children's names and ages and languages they speak and the date of the test. Also note what the teacher thinks about the child's speech and language.

§ The heading **COMMENT** is for you to fill in what exactly the child does in response to your instructions.

§ You can and should change the order of the subtests with different children and see which works better. eg to do reception or expression first and if you can mix singular or plural. WRITE DOWN WHICH WORKS BETTER.

APPENDIX Q

PRELIMINARY INVESTIGATIONS

1 PILOT STUDIES

1.1 Aims

The aims of the pilot studies were to assess:

§ which elements of morphology, syntax and semantics to assess.

§ the appropriateness of instructions, taking particular note of the variety of Zulu used.

§ procedures for test administration.

§ the appropriateness of the test items. A range of items were prepilot tested, by observing what items children commonly played with, and the most suitable were selected from this range.

§ test administration time.

§ most suitable locale for testing.

§ best methods of scoring and coding receptive and expressive responses.

1.2 General procedure

The researcher met with the research assistants to explain the purpose of the ZERLA and the pre-standardisation phase as well as to orientate the research assistants to the materials to be used. The manner for scoring, coding and analysing the results was also demonstrated. It was emphasised that the research assistants opinions and observations during all aspects of the pilot tests were essential. Recording sheets gave the research assistants the opportunity to describe any occurrence that was not considered by the researcher, but influenced the pilot studies. Research assistants were also given written instructions to refer to, during this pilot study phase.

1 PRELIMINARY INVESTIGATION 1 (Pilot Test of Noun Classes)

1.1 Aims

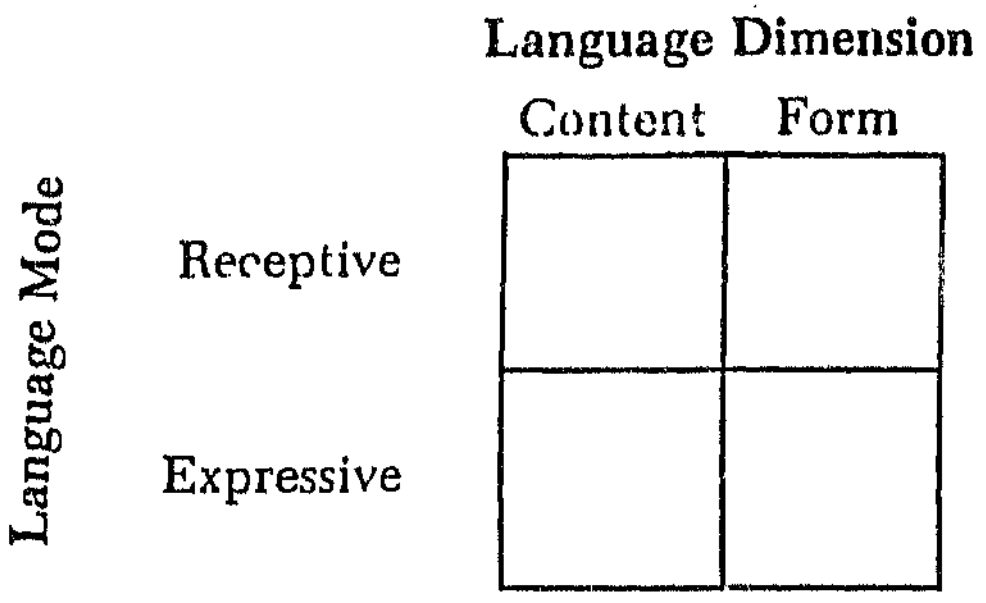
1) To assess noun classes receptively and expressively.

2) To evaluate the effectiveness of the proposed method of elicitation of noun classes.

APPENDIX P

TELD Test Model

(Hresko et al., 1981)



Rel stem -nice
Conc Cl 15

C1

ACTIVITY : Feeding the doll

Udoli ulambile manje. Sizomupha ukudla okumnandi

Should follow the bathing but can be done separately.

Get out the utensi & imaginary foo

Receptive

Tell the child you want it to carry out the actions you prescribe. Say

Pour cold water in the kettle

Faka amanzi abandayo egedleleni!
(child must respond)

(w)abilise amanzi! Boil the water

Pour the water into the teapot + make tea

Thela amanzi ashisayo ethibhothi(ni), wenze itiye!

Cook green veg

Pheka imifino nenyama!

Pour cold milk into the cup

Thela ubisi olubandayo enkomishini!

Pour tea

Thela itiye

Put sugar in the tea

Faka ushukela etiyeni

If the child did not choose a skirt, then get it to pick out a bag isikhwama from the range. The choice of blanket will be left till after supper.

Applied Extension

Relative Conc. Cl 14

Njifuna ukuthi ukhethele ~~ub~~ udoli ubuhlalu /umfakele udoli ubuhlalu

black yellow/orange/pink beads

Uthanda ubuhlalu obu _____

noma obu _____

noma obu _____

(Child to reply and put them on)

How long, did it take?

Child can be praised & told how beautiful (~~Adj~~ Adjective -hle) the doll looks.

If the child wants the doll to wear a skirt ask the same question with

isiketi esibomvu

noma isiketi esi_____ ?

(child to reply)

Relative Stem + Conc. Cl 7

Manje udoli udinga amasokisi

Singqokise ngamhlophe

noma aliphuzi?

Relative Stem + Concord Cl 6

(Child to reply and pass the socks).

Ukhetha/ufuna ikepi eli_____

noma eli_____

noma eli_____

Relative Stem + Concord Cl 5

Ufuna ukugqokisa izicathulo ezimnyama

noma ezi_____ ?

Relative Stem + Concord Cl 10

(child to reply)

B

Expressive

Dressing the doll. Get the child to dress the doll, but if it can't - you dress the doll, ~~by~~ using the clothing that has been laid out. Get the child to choose what it wants the doll to wear by questioning.

you will have to [illegible] specific [illegible] structures like this / there will come out.

Masiggokise udoli manje.

Ufuna ukuthi aggoke ijezi/ ihembe eli[illegible]

noma eli[illegible] ?

(Child to reply stating choice)

Put on the garment.

Manje ngitshele ukuthi ufuna

ibhulukwe elimnyama [illegible]

/amabhulukwe amnyama

noma elimhlophe /amhlophe ?

(Child to ~~ey~~ reply)

Shirt
Skirt/pants
Socks
Shoes
Cap
Beads
Bag
Blanket.

Doll play

Relative stem + Concord Cl5

Relative stem + Concord Cl6

B 4

Now that everything is ready and arranged, you can proceed to bath the doll.

Kulungile. Manje masimgeze udoli

Relative based on a verb + Concord Cl 6

Singathela amanzi ashisayo ebhavini

(Pretend to do this, or get some warm water)

Faka/beka/ngenisa udoli emanzini!

Object Prefix Cl 1.

Thatha insipho, umgeze!

Wrap the doll up in a towel

Once the doll is dry

I don't know how to say "dry the doll" or "wrap it in a towel"

Manje, gcobha uvaselina!

Adj Stem "4"
Pref Cl 10
Rel Stem "black"
Rel. Conc. Cl 10
Adj. Stem "other"
Adj. Conc. Cl 10

Adj conc. Cl 10
Stem + "s"
Adj Stems big
small
other
Adj. Conc. Cl 7

Adj. Conc. Cl 6
Rel. Conc. Cl 5

Adj. Conc. Cl 5

Rel. Conc. Cl 14

Khipha izicathulo (shoes) ezine! (four) English/Zulu

Beka izicathulo ezimnyama lapha!

Beka izicathulo eziye (two) lapha!

Khipha izikhwama (bags) ezintathu!

Beka ezikhulu (big) lapha.

Beka esincane (small) lapha.

Beka esinye (another) lapha.

Khipha ~~amahlembe~~ amajezi amathathu.

Beka ikepi eli____ lapha.

" ikepi eli____ lapha

" ikepi eli nye lapha.

Khipha ubuhlalu bonke!

Beka ubuhlalu obubomvu
" " obu____
" " obu____
} lapha.

By this time you've got all the crazy Adjectival Prefixes of Classes 9 & 10 + sound changes

Colours are covered now — see what you can get.
Can try beige & pink

B.

Adj. "2" + Concord Cl 6	Take out the trousers Khipha amabhulukwe ~~[illegible]~~! amabili!	
Relative prefix Cl 6 + 1 colour	→ Beka amabhulukwe amnyama lapha! Beka amabhulukwe amhlophe lapha! } Next to each other.	
Adj "2" + Concord Cl 10	Khipha izingubo blanket ~~[illegible]~~! ezimbili!	
Adj. pref. Cl 9 en adj stem "big" "small"	Beka ingubo enkulu / eluhlaza lapha! } show child a space.	Can say the big, blue one = 1 adjective + 1 relative stem
Rel pref. Cl 9 e- Rel stem "luhlaza" (not in common core)	Beka ingubo encane / emhlophe lapha!	
	Khipha iziketi ezimbili!	
Rel stem "red"	Beka isiketi esibomvu lapha!	
Rel. Conc. Cl 7	Beka isiketi esimpunga / nsundu / pinki lapha	
Adj Stem -ne Conc. Cl 6	Take out a socks Khipha amasokisi amane! ENGLISH + ZULU	
Rel Stem "white" Conc. Cl 6	Bheka amasokisi amhlophe lapha!	
Rel stem "yellow" + Cl 6	Bheka amasokisi aliphuzi lapha!	Try for yellow, but see what you can get.

ACTIVITY: Playing with a doll

Morphology and Structures will be indicated in the margins.

1 Receptive

Tell the child that the doll has to be washed / bathed and that you need some help. Ungangisiza ukugeza udoli?

-el Applied Extension Ngilethele ithawu!

" Ngilethele ithawula nensipho!

" Ngilethele amakama novaselina!

Put the stuff a little way away and get the child to arrange it ready for bath time.

Have all the clothes and equipment indicated in the yellow pages in a ~~box~~ box or bag. Get the child to sort out the clothes. (I am going to use colour + size words - you can change them according to your

A6.

OBJECT PREFIXES - 1st + 2nd persons.

-ngi-	me	-ku-	you (sg)
-si-	us	-ni-	you (pl)

Receptive

How long did it take! - [illegible] mins

10.	Pretend to eat the meat/push the car Ngenzani ngemoto? ngenyama?	Q9 A5
HR	Uyayihambisa/shayela Uyayidla.	
11.	Dry the cups/put the keys in the bag/open the letters Ngenzani nge — ?	Q10
HR	Uyazisula " taka esikhwameni " vula	
12	Pretend to pour the milk Ngenzani ngobisi?	Q11
HR	Uyaluthela	
13	Put on the beads / drink the beer Ngenzani ngobuhlalu / ngotshwala	Q14
HR	Uyabufaka / Uyabuphuza	
14	Eat the food Ngenzani ngokudla? " " "	Q15

5. Drink the medicine / eat the maize
Ngenzani ngomuthi? / ngommbila
HR Uyawudla / Uyawuphuza

6. Wipe the knives with a dishcloth
Ngenzani ngemimese?
HR Uyayisula

7. Pour the tea / kick the ball
Ngenzani ngetiye / ngebhola?
HR Uyalithela / Uyali

8. Eat the sweets / pills
Ngenzani ngamaswidi / ngamapilisi?
HR Uyawadla

9. Pretend to eat the bread
/ open the bag
/ shake the rattle
Ngenzani ngesinkwa ?
" sikhwama
" sikhehlelchehle
HR Uyasidla
Uyasivula

Q3 Uyamphuza A4

Q4 Uyasula.

Q5 Uyalithela
Expect Class 5 and Class 9 to fluctuate.
Uyaliphuza

Q6 Uyawadla.

Q7
→ Uyawadla
→ Uyasidla
→ Uyasivula

Expressive	Now use one object of each class and act mime an action. Ask the child what you are doing with it. what am I doing Ngenzani nga_____	you can also give the child some examples.
1.	Nurse/rock the baby doll and ask the child what you are doing with it? Ngenzani ngonana?	Uyamlalisa
Hopeful Response	rocking the baby Uyamlalisa	Q1
2.	Pretend to hit the boys Ngenzani ngabafana?	
HR	hit Uyabashaya	Q2
3.	Pretend to smoke. Ngenzani ngogwayi?	1a/3
HR	Uyawubhema	
	or Smear vaseline on yourself. Ngenzani ngovaseliña?	
HR	Uyawugcobisa	
4.	Wash/comb the hair of the mother/pretend to plait their hair Ngenzani ngomama?	
HR	Uyaba ___verb___	Q2a/b

	RECEPTIVE Tell the child to carry out these actions	
Causative + applied + Cl 1 + 2 nouns	Buyisela umama ekhaya: Buyisela abantwana ekhaya: Buyisela ubaba ekhaya.	choose one house and tell the child, the family lives there.
Causative + Object Prefix	Ithasi ifuna ukusuka / kufanele isuke. Lihambise!	
"	Shayela imoto / isithuthuthu, uye egaraji! Yigcwalise! / Sigcwalise! (glug glug glug)	
Receptive relative	Yini esihamba emanzini? (Response - isikebhe)	
"	Ngubani osengayo? (on the farm)	If they don't know very ask about the family
"	Ngubani ophekayo? (at home)	
	Ngubani abadhakayo?	

Ask the child about what you have done and what is happening

passive present + past

1. Point to horse Ihhashi lenzani? Libashiwe
2. Point to worksite Kwenziwani lapha? (hope)
3. Point to aeroplane : Indiza yenzani? Iphakiwe
4. Point to church : Yini le? Kwenziwani lapha?
5. Point to shop(s) : Kwenziwani esitolo?
6. Point to park : Kwenziwani lapha?

RECEPTIVE

Ask the child to point with his/her finger where certain things are done

Passive

At school Kungeniwaphi esikoleni?
Kudlaliwaphi esikoleni?

At shop : Kuthengiwaphi?

Passive + Passive

Garage Izimoto zigawaliswaphi?

THEME. THE PLAY MAT WITH TOYS

CAUSATIVE, APPLIED, PASSIVE + combinations of these

EXPRESSIVE

Place the toys on the playmat

1. Put the cows in the field and the milk can on the farm
TIE the horse down to something eg a stick / fence.
2. Put a man on the work sight with work vehicles + barrels and toolbox and spades
3. Put aeroplane at airport
4. " bus at bus stop
5. " boat on lake
6. " petrol he pump at garage
7. Spread the other vehicles around the town
8. Put one child in the park
9. Put one child at the school
10. Put the mother at a shop

EXPRESSIVE

GENERAL QUESTIONS ABOUT THE CHILD ITSELF

Get the child to talk about this morning

Receptive of PAST and RELATIVE

Yini oyidleyo namhlanje ekuseni?

Yini oyiphuzeyo?

AUSATIVE + PASSIVE + PAST

Ugqokiswe ubani umuntu?

Ugezwe ubani umuntu?

Ukanywe ubani umuntu?

Tell the child to talk about what he/she is wearing

TESTING EXPRESSIVE RELATIVES - COLOURS and CONCORDS

Ugqokeni namhlanje?

Izicathulo ezinjani?

Iroko / ithulukwe elinjani?

Ithembe / Ijezi elinjani?

Amarokisi anjani?

1 PRELIMINARY INVESTIGATION 3 (Pilot Test of Verbal Structures and Spontaneous Language Sample)

1.1 Aims

To elicit a spontaneous language sample.

To assess the morphosyntactic aspects of the verbal system that is negatives, past tense, passives and adverbs according to receptive and expressive dimensions. Vocabulary was also assessed by subjects responses to instructions. The context for this subtest was the activity mat depicting different environments such as home, shops and airports. Stimuli relating to those situations were set out, for example, aeroplanes were displayed at the airport.

Please see attached hand-written protocol. As in pilot test 2 this protocol is deliberately presented in this form to give an indication of the manner of pilot testing.

1.1 Results to pilot test of morphosyntactic structures

Changes had to be made in the instructions for object prefixes. The directions given to the subjects on this subtest were in keeping with standard Zulu morphosyntactic rules described by Cope (1983), where prefixes indicating person such as *ba-* 3rd person plural marker accompanied the stem *-thatha* 'give' as in *ba-thatha o-mama* 3rd person plural marker-give NC2a-mother 'they give me mothers'. Research assistants found that subjects did not understand the instruction in this form, as it was insufficiently colloquial. Subjects were better able to respond to this task when the prefix marking person was omitted and just the stem provided as in *thatha* 'give'.

Research assistants also suggested that relatives and adjectives should be elicited in a code-switched form as many subjects referred to colour and number using an English stem accompanied by a Zulu prefix, for example, using the loan word form *-red* rather than the standard form *-bomvu*. The relative prefix used would agree with the accompanying noun *izi-cathulo* NC8-shoe 'shoes'. However, because these findings were equivocal, the subtest was devised using both standard Zulu and code switched forms, for example, *ngilethele amasokisi amabili* 'give me two socks' *ngilethele ezikhwama ezithree* 'give me three bags'.

Name:-

Date of Birth:-

Circle:-

How long the test took:-

Comments:-

for present with -ya- see Object Prefixes.

PRESENT POSITIVE with an Object.

Use the same realia/ pictures / toys from the Object Prefix section.
Take any subject (eg a DUPLO mouse or hare or just one of the dolls). Tell the child that this is the person/ thing doing the actions.

Expressive

Action	Question	Hopeful Response
X pouring tea/milk	UX uthelani (what is she pouring)	Uthela ubisi
X eating bread	UX udlani (what is she eating)	Udla isinkwa
X drinking medicine	UX uphuzani (what is she drinking)	Uphuza umuthi
X drying cups	UX usulani (what is she drying)	Usula izinkomishi
X rubbing in vaseline	UX ugcobisani (what is she rubbing)	Ugcobisa iwaselina

How long did it take?

You could also find action pictures eg from adverts and ask children what the subjects are doing with the objects.

[illegible] in the bathing, feeding and putting to bed, we can attempt to integrate everything and get the child to talk about him/herself.

This can/could bring out (potential

passives
past
causatives
negatives
adjectives
relatives (verbs + stems)

(I would record it, then analyse what the child has said).

Receptive
Causative - is-
OP Cl 1 m.

Expressive
Ng. dem
+ Concord Cl 9

ACTIVITY: Putting the doll to sleep.

Manje udoli ukhathele. Kufanele umlalise!
you must put him/her to bed.

choose a blanket
Khetha ingubo.

big blanket
Ufuna ingubo enkulu
small one
noma encane?

(Child to respond)

Ufuna enye into? (anything else)

(Child to respond)

Kulungile, mlalise!

D1
To follow on either the bath or preferably the meal.
Play by ear

They could sing to it or put it on the child's

with or without milk

Cl 5 Rel. Conc.

Udoli uphuze itiye elinobisi noma elingenabisi ?
(with or without)

(Child to respond)

Rel. Stem receptive "how much"?

Cl 1/3 concords for Adj / Relative

+ Past Tense.

Wena utake washukela ongakanani etiyeni ?
(How much sugar did you put in the tea)

(Hopefully child will come up with "a lot" "a little" " X number of spoons"

Ukudla kwakho bekumnandi noma bekukubi ?
(Was your food tasty)

(Hopefully bekumnandi)

Expressive -mnandi Stem.

C2

Dish up the food
Phaka ukudla!

(Now you or the child have to act out eating)

After eating and drinking, ask ". child what the meal was like.

Receptive Object Prefix 1st person

Ngifuna ukuthi ungitshele ukuthi ukudla bekunjani.

Expressive

Rel. Stem mnandi
Rel Pref Cl 4
Past Tense "ate"

Udoli udle imifino emunyu
noma imifino emnandi?

(Child must respond)

Past Tense "cooked"

ephekiwe
Wena uphekwe inyama enjani?

(Child must respond) bad guest

Cl 11 Adj. Stem ningi; ncane
Prefix Cl 11

too much or less milk
Wena ufake ubisi oluningi noma oluncane etiyeni?

(Child must respond)

PACKET 9 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *ngenzani* 'What is she doing?'. If the child only says one part, eg *uthela,* 'pouring' write this answer down then ask what she is pouring and if the child says *ubisi* 'milk' write this down. Write down whatever child is saying.

ACTION		QUESTION	RESPONSE
Item 36	Pouring milk	*ngenzani* 'What is she doing?'	
Item 37	Eating bread	*ngenzani* 'What is she doing?'	
Item 38	Drinking medicine	*ngenzani* 'What is she doing?'	
Item 39	Rubbing in vaseline	*ngenzani* 'What is she doing?'	
Item 40	Drying cups	*ngenzani* 'What is she doing?'	

PACKET 8 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. Take out the big doll again and tell the child the doll is sick. Let the child put a plaster on the part of the body that you say. For example you say *ngibonisa umlomo* 'show me the mouth' and the child puts a plaster on the mouth.

BODY PARTS		RESPONSE
Item 27	*Ngibonisa umlomo* 'Show me mouth'	
Item 28	*Ngibonisa iminwe* 'Show me fingers'	
Item 29	*Ngibonisa ikhala* 'Show me nose'	
Item 30	*Ngibonisa amehlo* 'Show me eyes'	
Item 31	*Ngibonisa isisu* 'Show me stomach'	
Item 32	*Ngibonisa indlebe* 'show me ear'	
Item 33	*Ngibonisa izinwele* 'Show me hair'	
Item 34	*Ngibonisa unyawo* 'Show me foot'	
Item 35	*Ngibonisa izinyawo* 'Show me feet'	

PACKET 6 : NOUN CLASS SINGULAR [EXPRESSIVE]. **Take out the father, grandfather and child and ask the child to say who it is. Child must say. If the child can't say you tell the child that there is a father, grandfather and child, that is, you tell everything and then ask the child. Don't tell the child and then let the child copy you.**

Item 21 : *Ngubani lo* 'Who is this?' [*UBABA* 'FATHER']

Item 22 : *Ngubani lo* 'Who is this?' [*UMNTWANA* 'CHILD']

Item 23 : *Ngubani lo* 'Who is this?' [*UMKHULU* 'GRANDFATHER']

PACKET 7 : NOUN CLASS PLURAL [EXPRESSIVE]. **Take out two fathers, two grandfathers and two children and say to the child who they are. Then you show the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.**

Item 24 : *Ngobani laba* 'Who are these?' [*OBABA* 'FATHERS']

Item 25 : *Ngobani laba* 'Who are these?' [*ABANTWANA* 'CHILDREN']

Item 26 : *Ngobani laba* 'Who are these?' [*OMKHULU* 'GRANDFATHERS']

PACKET 5 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. **Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *yinile* 'what is it'?. Child must say which part of the body it is.**

POINT TO PARTS OF THE BODY		SAY		RESPONSE
Item 11 *Umlomo*	'mouth'	*yinile*	'What is it?'	
Item 12 *Iminwe*	'fingers'	*yinile*	'What is it?'	
Item 13 *Ikhala*	'nose'	*yinile*	'What is it?'	
Item 14 *Amehlo*	'eyes'	*yinile*	'What is it?'	
Item 15 *Isisu*	'stomach'	*yinile*	'What is it?'	
Item 16 *Izandla*	'hands'	*yinile*	'What is it?'	
Item 17 *Indlebe*	'ear'	*yinile*	'What is it?'	
Item 18 *Izinwele*	'hair'	*yinile*	'What is it?'	
Item 19 *Uzwane*	'toe'	*yinile*	'What is it?'	
Item 20 *Izinyawo*	'feet'	*yinile*	'What is it?'	

PACKET 2 : **NOUN CLASS PLURAL [RECEPTIVE]. Put out two fathers and two children and tell the child to show you those that you are talking about.**

Item 3 : *Ngibonisa Obaba* 'Show me fathers' _____

Item 4 : *Ngibonisa Abantwana* 'Show me children' _____

PACKET 3 : **NOUN CLASS SINGULAR [RECEPTIVE]. Put out a grandfather, boy and girl. Tell the child to show you whichever you say the name of.**

Item 5 : *Ngibonisa Umkhulu* 'Show me grandfather' _____

Item 6 : *Ngibonisa Umfana* 'Show me boy' _____

Item 7 : *Ngibonisa Intombazane* 'Show me girl' _____

PACKET 4 : **NOUN CLASS PLURAL [RECEPTIVE]. Put out two grandfathers, two boys and two girls. Tell the child show you whichever you say the name of.**

Item 8 : *Ngibonisa Omkhulu* 'Show me grandfathers' _____

Item 9 : *Ngibonisa Abafana* 'Show me boys' _____

Item 10 : *Ngibonisa Amantombazane* 'Show me girls' _____

APPENDIX R

ZULU EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT[60]

ZERLA

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	:	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	:	_____
HOME LANGUAGE	:	_____	GENDER	:	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____			
NAME OF SCHOOL	:	_____	PHONE NUMBER	:	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER	:	_____
DATE OF BIRTH	:	DAY _____	MONTH _____		YEAR _____
CHILD'S AGE	:	_____	DATE OF TEST	:	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : *Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.*

PACKET 1 : NOUN CLASS SINGULAR [RECEPTIVE]. Put out father doll and child doll. Say to the child ***ngibonisa*** 'show me' and the child must show you whichever you say the name of.

