

# APPENDICES

## APPENDIX 1 QUESTIONNAIRE

### APPENDIX 1A

#### Questionnaire, Part A

Dear Respondent

The purpose of this questionnaire is to investigate attitudes toward varieties of English in South Africa.

No answers are considered right or wrong. Honest answers will be of much benefit to the research.

Your identity will remain confidential.

Please tick the appropriate response(s).

#### Questionnaire: Section A

##### 1. What year of studying are you in?

3<sup>rd</sup>

4<sup>th</sup>

##### 2. What is/are your field(s) of study?

English

Mathematics

Science

##### 3. What is your home language (you may indicate more than one)?

Afrikaans

English

isiNdebele

Sepedi

SeSotho

SiSwati

XiTsonga

Setswana

ThsiVenda

isiXhosa

isiZulu

Other (please specify):

##### 4. What other language(s) can you speak?

Afrikaans

English

isiNdebele

Sepedi

SeSotho

SiSwati

XiTsonga

Setswana

ThsiVenda

isiXhosa

isiZulu

Other (please specify):

**5. How many years of student teaching experience have you had?**

1                      2                      3                      4

**6. In your student teaching experience have you taught in (you may indicate more than one response):**

- Schools in which English is the language of the majority of the learners and the language of learning and teaching (LOLT)?

Yes    No

- Multilingual schools where English is the LOLT?

Yes    No

- Schools where an African language is the home language of all or the majority of the learners and English the LOLT?

Yes    No

- Multilingual schools where the LOLT is an African language?

Yes    No

Thank you for your responses to Section A of the questionnaire. I shall now lead you on to Part B. In this section you are required to rate the speakers on certain characteristics. These ratings are based on the opinions that you form of the speakers based on their speech.

**APPENDIX 1B**

**Questionnaire 1, Part B**

	SPEAKER 1					SPEAKER 2				
Using a scale of 1 to 5 with 1 being the least and 5 the most, rate each speaker on the following characteristics.										
	1	2	3	4	5	1	2	3	4	5
Ambitious										
Friendly										
Intelligent										
Kind										
Popular										
Self-confident										
Sense of humour										

	SPEAKER 3					SPEAKER 4				
Using a scale of 1 to 5 with 1 being the least and 5 the most, rate each speaker on the following characteristics.										
	1	2	3	4	5	1	2	3	4	5
Ambitious										
Friendly										
Intelligent										
Kind										
Popular										
Self-confident										
Sense of humour										

## **APPENDIX 2 RADIO RECORDINGS**

The four recordings below are excerpts from a talk show *A Word on Cars*, hosted by Leigh Bennie on Talk Radio 702. She is joined by two car experts. Listeners are invited to call in with car related queries. The four excerpts are snippets from four callers' questions.

### **APPENDIX 2A**

#### **Radio Speaker 1, WSAE speaker**

Both the alternators went literally within the same week. They, I also then, both batteries went within a month of each other. And ok, I went and I asked the guys why that would happen. They said, "No, as winter comes on, batteries seem to go for some reason".

### **APPENDIX 2B**

#### **Radio Speaker 2, ISAE speaker**

RS2: Oh, it is. You can't believe it. Only one, one driver. Actually my son drove it's his from the inception.

Talk show host: So your son's selling you his car. He should just give it you.

RS 2: Ah, you're right.

### **APPENDIX 2C**

#### **Radio Speaker 3, ASAE speaker**

The thing is, I have had a look at it. The problem is, that I have with it, is those two seats in front, that's the problem. Not in the driver and passenger, you know where...

### **APPENDIX 2D**

#### **Radio Speaker 4, BSAE speaker**

RS 4: And now it's consuming quite a bit. I used to get 650, 700

Talk show host: Per tank?

RS4: But now I'm doing only 500 I think

## APPENDIX 3 INTERVIEW TRANSCRIPTS

### APPENDIX 3A

#### Focus Group 1

20 August 2009

- 1 R1: So, this is the first one. It's just about 15 seconds.  
2 [Appendix 2A played]  
3 R1: OK. Um, that is Speaker 1. And if you can just, just based on his voice, take a guess  
4 and think what you, what you, as to what you feel, whether he's ambitious, attractive etc.  
5 and all of those [pause] please.  
6 (...)  
7 [Appendix 2B played]  
8 (...)  
9 [Appendix 2C played]  
10 (...)  
11 R1: Ok. This is the last one.  
12 [Appendix 2D played]  
13 [Quiet while participants complete the questionnaire]  
14 R1: Um, I'm just interested in those four speakers. How educated do you think that they  
15 are? We'll start with the first one, with, um Shaun. He's having the problems with the  
16 battery. I mean, do you think he's finished school? Got a university degree? Is he a  
17 doctor? Is he a, you know, what sort of, it's some strange questions and it's a lot of  
18 just....  
19 R2: It's gut feeling. There's no  
20 R1: Ja.  
21 R2: Ja.  
22 P2: I think Shaun finished school and got a diploma.  
23 (...)  
24 P3: Ja I'd say he does have some level of higher or further education but that it's not so  
25 stringent or so like um, one might say scientific or in-depth, you know. It's just some  
26 course that he did to get into some workplace and be employed.  
27 (...)  
28 R1: And, what would, why do you think that he's got a diploma?  
29 P2: I heard his questionings. He was questioning this guy. He wanted, he wanted to make  
30 sense of things. When he ask, he doesn't just ask, he want to understand, it's quite  
31 obvious he went to school.  
32 R1: And, did you think he sounded educated at all?  
33 P2: Ja. He ask a question like "Why?". He want to know why, he wants reason so he's  
34 educated.  
35 (...)  
36 R1: And then, um, would you. Oh sorry, moving on to the Indian chap who was asking  
37 about selling or buying that car.  
38 R2: From his son.  
39 R1: Ja. Did he sound, you know  
40 R2: The same?