Item 1	:	*Ngibonisa Ubaba*	'Show me father'	_____
Item 2	:	*Ngibonisa Umntwana*	'Show me child'	_____

[60]Pre-standardisation version.

1 GENERAL RESULTS OF PRELIMINARY INVESTIGATIONS

1.1 Scoring, coding and analysing data

Preliminary investigations 1 - 3 aimed at devising the most effective methods of recording children's responses to stimuli and the most appropriate manner in which to score and code these. Special attention was paid to issues related to linguistic varieties due to the effect and influence these could have on coding and analysing data.

In addition, problems encountered in other formal language tests were studied. An example is the TELD (Hresko. et al., 1981), which aimed at obtaining separate receptive and expressive language scores. Dale and Henderson (1987) found that the TELD did not succeed in obtaining these separate scores.

Pilot testing revealed that on the ZERLA, unlike the TELD, it was possible to obtain separate scores for receptive and expressive language. After changes were made to noun classes and other subtests the administration of the ZERLA took 30 minutes.

1.2 Location of testing

It was thought that the ZERLA should be administered in the subjects' nursery schools so that they would be more familiar with the surroundings and thus the environment would not bias their responses. After the first two pilot tests however the research assistants suggested that using the University Speech and Hearing Clinic (USHC) would be a more suitable venue. Reasons for this included the fact that testing would not interfere with the day-to-day routine of the nursery school. In addition, the following comments were made by the research assistants:

> "The room was noisy. Teachers were watching, this disturbed the child's concentration".
>
> "... And the class was singing and clapping hands. The child was shy".

Attempts were made to test subjects at USHC but these were found to be unsuccessful and impractical. Extreme difficulty was experienced with transport and, in view of the unrest and violence occurring in Soweto at the time, parents felt it was unsafe for the respondents to leave their nursery schools. Hence it was decided that testing would take place at nursery schools, despite the limitations, as originally planned.

1.2 Results of Preliminary Investigation 3

It was found that the taperecorders provided for recording of the spontaneous language sample proved unsuitable, due to the high level of ambient noise. On-line or 'as-it-happens' transcriptions, (Miller, 1981), were therefore to be used in the future for the spontaneous language sample.

On-line transcription was thought to be an appropriate alternative as Miller (1981) describes the use of taperecorders in situations were recording is impractical and verbal production is limited. This was the case for the ZERLA as the sample mostly consisted of answers to questions. The non use of taperecorders had the added advantage of not creating a distraction for the respondents (Longabaugh, 1980).

Results for subtests of verbal structures indicated that the respondents were able to follow all instructions. Subjects responded well to the activities they were to perform in subtest 14b, such as, *driva imoto uyethela petrol* 'drive the car to put in petrol'.

The activity mat used included inappropriate situations, such as the airport or as a lake where sailing activities occurred. This needed to be adapted to become representative (Weiner and Hoock, 1973) of the Soweto environment.

1/1 +past	Fly the plane	Ask: Indiza yenzeni? HR _____
1 1/9 +past	Take the car to the garage / the motorbike	Ask: Ngenzeni ngesithuthuthu? / ngenotor? HR _____
1 1 +past	Take mother to the phone box and get her to phone	Ask: Unama wenzeni? HR _____
1 1 +past	Take two trucks to the building site	Ask: Umalori ayephi? enzeni? OR Ngenzeni ngamalori? HR _____

You might fi
Past Present con
out
ie. Be- "usa

Page

PAST TENSE

EXPRESSIVE

Use the toys and the playmat.
Tell the child you are going to make the toys do certain things. When you have finished, he/she must tell you what happened — i.e. what the object did OR what you did with it.

I think this might work.

Cl 1 + past — Take one of the fathers to the airport — Ask: Ubaba wenzeni?/Uyephi? OR Ngenzeni ngobaba?

HR (past)

Cl 5 + past — Make the horse run — Ask: Ahhashi lenzeni? OR Ngenzeni ngehhashi?

HR

Cl 2/10 + past — Put the children in the boat. Drive them around the lake. Take them off the boat — Ask: Izingane zenzeni? /Abantwana benzeni? /Ngenzeni ngezingane? ngabantwana

HR

You might [illegible] of events

6

SUBJECT PREFIXES – NEGATIVE

EXPRESSIVE

Ask the child to agree or disagree. Try to get them to say negatives.

I don't know this will work you might just get a one word answer.

I'm using this structure because it brings out the SPs

- Isithuthuthu sisepulazini (It must be somewhere else)
  HR asikho
- Izinkomo zisepulazini (They are there – this is to keep the child thinking)
  HR yebo zikhona
- Abantwana basesikoleni (Point to your family at their house)
  HR abekho
- Ihhashi liyagyima (It must still be tied up)
  HR aligijimi
- Ubaba uyashayela (He [illegible] be at home eg. lying down)
  HR akashayeli
- Izinkomo ziyaphuza (Cows grazing)
  aziphuzi

C1 10

C1 2

C15

Cl 1

"

"

C110

Classes 1 and 2

EXPRESSIVE

Bring in another family. (My owls)

Ngitshele ukuthi lomndeni ngobani?

(Pick up father)	Ngubani lo?	Ngubaba
(" mother)	" "	Ngumama
(" child)	" "	Yingane/Ngumntwana
(" child)	" "	OR Ngusisi/ngubhuti
(Show both children)	Ngobani?	Izingane/abantwana

APPENDIX T

INVENTORY OF TEST STIMULI

1. LETTER FOR PARENT, INFORMED CONSENT AND PARENT INTERVIEW
2. LETTER FOR PRINCIPALS AND QUESTIONNAIRES FOR THE TEACHERS

PACKETS 1 - 8 NOUN CLASS SYSTEM, RECEPTIVE AND EXPRESSIVE

PACKET 1

FATHER DOLL, CHILD DOLL

PACKET 2

TWO FATHER AND TWO CHILDREN DOLLS

PACKET 3

GRANDFATHER, BOY AND GIRL DOLLS

PACKET 4

TWO GRANDFATHERS, TWO BOYS AND TWO GIRLS DOLLS

###PACKET 5[42]

SHOW THE CHILD THE BIG DOLL - USE THIS DOLL AGAIN IN PACKET 8

PACKET 6

FATHER, GRANDFATHER AND CHILD DOLLS

PACKET 7

TWO FATHERS, TWO GRANDFATHERS AND TWO CHILDREN DOLLS

###PACKET 8

BIG DOLL AGAIN - USE SAME BIG DOLL AS PACKET 5, PLASTERS

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[42]###Denotes the same object is used twice.

APPENDIX S

ZERLA RECEPTIVE AND EXPRESSIVE SUBTESTS OF NOUN CLASSES

NOUN CLASS	NOUN	GLOSS	RECEPTIVE SUBTEST	EXPRESSIVE SUBTEST
1	*umntwana*	'child'	1	6
1	*umfana*	'boy'	3	-
1a	*umkhulu*	'grandfather'	3	6
1a	*ubaba*	'father'	1	6
2 2	*abantwana* *abafana*	'children' 'boys'	2 4	7 -
2a	*obaba*	'fathers'	2	7
2a	*omkhulu*	'grandfathers'	4	7
3	*umlomo*	'mouth'	8	5
4	*iminwe*	'fingers'	8	5
5	*intombazane* *ikhala*	'girl' 'nose'	3 8	- 5
6	*amatombazane* *amehlo*	'girls' 'eyes'	4 8	- 5
7	*isisu*	'stomach'	8	5
8	*izandla*	'hands'	-	5
9	*indlebe*	'ear'	8	5
10	*izinwele* *izinyawo*	'hair' 'feet'	8 8	5 5
11	*uzwane* *unyawo*	'toe' 'foot'	- 8	5 -

61

[61] Noun classes 14 and 15 were not assessed as they are not productive forms (Suzman, 1991).

PACKET 14(f) : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are, for example, put the mother in front of the house and ask where she is *ukuphi*. You want an answer like *phambili*, 'in front' or *phandle* 'outside'.

Item 144 : Put the mother in front of the house and ask where she is. *ukuphi* 'where is she?'

Item 145 : Put the child in the middle of the soccer field and ask where he is *ukuphi*. 'where is he?'

Item 146 : Put the father in or on the car and ask where is he? *ukuphi* 'where is he?'

Item 147 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'. Then make the mother walk fast and ask the child how the mother is walking. You want a response like *masinya* 'quickly'.

Make the mother walk fast and ask *uhamba kanjani* 'how is she walking?'

Item 148 : Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking. You want a response like *kahla* 'slowly'.

Make the granny walk slowly and say *uhamba kanja ti* 'how is she walking?'

PACKET 14(d) : PAST TENSE [EXPRESSIVE]. **Tell the child you are going to do some things. When you have finished she/he must tell you what happened, for example, take the father to the hospital and after you have done this ask the child *ubaba wenzeni* 'where is the father?'. You want a response like the father went to the clinic.**

ACTION	INSTRUCTION	RESPONSE
Item 135 Take the motorbike to the garage	*Ngenzani ngesithuthuthu* 'Where is the motorbike?'	
Item 136 Make the horse run	*Ihashi lezani* 'Where is the horse?'	
Item 137 Take the father to the hospital	*Uphi ubaba* 'Where is he?'	
Item 138 Take the car to the church	*Ngenzani ngemoto* 'Where is the car?'	
Item 139 Take two lorries to the school	*Amalori aphi* 'Where are the lorries?'	
Item 140 Put the two children with the ball and let them play in the field	*Ngenzani ngabantwana* 'Where are the children?'	

PACKET 14(e) : PASSIVE LOCATIVE [RECEPTIVE]. **Ask the child to point with her/his finger to where certain things are done.**

PLACE		INSTRUCTION TO CHILD	RESPONSE
Item 141	AT SCHOOL	*kuthengwaphi esikolini* 'where do we go to school?'	
Item 142	AT THE SHOP	*kuthengwaphi esitolo* 'where do we buy things?'	
Item 143	AT THE GARAGE	*izimoto zigcwaliswaphi* 'where do we fill up?'	

PACKET 14(b) : VERBS SEMANTIC [RECEPTIVE]. **Tell the child to carry out the actions that you tell her/him or show you the one you are referring to.**

SEMANTICS [RECEPTIVE]		RESPONSE
Item 123	*Beka umama ekhaya* 'Put the mother at the house'	
Item 124	*Beka abantwana ekhaya* 'Put the children at the house'	
Item 125	*Driva imoto uyethela upetrol* 'Drive the car to fill it with petrol'	
Item 126	*Ngubani ophekayo* 'Who is cooking'	
Item 127	*Ngubani abadlayo* 'Who is playing?	
Item 128	*Beka ibhola etshanini* 'Who put the ball on the grass?	

PACKET 14(c) : NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. **Ask the child questions and the answer must be wrong so that the child will have to use the negative form. When you ask if the *isithuthuthu ekhaya* 'is the motorbike at home?', you want the child to say something like *asikho* 'it is not'. If you ask *umama uyashayela* 'is mother driving?' then the child should answer something like *akashayeli* 'she is not driving'.**

		RESPONSE
Item 129	*Isithuthuthu ekhaya* 'Is the motorbike at home?'	
Item 130	*Isinkomo etshanini* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 131	*Abantwana bosesibhedlela* 'Are the children at the hospital?'	
Item 132	*Ihashi lisesitolo* 'Are the horses at the shop?'	
Item 133	*Umama uyashayela/uyadriva* 'Is mother driving?' [She should be at home]	
Item 134	*Ibhasi liyaphuza* 'Is the bus drinking'	

PACKET 14(a) : VERBS : SEMANTICS [EXPRESSIVE]. **Put the mother doll at the shop, put the one child at the school and the other in the soccer field with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

		RESPONSE
Item 108	*Kukuphi ekhaya* 'Where is the house?'	
Item 109	*Kukuphi esitolo* 'Where is the shop'	
Item 110	*Kukuphi egcwalisa* 'Where do we fill up?'	
Item 111	*Uphi umama* 'Where is the mother?'	
Item 112	*Uphi umntwana* 'Where is the child?'	
Item 113	*Uphi ubaba* 'Where is the father?'	
Item 114	*Kukuphi esontweni* 'Where is the church?'	
Item 115	*Kukupri isibhedlela* 'Where is the hospital?	
Item 116	*Uphi ibhola* 'Where is the ball?'	
Item 117	*Ngikhombise ihashi* 'Show me the horse'	
Item 118	*Ngikhombise isithutluthu* 'Show me the motorbike	
Item 119	*Ngikhombise inkomo* 'Show me the cow'	
Item 120	*Ngikhombise ibhayisikili* 'Show me the bicycle'	
Item 121	*Ngikhombise esitolo* 'Show me the shop'	
Item 122	*Ngikhombise ibhasi* 'Show me the bus'	

Item 103 : *Ngubani ubaba wakho* 'who is your father?'

Item 104 : *Ngubani utisha wakho* 'who is your teacher?'

Item 105 : *Ngubani ophekayo ekhaya* 'who cooks at home?'

Item 106 : *Nenzani esiskolweni* 'what do you do at school?'

Item 107 : *Wenzani ecreche* 'what do you do at creche?'

PACKET 13(c) : SPONTANEOUS LANGUAGE SAMPLE. The tester must write down what the child says. Write everything the child says. Have a conversation with the child, eg. say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.

Item 93 : *Yini oyidlile namhlanje ekuseni* 'what did you eat for breakfast?'

Item 94 : *Yini oyiphuzile* 'what did you drink?'

Item 95 : *Ugqoktswe ngubani* 'who dressed you?'

Item 96 : *Ugezwe ngubani* 'who bathed you?'

Item 97 : *Ukanywe ngubani* 'who combed your hair?'

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 98 : *Ugqokani namhlanje* 'what are you wearing today?'

Item 99 : *Izicathulo ezinjani* 'what do your shoes look like?

Item 100 : *Iroko/ibhulukwe elinjani* 'what does your dress / pants look like?

Item 101 : *Ihembe/ijezi elinjani* 'what does your shirt / jersey look like?

Item 102 : *Ngubani uma na wakho* 'who is your mother?'

PACKET 12 : APPLIED EXTENSION [RECEPTIVE]. *Kulungile. Manga masimgeze unopopi* 'Okay. Now we are going to bath the doll'.

Item 84 : *Ngilethele ibhavu* 'Bring me the bath'.

Item 85 : *Ngilethele ithawula nensipho* 'Bring me the towel and soap'.

Item 86 : *Ngilethele amakama novaselin* 'Bring me the comb and the vaseline'.

PACKET 13(a) : RELATIVE STEMS [RECEPTIVE]. *Unopopi ulambile manje. Sizolungse ukudla okumnandi* 'The doll has now become hungry. We will prepare tasty food'. Tell the child to do the actions you say. The child must pretend to do these.

Item 87 : *Thela amanzi ebhodweni wenze itiye* 'Pour the water in the pot and make tea'.

Item 88 : *Thela ubisi enkomishi* 'Pour the milk in the cup'.

Item 89 : *Faka ushukela etiyeni* 'Put the sugar in the tea'.

PACKET 13(b) : RELATIVE STEMS [EXPRESSIVE]. Ask the child questions about what to do with the doll and the child must say the answers.

Item 90 : *Unopopi udla ukudla okubabayo noma ukudla okumnandi* 'Either the doll eats bitter food or the doll eats tasty food'.

Item 91 : *Unopopi uphuza itiye elinobisi noma elingenabisi* 'Either the doll drinks tea with milk or without milk'.

Item 92 : *Wena ufaka ushukela ongakanani etiyeni* 'How much sugar did you put in the tea'

Item 67 : *Ngenzani ngobuhlalu* 'what am I doing the beads?'

Item 68 : *Ngenzani ngokudla* 'what am I doing with the food?

PACKET 11 : ADJECTIVES AND RELATIVES [RECEPTIVE]. Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :

		RESPONSE
Item 69	*Ngilethele amabhulukwe amabili* 'Bring me two pairs of pants'	
Item 70	*Ngilethele amabhulukwe ablue* 'Bring me the blue pants'	
Item 71	*Ngilethele ingubo enkhulu* 'Bring me the big blanket'	
Item 72	*Ngilethele izikoti eziwutwo* 'Bring me two skirts'	
Item 73	*Ngilethele amasokisi ayowufour* 'Bring me four socks'	
Item 74	*Ngilethele ingubo encane* 'Bring me the small blanket'	
Item 75	*Ngilethele amasokisi amhlope* 'Bring me white socks'	
Item 76	*Ngilethele isikhwama esinye* 'Bring me four bags'	
Item 77	*Ngilethele izikhwama eziyithree* 'Bring me three bags'	
Item 78	*Ngilethele ikepisi eliblack* 'Bring me the black caps'	
Item 79	*Ngilethele isiketi esired* 'Bring me the red skirt'	
Item 80	*Ngilethele ikepisi elibomvu* 'Bring me the red caps'	
Item 81	*Ngilethele ihembe eliwhite* 'Bring me the white shirt'	
Item 82	*Ngilethele bonke ubuhlalu* 'Bring me all the beads'	
Item 83	*Ngilethele ubuhlalu obupurple* 'Bring me the purple beads'	

PACKET 10(b) : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 55 : *Ngenzani ngonana* 'what am I doing with the baby?' [rock the baby]

Item 56 : *Ngenzani ngabafana* 'what am I doing with the boys?'

Item 57 : *Ngenzani ngovaselina* 'what am I doing with the vaseline?' [pretend to rub it in]

Item 58 : *Ngenzani ngomama* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 59 : *Ngenzani ngomuthi* 'what am I doing with the medicine?'

Item 60 : *Ngenzani ngemimese* 'what am I doing with the knives?'

Item 61 : *Ngenzani ngebhola* 'what am I doing with the ball?'

Item 62 : *Ngenzani ngamaswidi* 'what am I doing with the sweets?'

Item 63 : *Ngenzani ngesikhwama* 'what I am doing with the bag?'

Item 64 : *Ngenzani ngemoto* 'what am I doing with the car?'

Item 65 : *Ngenzani izinkomishi* 'what am I doing with the cups?'

Item 66 : *Ngenzani ngobisi* 'what am I doing with the milk?'

PACKET 10(a) : OBJECT PREFIXES PRESENT TENSE [RECEPTIVE]. **Put out five objects at a dime and ask the child to take the one that you are saying.**

OBJECT PREFIX			RESPONSE
Item 41	*Thatha umama*	'Take the baby'	
Item 42	*Thatha abafana*	'Take the boys'	
Item 43	*Thatha uvaselina*	'Take the vaseline'	
Item 44	*Thatha omama*	'Take the mothers'	
Item 45	*Thatha umuthi*	'Take the medicine'	
Item 46	*Thatha iminese*	'Take the knives'	
Item 47	*Thatha ibhola*	'Take the ball'	
Item 48	*Thatha amaswidi*	'Take the sweets'	
Item 49	*Thatha isikhwama*	'Take the bag'	
Item 50	*Thatha imoto*	'Take the car'	
Item 51	*Thatha izinkomishi*	'Take the cups'	
Item 52	*Thatha ubisi*	'Take the milk'	
Item 53	*Thatha obuhlalu*	'Take the beads'	
Item 54	*Thatha ukudla*	'Take the food'	

APPENDIX Z

RESEARCH ASSISTANT TRAINING WORKSHOP (1 and 2)

1 PROGRAMME FOR MONDAY 19 OCTOBER

- Welcome to research assistants.

- Video recording research assistants role-playing test administration and scoring. REMEMBER WHEN YOU TEST CHILDREN: It is important to very briefly explain to child what is going to happen, that the child will play with you and talk, the child musn't be scared. Try and get responses from child, if the child is shy don't push the child too much, praise the child for doing well.

- Watching video and discussing the role-plays. Discussing how to test the children and score the ZERLA.

- Organising timetable for testing:

  1) pairs of testers, 2) dates, 3) which creches, 4) test-retest reliability, 5) arranging to phone Melissa with results of testing.

- Phoning principals to organise dates of testing.

- Photostatting letters for parents, questionnaires for them, letters for principals, questionnaires for them, payment slips.

- Organising tea for teacher workshop - hot water, tea, milk, sugar, cups and washing up, biscuits, cake.

- 1.15 : Going to meet teachers in Senate House.

2 INSTRUCTIONS FOR ADMINISTRATION AND SCORING THE ZERLA

Instructions for research assistants when administering and scoring the Zulu Expressive Receptive Language Assessment (ZERLA)

APPENDIX V

Department of Speech Pathology and Audiology
Speech and Hearing Clinic

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
Private Bag 3, WITS 2050, South Africa • Telegrams Uniwits • Telex 4 2712SSA • Telephone (011) 716 1111

INFORMED CONSENT

October 1992

Dear Parent

Sawubona

I am a speech and language therapist and work in the Department of Speech Pathology and Audiology at the University of the Witwatersrand. I am also studying to get another degree. I am studying the language abilities of Zulu children who have Zulu as their mother tongue and speak Zulu at home. The reason I am studying this is that it is important for people who work with Zulu children to know what these children can understand and what they can say. This is also important because of which school your child will go to when she/he is ready for school. This is the first time that this kind of research has been done in South Africa.

I would be very glad if you would agree to let your child take part in my study. This would mean that two people would speak to your child and ask questions and play with your child for about 20 minutes at the nursery school. From speaking to your child and playing with her/him, I will then know how she/he is speaking and understanding.

If you agree to let your child be part of this study please would you sign in the place provided. Please can you also fill in the questions asked on the next page.

If you have any questions please phone me at 786 8378.

Thanking you very much for your cooperation.

Yours sincerely

Melissa Kortz
BA (Speech and Hearing Therapy).

PARENTS SIGNATURE: _____

IF NO, WHAT DO YOU THINK IS THE PROBLEM WITH UNDERSTANDING? :

8 DOES THE CHILD SPEAK LIKE OTHER CHILDREN IN HER/HIS CLASS? YES OR NO. :

IF NO, WHAT IS THE PROBLEM WITH THE CHILD'S SPEAKING? :

APPENDIX X

TEACHER REPORT

INFORMATION ABOUT MOTHER TONGUE ZULU SPEAKERS

WHO ARE HAVING THEIR LANGUAGE TESTED

NAME OF CHILD'S NURSERY SCHOOL/CRECHE

_____ _____

1	NAME OF CHILD	:	_____
2	SEX	:	_____
3	BIRTHDATE OF CHILD	:	DAY ___ MONTH _____ YEAR ____
4	AGE OF CHILD	:	_____
5	WHAT LANGUAGE IS CHILD'S MOTHER TONGUE?	:	_____
6	WHAT LANGUAGE DOES THE CHILD SPEAK AT NURSERY SCHOOL?	:	_____
7	DOES THE CHILD UNDERSTAND LIKE OTHER CHILDREN IN HIS CLASS? YES OR NO.	:	_____

			YES	NO
14	HAS YOUR CHILD HAD DIARRHOEA, A RUNNING STOMACH, GASTROENTERITIS?	:	_____	_____
15	HAS YOUR CHILD RECEIVED ANY TREATMENT FOR THIS, LIKE GOING TO THE DOCTOR, GETTING MEDICINE, BEING IN HOSPITAL?	:	_____	_____

6	IS YOUR CHILD SPEAKING NEARLY LIKE AN ADULT/ GROWN UP PERSON?	:	_____	_____
7	IS THERE ANYONE IN THE FAMILY THAT HAS A PROBLEM UNDERSTANDING OR HEARING OR TALKING?	:	_____	_____
8	IF THERE IS SOMEONE WHO HAS SUCH A PROBLEM WHO IS IT?	:	_____	
9	WHAT IS THE PROBLEM?	:	_____	
			YES	NO
10	DO YOU THINK THAT YOUR CHILD CAN HEAR PROPERLY?	:	_____	_____
11	HAS YOUR CHILD EVER HAD ANY EAR INFECTIONS?	:	_____	_____
12	HAS YOUR CHILD EVER HAD ANY WATER OR LIQUID COMING OUT OF THE EARS?	:	_____	_____
13	HAS YOUR CHILD RECEIVED ANY TREATMENT FOR THE EARS, LIKE GO TO THE DOCTOR, GETTING MEDICINE, OR HAVING AN OPERATION?	:	_____	_____
	IF YES, WHAT TREATMENT?	:	_____	

10 OTHER LANGUAGES SPOKEN IN THE HOME : _____

11 LANGUAGE THAT THE CHILD SPEAKS AT SCHOOL : _____

12 HAVE YOU ALWAYS LIVED IN SOWETO? : _____

13 FOR HOW MANY YEARS HAVE YOU LIVED IN SOWETO? : _____

14 WHERE ELSE HAVE YOU LIVED, BESIDES SOWETO? : _____

SECTION B

PLEASE FILL IN YES OR NO FOR THE NEXT QUESTIONS:

			YES	NO
1	ARE YOU WORRIED ABOUT HOW YOUR CHILD UNDERSTANDS THINGS?	:	_____	_____
2	ARE YOU WORRIED ABOUT YOUR CHILD'S SPEAKING?	:	_____	_____
3	IF YOU ARE WORRIED, PLEASE WRITE WHAT THE PROBLEM IS	:	_____	
4	CAN YOUR CHILD UNDERSTAND EVERYTHING THAT YOU SAY TO HER/HIM?	:	_____	_____
5	CAN YOUR CHILD UNDERSTAND IF YOU TELL HER/HIM TO BRING SOMETHING OR WHEN YOU GIVE YOUR CHILD INSTRUCTIONS?	:	_____	_____

APPENDIX W

PARENT REPORT

PLEASE NOTE ALL INFORMATION GIVEN IS TREATED CONFIDENTIALLY

Dear Parent

Please can you fill in all the questions on this form

SECTION A

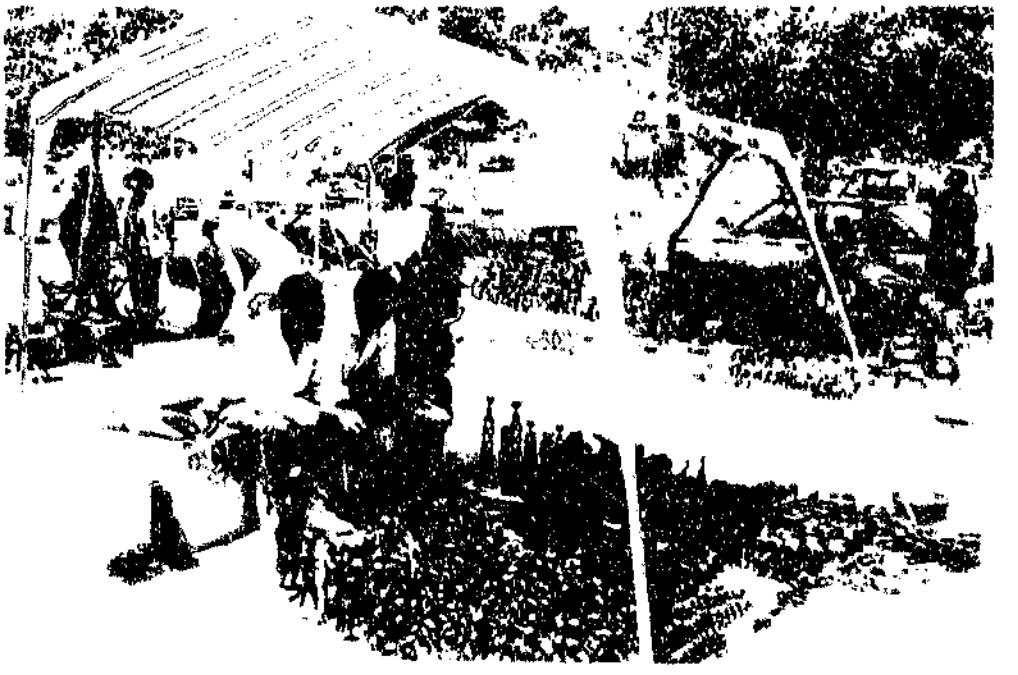
NAME OF CHILD'S NURSERY SCHOOL/CRECHE

1	YOUR NAME AND SURNAME	:	_____
2	YOUR RELATIONSHIP TO THE CHILD, FOR EXAMPLE MOTHER, FATHER, GRANNY, UNCLE	:	_____
3	SURNAME OF CHILD	:	_____
4	FIRST NAME OR NAMES	:	_____
5	SEX	:	_____
6	BIRTHDATE OF CHILD	:	DAY _____ MONTH _____ YEAR ____
7	AGE OF CHILD	:	_____
8	LANGUAGE SPOKEN BY MOTHER IN THE HOME	:	_____
9	LANGUAGE SPOKEN BY FATHER IN THE HOME	:	_____

APPENDIX V

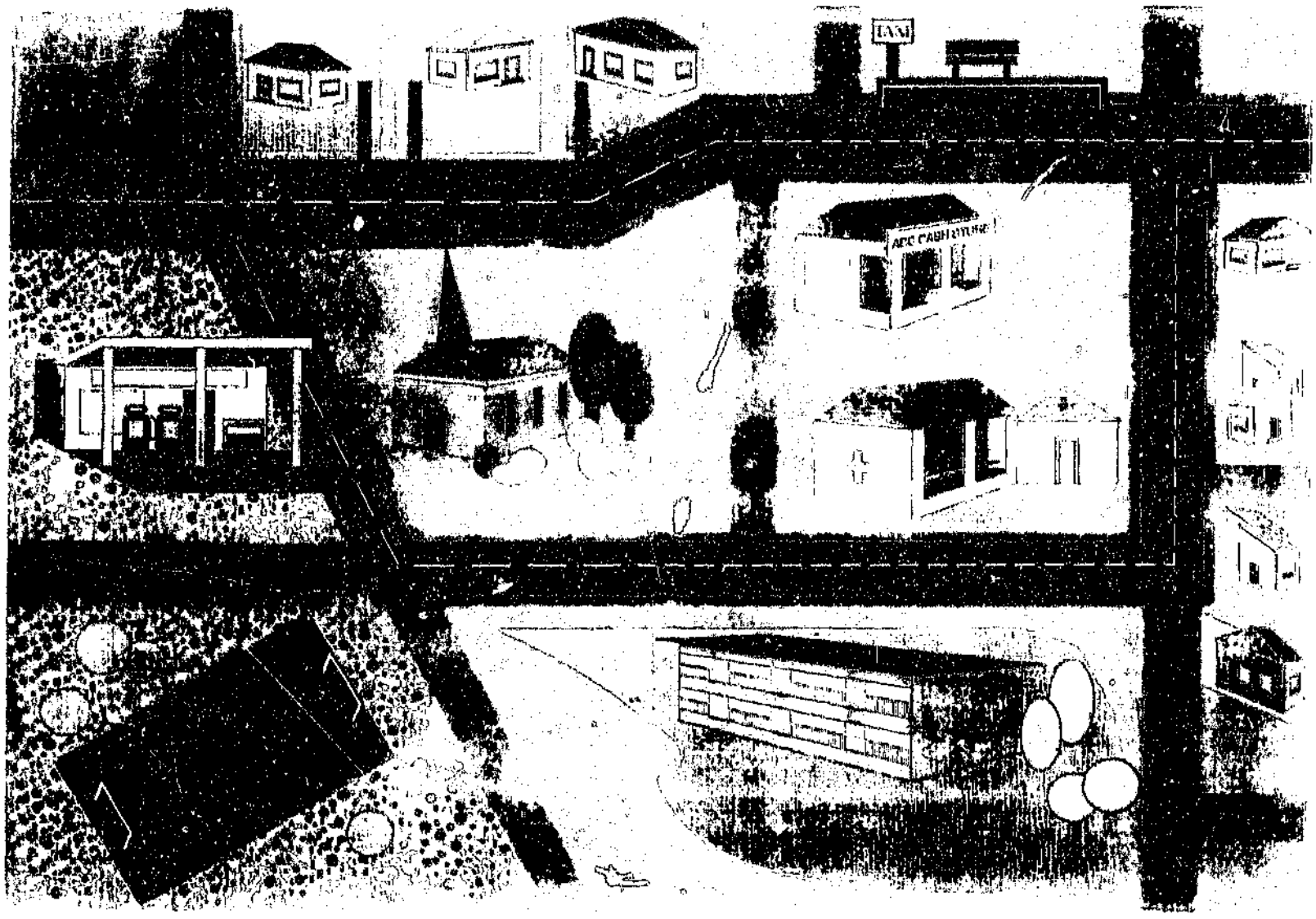
ENVIRONMENTS WHERE STIMULI WERE PURCHASED





ACTIVITY MAT

APPENDIX U



PACKET 13 RELATIVE STEMS

KETTLE
MILK JUG
SUGAR BOWL
SPOON
WATER
TEA
CUP

PACKET 14 VERB SUBTESTS

ACTIVITY MAT DEPICTING SOWETO
MOTHER DOLL
ONE CHILD
ONE CHILD AND BALL
FATHER DOLL
GRANDMOTHER DOLL
COW
HORSE
MOTOR BIKE
CAR
TWO LORRIES
BICYCLE
BUS

PACKET 9 OBJECT PREFIXES

MOTHER DOLL
MILK JUG, MILK CARTONS
FOOD, ANY ITEM OF FOOD FOR EXAMPLE BREAD
MEDICINE
VASELINE
CUPS
DISH CLOTH

PACKET 10 OBJECT PREFIXES

BABY
TWO BOYS
VASELINE
TWO MOTHERS
TWO KNIVES
BALL
SWEETS
BAG
CAR
MILK JUGS
BEADS
FOOD
MEDICINE

PACKET 11 ADJECTIVES AND RELATIVES

GOLLIWOG
2 PAIRS OF PANTS
BLUE PANTS
BIG BLANKET
TWO SKIRTS
FOUR SOCKS
SMALL BLANKET
WHITE SOCKS
SEVEN BAGS
BLACK CAP
RED SKIRT
BEADS
RED CAP
PURPLE BEADS
WHITE SHIRT

PACKET 12 APPLIED EXTENSION

BATH
TOWEL
SOAP
COMB
VASELINE

Department of Speech Pathology and Audiology
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UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
Private Bag 3, WITS 2050, South Africa • Telegrams Uniwits • Telex 4-271259SA • Telephone (011) 716 1111

11 January 1993

Dear Parent

Happy New Year and best wishes for a peaceful 1993.

The information provided at the bottom of this page tells how your child should be understanding and speaking between the age of 3 and a half years and four and a half years. If you feel that there is some problem with your childs speaking or you have any questions please phone me at 786 8378.

Thank you.

Melissa Bortz
Speech and Hearing Therapist

WHAT YOUR CHILD SHOULD BE UNDERSTANDING AND SAYING FROM AGE THREE AND A HALF YEARS TO FOUR AND A HALF YEARS.

- YOUR CHILD SHOULD BE UNDERSTANDING CONVERSATIONS AND NEARLY EVERYTHING THAT IS SAID TO HER OR HIM.
- YOUR CHILD SHOULD BE SAYING MANY DIFFERENT WORDS, ABOUT 300.
- YOUR CHILD SHOULD BE SPEAKING IN SENTENCES, ALMOST LIKE AN ADULT.
- YOUR CHILD SHOULD BE SAYING MOST OF THE SOUNDS OF HER/HIS HOME LANGUAGE LIKE A GROWN UP PERSON DOES.
- YOU SHOULD BE ABLE TO UNDERSTAND ALMOST EVERYTHING YOUR CHILD SAYS.

Department of Speech Pathology and Audiology
Speech and Hearing Clinic

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Private Bag 3, WITS 2050, South Africa • Telegrams Unirand • Telex 4-271255SA • Telephone (011) 716-1111

11 January 1993

Dear Parent

Happy New Year and best wishes for a peaceful 1993.

I am not sure if you know but last year your child's language was tested at her/his nursery school, in order to find out how much she/he was understanding and what she/he could say. Thank you very much for allowing your child to be tested.

However, in order to get the full and proper results about your child. I need you to fill out the form that is attached. Please could you do so as soon as possible and return the completed form to your childs nursery school immediately.

Thank you.

Melissa Bortz
Speech and Hearing Therapist

APPENDIX HH

ATTEMPTS TO INCREASE RESPONSE RATES

11 January 1993

Dear Principal

Happy New Year! I hope 1993 is filled with peace and happiness for every person in South Africa.

I would like to thank you so much for your help and assistance that you gave to us when we came to test the children at your nursery school in November of last year. The research assistants spoke about all your cooperation and kindness when they were at your nursery school. The results that we have been getting from the testing are very interesting and we would like to come and tell you about what we found, as soon as we have all the information we need.

Unfortunately, we cannot get all the results until we have all the information and so please could we ask you :

1) to send the forms home to the parents of the children who have been tested and get these back from the parents within one week, if you have already not done so. The names of the children tested are on the list provided.

2) Please can we also ask you to fill in the forms about each child that we tested from your nursery school, if you have not already done so. The names of the children are supplied on a list attached to this one. If the child has not returned to your nursery school in 1993, please could you fill out the information you have from last years records. We apologise as we know this is a lot of work but the testing will not be successful unless we have all the details from both the nursery school and the parents.

Please could you post the forms that the parents complete and the forms that you complete to:

Melissa Bortz
Department of Speech Pathology
Social Sciences Building
University of the Witwatersrand
Private Bag 3
WITS
2050

Thanking you so much for your help in completing the forms. If you have any questions please phone me at 786 8378.

Yours sincerely

Melissa Bortz
(BA Speech and Hearing Therapy)

APPENDIX GG

MEANS AND STANDARD DEVIATIONS OBTAINED ON THE ZERLA ACCORDING TO THE AGE VARIABLE

Age	N	Mean	Standard deviation
2.9 years	5	2.932	0.036
3.0 years	7	3.139	0.0702
3.3 years	17	3.402	0.0732
3.6 years	29	3.632	0.0694
3.9 years	29	3.878	0.0741
4.0 years	36	4.126	0.0728
4.3 years	29	4.389	0.0796
4.6 years	19	4.621	0.0772
4.9 years	14	4.831	0.0566
5.0 years	2	5.117	0.0154
5.3 years	1	5.257	-

APPENDIX FF

MEAN SCORES AND STANDARD DEVIATIONS FOR VERB SUBTESTS

Subtest Number	Task	Mean	Variance	Standard deviation
14a	Semantics (receptive)	12.728	7.706	2.776
14b	Semantics (receptive)	5.542	1.436	1.198
14c	Negative, present tense (expressive)	4.191	3.513	1.874
14d	Past tense (expressive)	3.952	4.559	2.135
14e	Passive (receptive)	2.569	0.685	0.827
14f	Adverbs (expressive)	3.776	1.917	1.384

APPENDIX EE

POINTS TO BE CONSIDERED IN FOCUS GROUP INTERVIEWS

(Katzenellenbogen et al., 1991, pp. 80-81)

General details for facilitator to remember

- Welcome everyone
- Introduce everyone
- Provide an overview of the topic
- Ground rules for discussion
- Getting permission to use the tape-recorder
- Remain focused and limit discussion of side issues
- Thank for participation
- Explain what will happen with information
- Record body language and social processes and brief notes.

Orientation

- As you all know this research was conducted for my MA degree. I attempted to devise a receptive and expressive language assessment for preschool children, this was MY AIM.
- All of you have been involved at different stages, helping it being set up, marking and coding.

Pre-established list of points

- The aim of today is to discuss whether you thought that the assessment met its aims, that is, if it can assess the language abilities of preschool children in Zulu.
- Also to discuss any changes you think need to be made.

Suggestions should be in terms of:

* test administration time
* instructions to testers
* equipment
* usefulness of Zulu language structures examined
* acceptable responses and reasons for these
* general comments scoring and coding
* who do you think should administer the ZERLA in 'the real world' and why?
* translation of test into other languages
* other

7 **Packet 11 : Relatives and Adjectives**

You must write down the subject's whole response and here you will have many many different responses eg. for blue so you must organise :

eliblue PM, SD, MN a and b
liblue RD, SWa and b
lulhaza RC

There are many, many different answers

The same for *iroko/ibhulukwe elinjani*

The same for *ilembe/ijezi elinjani*

8 **Packet 14**

Write down the responses for all the adverbs

PARENT REPORT

Please write down the responses to questions :

10
11
12
13
14
15

if they answered yes.

TEACHER REPORT

Please write down responses to questions :

7 and 8 if the teachers wrote NO and explained that there was a problem

APPENDIX DD

ADDITIONAL CODING INSTRUCTIONS

17 October 1992

Dear Research Assistant

What I please want you to do is to go through each test form and fill in on different pages how each child responded to the following questions:

If it is a test-retest then you must mark the one (a) and the one (b) because I want to see if the subjects are making the same mistakes or different ones on the two tests.

1 **Packet 5**

For all body parts but especially *imimwe* and *uzwane*:
Please write down the subject's initials who did this eg.HM for Homo Molai. If there is *imyano* and 2 people answer *imyano* it would then look something like *imyano*: HM. BG etc.

2 **Packet 7.**

What the children answered for
Ngobani laba (obaba)
Ngobani laba (omkhulu)

3 **Packet 8**

Subjects answers especially for

imimwe
imyano
izinyano

4 **Packet 10**

Obuhlalu

5 **Expressive continued**

Ngobuhlalu

6 **Packet 11**

Obuhlalu obupurple

APPENDIX CC

INSTRUCTIONS FOR CODING OF DATA

RECEPTIVE SUBTESTS

Correct response	Yes = 1
Incorrect response	No = 0 If incorrect write down what the incorrect response was.
Not tested, no response	N

EXPRESSIVE SUBTESTS

Exactly what the child said should have been written down. When you are coding:-

1) Please WRITE WHAT IS WRONG, ie. which part of speech is wrong.
2) In a different colour pen, please write down what the correct response should have been.
3) Please translate the child's response into English.

PARENT REPORT

mother	1
father	2
granny	3
grandpa	4
aunt	5
uncle	6
sister	7
other	8

Biographical Information

- Gender

1	female
2	male

- Languages

Zulu	5
Xhosa	9
Swati	4
Ndebele	3
Sotho	2
North Sotho/Pedi	7
South Sotho	6
Tswana	8
Tsonga/Shangaan	10
Venda	11
English	12
Afrikaans	14
Portuguese	15
Other	13

APPENDIX BB

ADMINISTERING THE ZERLA





APPENDIX AA

WORKSHOP FOR NURSERY SCHOOL TEACHERS

Programme of workshop for teachers at nursery schools in Soweto

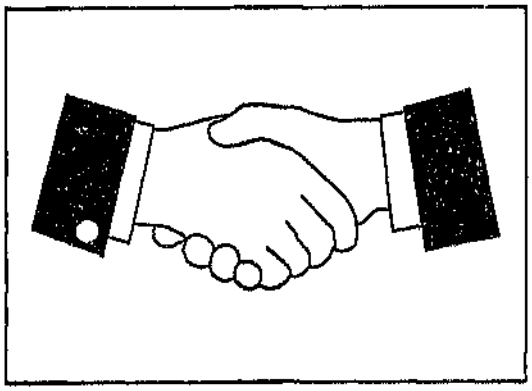
1 Welcome - Melissa Bortz, Speech and Hearing Therapist

2 Speech, language and hearing problems with children. What are they and what can be done about them? - Community Workers in Speech and Hearing.

3 Video of test administration and explanation of how children in your nursery school are going to be assessed.

4 Confirming dates for the testing and meeting the research assistants.

5 Tea.



IF YOU HAVE ANY PROBLEMS FOR EXAMPLE FROM THE PRINCIPALS PHONE ME AT 786 8378 OR 716 2435. PLEASE PHONE ME EVERY NIGHT, FROM 6.15 TO TELL ME HOW IT WENT.

- On the test then will come instructions of what you must do before each section. This will be written in darker letters.

- If the principals are not willing to let you test at the creches belonging to the African Self Help Association, they should phone Mrs Clowes on 403 2953 as she says its fine for us to test at the creches.

- When you first get to the nursery schools, introduce yourselves to the principals or teachers. Give the principals the letters for the school and ask her to supply them to the parents. Ask her to fill out the teacher report as soon as possible. If she is not going to do it let one of the teachers do it. Arrange a date when you will go back and get the parent and teacher forms. Find out from her how long she thinks it will take the parents to fill it in, if you should go back in a week or maximum 2 weeks to collect the forms that she has sent to the parents for them to fill in.

- Keep careful records of children's names and ages and languages they speak. It is important that you get all the information about the child, ne identifying information. You can ask the teacher this. Also ask the child just to be certain.

- You should test the children by sitting on the floor. One of you should sit with the child in front of you. The other one should be writing down everything that happens.

- Try not to let the children who will be tested next see or hear what is happening.

- The children must speak Zulu, preferably home language. The children must be between 3 and a half and four and a half years old.

- Test as many children as you can in a day. You should test at least six.

- You are going to be testing how the child understands different parts of Zulu, like noun classes, plurals and also test how the child speaks Zulu.

- When scoring you should make a tick (✓) if the child got it correct (yes) or a cross (X) if incorrect (no). Make a note if the child needed you to repeat the question.

- If the child responds incorrectly to a receptive subtest WRITE DOWN WHAT THE INCORRECT RESPONSE WAS.

- For the expressive subtests write down everything the child says. Write down ALL parts of speech, so not just *two* but *itwo*, if the child says this. The little parts of the words are extremely important.

- Write down anything that ' hild said spontaneously, that the child just began speaking about, for example, telling you what she/he enjoys playing with.

PACKET NINE (EXPRESSIVE SUBJECT PREFIXES NEGATIVES)

41)	*CHA*	'NO'
	EH EH	'NO'
	CHA ASIKHO	'NO ITS NOT THERE'
	ASIKHO EKHAYA	'ITS NOT AT THE HOUSE'
	SIKHONA/BAKHONA	'IT IS HERE'
	NASI	'HERE IT IS'
42)	*YEBO*	'YES'
	YA	'YES'
	ISOTSHANENI	'IT IS IN THE GRASS'
	YEBO ZIKHONA	'YES, IT IS THERE'
	MH MM	'YES'
	ZIKHONA	'THEY ARE THERE'
	NAZI MU	'HERE THEY ARE'
43)	*CHA*	'NO'
	EH EH	'NO'
	CHA ABEKHO	'NO, THEY ARE NOT THERE'
	ABEKHO ESISEBHEDLELA	'THEY ARE NOT AT THE HOSPITAL'
44)	*CHA*	'NO'
	EH EH	'NO'
	CHA ALIKHO	'NO IT IS NOT THERE'
	ALIKHO ESITOLO	'IT IS NOT AT THE SHOP'
45)	*YEBO*	'YES'
	YA	'YES'
	USENDINI	'SHE IS IN THE HOUSE'
	USEKHAYA	'SHE IS AT HOME'
46)	*CHA*	'NO'
	EH EH	'NO'
	CHA AZIPHUZI	'NO, THEY'RE NOT DRINKING'
	ALIPHUZI	'IT IS NOT DRINKING'

PACKET TEN (RECEPTIVE, LOCATIVE PASSIVE)

THE CHILD MUST POINT TO THE FOLLOWING:

47)	*ESIKOLWENI*	'AT SCHOOL'
48)	*ESITOLO*	'AT THE SHOP'
49)	*EGALAJI*	'AT THE GARAGE'

PACKET ELEVEN (EXPRESSIVE ADVERBS)

50)	*EKHAYA*	'AT HOME'
	ENDLINI	'IN THE HOUSE'
	ESTRATINI	'IN THE STREET'

PACKET SEVEN (EXPRESSIVE OBJECT PREFIX PRESENT TENSE)

24)	*UTHELA ITIYE*	'YOU'RE POURING TEA'
	UTHELA UBISI	'YOU'RE POURING MILK'
	UYALUTHELA	'YOU POUR IT'
	NGITHELE ITIYE	'I POUR TEA'
25)	*UDLA ISINKWA*	'YOU'RE EATING BREAD'
	UYASIDLA	'YOU'RE EATING IT'
	NGIDLA ISINKWA	'I EAT BREAD'
26)	*UPHUZA UMUTHI*	'YOU'RE DRINKING MEDICINE'
	UYAMPHUZA	'YOU'RE DRINKING IT'
	NGIPHUZA UMUTHI	'I'M DRINKING MEDICINE'
27)	*UGCOBISA IVASELINA*	'YOU'RE RUBBING IN VASELINE'
	UYAMGCOBISA	'YOU'RE RUBBING IT'
	NGIGCOBISA IVASELINA	'I RUB IN VASELINE'
28)	*USULA IZINKOMISHI*	'YOU RE WIPING CUPS'
	UYASULA	'YOU'RE WIPING'
	NGISULA INKOMISHI	'I WIPE THE CUPS'
	NGISULA IZITSHA	'I WIPE THE DISHES'

PACKET EIGHT (RECEPTIVE VOCABULARY)

CHILD SHOULD HAVE POINTED TO THE FOLLOWING:

29)	*EKHAYA*	'HOUSE'
30)	*ESITOLO*	'SHOP'
31)	*UPETROLEGALAJI*	'FILLING STATION/GARAGE'
32)	*UMAMA*	'WHERE THE MOTHER IS'
33)	*UMNTWANA*	'WHERE THE CHILD IS'
34)	*UBABA*	'WHERE THE FATHER IS'
35)	*ESONTWENI*	'IN/AT/TO CHURCH'
36)	*ISIBHEDLELA*	'HOSPITAL'
37)	*IBHOLA*	'BALL'
38)	*IHASHI*	'HORSE'
39)	*ISITHUTHUTHU*	'MOTORBIKE'
40)	*INKOMO*	'COW'

PACKET THREE (RECEPTIVE NOUN CLASSES SINGULAR)

5)	*UMKHULU*	'GRANDFATHER'
6)	*UMFANA*	'BOY'
7)	*INTOMBAZANE*	'GIRL'

PACKET FOUR (RECEPTIVE NOUN CLASSES PLURAL)

8)	*OMKHULU*	'GRANDFATHERS'
9)	*ABAFANA*	'BOYS'
10)	*AMATOMBAZANE*	'GIRLS'

PACKET FIVE (EXPRESSIVE NOUN CLASSES SINGULAR AND PLURAL)

11)	*UMLOMO*	'MOUTH'
12)	*IMINWE*	'FINGERS'
13)	*IKHALA*	'NOSE'
14)	*AMEHLO*	'EYES'
15)	*ISISU* *ISIBHONO* *ISIFUBA* *UMKHABA*	'STOMACH'; BELLY BUTTON' 'CHEST'; 'MIDRIFF'
16)	*IZANDLA*	'HANDS'
17)	*INDLEBE*	'EAR'
18)	*IZINWELE* *IZINHLOKO* **INWELE; IZWELE*	'HAIR' 'HEADS'; (COLLOQUIAL AND TONAL FORM)
19)	*UZWANE*	'TOE'
20)	*IZINYAWO* *AMAGALO;INYAWO*	'FEET'; (COLLOQUIAL FORM).