41 R1: Do you think he has a similar level of education?  
42 P2: Not exactly, I don't think he went to school... He passed matric with an 'S' I think.  
43 [General laughter]  
44 P6: Or maybe less.  
45 [More laughter]  
46 (...)  
47 R1: And, do you think that he sounds like a trustworthy guy? Would you, would you trust  
48 him? Just his voice  
49 P7: No I wouldn't. [virtually inaudible]  
50 R1: No, you wouldn't. And, and why is that?  
51 R1: I'll ask you, because you've given me a bit of feedback already.  
52 P7: The way he was, sounded like someone not intelligent, first of all.  
53 P6: Ja.  
54 (...)  
55 P2: Self-confidence was not there and the sense of humour also  
56 (...)  
57 R1: And then, um, I'm going to move to, to Martin, the third, the third guy. He's the one  
58 who spoke about, he didn't like how the seats were arranged in the car.  
59 R2: Your impressions of him?  
60 R1: What did you first think when he started speaking?  
61 (...)  
62 P3: Um, honestly, I'd say, he seems like the one who's not learned, you know. Because  
63 he didn't really try to be concise or clear in what he was saying. It seems as if he was  
64 complaining in some degree and you know, you can't go to a radio station and, and  
65 you're complaining. What's the radio station supposed to do about that? That shows lack  
66 of critical thinking. So to me it doesn't seem like a person who's really like cognitively  
67 well developed.  
68 R1: Do you think that might have something to do in, he sounds like English might not be  
69 his first language?  
70 P5: He sounded Afrikaans.  
71 R1: Ja, he sounded as if he was Afrikaans. Do you think he might have come across  
72 better if he'd phoned in and he was speaking in Afrikaans?  
73 P3: Ja, I think so.  
74 R1: Do you think that the way he was speaking and the type of English that he was  
75 speaking might make you think {Yes}, "Oh, he's not so clever" ?  
76 P2: Maybe in his own language he could've expressed himself better. {Ja.} Than trying  
77 to speak other language.  
78 P2: Other words you want to put Afrikaans word but you can't, you substitute the wrong  
79 word.  
80 R1: So do you/  
81 P2: Make the whole thing sounds wrong.  
82 R1: Mmm [in agreement].  
83 R1: So, do you think that he should rather be phoning in and listening to an Afrikaans  
84 radio station?  
85 P2: Maybe they don't have those type of topics on Afrikaans radio, so the only way he  
86 can express himself in that radio station, is, like, try to speak English.

87 R1: And do you think, do you think that it's a bad thing that in this country so often you  
88 do need to speak English, you can't speak your home language if you want to be heard  
89 {P5: But} and to communicate?  
90 P5: But, to be honest, like, English is a linguistic saviour, it's not like... OK, someone,  
91 somewhere, somehow, people can see it as a terrorist but somehow it is a saviour because  
92 in a country like South Africa, it's diverse so we don't have an option, English is the  
93 saviour, we have to speak English in order for us to hear one another. If you take, for  
94 example here, we speak different home languages: Swati, Tswana or what. So in order for  
95 us to communicate, we need English.  
96 P3: On that point, it becomes a bad thing, when, you know, for sure it's a good thing  
97 when you use English to communicate and whatever and break the barriers of diversity  
98 and everything, but then once we start using that English as a measure of intelligence like  
99 someone would do with this Martin dude, you know, because his English isn't so proper  
100 and isn't so clear...[unclear]... aah, this guy is not really schooled, this guy's really not  
101 learned. Then it becomes a problem, because English is just a tool, a language, a medium  
102 of speaking, you know. So once we mix that with a person's measure of intelligence then  
103 it becomes a problem.  
104 (...)  
105 R1: And they might not speak English quite like you speak English. As we said, we  
106 might look at an Afrikaans man and think, he's not that intelligent.  
107 P2: Ja.  
108 (...)  
109 R1: And, when, when you're in the class and, so we, most, most people teaching do  
110 teach in English, it is the LoLT of, you know, most schools across the country, is there a  
111 certain way that you want them to speak English? Must they speak English, must they all  
112 sound the same? Or does it matter if one of them sounds like Martin sounds? Or one of  
113 them sounds like the second speaker sounds or whatever? Do you want them all, must  
114 they sound the uniform, "correct way"? Is there a correct way, or can they sound, just as  
115 long as they can communicate?  
116 P6: I think, I don't have a problem with someone who's fluent with English, [unclear]  
117 but I've got a problem with someone who is trying to change their voice, and trying to,  
118 to, to make some other words like very long, like roll them. I, I, I don't understand why  
119 they have to do that.  
120 (...)  
121 R1: And, and, I mean but they don't need to be all the same accent?  
122 P6: Yes.  
123 R1: Or they can/  
124 P6: One can have their own accent. Eh, in the case whereby, one can have, they can use  
125 their own accent, their own voices, and still be able to write, I don't have a problem with  
126 that. But then, immediately, when they try to change the voices, the accent, I don't  
127 [pause] like.  
128 (...)  
129 P2: To explain it, in your own words, the way you understood it, in your own accent,  
130 your own English, but it should mean what I taught you.  
131 R1: So you need to be able to see that they got the concept?  
132 [Participants indicate agreement]

133 (...)
134 P5: In terms of Science, grammar is not that important so the only thing I want I'd want
135 to know is just the [pause] the [pause] to show that the child does understand. But, when
136 it comes to English, if you are teaching English, obviously grammar, grammar will be
137 important. When you speak, the way you write, obviously as an English teacher I'll be
138 looking at the grammatical structure, all that. But in science we don't really look at
139 grammar.
140 R1: So, is that the role then of the English teacher?
141 P5: No, it's not exactly the role of the English teacher, but most we don't concentrate
142 much on the grammar, just to show that this child do understand. But, also, you see, any
143 subject you do teach English. So you cannot say, run away from English, say ok,
144 grammar is for the English teachers. But, at that point you don't necessarily concentrate
145 on grammar but when it comes to English and the way I speak or write, must be of
146 correct order.
147 P3: Ja, me basically, like, in the classroom context, I won't penalise learners, you know,
148 for things such as grammatical errors or things like that, but then I will address them, you
149 know, because, as English is a tool that we're learning and teaching in, it's a tool, you
150 know and the more we use it, the more we have to get more efficient in it, you know (...)
151 you will get better eventually. Just promote the usage of it, irrespective of whatever
152 imbalances you might have.
153 (...)
154 [P1 and P7 leave]
155 R1: We just, we got off sidetracked a little bit, and the last, the last chap, um, Tshepo who
156 we listened to, who spoke about the petrol consumption of his car. What do you think he
157 sounded like, was he, was he edu, was he someone that you're going to respect and did
158 he?
159 (...)
160 P3: Well, besides that he was well-spoken and the manner in which he was addressing
161 himself, basically, like you could feel the confidence in what he was saying. There is also
162 the point of his, the way he thinks, you know, the point he's making there. Or he used to,
163 I don't know, get R500 and R600 and this and this and that, you can see that this person
164 is, to some degree, like really educated, you know what I'm saying.
165 P3: One could say that maybe he was an undergraduate here at Wits University that we
166 might know, you know what I'm saying, ja.
167 (...)
168 R1: So he sounds more intelligent, and more?
169 P4: He knows what he is saying.
170 P2: He went to school.
171 (...)
172 R1: OK, before we wrap up, I have a couple more questions I would like to ask. Do you
173 know what Standard English is?
174 R1: Do you know what Standard English is [directed at English student teachers in
175 particular]?
176 (...)
177 R1: Now, do you think in South Africa we have something like that?



178 P2: Ja, we do, on talk shows, 3 *talk* or something, on *Asikhulume*. You can't just talk go  
179 there and like, what what, you have to, you know, proper English or Standard English as  
180 you call it.  
181 (...)  
182 R1: And, do you think that's the English that is most widely spoken, if you listen to  
183 politicians, is that an acceptable English that they are speaking?  
184 P2: Politicians?  
185 P2: Those ones, they confuse us.  
186 [General laughter]  
187 P4: Big times.  
188 P2: On their English. They don't want to make it clear what they are saying. But in  
189 *Asikhulume* they want to make a point, so that everyone understands. Politicians, in one  
190 sentence, there are three terms which are hard, so people just do his own, but don't get  
191 what he is saying.  
192 [General laughter]  
193 (...)  
194 P3: And they using some other words that yoh, you like, what's going on and that's not, I  
195 don't think the that's conducive of any positive or progressive dialogue, you know what  
196 I'm saying, but then the Standard English that's used around the media and everything,  
197 the Standard English that, like, educated people from this country can understand, and  
198 people who went to school, attained a higher level of education, that's the English they  
199 were schooled in and they were graded in, and hence they will be able to understand.  
200 R1: So do you think that the general Wits student, as an undergraduate or a postgraduate,  
201 whatever level, would aim to speak that Standard English?  
202 P2: Ja, of course {P6: Ja}.  
203 [Much agreement indicated]  
204 R1: And do you think that will help them when they get out into the workplace?  
205 Participants say 'Ja'  
206 R2: Would you call it the English of education?  
207 Unclear: Ja, exactly.  
208 [Agreement indicated]  
209 R1: So let's say you think about a very successful businessman, a banker or something,  
210 what, what do you, how do you expect he is going to speak?  
211 P2: Um, he must know what he is talking about. The content, and how to present it. In  
212 proper English. So that he doesn't mislead people, into what he's saying. He must be sure  
213 of what he is saying. So he must be good in English, and in what he is doing.  
214 (...)  
215 R2: So it's not the content, but how it's put together. Would you say there is a Soweto  
216 English?  
217 [Definite general agreement on there being a Soweto English]  
218 P2: Yes there is. The English I speak here in campus is different to the English I speak  
219 with my friends, [met with general agreement] because when I'm speaking with my  
220 friends, we sometimes use terms from other languages, Afrikaans, or Zulu words we  
221 mixed it with English. So there is definitely. [pause] There is this formal English, and this  
222 informal English, that we use.  
223 (...)

224 R1: And do you, I'm trying to think how to say this as nicely, do you think that your  
225 different backgrounds and your different, even your cultures, or maybe even your races,  
226 will affect how you speak English?  
227 P3: Largely.  
228 P2: It does.  
229 (...)  
230 P4: Like Vendas, the accent.  
231 P3: You can distinguish between.  
232 R2: (...)  
233 P3: Indian people from Joburg and Durban.  
234 [General agreement and laughter]  
235 R1: Oh that, that's definite. And if you hear an Indian person, and you think they're from  
236 Lenasia, or you hear an Indian person and you think, they're from Durban, do you look at  
237 them differently? Do you, do you think, do you judge them, "ooh, that voice means that  
238 they are not as educated"?  
239 R2: Does it change your perception of them?  
240 P2: It depends on the person. [pause] Ja, I mean, you can tell if this person is from  
241 Durban. Your perspective, how do you take Durban people, or from those people. So you  
242 can't judge them, if you like Durban people you will be like, "Hey!" compared to the  
243 other ["Hey" said in a friendly tone].  
244 [P3 nods and agrees]  
245 R1: So what you hear will make you have a first thought on them?  
246 [General agreement]  
247 P6: Ja, I think it does cos um, if, if I'm talking to a Venda person in English, I can hear  
248 that this person is Venda, and already cos I know how Vendas are, my mind, my  
249 perspective will change, OK this person has to be like that, just because of the language  
250 and the tone that they use.  
251 R2: How would that happen, how would that affect you, in the classroom?  
252 P6: Ja, OK, if, it does affect me but I'm not that bad.  
253 R1: Do you make an effort not for it to affect you?  
254 P6: Ja, I do a lot, cos especially if you are doing, if you are teaching a multilingual class  
255 and you have to teach English it becomes like, it's not a bad thing or a good thing, but  
256 then you have to deal with it. Cos you have a mind that that ok, a Zulu person is like this,  
257 and immediately when you hear that, ok, this person is talking this way, and when you  
258 hear a sentence from a Zulu person, your mind just automatically tells you, you just start  
259 thinking this person is behaving this way and this way and this way.  
260 (...)  
261 R2: And that's where it becomes a bad thing that how you speak English can be a  
262 reflection of someone stereotyping you. Have you ever been on the receiving end of that,  
263 personally?  
264 [General laughter]  
265 P3: You know what I'm saying, and the when he's like, your cousins meet up, it's a  
266 family gathering, everyone is there. This cousin stays there, this cousin stays here, now  
267 they all wanna communicate in English, you know, so that they compare who's smarter  
268 than you, who's smarter than who. And then you find there's that one maybe, maybe he  
269 or she is going to a township school, whereas other ones are going to former Model C

270 schools, and then he's just trying to speak in Sotho or Zulu, or whatever, and then now all  
271 these other are like, "no, hey, whatever [in suggested White South African English] and  
272 he's on some, lost, you know, and now he's not as clever as they are.  
273 (...)  
274 R1: We, we probably do, do need to wrap up. It's five past eleven and I know you need to  
275 go. If anyone wants to stay behind and has a comment or two that they want to say to R2  
276 and me, they are welcome to. Otherwise, we're really grateful that you joined us today.  
277 You've helped me a lot, um, and I'd just like to say thank you, especially to you for  
278 organising everything at the last minute and for getting hold of my, me.