*NOTE: THIS FORM IS THE SAME AS NO 9 SINGULAR FORM, *INYAWO*. CHECK THE CHILD'S KNOWLEDGE OF THE SINGULAR BY USING ANOTHER NOUN.

PACKET SIX (EXPRESSIVE NOUN CLASSES PLURAL)

21)	*OBABA; ABOBABA*	'FATHERS'
22)	*ABANTWANA*	'CHILDREN
	ABOMPOPI	'DOLLS'
23)	*OMKHULU; ABOMKHULU*	'GRANDFATHERS'

APPENDIX JJ

POOL OF APPROPRIATE RESPONSES FOR REVISED ZERLA

APPROPRIATE RESPONSES

KEY

✓ = APPROPRIATE
X = INAPPROPRIATE
NC = NOUN CLASS
RP = RELATIVE PREFIX
SP = SUBJECT PREFIX

PLEASE NOTE:

SOME RESPONSES HAVE MORE THAN ONE APPROPRIATE ANSWER. THE CHILD WILL GET CREDITED FOR ANY OF THE APPROPRIATE ANSWERS THAT APPEAR IN THIS POOL OF RESPONSES, FOR EXAMPLE IN SUBTEST 6, IF A CHILD RESPONDED *OBABA* THEY WILL GET A ✓ , INDICATING AN APPROPRIATE RESPONSE. IF A CHILD SAID *ABOBABA* THIS ALSO EARNS THEM A ✓, AS THIS RESPONSE IS ACCEPTABLE IN URBANISED VARIETIES OF ZULU. THUS BOTH ANSWERS ARE CONSIDERED ACCEPTABLE AND EITHER CAN BE ADDED TO THE COMPOSITE SCORE.

CREDIT SHOULD BE GIVEN FOR A CORRECT ANSWER PROVIDED IN ANOTHER LANGUAGE, SUCH AS ENGLISH, XHOSA, TSWANA ETC, FOR EXAMPLE, IN SUBTEST 5 *IMPUMAULO* 'NOSE' IN XHOSA

PACKET ONE (RECEPTIVE NOUN CLASSES SINGULAR)

1) *UBABA* 'FATHER'

2) *UMNTWANA* 'CHILD'

PACKET TWO (RECEPTIVE NOUN CLASSES SINGULAR)

3) *OBABA* 'FATHERS'

4) *ABANTWANA* 'CHILDREN'

4 = VIOLENCE

Write down anything, ANY incidence of violence from ANY of the stories for example, in the soccer picture: one is dead -killed by the one holding this thing, others are dead.

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

YES/NO

1.2.10 OTHER

Please add in any other morphosyntactic structure the child may have used

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

2 MEASURE OF SEMANTIC COMPLEXITY/CREATIVITY

Mark down a 1, 2, for each sentence/story and give an example to show why you have rated in each category.

1 = NAMING

The child names what s/he sees

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

2 = INFERENCE

The children describe what they see, BUT MORE than that, eg. The children will fetch WATER TO WASH WITH; others are going to town/school/ work (we don't know this).

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

3 = INCORRECT

If the child says, the children are playing and they aren't or they say they see tractors and they don't.

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.6 **PASSIVE :**

Does the child use passives? eg. <u>u-</u> *ku-phek-iwe* 'was cooked'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.7 **ADVERBS :**

Does the child use adverbs? eg. *phambile* 'in front'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.8 **ADJECTIVES AND RELATIVES :**

Does the child use adjectives or relatives? *-khulu* 'large', *-ncane* 'small', *-luhlaza* 'blue', *-blue* 'blue', *-bili* 'two', *-two* 'two'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.9 **ERRORS**

Does the child made any errors:

YES/NO

If they were errors, write down what these were, for example, confused singular and plurals

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.3 PLURALS:

Does the child use plurals eg. *abantwana* 'children'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.4 TENSE:

What tense does the child describe the picture in? Past */-e/ or /ile/ eg. ba-hamb-ILE* SP2-go-past tense marker 'they went' or present tense *eg. u-ya-hamb-a* NC1-present tense marker-go-present tense marker 'you go'. Does the child use a combination of tenses?

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.5 NEGATIVES:

Does the child use negatives? eg. *a- -i, ch ch, angazi* 'I don't know' or *alikho* 'it is not'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

'Soccer picture'

i	Number of utterances	_____
j	Number of morphemes	_____
§	Divide total number of morphemes by the total number of utterances = *MLU*	_____

1.2 Morphosyntactic structures

1.2.1 AGREEMENT:

Does the child use agreement correctly, ie.
Do the prefixes and the nouns agree, for example *umama uhamba* NC1-mother-go 'mother goes'

YES/NO

If no, give an example of the incorrect utterance

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

1.2.2 SINGULARS:

Does the child use singulars, eg. *umama* 'mother'

YES/NO

'Bucket picture' _____

'Traffic picture' _____

'Soccer picture' _____

TAXONOMY FOR PICTURE DESCRIPTION : ANALYSIS ANSWER SHEET

CHILD'S NAME : _____

CHILD'S AGE : _____

HOME LANGUAGE : _____

1 MEASURE OF PRODUCTIVITY: MORPHOSYNTACTIC ANALYSIS

1.1 Mean Length of Utterance

1.1.1 Count the number of sentences/phrases/utterances. COUNT ONLY THE ONES THAT MAKE SENSE, that are correct.

1.1.2 Divide each word up into its morphemes, for example *u-mama* is two morphemes.

1.1.3 Count the number of morphemes, that you have divided in each story.

1.1.4 Divide the total number of morphemes by the total number of utterances to give the MLU.

'Bucket' picture

§ Number of utterances _____

§ Number of morphemes _____

§ Divide total number of morphemes by the total number of utterances = MLU _____

'Traffic' picture

§ Number of utterances _____

§ Number of morphemes _____

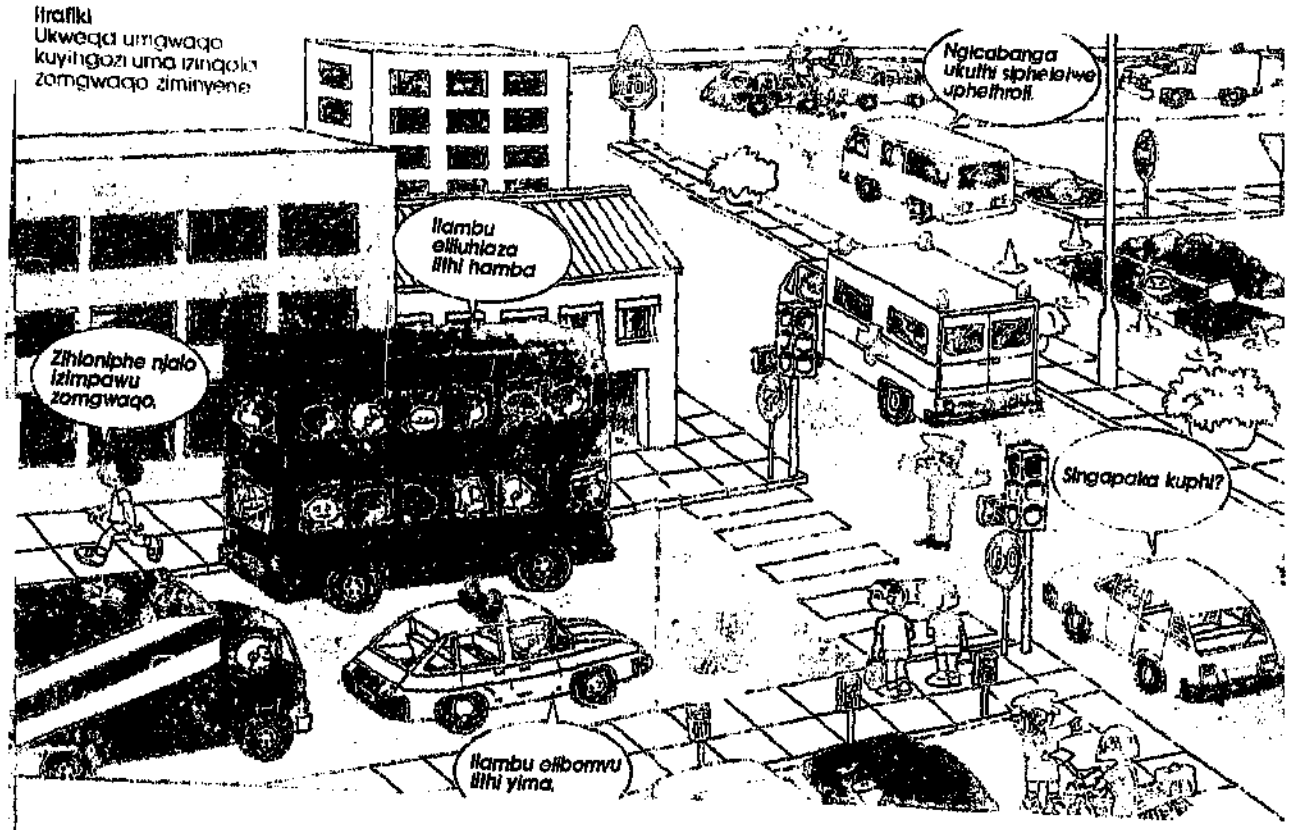
§ Divide total number of morphemes by the total number of utterances = MLU _____

APPENDIX II

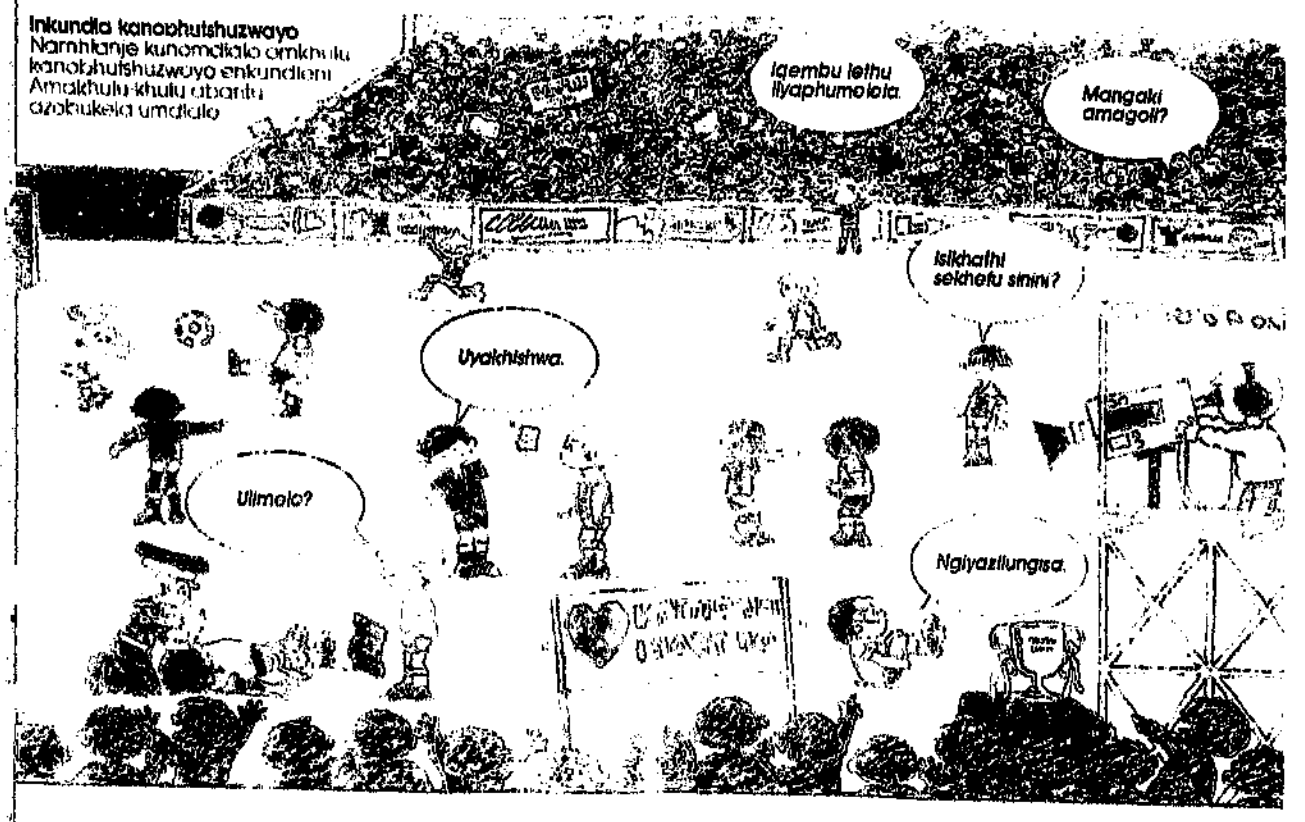
TAXONOMY FOR PICTURE DESCRIPTION



Ifrafiki
Ukweqa umgwaqo kuyingozi uma izinqola zomgwaqo ziminyene



Inkundla kanobhutshuzwayo
Namhlanje kunomdlalo omkhulu kanobhutshuzwayo enkundleni. Amakhulu-khulu abantu azobukela umdlalo



PACKET 3 : NOUN CLASS SINGULAR [RECEPTIVE]. **Put out a grandfather, boy and girl. Tell the child to show you to whichever you say the name of.**

Item 5 : *Ngibonisa Umkhulu* 'Show me the grandfather'_____

Item 6 : *Ngibonisa Umfana* 'Show me boy' _____

Item 7 : *Ngibonisa Intombazane* 'Show me girl' _____

PACKET 4 : NOUN CLASS PLURAL [RECEPTIVE]. **Put out two grandfathers, two boys and two girls. Tell the child show you to whichever you say the name of.**

Item 8 : *Ngibonisa Omkhulu* 'Show me grandfathers'_____

Item 9 : *Ngibonisa Abafana* 'Show me boys _____

Item 10 : *Ngibonisa Amantombazane* 'Show me girls' _____

PACKET 5 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. **Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *yinile* 'what is it'?. Child must say which part of the body it is.**

POINT TO PARTS OF THE BODY	SAY	RES-PONSE
Item 11 *Umlomo* 'mouth'	*yinile* 'What is it?'	
Item 12 *Iminwe* 'fingers'	*yinile* 'What is it?'	
Item 13 *Ikhala* 'nose'	*yinile* 'What is it?'	
Item 14 *Amehlo* 'eyes'	*yinile* 'What is it?'	
Item 15 *Isisu* 'stomach'	*yinile* 'What is it?'	
Item 16 *Izandla* 'hands'	*yinile* 'What is it?'	
Item 17 *Indlebe* 'ear'	*yinile* 'What is it?'	
Item 18 *Izinwele* 'hair'	*yinile* 'What is it?'	
Item 19 *Uzwane* 'toe'	*yinile* 'What is it?'	
Item 20 *Izinyawo* 'feet'	*yinile* 'What is it?'	

APPENDIX KK

REVISED ZULU EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT

ZERLA

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	:	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	:	_____
HOME LANGUAGE	:	_____	GENDER	:	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____			
NAME OF SCHOOL	:	_____	PHONE NUMBER	:	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER	:	_____
DATE OF BIRTH	:	DAY _____	MONTH _____		YEAR _____
CHILD'S AGE	:	_____	DATE OF TEST	:	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.

PACKET 1 : **NOUN CLASS SINGULAR [RECEPTIVE]. Put out father doll and child doll. Say to the child *ngibonisa* 'show me' and the child must show you whichever you say the name of.**

Item 1 : ***Ngibonisa Ubaba*** **'Show me the father'** _____

Item 2 : ***Ngibonisa Umntwana*** **'Show me the child'** _____

PACKET 2 : **NOUN CLASS PLURAL [RECEPTIVE]. Put out two fathers and two children and tell the child to show you those that you are talking about.**

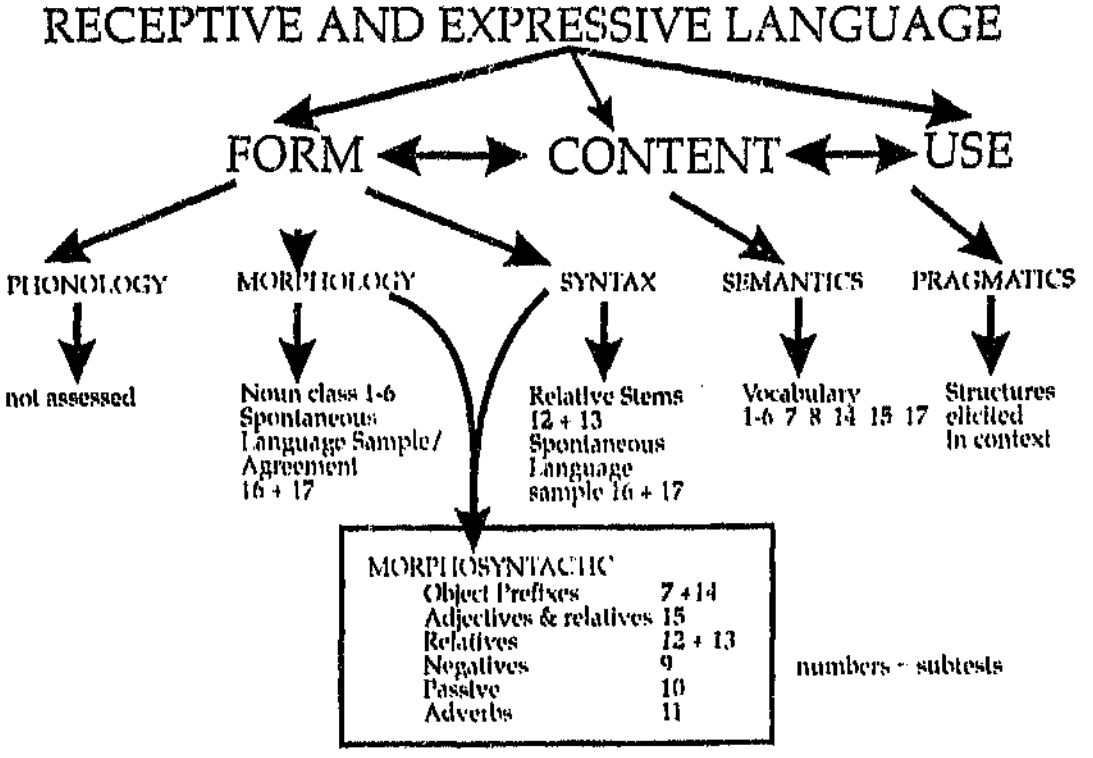
Item 3 : ***Ngibonisa Obaba*** **'Show me the fathers'** _____ _____

Item 4 : ***Ngibonisa Abantwana*** **'Show me the children'** _____

REVISED ZULU TEST BOOKLET [ZERLA]

APPENDIX KK

COMPONENTS OF REVISED ZERLA



PRAGMATICALLY APPROPRIATE RESPONSES

RESPONSE

INDICATE THE RESPONSE THAT THE CHILD MAKES, FOR EXAMPLE, IN SUBTEST 11, ADVERBS, WHEN THE TESTER MAKES THE MOTHER WALK FAST AND ASK *BAIAMBA KANJANI* 'HOW IS THE MOTHER WALKING?' AND THE CHILD RESPONDS *ANGAZI* 'I DON'T KNOW', THIS IS A PRAGMATICALLY APPROPRIATE RESPONSE.

SUBTEST : _____

EXAMPLE : _____

TRY AND SEE IF THE CHILD CAN PRODUCE THE DESIRED RESPONSE BY USING DELAYED IMITATION.

YES/NO : _____

EXAMPLE : _____

OTHER

THIS CATEGORY IS TO GIVE ADDITIONAL INFORMATION ABOUT HOW THE CHILD IS ANSWERING. IT WILL NOT AFFECT THE SCORE, THAT IS WHETHER THE ANSWER IS APPROPRIATE OR NOT. IT WILL, HOWEVER, TELL MORE ABOUT HOW THE CHILD IS THINKING, OR GIVE REASONS AS TO WHY THE CHILD ATTAINED THE SCORE THAT SHE/HE DID. THIS CATEGORY MAY ALSO GIVE INFORMATION ABOUT ADDITIONAL ITEMS TO BE ADDED TO THE POOL OF CORRECT RESPONSES.

PLEASE FILL IN ANY GENERAL COMMENT, FOR EXAMPLE, THE CHILD SAYS LIP-STICK FOR *UMLOMO* 'MOUTH'. WRITE THIS DOWN AND GIVE A REASON WHY YOU THINK THE CHILD HAS DONE SO, FOR EXAMPLE, THE CHILD DID NOT UNDERSTAND THE INSTRUCTION INITIALLY, OR THE CHILD IS ASSOCIATING LIPSTICK WITH MOUTH.

_____

_____

_____

8) *IROKO/IBHULUKWE ELINJANI* 'WHAT IS THE COLOUR OF YOUR DRESS/TROUSERS?' ELIRED RP5-RED 'RED', *LIRED* SP5-RED OR CONTRACTED FORM RP5-RED 'RED', *BLACK* 'BLACK', *AMKAHLE* 'THEY ARE FINE'

9) *IHEMBE/IJEZI ELINJANI* 'WHAT IS THE COLOUR OF YOUR SHIRT/JERSEY?' *ELI-MHLOPE* RP5-WHITE 'WHITE', *LI-MHLOPE* SP5-WHITE OR CONTRACTED FORM RP5-*WHITE* 'WHITE'. ANY COLOUR MENTIONED IS ACCEPTABLE, FOR EXAMPLE, *BROWN* 'BROWN', *YELLOW* 'YELLOW' OR *PINK* 'PINK'. THE CHILD MAY ALSO SAY *ANGILIGQOKANGA* 'I AM NOT WEARING IT'

10) *NGUBANI UMAMA WAKHO* 'WHO IS YOUR MOTHER? THIS IS ASKING FOR THE CHILD'S MOTHER'S NAME. ANY EXAMPLE PORTRAYING THE MOTHER IS ACCEPTABLE. *UMAMA* 'MOTHER', *NTHABI, THIREBEKA* - EXAMPLES OF MOTHER'S NAMES

11) *NGUBANI UBABA WAKHO* 'WHO IS YOUR FATHER?' THE CHILD SHOULD RESPOND WITH *UBUABA* 'FATHER' OR ANY REPRESENTATION OF THE FATHER'S NAME, FOR EXAMPLE, GUGU, HU BUT MANDLA, USIPHWE, UBABA, SIPHO, HUMBISO

12) *NGUBANI UTISHA WAKHO* 'WHO IS YOUR TEACHER?' ASKS THE CHILD'S TEACHER'S NAME *HU MISTRESS, MISTRESS NTONGA*. ANY FORM IS ACCEPTABLE

13) *NGUBANI OPHEKAYO EKHAYA* 'WHO COOKS AT HOME?'

APPROPRIATE RESPONSE IS ANYONE WHO COOKS AT HOME, SUCH AS *MAMA HUMAMAMI, UMAMA, SANDY*

14 AND 15 ARE QUESTIONS ABOUT WHAT THE CHILD DOES AT NURSERY SCHOOL, IF THE CHILD ATTENDS NURSERY SCHOOL. ANY RESPONSE INDICATING WHAT THE CHILD DOES AT NURSERY SCHOOL IS ACCEPTABLE. PLEASE NOTE THESE QUESTIONS WOULD PROVIDE SIMILAR INFORMATION.