**APPENDIX 3B**  
**Focus Group 2**  
**27 August 2009**

1 (...)   
2 R1: What they are, they're phone-ins to a radio talk show. So, these people don't know   
3 that we are discussing them now.   
4 [Appendix 2A played]   
5 R1: Speaker 2   
6 [Appendix 2B played]   
7 (...)   
8 [Appendix 2A repeated]   
9 (...)   
10 R1: Ok. The second one.   
11 [Appendix 2B repeated twice]   
12 (...)   
13 R1: This is the third one.   
14 [Appendix 2C played]   
15 (...)   
16 [Appendix 2C repeated]   
17 R1: And then this is the [pause] final one   
18 [Appendix 2D played]   
19 (...)   
20 [Appendix 2A, B, C and D repeated].   
21 (...)   
22 R1: Just from listening to them. As I said, not what they say, but how they sound, which   
23 of them do you think is very well educated, and which of them really maybe got Std 8?   
24 Or, I mean, I don't know their level of education myself so it's just a guess.   
25 P3: I think the last one.   
26 P4: The last one...from somewhere down there, grade 8.   
27 P1: Ja, probably a school leaver.   
28 P3: The last one. The way like he talks, you can like predict that this English thing is   
29 poor.   
30 R1: The one talking about the petrol consumption?   
31 P1: Speaker 4.   
32 R1: Speaker 4, ja.   
33 [General agreement]   
34 P1: Speaker 3 probably got a Matric.   
35 P4: Ja, ja, that's what I'm thinking also.   
36 P1: Because he sounds quite old.   
37 (...)   
38 P1: Speaker 1 seems like he knows what's potting.   
39 P3: Ja.   
40 P1: But it doesn't mean he's necessarily got a good education. It could just be his interest   
41 is cars.   
42 (...)

43 P2: But at least he [RS1] can apply the English thing.  
44 P4: Hmmm?  
45 P2: At least he can like do the application of the English.  
46 P4: Ja, that one.  
47 P1: He's good in language.  
48 P4: Ja, he's good in the language.  
49 P1: Speaker 2 sounded like a thrill a minute.  
50 [Laughter]  
51 (...)  
52 P1: OK, I looked at him, I put him as very confident.  
53 R1: Very confident?  
54 [Group hesitates]  
55 (...)  
56 R1: What does he sound, just from his voice, I mean?  
57 P4: Sounds like? [wondering]  
58 P1: Like a manager in a store [referring to RS2].  
59 R1: OK.  
60 P1: An area manager [referring to RS2].  
61 P2: Sounds like a plumber to me [referring to RS3].  
62 [Loud laughter]  
63 P2: Ja, sounding more like a plumber to me.  
64 [Unclear muttering]  
65 R1: But, do you think that English is his [RS3] first language?  
66 P4: There's a problem.  
67 (...)  
68 P4: You educated my friend, and you also have a problem [referring to RS3].  
69 R1: If you, if you had these 4 people in the classroom, when they were 20 years younger,  
70 or whatever, which would be speaking in the most acceptable way? Would one, would  
71 you like them to all speak like Martin, or could they all speak like?  
72 P1: They don't have to all speak like him.  
73 R1: But, do you, do you think that, when you are teaching, the learners must all speak  
74 English in a similar way?  
75 [Unanimous no's]  
76 P1: You can't have that.  
77 P2: I think it's because, I think the most important part, it's, it's how they put it, {P4: Ja.}  
78 as long as you understand, doesn't matter how they form it. [More agreement from P3  
79 and P4] For me, it doesn't matter how they {P1: it comes across} {P4: it's from the  
80 thinking} as long as I get the concept. Cos someone can have, can speak English quite  
81 perfectly, of which you don't understand what he or she is saying. {P1: Just fancy  
82 words.} {P4: Ja, ja.}  
83 P1: You can see we're all Maths people.  
84 [General laughter]  
85 R1: And then, because you've said that, in an English classroom, should they all be  
86 speaking in a similar manner?  
87 P4: No.

88 P1: They shouldn't speak. Your accent's gonna be different. {P4: Exactly.} but in terms  
89 of fluency, and in terms of reading properly, and when I say properly I don't mean  
90 speaking, reading things with the right accent, {P4: speed} ja, your speed, your fluency,  
91 your understanding, conceptually, and being able to infer from the story.  
92 (...)

93 R1: So, you're not concerned with how they sound, you concerned with what they're  
94 saying.  
95 [General agreement]

96 P2: Cos, maybe the thinking, someone might think [pause] have the right idea, but putting  
97 it on word, or saying it to you, might come differently, then you have to pick up some  
98 points then.  
99 (...)

100 R1: And do you, do you think in the class, you look at, you look at people? [Aside, 2  
101 students arrive] When you look at them, say now somebody's speaking Venda English,  
102 {yes} are you going to look at them differently, from how you look at somebody who's  
103 speaking Zulu English. Does it make you have an impression of them?  
104 P2, P3, P4 [simultaneously]: No, no, no, no it doesn't.  
105 P4: It's enough for me that he knows 1 plus 1 is 2, doesn't matter whether he's using  
106 wrong English or whatever.  
107 (...)

108 R1: Do you agree with that?  
109 P3: Ah, for me it makes sense. It's something that we could maybe just discuss it for a  
110 day, oh, you speak in different accents. That's not like something that will have an effect  
111 me or my relationship with the other people.  
112 P4: Ah, no, no, no [in agreement with previous speaker]. No, it doesn't.  
113 P4: But some people, you know it really affects them.  
114 P1: I know it affects them.  
115 R1: You [to new girls] can join in, if you want to.  
116 P4: Ja, some people, you know, I think they take it seriously. When you speaking in a  
117 different accent, they'll be like, you know, looking for the word to identify you, you  
118 know, maybe label you, those things.  
119 P1: Like I had that experience.  
120 P4: I also had it.  
121 R1: Of someone labelling you?  
122 P1: and P4: Ja.  
123 (...)

124 The students stayed like I was some sort of taboo because I didn't speak the way they did  
125 {Ja.}. And they automatically assumed, um, intelligence, they assumed, um background,  
126 they assumed a whole range of things which I was quite shocked.  
127 R1: Now, if I say the word coconut, what sort of person do you picture?  
128 P4: Person who likes talking English, but it's....  
129 R1: So, they Blacks but they're English. Are they?  
130 P3: [With a nasal voice] Speaking English as if they.  
131 P5: Like, with the nose.  
132 P4: Speaking with the nose. [Participants imitate "coconuts".]  
133 R1: Do they speak the English I speak?

134 P5: Ja.  
135 P4: Now, that's even better. They speak that English you can hear them, Ha! Ha! Ha!  
136 [Laughter and further imitation of Ha ha ha]  
137 (...)  
138 R1: And, are there people who try and, try and put on that accent?  
139 [Background noise, a participant spills juice]  
140 P4: Ja, I just talk.  
141 (...)  
142 R1: When you speak English, OK. Say, you're speaking to me. Or, you speaking to  
143 learners. Or, you speaking to friends, is that, do you speak the same sort of English, all  
144 the time?  
145 P4: It changes some time.  
146 R1: Is there a Soweto English and is there a, say a Lenasia English for the Indians? And a  
147 northern suburbs English for the "nose in the air" private school people?  
148 P1: There is, but I don't change the way I talk.  
149 (...)  
150 P5: And most of the time you are being judged Black learners {P3: Ja} {P4: They  
151 laughing at you} more than the White learners. They laughing at you, the way you  
152 pronounce it. {P4: Ja, you see} I don't know.  
153 (...)  
154 P4: You know, the English ones, they don't mind, but Black ones, are the ones who.... /  
155 P3: Who will tend to.  
156 R1: So, you think that say, well, the Indian, and the Whitey here, do you think we're not,  
157 we don't notice your differences in speaking as much?  
158 P4: No, even if you do, but you accommodate us, I think.  
159 (...)  
160 R1: And would it be a compliment if someone said you sound exactly like an English  
161 person?  
162 P5: No, no, no. [General "no's" from everyone]  
163 R1: That's identity, hey?  
164 P5: Ja.  
165 P6: I want to sound like a Black person.  
166 [Loud laughter]  
167 R1: Well, we know who isn't a coconut.  
168 [Even louder laughter]  
169 (...)  
170 [P1 leaves]  
171 (...)  
172 P4: Your question was?  
173 R1: Oh, do you, do you, do you want to, you know, do you want to be, do you want to  
174 sound like you are Black when you speak English? Do you want people to know that you  
175 are Black, as part of retaining your identity. Or if you sound like you are Indian or White,  
176 or something, is that OK?  
177 P5: Like, it's not a matter of "you want to",  
178 P4: You have to.  
179 P5: No, it's not that, it's [pause] it's the way you are. You can't, I don't know.

180 P6: Like, I can't, I can't sound, you know, [P6: giggles] I can't sound coconut. I've never  
181 been there, I don't know how. So I sound like this. [Participants agree.]  
182 P4: You can change and become a coconut. {P6: how, when?} You can start talking that  
183 English, you know. Try by all means, you know, saying, eish, *nyama* (eat) peri peri, you  
184 know all those things, and then you end up being coconut.  
185 (...)  
186 R1: So, does your accent change? [All agree] And that's OK that it changes?  
187 P4: No, it's not OK. Ja, it's OK because.... [confusion and laughter]  
188 P3: It's OK but you are not forcing it. It's something that happens naturally I think.  
189 [Laughter] It's not that you are {P5: You can't control it} ja.  
190 [Giggling]  
191 (...)  
192 R1: You said something earlier and I think you said it slightly jokingly, you said, um, you  
193 have to speak English like that, to sound, you know, as your accent changes. Do you  
194 think though, cos for us, we've obviously established that you're happy with your accent  
195 and you don't, you don't want to sound like anybody else? But if you go and apply for a  
196 job, do you think it matters how you sound?  
197 P4: It doesn't matter. What matters is, you know, how you present yourself, but the  
198 accent, and the way you speak English, you can speak English fluently or not fluently,  
199 but as long as that job ... [unclear] I don't think it matters.  
200 P5: But, it doesn't mean that accent is your intelligence.  
201 P4: No, it's not.  
202 R1: But do you think some people?  
203 P6: Ja, some people, the person who is listening to you in an interview, they are thinking,  
204 well, when you have this, not that accent, they thinking, you know, more knowledgeable,  
205 you know, cos the English is.  
206 P3: Cos like, cos like, cos, what we have been talking about. If someone comes here, like  
207 maybe, we can have maybe three different types of girls come here. The other one,  
208 maybe, speaks English like a White person, the first thing you will think in your head is  
209 OK, he has more White friends, he's been to university, he went to a Model C school, so  
210 he's good for the job.  
211 (...)  
212 P4: The problem is, we think like that, but *mina* (me), I think English people don't care.  
213 [P3 agrees] because as, right now, my friend breaks English, I'm gonna say damn, you  
214 broke the English, but you [indicating R1] wouldn't even mind if he broke the English.  
215 R1: But some people might.  
216 P4: Ja, but some people might.  
217 P5: Especially Blacks.  
218 P4: Ja, Blacks do.  
219 R1: So what, Blacks judge other Blacks for the way they speak English?  
220 P6: Big time!  
221 [Everyone agrees]  
222 R1: So how do they want you to sound?  
223 P4: The way they learnt it.  
224 ?: The way they sound.  
225 P4: But especially more English.



226 R1: So they must sound White, does that mean that they are {P4: coconuts} that they're  
227 coconuts but does that make them think that they are superior?  
228 R1: So they speak English like a White person it makes them better.  
229 P3: And the thing is./  
230 P5: Even, even, even like, generally, when you, you, you meet a person, you listen to the  
231 way he or she speaks. And then he comes with this English, "ey yoy yoy", you see this  
232 scattered English. ay, you not gonna have interest.  
233 P3: I think we are competing.  
234 [Laughter]  
235 (...)  
236 R1: And, you know, Afrikaans before had such a strong identity, so it's, it's losing that  
237 identity, {P4: Ja, I see.} and you know they fighting it. (...) What do you think of people  
238 who speak English when they're Afrikaans, do you look at them and think, aggh, you're  
239 one of those like Nat-type people, or do you give them the same chance?  
240 P3: Don't even know what it is.  
241 P2: I don't even see.  
242 P3: I don't even notice.  
243 P4: It's, it's, it's, I think, doing that, in order to accommodate other people, because like  
244 now, take for example Miss Greeff, if she starts speaking Afrikaans, whoah, whoah, 90  
245 percent of the class will be lost. Let me say 98 percent of the class will be lost, so, you  
246 can't say maybe she's there and that. It's just that you are trying to accommodate other  
247 people.  
248 (...)  
249 [Male participants signal that they need to leave]  
250 (...)  
251 R1: Were you here when I was asking everyone if a, I don't think you were, if a learner  
252 must, if they must all sound the same? In your classroom?  
253 P6: They must all sound the same?  
254 R1: Ja, must they speak the same sort of English?  
255 P5 and P6: No.  
256 P5: We can't control the, ok, we can control the accent, but, it's not fair to, to make them  
257 sound the same.  
258 P6: Cos they not the same people.  
259 P5: Cos they not the same people.  
260 R1: That's one of the most interesting points. No one has said something about "it's not  
261 fair". [Women giggle] No, but, that's the same as we were saying with, is it fair that  
262 people, Afrikaners feel they must try and hide that they're Afrikaans?  
263 P6: But they shouldn't.  
264 R1: And they speak English in a different way? But is it fair that they feel that?  
265 P6: It's not fair.  
266 P5: But, we, we not making them feel that.  
267 (...)  
268 P5: But it's, we must not do that. They are different. They are from different  
269 backgrounds, so we can't expect them to speak the same, do things the same. We can't do  
270 that to the learners, poor learners [said with much sympathy].