14) *NENZANI ESISKOLWENI* 'WHAT DO YOU DO AT SCHOOL? *SIYABHALA A BO TRIANGLE* 'WE WRITE/DRAW A TRIANGLE', *SIYABHOLA* 'WE PLAY WITH A BALL', *SIDLALA AMATOYS* 'WE PLAY WITH TOYS', *SICULAWE* 'WE SING', *SIYATHANDAZAWE* 'WE PRAY'

15) *WENZANI ECRECHE* 'WHAT DO YOU DO AT THE CRECHE? *NGIYAFUNDA* 'I LEARN', *SIYAFUNDA* 'WE LEARN', *SIYADLA* 'WE EAT, *NGIYADLALA* 'I PLAY', *SIYABHALA* 'WE WRITE', *SIYADLALA NGAMA TOYS* 'WE PLAY WITH TOYS'

PACKET 17

IS SCORED ACCORDING TO THE TAXONOMY DEVISED FOR PICTURE DESCRIPTION.

4) *UGEZWE NGUBANI* 'WHO WASHED YOU?'

ANY RESPONSE WHICH INDICATES WHO BATHED THE CHILD :
MAMA, HUMAMAMI, UMAMA, HIMI, YIMI 'MYSELF'

5) *UKANYWE NGUBANI* 'WHO COMBED YOU/WHO COMBED YOUR HAIR?'

ANY RESPONSE INDICATING WHO COMBED THE CHILD'S HAIR
MAMA HUMAMAMI, UMAMA 'MOTHER', *HIMI, YIMI* 'MYSELF'

6) *UGQOKENI NAMHLANJE* 'WHAT ARE YOU WEARING TODAY?'
ISIKETI NESKIPA NSICATHULO 'SHOES AND A SKIRT AND SHOES', *UJEZI NEROKO* 'JERSEY AND DRESS', *TRACKSUIT* 'TRACKSUIT', *IBHULUKWE* 'PANTS', *ITIGHT* 'TIGHTS', *IROKO* 'DRESS', *ISKIPA* 'TOP', *IMPHALA* 'TAKIS / RUNNING SHOES '

CHILD'S DESCRIPTION OF HER/HIS CLOTHING (7 - 9)

THESE QUESTIONS MAY BE ANSWERED IN VARIOUS WAYS, USING RELATIVES, IN FULL OR CONTRACTED FORMS AND SUBJECT PREFIXES. ADJECTIVES COULD ALSO HAVE ALSO BEEN USED, FOR EXAMPLE *-KHULU* 'BIG'.

RELATIVES

THE R ATIVE FORM IS USED AS AN ADJECTIVE.

A) A STANDARD ZULU FORM, IE. *ELI-NSUNDU* RP5-BROWN 'BROWN'

B) A CODE-SWITCH D FORM, THAT IS A MIXTURE OF ZULU AND ENGLISH IE. *ELI-BROWN* RP5-BROWN 'BROWN'. THUS THE ENGLISH COLOUR BROWN IS PRESENT BUT THERE IS ALSO A ZULU PREFIX, ELI (RP5), WHICH RELATES TO THE NOUN IN
THE *-ROKO* (NC5), FOR EXAMPLE *IROKO ELINJANI* 'WHAT DOES YOUR DRESS LOOK LIKE'?

C) AN ENGLISH FORM BROWN WITH NO PREFIX

CONTRACTED FORMS OF RELATIVES

LI-BROWN 'BROWN'

SUBJECT PREFIXES

CHILDREN COULD ALSO HAVE BEEN USING SUBJECT PREFIXES IN STANDARD ZULU OR CODE-SWITCHED FORMS, FOR EXAMPLE *LI-BROWN* SP5-BROWN 'THE ONE WHICH IS BROWN'

7) THE ANY VARIATION OF COLOUR IS ACCEPTABLE *IZICATHULO IZINJANI* 'WHAT IS COLOUR OF YOUR SHOES?' *IZI-NYAMA* RP8-BLACK 'BLACK', *ZI-MHLOPE* SP8-WHITE 'WHITE' OR CONTRACTED FORM RP8 *WHITE* 'WHITE', *BLUE* 'BLUE', *ZINHLE* 'THEY ARE BEAUTIFUL', *LIKHALA* 'THEY ARE FINE'

d) **CODE SWITCHED ZULU ADJECTIVES**

80) *IZIKETI EZIYTWO* 'TWO SKIRTS'

81) *AMASOKISI AYIFOUR* 'FOUR SOCKS'

85) *IZIKHWAMA EZITHREE* 'THREE BAGS'

e) **STANDARD ZULU RELATIVES**

83) *AMASOKISI AMHLOPE* 'WHITE SOCKS'

88) *IKEPISI ELIBOMVU* 'RED CAP'

PACKET 16 (SPONTANEOUS LANGUAGE SAMPLE)

MANY VARIATIONS OF CORRECT ANSWERS CAN OCCUR IN THIS SUBTEST. AN ANSWER THAT INDICATES THAT THE CHILD UNDERSTOOD THE QUESTION SHOULD BE CONSIDERED AS CORRECT.

1) *YINI OYIDLILE NAMHLANJE EKUSENI* 'WHAT DID YOU EAT TODAY, IN THE MORNING?'

ANY RESPONSE THAT INDICATES WHAT THE CHILD ATE THAT MORNING: *UKUDLA* 'FOOD', *OKUDLA OKUMANANDI* 'TASTY FOOD' *IPAPA, PAPA* 'PORRIDGE' (COLLOQUIAL FORM)', *IPAPA NO MROGO* 'TAP AND SPINACH', *UMDOKO* 'SOFT PORRIDGE', *IKELLOGS* 'CEREAL', *ISINKWA* 'BREAD', *AMABHANANAS* 'BANANAS, *INGULUBE* 'PORK', *AMAKHEKHE* 'CAKE', *ICHIPS* 'CHIPS', *AMACHOKOLAT* 'CHOCOLATE', *AMAGWINGE* 'VETKOEK'

THEY MAY NOT DIFFERENTIATE BETWEEN EATING AND DRINKING. THIS IS ACCEPTABLE FOR EXAMPLE *UPAPA NAMASI* 'PORRIDGE AND SOUR MILK'. THEY MAY ALSO HAVE SAID THAT THEY DID NOT EAT, FOR EXAMPLE *AKANDILANGA* 'DID NOT EAT', *NIKS* 'NOTHING', *AKULUTHO* 'NOTHING'

2) *YINI OYIPHUZILE* 'WHAT DID YOU DRINK?'

ANY RESPONSE THAT INDICATES WHAT THE CHILD DRANK THAT MORNING : *ITIYE* 'TEA', *IJUICE* 'JUICE, IJUZI AMANZI 'JUICE AND WATER', *AMANZI* 'WATER', *COCA COLA* 'COCA COLA' *UMUTHI* 'MEDICINE, THEY MAY SAY THEY DID NOT DRINK. THIS IS ALSO ACCEPTABLE, FOR EXAMPLE *ANGIPUZANGA* NOTHING, *NIKS* 'NOTHING', *AKULUTHO* 'NOTHING'

QUESTIONS 3 - 6 WILL USUALLY HAVE THE SAME ANSWER.

3) *UGQOKISWE UBANI* 'WHO DRESSED YOU?'

ANY RESPONSE THAT INDICATES WHO DRESSED THE CHILD : *UMAMA, UMAMA* 'MOTHER', *IYIMI* 'ME, I DID IT MYSELF', *UMI* 'MYSELF'.

71)	*UFAKA IZINTO KUSO*	'YOU PUT THINGS IN IT'
	UYASIVULA	'YOU OPEN IT'
	UYASIHAMBA	'YOU ARE GOING WITH IT'
	UYASIBAMBA	'YOU CARRY IT, HOLD IT'
72)	*UYAYUSHAYELA*	'YOU DRIVE IT'
	UYAYUDRIVA	'YOU DRIVE IT'
	NGIYAYIHAMBISA	'I AM GOING WITH IT'
73)	*UYAZIGEZA*	'YOU WASH THEM'
	UYAWASULA	'YOU WIPE THEM'
	USULA IKOMITSHI	'YOU ARE WIPING THE CUP'
	USULA AMAKOMITSHI	'YOU ARE WIPING THE CUPS'
74)	*UTHELA ETIYENI*	'YOU POUR TEA IN'
	UTHELA ITIYE	'YOU ARE POURING TEA'
	UYALUPHUZA	'YOU DRINK IT'
75)	*UYABUFAKA*	'YOU PUT IT ON'
76)	*NGIYUADLA*	'I AM EATING IT'
	UYAKUDLA	'YOU ARE EATING THE FOOD'

PACKET 15 (RECEPTIVE, ADJECTIVES AND RELATIVES)

PLEASE NOTE: THIS SUBTEST IS DIVIDED INTO SUBCATEGORIES. THE CHILD MUST POINT TO THE FOLLOWING:

a) **STANDARD ZULU ADJECTIVES**

77)	*AMABHULUKWE AMABILI*	'TWO PAIRS OF PANTS'
84)	*ISIKHWAMA ESINYE*	'FOUR BAGS'

b) **CODE SWITCHED ZULU RELATIVES**

78)	*AMABHULUKWE IBLUE*	'BLUE PANTS'
86)	*IKEPISI ELIBLACK*	'BLACK CAP'
87)	*ISIKETI ESIRED*	'RED SKIRT'
89)	*IHEMBE ELIWHITE*	'WHITE SHIRT'

c) **STANDARD ZULU ADJECTIVES**

79)	*INGUBO ENKHULU*	'BIG BLANKET'
82)	*INGUBO ENCANE*	'SMALL BLANKET'
90)	*UBUHLALU BONKE*	'ALL THE BEADS'

PACKET 14 (EXPRESSIVE OBJECT PREFIXES)

IN THIS SUBTEST IT IS ESSENTIAL TO LOOK OUT FOR SOME FORM OF THE OBJECT PREFIX: FOR EXAMPLE *U-YA-MA-NCELIS-A* NC1-PRESENT TENSE MARKER-OP1-FEEDING-PRESENT TENSE MARKER. THERE ARE VARIATIONS, FOR EXAMPLE, *NGI-YU-M-THULIS-A* PRONOUN-PRESENT TENSE MARKER-OP ROCKING-PRESENT TENSE MARKER 'I AM SOOTHING YOU'. THE M IS A VARIATION OF THE OBJECT PREFIX. IN THIS SUBTEST SUBJECTS CAN ONLY BE CREDITED WITH A CORRECT RESPONSE IF THEY PRODUCE AN OBJECT PREFIX. THERE IS A VARIETY IN ACCEPTABLE OBJECT PREFIXE. HOWEVER.

63)	*UYAMDLALISA*	'YOU PLAY WITH THE CHILD'
	UYAMTHULISA	'YOU ROCK THE CHILD'
	UYAMANCELISA	'YOU ARE FEEDING IT'
	NGIYUMTHULISA	'I AM ROCKING IT'
64)	*UYABADLAKISA*	'MAKING THEM PLAY'
	UBAKHABISA IBHOLA	'PLAY WITH THE BALL'
	BAYKHABISA	
	BA KHABA IBHOLA	'THEY KICK THE BALL'
	UBADLALISA IBHOLA	'THEY PLAY WITH THE BALL'
	BA KHABELA IBHOLA	'THEY KICK THE BALL'
	NGIBADLALISA	'I AM PLAYING'
	UBHAKABA UBHOLA	'YOU MAKE THEM PLAY FOOTBALL'
65)	*UYATHAMBISA*	'YOU ARE SOFTENING THE SKIN'
	UGCOBISA UMLOMO	'YOU ARE RUBBING THE MOUTH'
	NGIYAGQOBISA	'I AM RUBBING'
	UYAYIQOBISA	'YOU ARE RUBBING'
66)	*UYAM'KAMA*	'YOU'RE COMBING'
	NGIYAMQHINA	'I AM PLAITING'
67)	*UYAWUPHUZA*	'YOU DRINK IT'[63]
	NGIYAMPHUZA	'I AM DRINKING IT'
	NGIYAVULA	'OPEN THE MOUTH; MAKE THE WAY CLEAR'
68)	*U SIKA NGAWO*	'YOU CUT [illegible] H IT'
	USIKA INSINKWA	'YOU A[illegible]'NG THE BREAD'
	NGIMYASIKA	'I AM CU[illegible]T'
69)	*UYALIKHABA*	'YOU KICK IT'
	USHAYA IBHOLA	'YOU HIT THE BALL'
	NGIYAMDLALA	'I PLAY WITH IT'
	UDLALA NGALO	'YOU PLAYED WITH IT
70)	*UYAWADLA*	'YOU EAT THEM'
	UYAWAMUNYA	'YOU SUCK THEM'
	UYADLA AMASWIDI	'YOU ARE EATING THE SWEET'
	UYAJIDLA	'YOU ARE EATING IT'

[63]This item can only be used with reference to medicine.

51)	*IBHOLA EMDLALWENI*	'FIELD'
	GROUNDINI	'AT THE FIELD'
	AMAGROUNDINI	'AT THE GROUND'
	EBHOLWENI	'AT THE FIELD'
52)	*EMOTWENI*	'IN THE CAR'
	U LE PHAKATHI KWEMOTO	'HERE HE IS, IN THE CAR'
53)	*MASINYA*	'SOON, QUICKLY'
	UYASHESHISA	'GOES QUICKLY'
	PHANGISA	'HURRYING'
	U YA PHANGISA	'YOU ARE HURRYING'
	MASISHANE	'SOON'
	MASISHA	'DIMINUTIVE SOON'
	KAKHULU	COLLOQUIAL FORM IMPLYING WALKS A LOT
	MASINYANE	'SOON'
	UYAGIJIMA	'RUN'
54)	*KANCANE*	'SLOWLY'
	KAHLE	WELL 'GO WELL' 'IDIOMATIC FORM'
	BAHAMBE KAHLE	'THEY WALK WELL' 'IDIOMATIC FORM'

PACKET TWELVE (RECEPTIVE RELATIVE SUBJECT STEMS)

CHILD MUST POINT TO THE FOLLOWING:

55)	*IZINDISHI EZINPHUKILE*	'BROKEN DISHES'
56)	*IKHATI ISIPHUZAYO*	'CAT DRINKING'
57)	*IMIBEDE APHUKILE*	'BROKEN BEDS'
58)	*ABANTU ABADLAYO*	'PEOPLE EATING'

PACKET 13 (RECEPTIVE RELATIVE SUBJECT STEMS)

CHILD MUST POINT TO THE FOLLOWING:

59)	*UMUNTU UYUDLALO*	'PERSON EATING'
60)	*ISINDISHI ESINPHUKILE*	'BROKEN DISH'
61)	*AMAKATI IZIPHUZAYO*	'CATS DRINKING'
62)	*UMBED OPHUKILE*	'A BROKEN BED'

SOTHO EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT

SERLA[64]

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	:	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	:	_____
HOME LANGUAGE	:	_____	GENDER	:	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____			
NAME OF SCHOOL	:	_____	PHONE NUMBER	:	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER	:	_____
DATE OF BIRTH	:	DAY _____	MONTH _____		YEAR _____
CHILD'S AGE	:	_____	DATE OF TEST	:	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.

PACKET 1	:	NOUN CLASS SINGULAR [RECEPTIVE]. Put out a father doll and a child doll. Say to the child *mpontshe* 'show me' and the child must show you whichever you say the name of.		
Item 1	:	*Mpontshe Ntate*	'Show me father'	_____
Item 2	:	*Mpontshe Ngwana*	'Show me child'	_____
PACKET 2	:	NOUN CLASS PLURAL [RECEPTIVE]. Put out two fathers and two children and tell the child to show you those that you are talking about.		
Item 3	:	*Mpontshe Bontate*	'Show me fathers'	_____
Item 4	:	*Mpontshe Bana*	'Show me children'	_____

[64]This test was devised by a dominant language Sotho-speaking speech language therapist. Sotho structures were verified by dominant language Sotho speakers and double-checked with the Sotho dictionary (Ziervogel, 1985).

SOTHO TEST BOOKLET [SERLA]

APPENDIX LL

SOUTH EASTERN BANTU ZONE EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENTS

Item 11 : *Ngubani ubaba wakho* 'who is your father?'

Item 12 : *Ngubani utisha wakho* 'who is your teacher?'

Item 13 : *Ngubani ophekayo ekhaya* 'who cooks at home?'

Item 14 : *Wenzani esikolweni* 'what do you do at school?'

Item 15 : *Wenzani ecreche* 'what do you do at creche?'

PACKET 17 : PICTURE DESCRIPTION

Item 1 : Bucket Picture

Please tell me a story about what you see in the picture.

Item 2 : Traffic Picture

Please tell me a story about what you see in the picture.

Item 3 : Soccer Picture

Please tell me a story about what you see in the picture.

SPONTANEOUS LANGUAGE SAMPLE

PACKET 16 : **The tester must write down what the child says. Write everything the child says. Have a conversation with the child. Say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.**

Item 1 : ***Yini oyidlile namhlanje ekusent*** **'what did you eat for bre. .ast?'**

Item 2 : ***Yini oyiphuzile*** **'what did you drink?'**

Item 3 : ***Ugqokiswe ngubani*** **'who dressed you?'**

Item 4 : ***Ugeziwe ngubani*** **'who bathed you?'**

Item 5 : ***Ukanyiwe ngubani*** **'who combed you?'**

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 6 : ***Uggokeni namhlanje*** **'what are you wearing today?'**

Item 7 : ***Izicathulo ezinjani*** **'what do your shoes look like?**

Item 8 : ***Irokalibhulukwe elinjani*** **'what does your dress / pants look like?**

Item 9 : ***Ihembelijezi elinjani*** **'what does your shirt / jersey look like?**

Item 10 : ***Ngubani umama wakho*** **'who is your mother?'**

PACKET 15 : ADJECTIVES AND RELATIVES [RECEPTIVE]. **Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :**

		RESPONSE
Item 77	*Ngilethele amabhulukwe amabili* 'Bring me two pairs of pants'	
Item 78	*Ngilethele amabhulukwe ablue* 'Bring me the blue pants'	
Item 79	*Ngilethele ingubo enkhulu* 'Bring me the big blanket'	
Item 80	*Ngilethele iziketi eziwutwo* 'Bring me two skirts'	
Item 81	*Ngilethele amasokisi aywufour* 'Bring me four socks'	
Item 82	*Ngilethele ingubo encane* 'Bring me the small blanket'	
Item 83	*Ngilethele amasokisi amhlope* 'Bring white socks'	
Item 84	*Ngilethele isikhwama esinye* 'Bring me four bags'	
Item 85	*Ngilethele izikhwama eziyithree* 'Bring me three bags'	
Item 86	*Ngilethele ikepisi elibiack* 'Bring me the black caps'	
Item 8'	*Ngilethele isiketi esired* 'Bring me the red skirt'	
Item 88	*Ngilethele ikepisi elibomvu* 'Bring me the red cap'	
Item 89	*Ngilethele ihembe elimhite* 'Bring me the white shirt'	
Item 9(	*Ngilethele bonke ubuhlalu* 'Bring me all the beads'	

Item 66 : *Ngenzani ngomama* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 67 : *Ngenzani ngomuthi* 'what am I doing with the medicine?'

Item 68 : *Ngenzani ngemimese* 'what am I doing with the knife?'

Item 69 : *Ngenzani ngebhola* 'what am I doing with the ball?'

Item 70 : *Ngenzani ngamaswidi* 'what am I doing with the sweets?'

Item 71 : *Ngenzani ngesikhwama* 'what I am doing with the bag?'

Item 72 : *Ngenzani ngemoto* 'what am I doing with the car?'

Item 73 : *Ngenzani izinkomishi* 'what am I doing with the cups?'

Item 74 : *Ngenzani ngobisi* 'what am I doing with the milk?'

Item 75 : *Ngenzani ngobhulalu* 'what am I doing the beads?'

Item 76 : *Ngenzani ngokudla* 'what am I doing with the food?

Item 56 : *Ngibonisa isiphuzayo* 'show me the cat that is drinking' [*IKATI ISIPHUZAYO* 'CAT DRINKING']

Item 57 : *Ngibonisa aphukile* 'show me the broken ones' [*IMIBEDE APHUKILE* 'BROKEN BEDS']

Item 58 : *Ngibonisa abadlayo* 'show me the ones who are eating' [*ABANTU ABADLAYO* 'PEOPLE EATING']

PACKET 13 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Picture of a person eating, picture of animals drinking, one broken bed, one broken dish.

Item 59 : *Ngibonisa uyudlalo* 'show me the one who is eating' [*UMUNTU UYUDLALO* 'A PERSON EATING']

Item 60 : *Ngibonisa esinpukile* 'show me the broken one' [*ISINDISHI ESINPUHKILE* 'A BROKEN DISH']

Item 61 : *Ngibonisa iziphuzayo* 'show me the ones who are drinking' [*AMAKATI IZIPHUZAYO* 'CATS DRINKING']

Item 62 : *Ngibonisa ophukile* 'show me the broken one' [*UMBED OPHUKILE* 'A BROKEN BED']

PACKET 14 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 63 : *Ngenzani ngonana* 'what am I doing with the baby?' [rock the baby]

Item 64 : *Ngenzani ngabafana* 'what am I doing with the boys?'

Item 65 : *Ngenzani ngevaselina* 'what am I doing with the vaseline?' [pretend to rub it in]

PACKET 11 : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are, for example, put the mother in front of the house and ask where she is *ukuphi*. You want an answer like *phambili*, 'in front' or *phandle* 'outside'.

Item 50 : Put the mother in front of the house and ask where she is. *ukuphi* 'where is she?'

Item 51 : Put the child in the middle of the soccer field and ask where he is *ukuphi*. 'where is he?'

Item 52 : Put the father in or on the car and ask where is he? *ukuphi* 'where is he?'

Item 53 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'. Then make the mother walk fast and ask the child how the mother is walking. You want a response like *masinya* 'quickly'.

Make the mother walk fast and ask *uhamba kanjani* 'how is she walking?'

Item 54 : Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking. You want a response like *kahle* 'slowly'.

Make the granny walk slowly and say *uhamba kanjani* 'how is she walking?'

PACKET 12 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Two dishes, a picture of a cat or other animals drinking, two broken beds, picture of people eating. Ask the child to show you the following :

Item 55 : *Ngibonisa izinphukile* 'show me broken dishes'] [*IZINDISHI EZINPHUKILE* 'BROKEN DISHES']

PACKET 9 : NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. **Ask the child questions and the answer must be wrong so that the child will have to use the negative form. When you ask if the *isithuthuthu ekhaya* 'is the motorbike at home?', you want the child to say something like *asikho* 'it is not'. If you ask *umama uyashayela* 'is mother driving?' then the child should answer something like *akashayeli* 'she is not driving'.**

		RESPONSE
Item 41	*Isithuthuthu esikhaya* 'Is the motorbike at home?'	
Item 42	*Inkomo esihlanzini* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 43	*Abantwana basesibhedlela* 'Are the children at the hospital?'	
Item 44	*Ihashi lisesitolo* 'Are the horses at the shop?'	
Item 45	*Umama uyashayela/uyadriva* 'Is mother driving?' [She should be at home]	
Item 46	*Ibhasi liyaphuza* 'Is the bus drinking?'	

PACKET 10 : PASSIVE INDICATIVE [RECEPTIVE]. **Ask the child to point with her/his finger to where certain things are done.**

PLACE		INSTRUCTION TO CHILD	RESPONSE
Item 47	AT SCHOOL	*kuthengwaphi* 'where do we learn?'	
Item 48	AT THE SHOP	*kuthengwaphi* 'where is it bought?'	
Item 49	AT THE GARAGE	*kuthenwaphi* 'where do we fill up?'	