271 R1: But what about in an, in an, in an English classroom. Do they need to speak an  
272 English that the teacher might think is superior, or?  
273 P5: You see, that depends on the teacher, cos the teacher is the one who controls  
274 everything. So maybe the teacher, if he assumes *ukuthi* (I want to say) {P6: certain  
275 English} certain English is superior, then he'll say that "No, you must say this, or that, or  
276 whaddawhadda".  
277 P6: But again, it depends which school you talking about, cos some schools, as long as  
278 you speak English, that's fine {P5: they understand you} they understand what you  
279 saying, that's fine. How you say it, whether your English sounds Venda English, Xhosa  
280 English, it really doesn't matter.  
281 R1: And what sort of schools are those, generally?  
282 P5: The, the village ones. Those ones.  
283 R1: And what about {P6: township schools} township schools?  
284 (...)  
285 P5: It's a need. English is a need to know. If you don't know it you are {P6: screwed}  
286 screwed.  
287 [Laughter]  
288 (...)  
289 P5: Cos most people want to learn it. If you don't know English you are nothing.  
290 (...)  
291 R1: I'm gonna ask you a question now, I think I asked a similar question when the boys  
292 were here but they all jumped onto it. Do you think it matters what, how you speak  
293 English at a job interview?  
294 P6: [With a thoughtful expression] Job interview, how you speak English.  
295 P5: Ja, I think it matters, most of the time, because they gonna judge you. If you speak  
296 this nice English, obviously they gonna make some assumption, that you are from.  
297 R1: Tell me, what is nice English?  
298 [Laughter]  
299 P5: This English English.  
300 R1: English English?  
301 P5: Ja, this, ja English English.  
302 R1: So based on what they speak, my, well not my because I'm, but White settlers, so the  
303 language that comes from them? [Participants agree] From when they came from English,  
304 and they, that's English English [Participants agree]. Is that a proper English?  
305 P5: We don't know what's proper! Don't know what's proper English, cos everybody's  
306 coming with their own definition of proper, what's proper English. So, you only acquire  
307 the English that you think will fit with the society, {P6: where you at} where you at.  
308 R1: So, it is, it's English, you not just learning. I mean, are you learning English just to  
309 communicate, or are you making sure that you learn English in such a way that people are  
310 gonna respect you. Because you can....  
311 P6: Ay, no.  
312 P5: See, there's two: if you speak English like, I don't know, maybe Zulu English, people  
313 aren't gonna listen to you, but if you speak that eh like, "Ja,, haa, heee" [in suggested  
314 WSAE] people are gonna say, "Oh, ja, let's listen. She's more knowledgeable" or  
315 something. Like it, the accent, most of the time, it depends.  
316 (...)

317 P5: Ja, the higher the success [said with resignation]. You might put it that. But it  
318 depends on, maybe if you consider a job, it depends on how they want you to respond.  
319 You know, do they look at the accent part, or the content – the understanding part. So, if  
320 they looking at the accent, if you are from the Model Cs then {R1: you've got the job} ja.  
321 But if you mean....  
322 P6: But, but, OK fine, you might be speaking English but then at that time they'll be  
323 having the CV, your qualifications, obviously while you're speaking they're looking at  
324 that. And whether you speak  
325 (...)  
326 R1: Now, when you say that you do look at people in terms of their success, with the type  
327 of English they speak, and whether it's English English, or something. If you go into a  
328 classroom to teach, a multiracial classroom, and you've got some students who speak  
329 English as their first language, but say it's an Indian influenced and then you have some  
330 Black students, and you have some White students, and you have some Afrikaans  
331 students, and obviously their, you know, so all their Englishes are different, even if it is  
332 subconsciously, and sometimes you might be able to tell that that's someone speaking  
333 English, it's Sotho English, it's not just that it's Black English. Do you start, do you think  
334 that you start making, sort of, gaining a perception of who's the brighter one and who  
335 isn't, when you just hear a little bit of their language from here and there? You know, the  
336 first day or two before you've seen their work properly. Or, do you think you'd just view  
337 them all as the same, until you start seeing their work? And hearing the questions they  
338 have to ask?  
339 P6: No, you know, it's fine. Listening to them, it's fine, whatever English they speak, it  
340 really doesn't matter to me. When I talk to them, and they respond, and I ask questions  
341 and they ask, they answer or they ask questions then I can get, "OK, this one is bright,  
342 this one is not, OK I need to work a little bit harder on that one. The accent, how they  
343 speak, it really doesn't matter.  
344 P5: Cos, I think also, we have this 1 fellow student here, and when he, she answers, when  
345 she answers in our studies lectures, cos, like when she's behind, she's speaking, you can't  
346 tell, well, this person is Black. Unless you look at her and you'll see, she's Black.  
347 Because of the way, like she tries to speak in one breath, you know.  
348 (...)  
349 R1: One of the things I've picked up from all of you, and from the one I did last week, is  
350 really not liking people who are making an effort to be someone they aren't. To try and  
351 get {P6: to a point} ah, I must speak that English, I must be ladida.  
352 P5: Mmm, we don't like them, *mina* (me) I don't like them.  
353 P6: I understand when, when you like, you can't help it, it's, but how can you not help it  
354 if you Black, you have Black family, but I understand it happens, you know,  
355 unconsciously you do it and, but when you try too hard, to be something you're not,  
356 that's where..../  
357 P5: That's the problem, cos I remember, when she speaks, we would laugh, like make  
358 fun, funny remarks about her.  
359 R1: What if she tried to sound like an Indian?  
360 P6: She wouldn't.  
361 P5: Like, Indian?  
362 R1: What do you think of how Indians sound when they speak English?

363 P5: Um, I don't know how they sound. I can't say.  
364 (...)  
365 R1: Guys, can I just ask you to fill in a form quickly.

**APPENDIX 3C**  
**Focus Group 3**  
**15 October 2009**

1 R1: Um, I'm going to play four reco, radio recordings now, the quality isn't great, um I'll  
2 play them each 2 or 3 times.  
3 [Pause]  
4 Ok, this is the first one.  
5 (...)  
6 [Appendix 2A played]  
7 (...)  
8 [Appendix 2A repeated]  
9 (...)  
10 [Appendix 2B played]  
11 (...)  
12 [Appendix 2B repeated]  
13 (...)  
14 [Appendix 2C played]  
15 (...)  
16 [Appendix 2C played repeated]  
17 (...)  
18 R1: All right, can I go for the last one?  
19 A participant: Mmhmm.  
20 [Appendix 2D played]  
21 (...)  
22 [Appendix 2D repeated]  
23 R1: I'm going to ask you questions about it now but....  
24 [Everyone laughs.]  
25 R1: Um [Pause] What's Standard English?  
26 [Pause]  
27 P5: What is Standard English?  
28 R1. Ja, how do you define Standard English?  
29 (...)  
30 So, of these four, who would, who do you think would be a speaker of Standard English?  
31 ?: The first one.  
32 [Agreement from a few other participants]  
33 R1: So that's to everyone ... Ok, um why?  
34 P3: Because the terms he used were professional {R1: Mmm.} and um understand, you  
35 know, understandable and he was speaking to somebody, I'm assuming on a radio show,  
36 and um...  
37 R1: Ja, on 702.  
38 P3: Ok, and um it was ja, like you said it's used in the media and I think it was, it could  
39 have been used by somebody in the media as well as somebody of every day, so.  
40 R1: So someone who speaks like that could they sort of deliver the news?  
41 P3: Um, I don't think so but I think if he was speaking on the topic that he's a  
42 professional in the news, {R1: Ja} he could speak in the media about it.