PACKET 8 : VERBS : SEMANTICS [EXPRESSIVE]. **Put the mother doll at the shop, put the one child at the school and the other in the soccer field, with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

		RESPONSE
Item 29	*Kukuphi ekhaya* 'Where is the house?'	
Item 30	*Kukuphi esitolo* 'Where is the shop'	
Item 31	*Kukuphi egcwalisa* 'Where do we fill up?'	
Item 32	*Uphi umama* 'Where is the mother?'	
Item 33	*Uphi umntwana* 'Where is the child?'	
Item 34	*Uphi ubaba* 'Where is the father?'	
Item 35	*Kukuphi esontweni* 'Where is the church?'	
Item 36	*Kukuphi isibhedlela* 'Where is the hospital?	
Item 37	*Liphi ibhola* 'Where is the ball?'	
Item 38	*Ngikhombise ihashi* 'Show me the horse'	
Item 39	*Ngikhombise isithuthuthu* 'Show me the motorbike	
Item 40	*Ngikhombise inkomo* 'Show me the cow'	

PACKET 6 : NOUN CLASS PLURAL [EXPRESSIVE]. **Take out two fathers, two grandfathers and two children and tell the child who they are. Then you point to the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.**

Item 21 : *Ngubani lo* 'Who is this?' [*OBABA* 'FATHERS']

Item 22 : *Ngubani lo* 'Who is this? [*ABANTWANA* 'CHILDREN']

Item 23 : *Ngubani lo* 'Who is this?' [*OMKHULU* 'GRANDFATHERS']

PACKET 7 : **OBJECT PREFIX PRESENT TENSE [EXPRESSIVE]. Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *wenzani* 'What is she doing?'. If the child only says one part, eg *uthela*, 'pouring' write this answer down then ask what she is she pouring and if the child says *ubisi* 'milk' write this down. Write down whatever child is saying.**

	ACTION	QUESTION	RESPONSE
Item 24	She pours milk	*wenzani* 'What is she doing'	
Item 25	Eating bread	*wenzani* 'What is she doing'	
Item 26	Drinking medicine	*wenzani* 'What is she doing'	
Item 27	Rubbing in vaseline	*wenzani* 'What is she doing'	
Item 28	Drying cups	*wenzani* 'What is she doing'	

TSWANA EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT

TSWERLA[48]

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	:	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	:	_____
HOME LANGUAGE	:	_____	GENDER	:	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____			
NAME OF SCHOOL	:	_____	PHONE NUMBER	:	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER	:	_____
DATE OF BIRTH	:	DAY_____	MONTH_____		YEAR_____
CHILD'S AGE	:	_____	DATE OF TEST	:	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.

PACKET 1	:	NOUN CLASS SINGULAR [RECEPTIVE]. Put out a father doll, and a child doll. Say to the child *mpontshe* 'show me' and the child must show you whichever you say the name of.		
Item 1	:	*Mpontshe rre*	'Show me father'	_____
Item 2	:	*Mpontshe ngwana*	'Show me child'	_____
PACKET 2	:	NOUN CLASS PLURAL [RECEPTIVE]. Put out two fathers and two children and tell the child to show you those that you are talking about.		
Item 3	:	*Mpontshe bo rre*	'Show me fathers'	_____
Item 4	:	*Mpontshe bana*	'Show me children'	_____

[48] This test was devised by a dominant language Tswana-speaking speech language therapist. Tswana structures were verified by dominant language Tswana speakers and double-checked with the Tswana dictionary (Le Roux, 1991).

TSWANA TEST BOOKLET [TSWERLA]

Item 11 : *Ke mang ntate wa hao* 'who is your father?'

Item 12 : *Ke mang titjhere ya hao* 'who is your teacher?'

Item 13 : *Ke mang ya phehang hae* 'who cooks at home?'

Item 14 : *Le etsang sekolong* 'what do you do at school?'

Item 15 : *O etsang creche* 'what do you do at creche?'

PACKET 17 : PICTURE DESCRIPTION

Item 1 : Bucket Picture

Please tell me a story about what you see in the picture.

Item 2 : Traffic Picture

Please tell me a story about what you see in the picture.

Item 3 : Soccer Picture

Please tell me a story about what you see in the picture.

SPONTANEOUS LANGUAGE SAMPLE

PACKET 16 : **The tester must write down what the child says, write everything the child says. Have a conversation with the child. Say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.**

Item 1 : ***O jele eng kajeno hoseng*** **'what did you eat for breakfast?'**

Item 2 : ***O nwele eng*** **'what did you drink?'**

Item 3 : ***O apesitswe ke mang*** **'who dressed you?'**

Item 4 : ***O hlapisitswe ke mang*** **'who bathed you?'**

Item 5 : ***O kamngwe ke mang*** **'who combed you?'**

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 6 : ***O apere eng kajeno*** **'what are you wearing today?'**

Item 7 : ***Dieta tse jwang*** **'what do your shoes look like?**

Item 8 : ***Mose/borikgwe bo jwang*** **'what does your dress / pants look like?**

Item 9 : ***Hempse/Jesi e jwang*** **'what does your shirt / jersey look like?**

Item 10 : ***Ke mang mme wa hao*** **'who is your mother?'**

PACKET 15 : ADJECTIVES AND RELATIVES [RECEPTIVE]. Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :

		RESPONSE
Item 77	*Ntlisetse marikgwe a mabedi* 'Bring me two pairs of pants'	
Item 78	*Ntlisetse marikgwe a blue* 'Bring me the blue pants'	
Item 79	*Ntlisetse kobo e golo* 'Bring me the big blanket'	
Item 80	*Ntlisetse dikete tse two* 'Bring me two skirts'	
Item 81	*Ntlisetse dikousu tse four* 'Bring me four socks'	
Item 82	*Ntlisetse kobo e nnyane* 'Bring me the small blanket'	
Item 83	*Ntlisetse dikousu tse tsweli* 'Bring me white socks'	
Item 84	*Ntlisetse mokotla o le mong* 'Bring me four bags'	
Item 85	*Ntlisetse mekotla e three* 'Bring me three bags'	
Item 86	*Ntlisetse kepisi e black* 'Bring me the black caps'	
Item 87	*Ntlisetse sekete se red* 'Bring me the red skirt'	
Item 88	*Ntlisetse kepisi e kgibedi* 'Bring me the red caps'	
Item 89	*Ntlisetse hempe e white* 'Bring me the white shirt'	
Item 90	*Ntlisetse sefaha* 'Bring me all the beads'	

Item 65 : *Ke etsang ka vaselina* 'what am I doing with the vaseline?' [pretend to rub it in]

Item 66 : *Ke etsang ka mme* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 67 : *Ke etsang ka morlana* 'what am I doing with the medicine?'

Item 68 : *Ke etsang ka dithipa* 'what am I doing with the knife?'

Item 69 : *Ke etsang ka bolo* 'what am I doing with the ball?'

Item 70 : *Ke etsang ka dipompong* 'what am I doing with the sweets?'

Item 71 : *Ke etsang ka mokotla* 'what I am doing with the bag?'

Item 72 : *Ke etsan[illegible] a koloi* 'what am I doing with the car?'

Item 73 : *Ke etsang ka mabekere* 'what am I doing with the cups?'

Item 74 : *Ke etsang ka lebese* 'what am I doing with the milk?'

Item 75 : *Ke etsang ka sefaho* 'what am I doing the beads?'

Item 76 : *Ke etsang ka dijo* 'what am I doing with the food?

Item 56 : *Mpontshe e nwang* 'show me the one that is drinking' [*KATSE NWANG* 'CAT DRINKING']

Item 57 : *Mpontshe tse robehtleng* 'show me the broken ones' [*DIBE[illegible]C ROBEHTLENG* 'BROKEN BEDS']

Item 58 : *Mpontshe ba jang* 'show me the ones who are eating' [*BATHO JANG* 'PEOPLE EATING']

PACKET 13 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Picture of a person eating, picture of animals drinking, one broken bed, one broken dish.

Item 59 : *Mpontshe e jang* 'show me the one who is eating' [*[illegible] JANG* 'A PERSON EATING']

Item 60 : *Mpontshe se thubehileng* 'show me the broken one' [*SEKOTLOLO THUBEHILENG* 'A BROKEN DISH']

Item 61 : *Mpontshe tse nwang* 'show me the ones who are drinking' [*DIKATSE NWANG* 'CATS DRINKING']

Item 62 : *Mpontshe e robehileng* 'show me the one that is broken bed' [*BETHE ROBEHILENG* 'A BROKEN BED']

PACKET 14 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 63 : *Ke etsang ka ntwana* 'what am I doing with the baby?' [rock the baby]

Item 64 : *Ke etsang ka bashanyana* 'what am I doing with the boys?'

PACKET 11 : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are, for example, put the mother in front of the house and ask where she is *o hokae*. You want an answer like *pele*, 'in front' or *kantle* 'outside'.

Item 50 : Put the mother in front of the house and ask where she is. *o hokae* 'where is she?'

Item 51 : Put the child in the middle of the soccer field and ask where he is. *o hokae* 'where is he?'

Item 52 : Put the father in or on the car and ask where is he? *o hokae* 'where is he?'

Item 53 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'. Then make the mother walk fast and ask the child how the mother is walking. You want a response like *phakisa* 'quickly'.

Make the mother walk fast and ask *o tsamaya jwang* 'how is she walking?'

Item 54 : Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking. You want a response like *bantle* 'slowly'.

Make the granny walk slowly and say *o tsamaya jwang* 'how is she walking?'

PACKET 12 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Two dishes, a picture of a cat or other animals drinking, two broken beds, picture of people eating. Ask the child to show you the following :

Item 55 : *Mpontshe tse thubenhileng* 'show me the broken ones'] [*DIKOTLOLO THUBENHILENG* 'BROKEN DISHES']

PACKET 9 : **NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. Ask the child questions and the answer must be wrong so that the child will have to use the negative form. When you ask if the *sethuthuthu hae* 'is the motorbike at home?', you want the child to say something like *haseyo*, 'it is not'. If you ask *mme fiyela* 'is mother driving?' then the child should answer something like *ha a fiyele* 'she is not driving'.**

		RESPONSE
Item 41	*Sethuthuthu hae* 'Is the motorbike at home?'	
Item 42	*Dikgomo naheng* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 43	*Bana ba sepetlele* 'Are the children at the hospital?'	
Item 44	*Pere lebenkeleng* 'Are the horses at the shop?'	
Item 45	*Mme oa fiyela* 'Is mother driving?' [She should be at home]	
Item 46	*Dibese di a nwa* 'Is the bus drinking'	

PACKET 10 : **PASSIVE LOCATIVE [RECEPTIVE]. Ask the child to point with her/his finger to where certain things are done.**

PLACE		INSTRUCTION TO CHILD	RESPONSE
Item 47	AT SCHOOL	*ho kenwa hokae sekolo* 'where do we go to school?'	
Item 48	AT THE SHOP	*ho rekwa hokae* 'where do we buy it?'	
Item 49	AT THE GARAGE	*dikoloi di ka robatswa hokae* 'where do we fill up?'	

PACKET 8 : VERBS : SEMANTICS [EXPRESSIVE]. **Put the mother doll at the shop, put the one child at the school and the other in the soccer field, with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

		RESPONSE
Item 29	*Ke kae lapeng* 'Where is the house?'	
Item 30	*Shopo e kae* 'Where is the shop'	
Item 31	*Petrolo e tsh' .. kae* 'Where do we fill up?'	
Item 32	*Mme o kae* 'Where is the mother?'	
Item 33	*Ngwana o kae* 'Where is the child?'	
Item 34	*Ntate o kae* 'Where is the father?'	
Item 35	*Kereke e kae* 'Where is the church?'	
Item 36	*Sepetlele se kae* 'Where is the hospital?	
Item 37	*Bolo e kae* 'Where is the ball?'	
Item 38	*Mpontshe pere* 'Show me the horse'	
Item 39	*Mpontshe setlhuthuthu* 'Show me the motorbike'	
Item 40	*Mpontshe kgomo* 'Show me the cow'	

PACKET 6 : NOUN CLASS PLURAL [EXPRESSIVE]. **Take out two fathers, two grandfathers and two children and say to the child who they are. Then you point to the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.**

Item 21 : *Ke bomang bana* 'Who is this?' [*BONTATE* 'FATHERS']

Item 22 : *Ke bomang bana* 'Who is this?' [*BANA* 'CHILDREN']

Item 23 : *Ke bomang bana* 'Who is this?' [*BONTATEMOHOLO* 'GRANDFATHERS']

PACKET 7 : OBJECT PREFIX PRESENT TENSE [EXPRESSIVE]. **Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *ke etsang* 'What is she doing?'. If the child only says one part, eg *o tshela*, 'pouring' write this answer down. Then ask what she is pouring and if the child says *lebese* 'milk' write this down. Write down whatever child is saying.**

ACTION		QUESTION	RESPONSE
Item 24	Pouring milk	*ke etsang* 'What is she doing?'	
Item 25	Eating bread	*ke etsang* 'What is she doing?'	
Item 26	Drinking medicine	*ke etsang* 'What is she doing?'	
Item 27	Rubbing in vaseline	*ke etsang* 'What is she doing?'	
Item 28	Drying cups	*ke etsang* 'What is she doing?'	

PACKET 3 : NOUN CLASS SINGULAR [RECEPTIVE]. Put out a grandfather, boy and girl. Tell the child to show you to whichever you say the name of.

Item 5 : *Mpontshe Ntatem[illegible]olo* 'Show me grandfather' _____

Item 6 : *Mpontshe Moshanyana* 'Show me boy' _____

Item 7 : *Mpontshe Ngwanana* 'Show me girl' _____

PACKET 4 : NOUN CLASS PLURAL [RECEPTIVE]. Put out two grandfathers, two boys and two girls. Tell the child show you to whichever you say the name of.

Item 8 : *Mpontshe Bontatemoholo* 'Show me grandfathers' _____

Item 9 : *Mpontshe Bashanyana* 'Show me boys' _____

Item 10 : *Mpontshe Banana* 'Show me girls' _____

PACKET 5 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *kenge* 'what is it'?. Child must say which part of the body it is.

POINT TO PARTS OF THE BODY		SAY		RESPONSE
Item 11 *Molomo*	'mouth'	*kenge*	'What is it?'	
Item 12 *Menwana*	'fingers'	*kenge*	'What is it?'	
Item 13 *Nko*	'nose'	*kenge*	'What is it?'	
Item 14 *Mahlo*	'eyes'	*kenge*	'What is it?'	
Item 15 *Mala*	'stomach'	*kenge*	'What is it?'	
Item 16 *Matsoho*	'hands'	*kenge*	'What is it?'	
Item 17 *Tsebe*	'ear'	*kenge*	'What is it?'	
Item 18 *Moriri*	'hair'	*kenge*	'What is it?'	
Item 19 *Menwana ya maoto*	'toe'	*kenge*	'What is it?'	
Item 20 *Maoto*	'feet'	*kenge*	'What is it?'	

PACKET 6 : NOUN CLASS PLURAL [EXPRESSIVE]. Take out two fathers, two grandfathers and two children and say to the child who they are. Then you point to the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.

Item 21 : *Ndi vhonnyi havha* 'Who is this?' [*VHOKHOTSI* 'FATHERS]

Item 22 : *Ndi vhonnyi havha* 'Who is this?' [*VHANA* 'CHILDREN']

Item 23 : *Ndi vhonnyi havha* 'Who is this?' [*VHO MAKHULU* 'GRANDFATHERS']

PACKET 7 : OBJECT PREFIX PRESENT TENSE [EXPRESSIVE]. Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *ndi khou itani* 'What is she doing?'. Write down whatever child is saying.

	ACTION	QUESTION	RESPONSE
Item 24	Pouring milk	*ndi khou itani* 'What is she doing?'	
Item 25	Eating bread	*ndi khou itani* 'What is she doing?'	
Item 26	Drinking medicine	*ndi khou itani* 'What is she doing?'	
Item 27	Rubbing in vaseline	*ndi khou itani* 'What is she doing?'	
Item 28	Drying cups	*ndi khou itani* 'What is she doing?'	

VENDA TEST BOOKLET [VERLA]

Item 11 : *Rrago ke mang* 'who is your father?'

Item 12 : *Morutabana wa gago ke mang* 'who is your teacher?'

Item 13 : *Go apeelle mang kwa gae* 'who cooks at home?'

Item 14 : *Le dirang kwa sekoleng* 'what do you do at school?'

Item 15 : *O dirang kwa creche* 'what do you do at creche?'

PACKET 17 : PICTURE DESCRIPTION

Item 1 : Bucket Picture

Please tell me a story about what you see in the picture.

Item 2 : Traffic Picture

Please tell me a story about what you see in the picture.

Item 3 : Soccer Picture

Please tell me a story about what you see in the picture.

SPONTANEOUS LANGUAGE SAMPLE

PACKET 16 : **The tester must write down what the child says, write everything the child says. Have a conversation with the child. Say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.**

Item 1 : ***O jele eng mo mosong*** **'what did you eat for breakfast?'**

Item 2 : ***O nole eng*** **'what did you drink?'**

Item 3 : ***O apesitswe ke mang*** **'who dressed you?'**

Item 4 : ***O tlhapitswe ke mang*** **'who bathed you?'**

Item 5 : ***O kanilwe ke mang*** **'who combed you?'**

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 6 : ***O aparenge kajeno*** **'what are you wearing today?'**

Item 7 : ***Ditlhako tse dintseng jang*** **'what do your shoes look like?**

Item 8 : ***Mosese/borukhu bo ntsheng jang*** **'what does your dress / pants look like?**

Item 9 : ***Hembe/jekese e jang*** **'what does your shirt / jersey look like?**

Item 10 : ***Mmago ke mang*** **'who is your mother?'**

PACKET 15 : ADJECTIVES AND RELATIVES [RECEPTIVE]. **Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :**

		RESPONSE
Item 77	*Ntlisetse marukhu amabedi* 'Bring i 'wo pairs of pants'	
Item 78	*Ntlisetse marukhu ablue* 'Bring me the blue pants'	
Item 79	*Ntlisetse kobo ekgolo* 'Bring me the big blanket'	
Item 80	*Ntlisetse dikete tsepedi* 'Bring me two skirts'	
Item 81	*Ntlisetse dikausu yafour* 'Bring me four socks'	
Item 82	*Ntlisetse kobo enyee* 'Bring me the small blanket'	
Item 83	*Ntlisetse dikausu tse tshwen* 'Bring me white socks'	
Item 84	*Ntlisetse makotla a le mang* 'Bring me four bags'	
Item 85	*Ntlisetse mekotla ethree* 'Bring me three bags'	
Item 86	*Ntlisetse kepse eli black* 'Bring me the black caps'	
Item 87	*Ntlisetse isiketi sered* 'Bring me the red skirt'	
Item 88	*Ntlisetse kepese e khibidu* 'Bring me the red caps'	
Item 89	*Ntlisetse hembe etshwen* 'Bring me the white shirt'	
Item 90	*Ntlisetse sefaga sothle* 'Bring me all the beads'	

Item 65 : *Ke dirang ka vaselina* 'what am I doing with the vaseline?' [pretend to rub it in]

Item 66 : *Ke dirang ka mme* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 67 : *Ke dirang ka moriane* 'what am I doing with the medicine?'

Item 68 : *Ke dirang ka dithipa* 'what am I doing with the knife?'

Item 69 : *Ke dirang ka bola* 'what am I doing with the ball?'

Item 70 : *Ke dirang ka diswitshi* 'what am I doing with the sweets?'

Item 71 : *Ke dirang ka sekwama* 'what I am doing with the bag?'

Item 72 : *Ke dirang ka kolot* 'what am I doing with the car?'

Item 73 : *Ke dirang ka dikopi* 'what am I doing with the cups?'

Item 74 : *Ke dirang ka lebese* 'what am I doing with the milk?'

Item 75 : *Ke dirang ka sefaha* 'what am I doing the beads?'

Item 76 : *Ke dirang ka dijo* 'what am I doing with the food?

Item 56 : *Mpontshe e nwang* 'show me the one that is drinking' [*KATSE NWANG* 'CAT DRINKING']

Item 57 : *Mpontshe tse robehtleng* 'show me the broken ones' [*DIBETHE ROBEHTLENG* 'BROKEN BEDS']

Item 58 : *Mpontshe ba jang* 'show me the ones who are eating' [*BATHO JANG* 'PEOPLE EATING']

PACKET 13 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Picture of a person eating, picture of animals drinking, one broken bed, one broken dish.

Item 59 : *Mpontshe ea jang* 'show me the one who is eating' [*MOTHO JANG* 'A PERSON EATING']

Item 60 : *Mpontshe se thubehileng* 'show me the broken one' [*SEKOTLOLO THUBEHILENG* 'A BROKEN DISH']

Item 61 : *Mpontshe tse nwang* 'show me the ones who are drinking' [*DIKATSE NWANG* 'CATS DRINKING']

Item 62 : *Mpontshe e robehileng* 'show me the broken one' [*BETHE ROBEHILENG* 'A BROKEN BED']

PACKET 14 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 63 : *Ke dirang ka lesea* 'what am I doing with the baby?' [rock the baby]

Item 64 : *Ke dirang ka bashimana* 'what am I doing with the boys?'

PACKET 11 : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are.

Item 50 : Put the mother in front of the house and ask where she is. *mme o ene kae* 'where is she?'

Item 51 : Put the child in the middle of the soccer field and ask where he is. *ngwana o ene kae* 'where is he?'

Item 52 : Put the father in or on the car and ask where is he? *rre o kano kae* 'where is he?'

Item 53 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'.

Make the mother walk fast and ask *ba tsamaya jang* 'how is she walking?'

Item 54 : Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking.

Make the granny walk slowly and say *ba tsamaya jang* 'how is she walking?'

PACKET 12 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Two dishes, a picture of a cat or other animals drinking, two broken beds, picture of people eating. Ask the child to show you the following :

Item 55 : *Mpontsha tse thubenhileng* 'show me the broken ones'] [*DIKOTLOLO THUBENHILENG* 'BROKEN DISHES']

PACKET 9 : **NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. Ask the child questions and the answer must be wrong so that the child will have to use the negative form.**

		RESPONSE
Item 41	*Sethuthuthu kwa gae* 'Is the motorbike at home?'	
Item 42	*Dikgomo kwa nageng* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 42	*Bana ba sepitlale* 'Are the children at the hospital?'	
Item 43	*Pere kwa shopong* 'Are the horses at the shop?'	
Item 44	*Mme wa fiala* 'Is mother driving?' [She should be at home]	
Item 46	*Dibese di a nwa* 'Is the bus drinking'	

PACKET 10 : **PASSIVE LOCATIVE [RECEPTIVE]. Ask the child to point with her/his finger to where certain things are done.**

PLACE		INSTRUCTION TO CHILD	RESPONSE
Item 47	AT SCHOOL	*go dirwang kwasekolong* 'where do we go to school?'	
Item 48	AT THE SHOP	*go dirwang kwashopong* 'where do we buy it?'	
Item 49	AT THE GARAGE	*dikoloi di tlaba kae* 'where do we fill up?'	

PACKET 8 : VERBS : SEMANTICS [EXPRESSIVE]. **Put the mother doll at the shop, put the one child at the school and the other in the soccer field with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

		RESPONSE
Item 29	*Kwa gae ke kae* 'Where is the house?'	
Item 30	*Shopo e kae* 'Where is the shop'	
Item 31	*Petroli e tshelwa kae* 'Where do we fill up?'	
Item 32	*Mme o kae* 'Where is the mother?'	
Item 33	*Ngwana o kae* 'Where is the child?'	
Item 34	*Rre o kae* 'Where is the father?'	
Item 35	*Kereke e kae* 'Where is the church?'	
Item 36	*Sepetlele se kae* 'Where is the hospital?	
Item 37	*Bhola e kae* 'Where is the ball?'	
Item 38	*Mpontshe pere* 'Show me the horse'	
Item 39	*Mpontshe sethuthuthu* 'Show me the motorbike'	
Item 40	*Mpontshe kgomo* 'Show me the cow'	

PACKET 6 : NOUN CLASS PLURAL [EXPRESSIVE]. Take out two fathers, two grandfathers and two children and say to the child who they are. Then you point to the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.

Item 21 : *Ke bonang ba* 'Who is this?' [*KE BO NTATE* 'FATHERS]

Item 22 : *Ke bonang ba* 'Who is this?' [*KE BANA* 'CHILDREN']

Item 23 : *Ke bonang ba* 'Who is this?' [*KE BONTATEMOGOLO* 'GRANDFATHERS']

PACKET 7 : OBJECT PREFIX PRESENT TENSE [EXPRESSIVE]. Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *kedirang* 'What is she doing?'. Write down whatever child is saying.

	ACTION	QUESTION	RESPONSE
Item 24	Pouring milk	*kedirang* 'What is she doing?'	
Item 25	Eating bread	*kedirang* 'What is she doing?'	
Item 26	Drinking medicine	*kedirang* 'What is she doing?'	
Item 27	Rubbing in vaseline	*kedirang* 'What is she doing?'	
Item 28	Drying cups	*kedirang* 'What is she doing?'	

PACKET 3 : NOUN CLASS SINGULAR [RECEPTIVE]. Put out a grandfather, boy and girl. Tell the child to show you to whichever you say the name of.

Item 5 : *Mpontshe rremogolo* 'Show me grandfather' _____

Item 6 : *Mpontshe moshimane* 'Show me boy' _____

Item 7 : *Mpontshe mosetsana* 'Show me girl' _____

PACKET 4 : NOUN CLASS PLURAL [RECEPTIVE]. Put out two grandfathers, two boys and two girls. Tell the child show you to whichever you say the name of.

Item 8 : *Mpontshe bo rremogolo* 'Show me grandfathers' _____

Item 9 : *Mpontshe basimane* 'Show me boys' _____

Item 10 : *Mpontshe basetsana* 'Show me girls' _____

PACKET 5 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *keenge* 'what is it'?. Child must say which part of the body it is.

POINT TO PARTS OF THE BODY		SAY		RESPONSE
Item 11 *Nolomo*	'mouth'	*keenge*	'What is it?'	
Item 12 *Menwana*	'fingers'	*keenge*	'What is it?'	
Item 13 *Nko*	'nose'	*keenge*	'What is it?'	
Item 14 *Matlho*	'eyes'	*keenge*	'What is it?'	
Item 15 *Mpa*	'stomach'	*keenge*	'What is it?'	
Item 16 *Matsogo*	'hands'	*keenge*	'What is it?'	
Item 17 *tsebe*	'ear'	*keenge*	'What is it?'	
Item 18 *Moriri*	'hair'	*keenge*	'What is it?'	
Item 19 *Menwana ya maoto*	'toe'	*keenge*	'What is it?'	
Item 20 *Maoto*	'feet'	*keenge*	'What is it?'	

SHANGAAN EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT

SHERLA[67]

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD.

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	_____
HOME LANGUAGE	:	_____	GENDER	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____		
NAME OF SCHOOL	:	_____	PHONE NUMBER :	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER :	_____
DATE OF BIRTH	:	DAY _____	MONTH _____	YEAR _____
CHILD'S AGE	:	_____	DATE OF TEST :	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.

PACKET 1	:	NOUN CLASS SINGULAR [RECEPTIVE]. Put out a father doll, and a child doll. Say to the child *ndzi kombe* 'show me' and the child must show you whichever you say the name of.		
Item 1	:	*Ndzi kombe tatani*	'Show me father'	_____
Item 2	:	*Ndzi kombe nwana*	'Show me child'	_____
PACKET 2	:	NOUN CLASS PLURAL [RECEPTIVE]. Put out two fathers and two children and tell the child to show you those that you are talking about.		
Item 3	:	*Ndzi kombe vatani*	'Show me fathers'	_____
Item 4	:	*Ndzi kombe vana*	'Show me children'	_____

[67] This test was devised by a non-fluent language Shangaan-speaking speech language therapist. Shangaan structures were verified by dominant language Shangaan speakers and double-checked with the Shangaan dictionary (Ceuppod, 1967).

SHANGAAN TEST BOOKLET [SHERLA]

Item 11 : *Ndi nnyi khotsi yanu* 'who is your father?'

Item 12 : *Ndi nnyi mudededzi yanu* 'who is your teacher?'

Item 13 : *Ndi nnyi ano bika hayani* 'who cooks at home?'

Item 14 : *Ni itani tshikokoloni* 'what do you do at school?'

Item 15 : *Ni itani khiretshe* 'what do you do at creche?'

PACKET 17 : PICTURE DESCRIPTION

Item 1 : Bucket Picture

Please tell me a story about what you see in the picture.

Item 2 : Traffic Picture

Please tell me a story about what you see in the picture.

Item 3 : Soccer Picture

Please tell me a story about what you see in the picture.

SPONTANEOUS LANGUAGE SAMPLE

PACKET 16 : **The tester must write down what the child says, write everything the child says. Have a conversation with the child. Say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.**

Item 1 : *No lani matsheloni a namusi* 'what did you eat for breakfast?'

Item 2 : *No nwa mini* 'what did you drink?'

Item 3 : *No amudzwa nga nnyi* 'who dressed you?'

Item 4 : *No tanzwa nga nnyi* 'who bathed you?'

Item 5 : *No gamkwa nga nnyi* 'who combed you?'

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 6 : *No ambarani namusi* 'what are you wearing today?'

Item 7 : *Zwilenda zwi dzani* 'what do your shoes look like?

Item 8 : *Rokholvhurukhu nzani* 'what does your dress / pants look like?

Item 9 : *Hembe/dzhesi nzani* 'what does your shirt / jersey look like?

Item 10 : *Ndi nnyi mme yanu* 'who is your mother?'

PACKET 15 : **ADJECTIVES AND RELATIVES [RECEPTIVE]. Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :**

		RESPONSE
Item 77	*Ndiselani marukhu mavhili* 'Bring me two pairs of pants'	
Item 78	*Ndiselani marukhu a blue* 'Bring me the blue pants'	
Item 79	*Ndiselani nguvho khulwane* 'Bring me the big blanket'	
Item 80	*Ndiselani zvolkete zvivhili* 'Bring me two skirts'	
Item 81	*Ndiselani masogisi afour* 'Bring me four socks'	
Item 82	*Ndiselani nguvho thukhu* 'Bring me the small blanket'	
Item 83	*Ndiselani masogisi matsheua* 'Bring me white socks'	
Item 84	*Ndiselani zvotkhwaina zvolma* 'Bring me four bags'	
Item 85	*Ndiselani zvotkhwaina zwi tharhu* 'Bring me three bags'	
Item 86	*Ndiselani gebisi eliutshu* 'Bring me the black caps'	
Item 87	*Ndiselani tshi khati tsha tshuku* 'Bring me the red skirt'	
Item 88	*Ndiselani gebisi tshuku* 'Bring me the red caps'	
Item 89	*Ndiselani hembe hawhite* 'Bring me the white shirt'	
Item 90	*Ndiselani vhulungu hothe* 'Bring me all the beads'	

Item 65 : *Ndi khou itani nga mapfura au dola* 'what am I doing with the vaseline?' [pretend to rub it in]

Item 66 : *Ndi khou muthu o no khou lo* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 67 : *Ndi khou tshigodelo toho kwaacheaho* 'what am I doing with the medicine?'

Item 68 : *Ndi khou zwiluange zwi khou nwa* 'what am I doing with the knife?'

Item 69 : *Ndi khou itani nga bola* 'what am I doing with the ball?'

Item 70 : *Ndi khou itani nga masogisi* 'what am I doing with the sweets?'

Item 71 : *Ndi khou itani nga mukhwama* 'what I am doing with the bag?'

Item 72 : *Ndi khou itani nga goloi* 'what am I doing with the car?'

Item 73 : *Ndi khou itani nga tasi* 'what am I doing with the cups?'

Item 74 : *Ndi khou itani nga mafhi* 'what am I doing with the milk?'

Item 75 : *Ndi khou itani nga vhulungu* 'what am I doing the beads?'

Item 76 : *Ndi khou itani nga zwiliwa* 'what am I doing with the food?

Item 56 : *Ntsumbedzeni tshimange tshi no khou nwa* 'show me the one who is drinking'

Item 57 : *Ntsumbedzeni mimbete yo vhundeaho* 'show me the broken ones'

Item 58 : *Ntsumbedzeni vhamutlu vha* 'show me the ones who are eating'

PACKET 13 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Picture of a person eating, picture of animals drinking, one broken bed, one broken dish.

Item 59 : *Ntsumbedzeni mutlu o no khou* 'show me the one who is eating'

Item 60 : *Ntsumbedzeni tshigodelo toho kwasheaho* 'show me a broken one'

Item 61 : *Ntsumbedzeni zwimange zwi no khou nwa* 'show me the one who is drinking'

Item 62 : *Ntsumbedzeni mumbete wovhundeaho* 'show me the broken one'

PACKET 14 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 63 : *Ndi khou itani nga awana* 'what am I doing with the baby?' [rock the baby]

Item 64 : *Ndi khou itani nga vhatukana* 'what am I doing with the boys?'

PACKET 11 : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are.

Item 50 : Put the mother in front of the house and ask where she is. *vha gai* 'where is she?'

Item 51 : Put the child in the middle of the soccer field and ask where he is. *vha gai* 'where is he?'

Item 52 : Put the father in or on the car and ask where is he? *vha gai* 'where is he?'

Item 53 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'.

Make the mother walk fast and ask *vha kho gidima* 'how is she walking?'

Item 54 : Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking.

Make the granny walk slowly and say *vha kho gidima* 'how is she walking?'

PACKET 12 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Two dishes, a picture of a cat or other animals drinking, two broken beds, picture of people eating. Ask the child to show you the following :

Item 55 : *Ntsumbedzeni zwigodelo zwo kwasheaho* 'show me the broken ones'

PACKET 9 : **NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. Ask the child questions and the answer must be wrong so that the child will have to use the negative form.**

		RESPONSE
Item 41	*Tshithuthuthu tshi hayani* 'Is the motorbike at home?'	
Item 42	*Dzikholomo dzinnudavhini* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 42	*Nwana u sibadela* 'Are the children at the hospital?'	
Item 43	*Bere ivhangelani* 'Are the horses at the shop?'	
Item 44	*Mmila vha khou swiela* 'Is mother driving?' [She should be at home]	
Item 46	*Bisi ya nwa* 'Is the bus drinking'	

PACKET 10 : **PASSIVE LOCATIVE [RECEPTIVE]. Ask the child to point with her/his finger to where certain things are done.**

	PLACE	INSTRUCTION TO CHILD	RESPONSE
Item 47	AT SCHOOL	*riguda ngafhi* 'where do we go to school?'	
Item 48	AT THE SHOP	*hu rengwa fhi* 'where do we buy it?'	
Item 49	AT THE GARAGE	*dzi dadzwa fhi* 'where do we fill up?'	

PACKET 8 : **VERBS : SEMANTICS [EXPRESSIVE]. Put the mother doll at the shop, put the one child at the school and the other in the soccer field with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

		RESPONSE
Item 29	*Ndi ngafhi hayani* 'Where is the house?'	
Item 30	*Ndi ngafhi vhengelene* 'Where is the shop'	
Item 31	*Hu shelwa fhi pitrolo* 'Where do we fill up?'	
Item 32	*Vha ngafhi mmiyanu* 'Where is the mother?'	
Item 33	*U ngafhi nwana* 'Where is the child?'	
Item 34	*Vhangafai khotsi* 'Where is the father?'	
Item 35	*Ndi ngafhi kerekeni* 'Where is the church?'	
Item 36	*Ndi ngafhi vhuongelonl* 'Where is the hospital?	
Item 37	*I ngafhi bola* 'Where is the ball?'	
Item 38	*Ntsumbedzeni bere* 'Show me the horse'	
Item 39	*Ntsumbedzeni tshithuthuthu* 'Show me the motorbike'	
Item 40	*Ntsumbedzeni kholomo* 'Show me the cow'	

VENDA EXPRESSIVE RECEPTIVE LANGUAGE ASSESSMENT

VERLA[66]

TEST BOOKLET

GET DETAILS ABOUT THE CHILD FROM THE TEACHER OR PRINCIPALS.

ALSO ASK THE CHILD

CHILD'S FIRST NAME	:	_____	TESTER'S NAME	:	_____
CHILD'S SURNAME	:	_____	SCORER'S NAME	:	_____
HOME LANGUAGE	:	_____	GENDER	:	_____
OTHER LANGUAGES CHILD SPEAKS	:	_____			
NAME OF SCHOOL	:	_____	PHONE NUMBER	:	_____
NAME OF PRINCIPAL	:	_____	NAME OF TEACHER	:	_____
DATE OF BIRTH	:	DAY _____	MONTH _____		YEAR _____
CHILD'S AGE	:	_____	DATE OF TEST	:	_____

Tell the child your name and explain what you and the child are going to do together. Make it sound as enjoyable and as much fun as possible. For example : Hello, my name is Thandi and we are going to have a lovely time playing together. We are going to play with toys and speak.

PACKET 1 : NOUN CLASS SINGULAR [RECEPTIVE]. **Put out a father doll, and a child doll. Say to the child *ntsumbedzeni* 'show me' and the child must show you whichever you say the name of.**

Item 1 : ***Ntsumbedzeni khotsi*** **'Show me father'** _____

Item 2 : ***Ntsumbedzeni nwana*** **'Show me child'** _____

PACKET 2 : NOUN CLASS PLURAL [RECEPTIVE]. **Put out two fathers and two children and tell the child to show you those that you are talking about.**

Item 3 : ***Ntsumbedzeni dzikhotsi*** **'Show me fathers'** _____

Item 4 : ***Ntsumbedzeni vhana*** **'Show me children'** _____

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[66] This test was devised by a dominant language Venda-speaking speech language therapist. Venda structures were verified by dominant language Venda speakers and double-checked with the Venda dictionary (van Warmelo, 1989).

PACKET 3 : **NOUN CLASS SINGULAR [RECEPTIVE]. Put out a grandfather, boy and girl. Tell the child to show you to whichever you say the name of.**

Item 5 : *Nisumbedzeni makhulu* 'Show me grandfather' _____

Item 6 : *Nisumbedzeni mutukana* 'Show me boy' _____

Item 7 : *Nisumbedzeni musidzana* 'Show me girl' _____

PACKET 4 : **NOUN CLASS PLURAL [RECEPTIVE]. Put out two grandfathers, two boys and two girls. Tell the child show you to whichever you say the name of.**

Item 8 : *Nisumbedzeni vhomakhula* 'Show me grandfathers' _____

Item 9 : *Nisumbedzeni vhatukana* 'Show me boys' _____

Item 10 : *Nisumbedzeni vhasidzana* 'Show me girls' _____

PACKET 5 : **NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *ndi mini hetshi* 'what is it'?. Child must say which part of the body it is.**

POINT TO PARTS OF THE BODY	SAY	RESPONSE
Item 11 *Mulomo* 'mouth'	*ndi mini hetshi* 'What is it?'	
Item 12 *Minwe* 'fingers'	*ndi mini hezwi* 'What is it?'	
Item 13 *Ningo* 'nose'	*ndi mini hetshi* 'What is it?'	
Item 14 *Malo* 'eyes'	*ndi mini hayu* 'What is it?'	
Item 15 *Thumbu* 'stomach'	*ndi mini hetshi* 'What is it?'	
Item 16 *Zwandza* 'hands'	*ndi mini hezwi* 'What is it?'	
Item 17 *Nzevhe* 'ear'	*ndi mini hetshi* 'What is it?'	
Item 18 *Mavhudzi* 'hair'	*ndi mini hezwi* 'What is it?'	
Item 19 *Zwikunnana* 'toe'	*ndi mini hezwi* 'What is it?'	
Item 20 *Milenzhe* 'feet'	*ndi mini heyi* 'What is it?'	

ITEM	SERLA	TSWERLA	VERLA	SHERLA
21	*0.381	0.094	*0.36	0.192
20	0.222	0.154	0.166	*0.543
22	*0.39	0.142	*0.333	0.746
23	*0.458	-0.083	0.218	-0.146
24	*0.3355	0.005	0.097	-0.095
25	0.228	*0.567	*0.319	0.034
26	0.153	*0.412	0.156	*0.612
27	-0.141	NA	*0.356	*0.502
28	NA	0.186	*0.315	0.264
29	0.229	*0.464	0.259	-0.311
30	-0.04	0.232	0.112	*0.586
31	*0.31	*0.532	0.245	*0.418
32	-0.06	*0.458	*0.409	*0.369
33	NA	*0.567	0.184	*0.382
34	-0.23	0.147	0.236	*0.319
35	*0.316	0.099	-0.09	*0.52
36	-0.006	0.158	0.276	0.137
37	0.035	-0.039	0.263	NA
38	0.125	-0.028	0.006	0.298
39	*0.327	*0.56	-0.037	*0.382
40	*0.37	*0.385	-0.054	*0.404
41	-0.014	-0.218	-0.21	-0.475
42	0.221	0.294	0.123	-0.032
43	*0.352	-0.181	0.136	NA
44	0.141	NA	0.136	NA
45	0.141	NA	0.125	0.023
46	0.182	0.049	0.007	-0.012
47	0.123	*0.493	-0.064	0.189
48	*0.411	*0.43	*0.411	*0.365
49	*0.688	*0.608	*0.311	*0.477
50	0.077	0.204	-0.226	*0.37
51	*0.481	-0.021	-0.083	NA

APPENDIX MM

RESULTS OF PILOT STUDIES PERFORMED ON THE SOUTH-EASTERN BANTU ZONE LANGUAGE ASSESSMENTS

1 ITEM ANALYSIS

(a) Discriminating power

Item discrimination achieved on the SERLA, TSWERLA, VERLA and SHERLA

N	30	27	26	18
Crit .05	0.375613	0.396007	0.404286	0.498031
Crit .01	0.498157	0.528708	0.540318	0.671521
ITEM	SERLA	TSWERLA	VERLA	SHERLA
1	*0.31	*0.506	0.171	*0.697
2	0.263	0.219	0.037	*0.556
3	0.282	*0.319	0.247	*0.418
4	0.236	*0.636	0.271	0.041
5	NA	0.299	-0.013	0.126
6	-0.112	0.266	-0.039	0.197
7	-0.083	-0.218	-0.138	*0.481
8	*0.518	-0.102	0.131	-0.055
9	0.264	0.002	0.264	0.221
10	0.258	-0.049	0.25	0.176
11	0.263	NA	*0.338	NA
12	*0.37	0.229	-0.136	0.163
13	0.153	NA	*0.415	NA
14	NA	NA	*0.338	0.009
15	0.175	*0.323	*0.333	0.226
16	0.199	*0.539	0.215	0.266
17	NA	-0.049	*0.333	-0.163
18	0.24	0.259	0.16	NA
19	0.07	0.092	0.153	NA

Item 11 : *Imani tate wa wena* 'who is your father?'

Item 12 : *Imani thichara wa wena* 'who is your teacher?'

Item 13 : *Imani a wokaku a khaya* 'who cooks at home?'

Item 14 : *U endla yini a xikolweni* 'what do you do at school?'

Item 15 : *U endla yini a creche* 'what do you do at creche?'

PACKET 17 : PICTURE DESCRIPTION

Item 1 : Bucket Picture

Please tell me a story abo

Item 2 : Traffic Picture

Please tell me a story about what you see in the picture.

Item 3 : Soccer Picture

Please tell me a story about what you see in the picture.

SPONTANEOUS LANGUAGE SAMPLE

PACKET 16 : The tester must write down what the child says, write everything the child says. Have a conversation with the child. Say to the child 'now tell me about what you ate this morning, etc'. You can talk about who the child lives with at home, what the child does at school, what the child ate for breakfast, what the child can see in the room, etc.

Item 1 : *Udwe yini namuntla nkyani* 'what did you eat for breakfast?'

Item 2 : *Umwe yini* 'what did you drink?'

Item 3 : *U ambalwile ni mani* 'who dressed you?'

Item 4 : *U hlabisilwe ni mani* 'who bathed you?'

Item 5 : *Imali a nga kukama* 'who combed you?'

TELL THE CHILD TO SPEAK ABOUT WHAT HE/SHE IS WEARING

Item 6 : *U ambile yini namuntla* 'what are you wearing today?'

Item 7 : *Titangu tanjani* 'what do your shoes look like?

Item 8 : *Rhoko/buruka yanjani* 'what does your dress / pants look like?

Item 9 : *Hembe/jasi yanjani* 'what does your shirt / jersey look like?

Item 10 : *Imani wana wa wena* 'who is your mother?'

PACKET 18 : ADJECTIVES AND RELATIVES [RECEPTIVE]. Say to the child, 'shame this doll has no clothes on, lets see what she should wear'. Take all the clothes out of the bag and put them next to the child. Then ask the child the following :

Item 77	*Ndzi nyiketi maburuku mabiri* 'Bring me two pairs of pants'	
Item 78	*Ndzi nyiketi maburuku yablue* 'Bring me the blue pants'	
Item 79	*Ndzi nyiketi nkumba lowkulu* 'Bring me the big blanket'	
Item 80	*Ndzi nyiketi swiketi swiwo* 'Bring me two skirts'	
Item 81	*Ndzi nyiketi masokisi yafour* 'Bring me four socks'	
Item 82	*Ndzi nyiketi nkumba wantsonana* 'Bring me the small blanket'	
Item 83	*Ndzi nyiketi masokisi yobasa* 'Bring me white socks'	
Item 84	*Ndzi nyiketi nkwhama wunwe* 'Bring me four bags'	
Item 85	*Ndzi nyiketi swikhwama swiyithree* 'Bring me three bags'	
Item 86	*Ndzi nyiketi kepisi eliblack* 'Bring me the black caps'	
Item 87	*Ndzi nyiketi xiketi xored* 'Bring me the red skirt'	
Item 88	*Ndzi nyiketi kepisi yotshuka* 'Bring me the red caps'	
Item 89	*Ndzi nyiketi hembe yobasa* 'Bring me the white shirt'	
Item 90	*Ndzi nyiketi vuhlalu hikwabyu* 'Bring me all the beads'	

Item 65 *Ndzi endla yini hi vaselina* 'what am I doing with the vaseline?' [pretend to rub it in]

Item 66 *Ndzi endla yini hi mahana* 'what am I doing with the mother?' [pretend to plait the mother's hair]

Item 67 *Ndzi endla yini hi muri* 'what am I doing with the medicine?'

Item 69. *Ndzi endla yini hi mikwana* 'what am I doing with the knife?'

Item 69 *Ndzi endla yini hi bola* 'what am I doing with the ball?'

Item 70 *Ndzi endla yini hi maswiti* 'what am I doing with the sweets?'

Item 71 *Ndzi endla yini hi mikwama* 'what I am doing with the bag?'

Item 72 *Ndzi endla yini hi mova* 'what am I doing with the car?'

Item 73 *Ndzi endla yini hi kontshi* 'what am I doing with the cups?'

Item 74 *Ndzi endla yini hi ngomasi* 'what am I doing with the milk?'

Item 75 *Ndzi endla yini hi vuhlalu* 'what am I doing the beads?'

Item 76 *Ndzi endla yini hi ngozwakubiya* 'what am I doing with the food?'

Item 56 : *Ndzi kombe lexi nwaka* 'show me the one that is drinking'

Item 57 : *Ndzi kombe leyi nga fayeka* 'show me the broken ones'

Item 58 : *Ndzi kombe lavadyaka* 'show me the ones who are eating'

PACKET 13 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Picture of a person eating, picture of animals drinking, one broken bed, one broken dish.

Item 59 : *Ndzi kombe loyi adyaka* 'show me the one who is eating'

Item 60 : *Ndzi kombe nga fayeka* 'show me the broken one'

Item 61 : *Ndzi kombe lowi nwaka* 'show me the ones who are drinking'

Item 62 : *Ndzi kombe lowu nga tshoveka* 'show me the broken one'

PACKET 14 : OBJECT PREFIXES PRESENT TENSE [EXPRESSIVE]. Put out five objects at a time. Pretend to do an action with an object and ask the child what you are doing with it.

Item 63 : *Ndzi endla yini hi nwana* 'what am I doing with the baby?' [rock the baby]

Item 64 : *Ndzi endla yini hi vafana* 'what am I doing with the boys?'

PACKET 11 : ADVERBS [EXPRESSIVE]. You are now going to put the dolls in different positions and ask where they are.

Item 50 : Put the mother in front of the house and ask where she is. *ukwihi* 'where is she?'

Item 51 : Put the child in the middle of the soccer field and ask where he is. *ukwihi.* 'where is he?'

Item 53 : Put the father in or on the car and ask where is he? *ukwihi* 'where is he?'

Item 53 : Say to the child 'look the mother can walk fast'. Make the mother doll walk fast and say to the child 'look the mother is walking fast'. Then make the mother doll walk slowly and say to the child 'look the mother is walking slowly'.

Make the mother walk fast and ask *va famra kanjani* 'how is she walking?'

Item 54 Say to the child 'look the granny can walk slowly. Make the granny doll walk slowly' and ask the child how the granny is walking.

Make the granny walk slowly and say *va famra kanjani* 'how is she walking?'

PACKET 12 : RELATIVE AND SUBJECT STEMS [RECEPTIVE]. Two dishes, a picture of a cat or other animals drinking, two broken beds, picture of people eating. Ask the child to show you the following :

Item 55 : *Ndzi kombe lati nga fayaka* 'show me the broken ones'

PACKET 9 : NEGATIVE SUBJECT PREFIXES [EXPRESSIVE]. Ask the child questions and the answer must be wrong so that the child will have to use the negative form.

Item 41	*Xithuthuthu xikaya* 'Is the motorbike at home?'	
Item 42	*Tihomu a ri valeni* 'Is the cow in the field?' [Should be there, its for the child to be thinking]	
Item 42	*Vana vale xibhedlela* 'Are the children at the hospital?'	
Item 43	*Hanxi yilexitolo* 'Are the horses at the shop?'	
Item 44	*Manai wa kukula* 'Is mother driving?' [She should be at home]	
Item 46	*Bhasi ra nula* 'Is the bus drinking'	

PACKET 10 : PASSIVE LOCATIVE [RECEPTIVE]. Ask the child to point with her/his finger to where certain things are done.

PLACE			
Item 47	AT SCHOOL	*kungeniwa kwihi xikolo* 'where do we go to school?'	
Item 48	AT THE SHOP	*ku xaviwa kwihi* 'where do we buy it?'	
Item 49	AT THE GARAGE	*timovu ti tiela kwihi* 'where do we fill up?'	