43 R1: Ok. [Pause] And do you think that makes him the most educated?  
44 [All indicate no]  
45 R1: Ok. Do you think that English within South Africa, is it of equal value as the other 10  
46 languages?  
47 P2, P3, P4, P5: No.  
48 R1: What do you think?  
49 P3: I think it's sort of the higher [met with group agreement] it's seen as more valuable  
50 than.  
51 P4: Ja, more valuable.  
52 P1: Ja, I would say it is.  
53 R1: So, we, so we all think English is viewed, what would you say as more valuable?  
54 P5: Definitely more valuable.  
55 P2: More valuable.  
56 R1: Um any other adjectives?  
57 P4: Superior.  
58 R1: Superior.  
59 P3: I think more commonly used.  
60 P4: More useful.  
61 P3: Ja.  
62 (...)  
63 P1: It is associated with um having more benefits.  
64 R1: And what, and what sort of English is that? Is it, I mean, we heard four people now  
65 all speaking English um but sounding very different. Is there, is there one of those that's  
66 going to sound better in business?  
67 [2 participants indicate yes]  
68 R1: And which one was that?  
69 Unclear: The first one.  
70 [Other participants agree]  
71 R1: And why do you think that is?  
72 P4: Because people make judgments of how you articulate your words and how um and  
73 what words you use during a speech, so with those judgments, people will make  
74 decisions about your, your character, whether you trustworthy, whether you're somebody  
75 they want to be involved with or not. I mean, you don't necessarily do it purposefully but  
76 it does happen. {Mmm} You make judgments on people the way they're talking.  
77 R1 So, if you were to go into a job interview, would you try and talk in a specific way?  
78 3 participants say yes.  
79 R1: And how would that be? I mean, would you modify your speech as it is now?  
80 P3: Definitely, I don't think you'd use as much um slang or as many South Africanisms. I  
81 think you'd refer to the Standard English uh British English, Standard British English.  
82 And do you think that [Pause], what about in the classroom? {Mmm}  
83 R1: As a teacher, must you speak in a specific variety?  
84 (...)  
85 P5: Yes.  
86 P4: Yes.  
87 P3: I think it depends on the situation.  
88 P2: It depends on your phase as well.

89 R1: On your?

90 P2: On your phase cause like P4 and I are foundation phase {P4: Ja} so we speak like in  
91 much simpler terms to the, the younger kids then say someone who's teaching high  
92 school would.

93 P1: But I think, in the classroom we do want to model what type of English, sounds  
94 wrong even as I'm saying it. You do want, you do want them to be exposed to a type of  
95 English that indicates intelligence or a knowledge of the field and so getting them to use  
96 certain terms and speak in a certain way.

97 (...)

98 P4: And I know that I have for kids um that don't say, pronounce words properly and I  
99 will correct them even though {Mmm} that I do understand what they're saying I do, as a  
100 foundation phase teacher, I do correct them because I don't want them to go and speak to  
101 somebody else and then think that, that that teacher has obviously not figured out that,  
102 that, this child is pronouncing a word incorrectly or not speaking properly.

103 R1 And do you think that benefits the child in the long run?

104 P4: Yes.

105 [Others say yes and offer expressions of confirmation.]

106 [Pause]

107 R1: In what way?

108 P4: Um in people's judgments about them in business and in social situations and in  
109 family situations, they speak, if you speak well, people immediately assume that you are  
110 well educated, you come from a good home.

111 (...)

112 R1: And that comes with when you're doing TEFL or something, it's an additional  
113 language for them. So, you're saying that perhaps, you know, the meaning what's  
114 important. But we know that in this country, what is the LoLT in most classrooms?

115 P2-P5: English.

116 R1: English. What is the language of most people in the classroom, of the learners?

117 [A few people say Zulu.]

118 P1: Or well African ...

119 R1: Zulu, Sotho, Pedi, everything, so they then are not speaking their mother tongue.  
120 {Yeah} Are they going to, do you know the term 'mother tongue interference'? There's a  
121 lot of/  
122 (...)

123 RS1: (...) but there's a lot of um work on how what language you speak, how your first  
124 language interferes with your second language in terms of accent, in terms of words, um  
125 so I might say 'come with I' if I'm Afrikaans, and could you tell what the third speaker  
126 was, what his first language was?

127 ?: [Virtually inaudible] No.

128 P3: Hang on now, he sounded Afrikaans.

129 P4: Oh yeah, yes, he was Afrikaans.

130 R1: Ja.

131 P4: Yes.

132 R1: So now, it's quite difficult for him then to sound like we think is the best way (...)  
133 and when you go to a school in Soweto, wh, how's there, why, how's the teacher

134 speaking? Any teacher, not just the English teacher, the Grade 2 teacher or the geography  
135 teacher or anything.  
136 P4: With an accent.  
137 (...)  
138 R1: So, wh, who on this campus, as the students, speaks the English that's going to get  
139 them the furthest? What sort of English is that?  
140 P3: In, well the people who have been exposed to English as a home {Ja} {Definitely}  
141 lan, at home language level.  
142 R1: And if you are, you speaking an Indian variety or you speaking a, should we say a  
143 variety spoken by White people, those are both mother tongue, are they going to take you  
144 equally?  
145 P3: No.  
146 (...)  
147 R1: But if you and, if you go into an interview and you've got everything on your C.V.  
148 exactly the same as he's got on his C.V., um taking away affirmative action, {P3: Ok}  
149 who's more likely to come out with the job?  
150 P4: I think it also depends on your interviewers because um you, you could, I could speak  
151 like I'm speaking now and if my interviewers were second language English speakers,  
152 they might think that I'm quite um, hoity toity and I think I'm better than them because of  
153 the way that I'm speaking. So, that could also in, influence it if they maybe are second  
154 language English speakers and you're a second language English speaker maybe they  
155 could identify more with the way you talking and the way that they talk.  
156 R1: So basically, everybody in South Africa is judging everybody else on how they  
157 speak?  
158 [All say yes.]  
159 R1: And is there anything that you can do in your classroom, when you in class, are you  
160 looking at this, you know, the learners based on how they sound? I mean, at a foundation  
161 phase level, it might be slightly different because, you know, their language is much more  
162 simplistic but, you think it affects you?  
163 P4: Yes.  
164 P1: Yes, well I would say that at an FET phase you constantly trying to get them to  
165 convey their ideas in a better way and that would, I think, mean giving them more words  
166 and giving them more of a traditional Standard English structure in order to convey those  
167 ideas.  
168 (...)  
169 R1: And do you, do you make an effort for it not to affect you?  
170 P3: What not to get like [unclear]?  
171 R1: Cause you go in and think, oh she's speaking English just the way I like but he, he  
172 doesn't sound so great. Obviously she's cleverer.  
173 P3: Mmm, I don't think so, I think {Mmm} we're not supposed to make those judgments  
174 so I don't think we do as teachers, I just think we try and help and, you know.  
175 R1: Um [Pause] do you think that people look at you based on how you speak?  
176 [3 female participants say yes.]  
177 P1: Definitely.  
178 (...)