PACKET 8 VERBS : SEMANTICS [EXPRESSIVE]. **Put the mother doll at the shop, put the one child at the school and the other in the soccer field, with the ball and put the father doll at the garage. Put the cow and horse in the field and the bus at the taxi rank. Put the motor bike and the car at the church. Then ask the child the following questions and they should point to where you are asking. They might give you a verbal response, write this down.**

Item 29	*Hikwihi a khaya* 'Where is the house?'	
Item 30	*Hikwihi a xitolo* 'Where is the shop'	
Item 31	*Yicherihaa kiwihi petroli* 'Where do we fill up?'	
Item 32	*Ukwihi manani* 'Where is the mother?'	
Item 33	*Ukhwihi nwana* 'Where is the child?'	
Item 34	*Ukhwihi tatani* 'Where is the father?'	
Item 35	*Hikwihi ekerekeni* 'Where is the church?'	
Item 36	*Hikwihi e xibhedlela* 'Where is the hospital?	
Item 37	*Yikwihi bholo* 'Where is the ball?'	
Item 38	*Ndzi kombe hanzi* 'Show mẽ the horse'	
Item 39	*Ndzi kombe xithuthuthu* 'Show me the motorbike'	
Item 40	*Ndzi kombe homu* 'Show me the cow'	

PACKET 6 : NOUN CLASS PLURAL [EXPRESSIVE]. Take out two fathers, two grandfathers and two children and say to the child who they are. Then you point to the dolls, for example, fathers and ask the child to tell you who they are. The child must say. Do not let the child copy you.

Item 21 : *Iwanani lava* 'Who is this?' [*OBABA* 'FATHERS]

Item 22 : *Iwanani lava* 'Who is this?' [*IVANA* 'CHILDREN']

Item 23 : *Iwanani lava* 'Who is this?' [*IVOKOKWANA* 'GRANDFATHERS']

PACKET 7 : OBJECT PREFIX PRESENT TENSE [EXPRESSIVE]. Take a doll and say it is mother and tell the child that this person is doing the actions. Make the doll do the actions and then ask *niendla yini* 'What is she doing?'. Write down whatever child is saying.

Item 24	Pouring milk	*niendla yini* 'What is she doing?'	
Item 25	Eating bread	*niendla yini* 'What is she doing?'	
Item 26	Drinking medicine	*niendla yini* 'What is she doing?'	
Item 27	Putting in vaseline	*niendla yini* 'What is she doing?'	
Item 28	Drying cups	*niendla yini* 'What is she doing?'	

PACKET 3 : NOUN CLASS SINGULAR [RECEPTIVE]. Put out a grandfather, boy and girl. Tell the child to show you to whichever you say the name of.

Item 5 : *Ndzi kombe kokwana* 'Show me grandfather' _____

Item 6 : *Ndzi kombe mufana* 'Show me boy' _____

Item 7 : *Ndzi kombe nhwenyani* 'Show me girl' _____

PACKET 4 : NOUN CLASS PLURAL [RECEPTIVE]. Put out two grandfathers, two boys and two girls. Tell the child show you to whichever you say the name of.

Item 8 : *Ndzi kombe vakokwana* 'Show me grandfathers' _____

Item 9 : *Ndzi kombe vafana* 'Show me boys' _____

Item 10 : *Ndzi kombe vanhwanyani* 'Show me girls' _____

PACKET 5 : NOUN CLASS SINGULAR AND PLURAL [EXPRESSIVE]. Show the child the big doll and ask the child to tell you the names of the body parts by you pointing to the different body parts and asking *lyinilexi* 'what is it'?. Child must say which part of the body it is.

Item 11 *Nomo*	'mouth'	*lyinilexi*	'What is it?'	
Item 12 *Tihlo*	'fingers'	*lyinilexi*	'What is it?'	
Item 13 *Nhompfu*	'nose'	*lyinilexi*	'What is it?'	
Item 14 *Mahlu*	'eyes'	*lyinilexi*	'What is it?'	
Item 15 *Kahlri*	'stomach'	*lyinilexi*	'What is it?'	
Item 16 *Swandla*	'hands'	*lyinilexi*	'What is it?'	
Item 17 *Ndleve*	'ear'	*lyinilexi*	'What is it?'	
Item 18 *Misisi*	'hair'	*lyinilexi*	'What is it?'	
Item 19 *Khudzwa*	'toe'	*lyinilexi*	'What is it?'	
Item 20 *Milenge*	'feet'	*lyinilexi*	'What is it?'	

ITEM	DISCRIMINATION	DIFFICULTY
23	0.22411	#0.7953795
24	0.19057	0.8754325
25	0.2349	0.9103448
26	0.15077	0.9263158
27	0.25565	0.9195804
28	0.26744	0.9285714
29	*0.39022	#0.72
30	*0.35375	#0.5980066
31	*0.33744	#0.6112957
32	*0.4324	#0.627907
33	0.1035	0.9401993
34	*0.34744	#0.8372093
35	*0.3348	#0.54
36	*0.31374	#0.6046512
37	0.17309	0.9269103
38	0.21959	0.8770764
39	*0.34772	0.8704319
40	*0.345	0.8571429
41	0.1659	#0.2901024
42	0.04749	#0.8390411
43	0.16739	0.1860544
44	*0.32254	#0.2260274
45	-0.13807	#0.7708333
46	*0.38292	* 0.4452055
47	0.29461	*0.630363
48	*0.40407	#0.5794702
49	*0.3249	#0.3853821
50	*0.33544	#0.7731959
51	0.21478	#0.3438596

APPENDIX NN

Item difficulty and item discrimination achieved on the ZERLA[9]

ITEM	DISCRIMINATION	DIFFICULTY
1	0.10773	#0.7683398
2	0.09331	#0.6872587
3	0.25199	#0.6177606
4	0.19514	#0.5868726
5	0.15056	#0.6666667
6	0.06558	#0.7181467
7	0.09586	#0.6602317
8	0.18705	#0.5852713
9	0.17933	#0.6872587
10	0.18228	#0.5984556
11	0.05313	0.9633333
12	0.19741	0.0863787
13	0.07688	#0.8163265
14	0.09127	0.9063545
15	0.12663	#0.7534722
16	-0.02912	0.8996656
17	-0.03533	0.9197324
18	0.15189	#0.551495
19	0.24512	0.1070234
20	0.05875	#0.5
21	0.22734	#0.8145695
22	*0.3007	#0.8151815

[9] Items marked with an * indicate appropriate discriminating power and items marked with # demonstrate acceptable levels of difficulty

speaking children were assessed. Nine tests had to be aborted midway due to respondents being too shy to respond. It could also be a reason that the total mean score SHERLA differed significantly from the other assessments. As these assessments were still at a pilot testing phase no definite conclusions could be drawn. It is recommended that these preliminary findings be investigated further in the future.

	SERLA		TSWERLA		VERLA		SHERLA	
Subtest 12[68] (Relative stems)	2.566	1.135	2.000	0.919	0.800	0.408	1.500	0.785
Subtest 13 (Relative stems)	3.066	1.229	2.333	1.000	3.360	0.700	2.555	0.921
Subtest 14 (Object prefixes)	12.300	1.822	12.296	1.324	13.040	1.274	10.500	1.543
Subtest 15 Adjectives and relatives	5.666	2.669	6.703	2.784	7.56	1.93	6.611	1.786
Receptive	25.000	4.275	22.962	6.272	26.576	4.908	22.888	4.417
Expressive	30.200	3.356	30.222	2.636	28.923	4.914	25.222	3.322
Total	55.200	6.407	53.185	7.473	55.500	8.271	48.111	5.95

This table provided the results obtained on each subtest of the SERLA, TSWERLA, VERLA and SHERLA. The scores are similar across assessments although some variation did occur, for example, the subtest assessing negatives in the TSWERLA. The mean scores and total scores were the lowest on the SHERLA as indicated in Chapter 7. This is a statistically significant difference

Participant observation

A discrepancy exists between the statistical results provided above and the findings of qualitative analysis. Participant observation was particularly useful at this juncture as it provided insights into these respondents behaviours, by means of introspection (Katzenellenbogen, et al., 1991). These observations indicated that there was a difference between the Venda and Shangaan speakers and the other respondents. Research assistants reported the same findings. These ethnic groups lived in isolation in Soweto, separated from other groups. One of the reasons for the isolation appeared to be the fact that the Venda and Shangaan speakers were monolingual and that speakers of the languages from other language groups did not understand them. The Venda and Shangaan speakers did not understand other languages either. The Venda and Shangaan speakers appeared more poorly dressed than the other groups. The children were also more shy. This shyness is a reason that only 18 Shangaan

[68] As occurred for the ZERLA, statistically significant results were obtained between subtest 12 and 13 assessing relatives stems for the assessments in Sotho, Tswana, Venda and Shangaan.

Proportional averages and standard deviations of subtests of South-eastern Bantu Zone languages

	SERLA		TSWERLA		VERLA		SHERLA	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std dev
Subtest 1 (Noun classes)	1.833	0.530	1.740	0.525	1.846	0.464	1.611	0.697
Subtest 2 (Noun classes)	1.466	0.860	1.185	0.833	1.500	0.812	0.833	0.923
Subtest 3 (Noun classes)	2.833	0.461	2.777	0.577	2.269	0.874	2.111	0.963
Subtest 4 (Noun classes)	2.033	1.217	1.703	1.170	2.269	1.002	1.222	1.308
Subtest 5 (Noun classes)	7.833	1.288	7.814	1.110	7.230	1.727	7.055	0.998
Subtest 6 (Noun classes)	2.433	0.858	1.888	0.800	2.346	0.891	2.166	0.857
Subtest 7 (Object prefixes)	4.500	0.861	4.740	0.712	4.076	1.293	3.555	1.464
Subtest 8 (Verbs - vocabulary)	8.800	1.730	7.777	2.063	7.923	2.279	8.055	1.830
Subtest 9 (Verbs - negatives)	0.900	1.213	0.592	0.572	1.038	0.598	0.941	0.826
Subtest 10 (Verbs - passives)	1.660	1.037	1.222	1.154	1.500	0.93	1.722	1.017
Subtest 11 (Verbs - adverbs)	1.111	0.683	1.444	0.657	1.250	0.674	1.121	0.714

Summary of item analysis for SERLA, TSWERLA, VERLA and SHERLA

	SERLA	TSWERLA	VERLA	SHERLA
Discriminating power				
(Correlations)				
Number (N)	29	29	19	27
Percentages	(32%)	(32%)	(21%)	(30%)
Ranges	-0.242 - 0.688	-0.218 - 0.636	-0.226 - 0.538	-0.475 - 0.786
Item difficulty				
Number (N)	52	51	51	63
Percentages	(58%)	(57%)	(57%)	(90%)
Ranges	3 - 100%	0 - 100%	4 - 100%	0 - 100%

2 MEANS AND STANDARD DEVIATIONS OF SUBTESTS FOR SERLA, TSWERLA, VERLA AND SHERLA

The results of the proportional averages for the subtests of the Sotho, Tswana, Venda and Shangaan results are presented in the following table.

appropriate coefficients. Nine of the items on the TSWERLA and eight on the SERLA had appropriate discrimination. Only four items on the VERLA showed good discriminating powers.

Nineteen of the items had appropriate item difficulty on the SERLA and TSWERLA. On the VERLA seventeen items had appropriate difficulty and sixty percent (n=15) of the items on the SHERLA were of appropriate difficulty.

1.4 Relative stems (Subtests 12 and 13, Items 55 - 62)

Five of the items assessing relative stems had good discriminating powers on the SERLA. However, only two of the items on the SHERLA and one item of the TSWERLA and VERLA were discriminating appropriately.

Seven of the items on the TSWERLA and SHERLA and six of the items on the SERLA showed acceptable item difficulty. Four of the items on the VERLA were shown to be of acceptable difficulty.

1.5 Adjectives and relative stems (Subtest 15, Items 77 - 90)

Analysis showed items on this subtest to have varying discriminating powers for these assessments. Nine of the fourteen items had good discriminating power for the TSWERLA, five for the SERLA, four for the SHERLA and two for the VERLA.

Thirteen out of fourteen items were of appropriate difficulty for the SERLA, twelve for the SHERLA and VERLA. Eleven of the fourteen items had appropriate difficulty for the TSWERLA.

1.6 Summary

The table provides a summary of the medians and ranges for discriminating power and percentage of difficulty achieved on the Sotho, Tswana, Venda and Shangaan assessments.

The fact that analysis of items provided a variation of results in these pilot studies indicates that these items need to be changed and modified before these assessments are standardised. The variation in these results are acceptable when considering that these assessments were only in the pilot test stage.

ITEM	SERLA	TSWERLA	VERLA	SHERLA
81	0.133333	0.148148	#0.04	#0.166666
82	#0.666666	#0.703703	#0.84	#0.833333
83	#0.366666	0.111111	#0.28	#0.388888
84	#0.8	#0.851851	#0.84	#0.722222
85	#0.366666	#0.37037	#0.24	#0.222222
86	#0.366666	#0.629629	#0.44	#0.5
87	#0.3	#0.259259	#0.44	#0.222222
88	#0.233333	#0.333333	#0.24	#0.222222
89	#0.366666	#0.555555	#0.6	#0.444444
90	#0.366666	#0.629629	0.88	#0.611111

\# Demonstrates discriminating power
NA Not applicable

1.1 Noun classes (Subtests 1 - 6, Items 1 - 23)

Six items on the SERLA met the criterion for discriminating power while for the TSWERLA five met the criteria. On the VERLA seven items and on the SHERLA five exhibited appropriate item discrimination. Fifteen items on the SHERLA demonstrated appropriate item difficulty. Thirteen items on the VERLA and eleven on the TSWERLA were of appropriate difficulty. Nine SERLA items exhibited appropriate item difficulty.

1.2 Object prefixes (Subtest 7, Items 24 - 28 and Subtest 14, Items 63 - 76)

On the SERLA and TSWERLA five items had a point biserial correlation. Six of the VERLA items had good discriminating power while on the SHERLA four of the items of these subtests discriminated appropriately.

The amount of items exhibiting appropriate item difficulty on these tests showed variation. Fourteen items of the SHERLA had appropriate item difficulty. Five of the items exhibited good item difficulty on the SERLA and VERLA and three on the TSWERLA.

1.3 Verb subtests (Subtests 8 - 11, Items 29 - 54)

The discriminating power of the verb subtests varied in these assessments. Thirteen of the items on the Shangaan assessment had

ITEM	SERLA	TSWERLA	VERLA	SHERLA
49	#0.433333	#0.444444	#0.416666	#0.388888
50	#0.7	#0.703703	0.041666	0.055555
51	#0.366666	#0.407407	0.083333	0
52	#0.4	#0.462963	0.913043	#0.5
53	#0.666666	#0.555555	#0.44	#0.333333
54	#0.766666	#0.814814	#0.8	#0.5
55	#0.433333	#0.37037	#0.84	0.111111
56	#0.6	#0.518518	#0.76	#0.444444
57	#0.6	#0.222222	#0.84	#0.166666
58	0.933333	0.888888	0.92	#0.777777
59	0.866666	#0.831851	#0.84	#0.833333
60	#0.8	#0.666666	0.92	#0.777777
61	#0.7	#0.555555	0.92	#0.5
62	#0.7	#0.259259	0.88	#0.444444
63	#0.733333	#0.703703	#0.84	#0.277777
64	0.866666	1	0.96	#0.833333
65	#0.833333	1	0.96	#0.833333
66	0.933333	0.888888	0.88	#0.722222
67	0.933333	0.888888	1	0.944444
68	1	0.888888	0.96	#0.833333
69	0.933333	0.962963	0.96	#0.555555
70	0.9	0.962963	0.92	1
71	#0.433333	#0.37037	#0.76	#0.277777
72	0.933333	0.962963	0.96	0.888888
73	1	0.962963	0.96	1
74	1	1	0.96	#0.833333
75	#0 8	#0.814814	0.92	#0.555555
76	1	0.888888	1	0.944444
77	#0.333333	#0.703703	#0.72	#0.611111
78	#0.4	#0.629629	#0.64	#0.666666
79	#0.766666	#0.666666	0.88	0.888888
80	#0.2	0.111111	#0.48	0.111111

ITEM	5ERLA	TSWERLA	'ERLA	SHERLA
17	1	0.962963	0.961538	0.944444
18	0.9	#0.814814	0.923076	1
19	#0.233333	#0.185185	0.08	0
20	0.9	0.888888	#0.730769	#0.666666
21	0.9	#0.555555	#0.692307	#0.611111
22	0.933333	0.925925	0.961538	#0.666666
23	#0.6	#0.407407	#0.692307	0.888888
24	0.866666	0.962963	#0.615384	#0.722222
25	#0.8	0.962963	#0.807692	#0.666666
26	0.866666	0.925925	0.884615	#0.722222
27	0.966666	1	0.923076	#0.666666
28	1	0.888888	#0.846153	#0.777777
29	#0.7	#0.74074	#0.76923	#0.555555
30	#0.533333	#0.444444	#0.26923	#0.611111
31	#0.666666	#0.666666	#0.576923	#0.388888
32	#0.7	#0.259259	#0.615384	#0.444444
33	1	0.962963	#0.846153	0.944444
34	0.966666	#0.777777	#0.76923	#0.666666
35	#0.533333	#0.444444	#0.192307	#0.222222
36	#0.433333	#0.481481	#0.538461	#0.444444
37	0.966666	0.888888	#0.846153	1
38	#0.7	#0.703703	#0.807692	0.944444
39	0.933333	#0.777777	0.884615	0.944444
40	#0.666666	#0.629629	#0.807692	0.888888
41	#0.1o6666	0.111111	0.038461	#0.17647
42	#0.533333	#0.37037	#0.730769	#0.588235
43	#0.666666	0.074074	0.038461	0
44	0.033333	0	0.038461	0
45	0.033333	0	0.076923	0.117647
46	0.066666	0.037037	0.115384	0.058823
47	#0.633333	#0.407407	#0.458333	#0.833333
48	#0.533333	#0.37037	#0.625	#0.5

ITEM	SERLA	TSWERLA	VERLA	SHERLA
84	*0.307	*0.351	-0.047	-0.095
85	*0.338	*0.368	0.145	0.082
86	-0.035	0.239	-0.034	*0.307
87	*0.349	*0.411	0.164	0.082
88	-0.03	-0.114	-0.194	0.29
89	0.075	*0.328	0.134	-0.094
90	0.152	*0.469	*0.3	-0.083

* **Discriminating powers indicated**
NA **Not applicable**

(b) **Item difficulty**

Item difficulty achieved on the SERLA, TSWERLA, VERLA and SHERLA

ITEM	SERLA	TSWERLA	VERLA	SHERLA
1	0.9	#0.814814	0.884615	#0.722222
2	0.933333	0.925925	0.961538	0.888888
3	#0.733333	#0.481481	#0.692307	#0.388888
4	#0.733333	#0.703703	#0.807692	#0.444444
5	1	0.962963	#0.846153	#0.777777
6	0.866666	#0.851851	#0.615384	#0.666666
7	0.966666	0.962963	#0.807692	#0.666666
8	#0.766666	#0.592592	#0.846153	#0.388888
9	#0.6	#0.555555	#0.576923	#0.388888
10	#0.666666	#0.555555	#0.846153	#0.444444
11	0.933333	1	0.923076	1
12	#0.233333	#0.222222	#0.038461	0.055555
13	0.966666	1	#0.807692	1
14	1	1	0.923076	#0.833333
15	#0.733333	0.861851	0.961538	#0.722222
16	0.933333	0.888888	0.884615	#0.833333

ITEM	SERLA	TSWERLA	VERLA	SHERLA
52	-0.242	0.005	*0.401	-0.056
53	0	-0.16	-0.141	*0.353
54	0.093	0.22	0.247	*0.537
55	0.124	0.232	-0.118	-0.251
56	*0.501	0.055	0.24	-0.365
57	*0.447	-0.026	-0.047	0.249
58	*0.369	*0.491	0.078	*0.333
59	*0.526	0.11	*0.402	0.034
60	-0.011	0.296	0.175	-0.036
61	0.298	0.256	0.15	*0.326
62	*0.517	0.262	-0.024	0.234
63	0.154	*0.404	0.169	0.202
64	*0.386	NA	-0.114	0.189
65	*0.341	NA	0.255	*0.626
66	-0.161	*0.539	0.279	0.183
67	*0.454	-0.007	NA	0.088
68	NA	-0.216	-0.081	*0.395
69	*0.454	0.005	0.255	0.056
70	0.275	*0.567	*0.538	NA
71	0.154	0.064	*0.364	0.031
72	0.157	-0.129	-0.148	-0.085
73	NA	-0.049	0.081	NA
74	NA	NA	0.222	-0.146
75	0.294	0.259	*0.417	-0.195
76	NA	-0.087	NA	0.256
77	-0.034	*0.47	0.281	0.232
78	-0.058	*0.574	0.047	0.217
79	*0.405	*0.607	-0.146	0.068
80	0.249	0.28	*0.419	*0.359
81	-0.81	0.061	0.148	*0.3
82	0.18	*0.702	0.115	*0.446
83	*0.316	0.119	-0.018	0.063

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Adjectives and relatives

21) *ngilethele amabhulukwe ablue* 'bring me the blue pants'
22) *ngilethele ingubo enkhulu* 'bring me the big blanket'
23) *ngilethele amasokisi ayefour* 'bring me four socks'
24) *ngilethele ingubo encane* 'bring me the small blanket'
25) *ngilethele amasokisi amhlope* 'bring me the white socks'
26) *ngilethele izikhwama eziyithree* 'bring me three bags'
27) *ngilethele ikepisi eliblack* 'bring me the b ack caps'
28) *ngilethele isiketi esired* 'bring me the red skirt'
29) *ngilethele ihembe eliwhite* 'bring me the white shirt'
30) *ngilethele bonke ubuhlalu* 'bring me those beads'

APPENDIX OO

SCREENING VERSION OF THE ZERLA[70]

NOUN CLASSES

1) *Ngobani laba* 'Who are these?'[*ABANTWANA* 'BOYS']

VERB SUBTESTS

Vocabulary

2) *kukuphi ekhaya* 'Where is the house?'
3) *kukuphi esitolo* 'Where is the shop?'
4) *uthelwaphi upetroli* 'Where do we fill up?'
5) *uphi umama* 'Where is mother?'
6) *uphi ubaba* 'Where is father?'
7) *kukuphi esontweni* 'Where is the church'
8) *kukuphi isibhedlela* 'Where is the hospital?
9) *ngikhombise inkomo* 'Show me the cow'

Negatives

10) *ihashi esitolo* 'Is the horse at the shop?"
11) *ibhasi siyaphuza* 'Does the bus drink?'

Passives

13) (at the shop)
kuthengwaphi 'What do we do at the shop?'
14) (at the garage)
kuzinoto zigcwalisiwaphi 'Where do we fill up?'

Adverbs

15) Put the mother in front of the house and ask where she is *ukuphi* 'where is she?'

Relative stems

16) *ngibonisa isiphuzayo* 'show me cat drinking' *[IKHATI* 'CAT"]
17) *ngibonisa aphukile* 'show me broken beds' *[IMIBEDE* 'BEDS']
18) *ngibonisa iziphuzayo* 'show me cats drinking' *[AMAKATI* 'CATS']
19) *ngibonisa aphukile* 'show me broken bed' *[UMBED* 'BED']

Object prefixes

20) *ngenzani ngomama* (rock the baby) object prefixes)

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[70]This screening version of the ZERLA was derived from items that demonstrated both good discrimination and appropriate difficulty during item analysis.

ITEM	DISCRIMINATION	DIFFICULTY
81	*0.38873	#0.1750842
82	0.21014	#0.6228956
83	*0.30785	#0.3367003
84	0.17209	0.9563758
85	*0.40021	#0.4391892
86	*0.37033	#0.4579125
87	0.26562	#0.3468013
88	0.17241	#0.409396
89	0.2691	#0.5202703
90	*0.43685	#0.5322034

ITEM	DISCRIMINATION	DIFFICULTY
52	0.12893	#0.8269896
53	0.21399	#0.4659498
54	0.26892	#0.5173611
55	0.14386	#0.5231788
56	*0.35437	#0.6523179
57	*0.33048	#0.4768212
58	0.20199	0.8741722
59	*0.38259	0.8708609
60	0.25169	#0.7119205
61	*0.34919	#0.7880795
62	*0.34022	#0.4701987
63	*0.32487	#0.8219178
64	0.04647	0.9829932
65	0.28355	0.9553265
66	0.17974	0.9300699
67	0.12418	0.9793103
68	0.13889	0.9799331
69	0.20716	0.9697987
70	0.02055	0.9931034
71	0.21983	#0.6
72	0.08497	0.9725086
73	*0.41777	0.989726
74	-0.0023	0.9896194
75	0.11394	0.87391
76	*0.60367	0.9897959
77	*0.51407	#0.4026846
78	0.21885	#0.5555556
79	*0.64823	#0.7181208
80	*0.43808	#0.1824324

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