179 R1: Um so within sort of White in like English speaking Whites, we've got differences.  
180 How about the Indians?  
181 [Everyone laughs.]  
182 P1: Um well, I think it translates in very similar way and especially from, from my  
183 experience is that I, I, I, I feel uncomfortable going to pla, to very Indian areas like  
184 Durban, Fordsburg, Lenasia because um because I don, I don't have the same accent.  
185 R1: Where did you grow up?  
186 P1: In Johannesburg.  
187 R1: So not in an Indian area?  
188 P1: No.  
189 P1: And you didn't go to an Indian school? [P1 shakes his head.]  
190 R1: And then do you think that when someone speaks, so if someone speaks and they  
191 from Lenasia, can you def, generally hear?  
192 P1: Generally we can.  
193 R1: Ok. And then if someone speaks and they from Durban um do you look at them the  
194 same way or do you make assumptions?  
195 P1: Uh, definitely [said with much certainty].  
196 [Everyone laughs]  
197 R1: Well, we know you honest.  
198 P1: Um, yeah um it's, it's, for instance like um with, with my family in Durban, (...) um  
199 we've had such different experiences especially with things like language.  
200 (...)  
201 R1: So we've sort of covered it but when learners are speaking different varieties in the  
202 classroom, can that sort of inhibit the teaching process as well as the learning process? I  
203 think, I mean, can it make it harder {Yes} for you when you're teaching?  
204 P4: Especially in the foundation phase because we do phonics and when, when we teach  
205 phonics, if they have, are speaking English in an a, with a different accent um that affects  
206 their phonics learning a lot.  
207 (...)  
208 R1: And at a sort of an FET level?  
209 P1: Um well, I think that it still has its difficulties but you can get away with letting  
210 learners speak in a, in a more natural, their own way of speaking because in FET, I would  
211 say, that we focus more on content, so even if they're not necessarily pronouncing the  
212 words correctly, can they still present a good argument.  
213 (...)  
214 R1: Guys, we're running out of time, but can I ask you one question please? So, everyone  
215 here is obviously got a lot of knowledge about English, teaching English and all. When  
216 the kids are like the learners are in a different class, say Science or whatever, Geography,  
217 is it as important, must those teachers also correct the whole time?  
218 [3 participants say yes.]  
219 (...)  
220 P1: Um no I, I think, [Pause] I think that in terms of uh English being the medium of  
221 instruction, then they must not ignore that um any English blunders that happen within a,  
222 within their classroom. But, in the, in the same breath, the lang, the English used within a  
223 geography context is somewhat different and I think Geography teachers or teachers of

224 other learner, teachers of other learning areas need to re uh remember that the lang, that  
225 they are language teachers within their own contexts.  
226 (...)  
227 P1: Uh teachers in other learning areas can use their understanding of English and how  
228 English is taught to develop the languages or the type of English being used in their own  
229 classrooms.  
230 R1: So, (...) if you're teaching Geography and you get a bunch of presentations and then  
231 the next day you go and get a bunch of presentations for English, are you going to mark  
232 them down more in English for their language?  
233 P5: Yes, because Geography is more on the, the concepts. Obviously if I told them that  
234 the assignment I would be looking at language and there's like 10 marks or whatever  
235 allocated to it but I would make a point of still correcting, in their Geography  
236 assignments, incorrect spelling or grammar because that would help in their English  
237 because if they gonna make that kind of mistake in Geography, they gonna do the same in  
238 English.  
239 R1: So your concepts you're going to, you going to look more at those concepts {Mmm}  
240 and things in Geography or Science or whatever? You not the [unclear].  
241 [Some people laugh.]  
242 P4: I think, no, I, I do think so, I think that uh as a teacher, you've got to make sure that  
243 you specifically know what your outcomes for that lesson are. (...) As a teacher if they  
244 standing in front of all the learners, correct their English the whole time {Mmm} because  
245 that would make them um shy and less likely to at, at a future, in the future actually say  
246 anything in front of the class. So, I think you, as a teacher, you've got to be sensitive to  
247 what situations are appropriate and well what situations are not.  
248 (...)  
249 R1: So in an oral, will you um still, well language is till important though and if you um I  
250 don't know I'm not a teacher, will you also sort of assign 5 marks out of the 40 in oral  
251 to the language?  
252 Everyone says yes.  
253 R1: Ja, but now do you think [Pause] that actually it's not gonna affect you in all ways in  
254 all ways {P4: I see what you're saying.} if you don't know how ...  
255 P4: I see what you're saying that, that if that five per cent is all you allocating to that, do  
256 you mean that there is no ways that language would affect any other assessment that  
257 you're {Ja.} giving. I think that it still does.  
258 R1: It does affect?  
259 P4: It still does.  
260 P2: Ja, it does.  
261 (...)  
262 R1: I don't know if anyone has anything else that they want to say or whatever. Please  
263 help yourself before you go. Thank you very much.

## **APPENDIX 4 LETTERS OF CONSENT**

### **APPENDIX 4A**

#### **Consent form: participation**

I agree to participate in an interview with Claire Biesman-Simons on a voluntary basis. In this interview, varieties of English in South Africa will be discussed. Pseudonyms will be used in the writing up of the interview so that my confidentiality will be protected. If at any stage I wish to withdraw, no pressure will be placed on me to remain part of the research.

Date:

Signed :

**APPENDIX 4B**  
**Consent form: audio-recording**

I acknowledge that Claire Biesman-Simons will be audio-recording the interview I will be participating in, in which varieties of English will be discussed. I grant her permission to do so.

Date:

Signed: