

**MULTICULTURAL EDUCATION IN SECONDARY SCHOOLS IN
SOUTH AFRICA - AN ANALYSIS OF TEACHERS' NEEDS**

**Ann-Marié van der Merwe
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Supervisor: Prof CD Cilliers

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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SUMMARY

The aim of this research was to determine the perceptions and problems of teachers regarding their black pupils in the areas of language, cognitive, inter-personal, and intra-personal development in selected secondary schools in which these pupils had been enrolled, with the purpose of determining the implications for the development of teacher training programmes pertaining to multicultural education. In addition, the study aimed to determine the extent of the teachers' training in these fields and the extent of their needs to address these problems.

The opinions of 106 teachers were obtained via an extensive needs analysis questionnaire for teachers, which was compiled with the assistance of the Human Sciences Research Council (HSRC) (Cape) and specialists in the areas covered in the questionnaire.

The results indicated that the majority of respondents regarded language and the lack of self-esteem as the two main problems regarding the black pupils in their classes. Most problems were found to be in the areas of intra-personal skills and language skills and to a lesser extent in the areas of cognitive development or inter-personal skills. Most teachers regarded problems relating to the inter-personal skills of black pupils as of minor importance. The respondents on the whole did not perceive their black pupils as having problems with general cognitive development.

The majority of respondents had received little or no formal training in inter-personal skills or intra-personal skills, and indicated a strong need to be trained in these areas, especially regarding the understanding of the black pupil's home environment. In addition they need knowledge of second language methodology in order to assist their black pupils to cope with the English language.

OPSOMMING

Die doel van hierdie navorsing was om die persepsies en probleme van onderwysers te bepaal ten opsigte van die behoeftes op die gebied van taal, kognitiewe, interpersoonlike en intra-persoonlike ontwikkeling wat swart leerlinge in geselekteerde sekondêre skole ondervind. Hierdie inligting sou gebruik kon word om die implikasies vir die toekomstige ontwikkeling van onderwyseropleidingsprogramme in verband met multikulturele onderwys te bepaal. 'n Verdere doel van die studie was om die omvang van die opleiding wat onderwysers alreeds ontvang het, asook die omvang van hulle bestaande behoeftes in hierdie verband, te bepaal.

Die menings van 106 onderwysers is verkry deur middel van 'n omvattende behoefte-analisevraelys vir onderwysers, wat opgestel is met behulp van die RGN (Kaap), asook van spesialiste op die verskeie gebiede wat deur die vraelys gedek is.

Die uitslae van hierdie ondersoek dui aan dat taal en die gebrek aan selfagting deur die meerderheid respondente beskou word as die twee hoofprobleme wat swart leerlinge ondervind. Die meeste probleme lê op die gebied van intra-persoonlike en taalvaardighede en, in 'n mindere mate, op die gebied van kognitiewe en interpersoonlike vaardighede. Interpersoonlike behoeftes is laag geskat en oor die algemeen is dit die mening van onderwysers dat swart leerlinge nie juis probleme met kognitiewe ontwikkeling ondervind nie.

Die meerderheid respondente het min of geen formele opleiding ontvang op die gebied van interpersoonlike en intra-persoonlike vaardighede nie en het die behoefte uitgespreek om hierin opgelei te word. Twee besondere behoeftes wat uitgespreek is, is om swart leerlinge se tuisagtergrond te verstaan en om kennis te verwerf van tweedetaalmetodologie, sodat hulle swart leerlinge se taalbehoefte ten opsigte van die gebruik van Engels sou kon aanspreek.

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CHAPTER ONE

THE AIMS AND SCOPE OF THE STUDY

1. INTRODUCTION

The advent of democracy in South Africa, which reached a climax with the general election in 1994, was hailed as the start of a new era which would effectively end injustice and inequality and bring about economic, political and social renewal. This renewal inevitably applied also to the education system which in the apartheid years had been “characterised by racial discrimination, inadequate funding, poor facilities, underqualified teachers, overcrowded classrooms and a school year continually punctuated by boycotts, strikes and protest actions” (Swartz 1994:1). The new government had already initiated educational reform even before the election, appointing such bodies as the National Education Co-ordinating Committee (NECC), the National Education Policy Investigation (NEPI) and the National Education and Training Forum (NETF) to address crucial educational issues. Equality of education is now stipulated in the South African Constitution.

Despite these and other measures to normalise education, the implementation of a new education policy will take considerable time and the transition phase is likely to prove problematical. Recent announcements by the Minister of Education have focused on the shift to an outcomes-based system and on related changes to curriculum content, methods of teaching and the new facilitating role of teachers (National Department of Education 1996). Surprisingly, very little reference is made to multicultural education in the new initiatives - far greater attention being given to the eight new core learning areas, the new system of assessment and the language-in-education policy. Understandably, these policy changes are directed at the future (hence the name: *Curriculum 2005*) and the new system is to be gradually phased in from 1998. Unfortunately, these changes have drawn attention away from current realities which do not appear to feature in the short-term planning of the National Department of

Education. It would appear that multicultural education is an issue which is being largely neglected by official policy-makers.

This neglect can be discerned at other levels, too. In-service training of teachers in the field of multicultural education does not appear to be materialising, while most teacher training institutions are merely paying lip service to this important dimension of teaching in their preservice training programmes (Squelch 1991:5). A possible reason for this may be that a relatively small percentage of pupils from other cultures and language groups have enrolled at historically “white” schools - and in many cases their absorption into the existing system has had little noticeable effect. Some schools (especially those with a less than 10 % complement of “African” pupils) have labelled it a “non-event”. This may also be attributed to the fact that only the “cream” of the African pupils - and especially those whose parents can afford it - have switched to “white” schools - and these pupils have managed to conform to the existing norms and demands of their new milieu with comparatively few problems. If these are the reasons for the apparent neglect of much-needed debate, research and reform, then the worthy cause of multicultural education is not being served. It is therefore not unrealistic to predict that, as the numbers of African students in these schools increase (as statistics indicate), so will the attendant problems.

The purpose of this study is to focus on the realities, problems and challenges of multicultural education in a changing South Africa by identifying the areas of greatest need, especially from the point of view of teachers in so-called “open schools”, and proposing ways of addressing these needs. In order to do this, a number of relevant terms will first be defined, the problems to be addressed will be clearly described, the modus operandi of the research will be explained and a comprehensive rationale for the study will be provided.

2. DEFINITIONS OF TERMS

2.1 Multicultural education

A number of definitions exist for the term “multicultural education” and as it is the focus of this study, these are provided below.

Bennett (1990:21) defines multicultural education as

an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world.

Cordeiro, Reagan and Martinez (1994:15 - 16) define multicultural education in terms of the roles that schools should play in

...promoting the strength and value of cultural diversity; promoting human rights and respect for those who are different from oneself; promoting social justice and equality for all people.

Furthermore, these authors believe that multicultural education should target all pupils, not just minority groups, and that it should aim to develop “multicultural competencies to function effectively in culturally varied settings” and to facilitate “educational equity for all, regardless of ethnicity, race, gender, age, or other exceptionalities”.

Banks and Lynch (1986:201) define multicultural education as

a broad concept that encompasses ethnic studies, multiethnic education and anti-racist education. It consists of education reform that is designed to reform the school environment so that many different groups will experience educational equality and academic parity. The inclusion of ethnic studies in initial teacher training is important, however it should be infused across the curriculum and not merely presented as an additional token subject.

In the definition offered by Hessari and Hill (1989:3), anti-racist education is emphasised. In their view,

multicultural or anti-racist education is that which enables children to develop towards maturity with the ability to recognise inequality, injustice, racism, stereotyping, prejudice and bias, and which equips them with the skills and knowledge to help them to challenge and try to change these manifestations when they encounter them in all strata of society.

Baptiste (1979:15) regards

the transferring of the recognition of our cultural pluralistic society into our education system as multicultural education. Furthermore, the operationalising of the education system in such a fashion that it appropriately and in a rightful manner includes all racial, ethnic and cultural groups is multicultural education. Therefore, multicultural education must be regarded as a philosophy, as a process which guides the total education enterprise. At its most sophisticated level it will exist as a product, a process and a philosophical orientation guiding all who are involved in the educational enterprise.

Squelch (1991:56) points out that although differences exist between various educators' definitions of a number of terms,

the essential features of multicultural education and the desired end results are basically the same, that is, the recognition of all cultural groups, the value of human dignity and self-esteem, the preservation of cultural identity and the preparation of the child for life in a culturally diverse society.

Squelch therefore combines the essential elements of various definitions in a comprehensive definition of multicultural education which is the definition which applies to this study:

Multicultural education is a multifaceted educational process that is reflected in every aspect of education and which helps individuals develop a multiplicity of competencies which will prepare them for dealing with the complex social realities which they will encounter in a culturally diverse society.

2.2 Culture

Squelch (1991:14) defines culture as

a broad concept that includes a group's ethnic identity, religion, history, language, values, behaviours, lifestyle patterns, attitudes and customs.

Cordeiro et al. (1994:20) regard culture as

the complex, changing nexus of values, attitudes, beliefs, practices, traditions, social institutions, and so on, of a community. Included as elements of culture are religion, language, foods, history, dress, etc.

Banks (1989:7) regard culture as “the values, symbols, interpretations and perspectives that distinguish one people from another in modernised societies”.

The above definitions of culture indicate the complexity of this concept. For the purposes of this study, only those aspects of culture which are relevant in the educational context are referred to.

2.3 Multiculturalism

Multiculturalism, as distinct from multicultural education, is a term which has both positive and negative connotations, especially as a result of the way it has been used in South Africa during the apartheid era. Heugh, Siegrühn and Plüddemann (1995:vii) point out the two opposing views of multiculturalism:

The positive view of an evolving core or mainstream culture which is constituted by tributary cultures or streams (including languages) that feed into, and are in turn fed by, the mainstream or core culture without threatening the whole and without being subsumed by it. The critical view holds that unless it becomes explicitly anti-racist in orientation, multiculturalism in practice assimilates minority cultures and languages into a dominant framework of values (the ‘melting pot’), leaving oppressive structures and social relations intact.

2.4 Cultural diversity and cultural pluralism

According to Cordeiro et al. (1994:20), cultural diversity “refers to the presence in a particular society of different cultural groups”. The term does not imply a value judgement of diversity, but is used empirically.

Cultural pluralism, on the other hand, indicates “an acceptance of cultural diversity as a valuable and worthwhile facet of society” (Cordeiro et al. 1994:20), or an attitude that recognises and acknowledges the existence of different cultural groups (Squelch 1991:14). Bennett (1990:86) regards it as “a process of compromise characterised by mutual appreciation and respect between two or more ethnic groups”.

2.5 Ethnic group

Bennett (1990:39) defines an ethnic group as

a group of people within a larger society that is socially distinguished or set apart, by others and/or by itself, primarily on the basis of racial and/or cultural characteristics, such as religion, language, and tradition.

It is accepted that all people belong to an ethnic group,

since each of us shares a sense of peoplehood, values, behaviours, patterns, and cultural traits which differ from those of other groups (Banks 1988:39).

Squelch (1991:14) regards an ethnic group as “a collectivity that shares a common heritage, system of values, behaviours and other features that cause members of the group to have a shared identity”.

2.6 Race and racism

According to Bennett (1990:43),

race is an erroneous concept used to divide humankind into broad categories according to physical characteristics, such as size and shape of head, eyes, ears, lips, nose and the colour of skin and eyes.

Bennett points out that many social scientists have abandoned the concept of race because it has not provided useful knowledge in understanding human nature and cannot be easily defined. Furthermore, there is evidence of greater physical differences among individuals within a given race than between people of different races. Racism, on the other hand, is, according to Squelch (1991:14),

a belief that groups can be validly grouped on the basis of their biological traits and that such groups hold certain cultural characteristics that determine their behaviour.

Bennett (1990:44-45) distinguishes between, individual and institutional racism. Individual racism is the belief that one's own race is superior to another (racial prejudice). Behaviour that suppresses members of the so-called inferior race is referred to as racial discrimination and has its source in the belief that such perceived inferiority is a legitimate basis for inferior social treatment.

Institutional racism consists of established laws, customs, and practices which systematically reflect and produce racial inequalities in society. Institutional racism does not necessarily entail the presence of individual prejudice.

2.7 Multilingualism

According to Heugh et al. (1995:vii-viii), bilingualism and multilingualism are terms used to describe proficiency in two or in more languages, respectively. Various levels of proficiency may be implied with regard to the skills of reading, listening, speaking, writing, and thinking. Additive bilingualism refers to

bilingualism associated with a well-developed proficiency in two languages and with positive cognitive outcomes. The term is applied to a context in which speakers of any language are introduced to a second language (or even languages) in addition to the continued educational use of the primary language as a language of learning. The second language is never intended to replace the primary language in education; rather, it is seen as complementary to the primary language throughout.

Subtractive bilingualism refers to the limited bilingualism often associated with negative cognitive outcomes. It is applied to a context in which speakers of usually low-status languages are expected to become proficient in a second language which is usually a dominant language of high status, such as English and French in Africa. During the process of acquiring the second language, the home language is either abruptly or gradually replaced as a language of learning in the school. The term transitional bilingualism is often applied in situations where the home language is gradually replaced. Transitional bilingualism is a subset of subtractive bilingualism.

3. STATEMENT OF PROBLEM

It is common knowledge that South Africa is experiencing a crisis in education that has its roots in an apartheid system which discriminated against students on the basis of colour. The crisis has thus mainly manifested itself in “black education”, which, according to Maseko (1994:12), is “near collapse”. He writes:

The quality of education has declined to unprecedented levels, due to shortages of qualified teachers... and shortages of essential facilities.

The governance of education under the former National Party government greatly contributed to this crisis. Eight government departments were responsible for twenty-one Universities; ten ministries of education shared responsibility for teacher training colleges, and twelve technikons answered to four different ministries (CSD/ SWO Bulletin, October 1992:5). Davis (1992:26) refers to the “unwieldy fleet of nineteen education departments” that administer school education in South Africa (this included the so-called independent homelands).

Swartz (1994:10-11) mentions several examples of the crisis which, though not confined to black schools, manifested itself prominently in schools administered by the Department of Education and Training (DET). These examples (as reported in the Race Relations Survey of 1994) included the following:

- There were disparities in government financing of education, with the per capita expenditure on black pupils far below that of their white counterparts.
- School boycotts and even teachers’ strikes (the first taking place in August 1993) disrupted black schooling on a regular basis, resulting in much time being lost annually.
- The annual increase in enrolment at black schools is almost 6% (compared to the 0,5% in white schools), and there is abundant evidence that these vast numbers cannot be adequately accommodated by the current system.
- In 1992, 57% of DET teachers were underqualified; 14 % had no teaching qualification at all. Critical shortages of qualified black teachers still exist, especially in the fields of mathematics and physical science.
- In 1992, the black matric pass rate was 44% compared with 98% for white schools.
- The pupil-teacher ratio and pupil-classroom ratio in black schools was and still is unmanageably high (and far higher than in white schools). A shortage of textbooks and stationary aggravates the situation.

Given the above scenario regarding the state of black education in South Africa in the Nineties, it is hardly surprising that informed and caring parents of black school pupils would prefer to enrol their children in white schools, where the quality of teaching, facilities, size of classes and over-all standard of education demonstrably promoted academic success. While government policy in the apartheid era prevented or obstructed the flow of black pupils to white schools, the gradual relaxation of these restrictions in the early Nineties led to the use of the term “open schools” to refer to mainly English-medium white schools which admitted a small percentage of black and so-called coloured pupils, mainly at junior secondary level.

With the change in government in 1994 and the eventual scrapping of the various education departments run on racial lines to form an amalgamated Department of National Education, all restrictions on racial mixing at school level have been removed, and, inevitably, the numbers of black and coloured students at traditionally white schools have increased accordingly. This situation is the source of the problems addressed by this study.

Clearly some changes have taken place in these “open schools” and no doubt will continue to occur. However, the very real danger exists that these changes will be no more than cosmetic or extremely basic, with teachers merely “trying to cope” as best they can, given the racial mix of the pupils in their classes. What this amounts to in real terms is that black and coloured pupils will be compelled to adjust to the norms and conventions of the white school and dominant white culture, with little or no effort made to accommodate the new pupil intake. This, in essence, is confirmed by Swartz (1992) who conducted interviews with all the junior secondary black pupils in the seven schools he visited. These pupils reported on the major problems they continually encountered in their relationships with both pupils and teachers, and on the fact that the onus was entirely on them to adjust to a school system that in many cases they experienced as foreign. It was also apparent from the interviews that many teachers

were either unprepared or unequipped to facilitate the integration process, both inside and outside the classroom.

This fact highlights the central issue on which this study is focused, viz. teachers' lack of preparation and experience to cope with multicultural education. The existence of this need is borne out by the literature. Aragon (in Gay 1986:155) states that "The true impediment to cultural pluralism is that we have culturally deficient educators attempting to teach culturally different children", while Gay (1986:155) believes that "The failure to include multicultural education in preparatory programmes for teachers is largely responsible for these inadequacies".

It is true that the problem of successfully implementing multicultural education in a changing South Africa can be viewed from more than one perspective. The problem could be considered from the point of view of the pupils who are likely to experience the need for support and guidance when entering, what is for them a strange educational milieu, both in the academic sense as well as regarding the demands to socialise and adapt to an unfamiliar majority culture. For the purpose of this study, however, the teacher is seen as the means of addressing the situation, as it is he or she who must ultimately provide the support and guidance pupils need, and who must determine the content and implement the most effective methods of teaching in the multicultural classroom.

The problems under research can thus be regarded as threefold, and may be stated as follows:

- (i) South African teachers have not been trained or prepared for multicultural teaching.
- (ii) The exact nature and extent of teachers' needs and problems in this regard (i.e. their need to know how to address pupils' needs and the problems they experience in doing so) are unknown.

(iii) As yet, there appear to be no clear guidelines for the establishment of effective teacher training programmes (both pre- and in-service) to address the demands and challenges of multicultural education.

4. AIMS OF THE STUDY

The aims of this study are directly related to the problems stated above. These aims may be stipulated as follows:

- To establish the views, experiences and attitudes of teachers in multicultural schools regarding their black pupils' problems and the extent of teachers' needs to cope with these problems;
- To indicate the implications of the findings of this study for teacher training and to propose ways of addressing the identified needs.

5. RATIONALE FOR THE STUDY

A study of the existing literature on multicultural education provides the rationale for this study as contextualised above. If the literature revealed an existing, proven universal model for the successful implementation of multicultural education, then, it could be hypothesised, this model could be applied in the South African context with a reasonable prospect of success. Similarly, if the literature revealed that the South African transition from a racially segregated society to a truly democratic one was paralleled by the changes in education, and that these changes were proceeding without major problems from the point of view of either the pupils or teachers involved, then this study would be unfounded and unnecessary. There is, however, sufficient evidence that this is not the case, as indicated by the research visits to open schools undertaken by Swartz (1992, as referred to above) and by the questionnaires completed by teachers as part of the empirical investigation for this study. Furthermore, it is imperative that such changes that are made should not be merely

cosmetic, but should address the particular nature and perceived shortcomings of multicultural education in the South African context.

Transforming the education system in South Africa should not be seen as an end in itself. It cannot be assumed that a mere change in government will ensure the successful transformation of society to one that respects cultural diversity and that is equal, fair, non-discriminatory and harmonious. There is little doubt that schools have a major role to play in effecting and maintaining this transformation. Gunter (1974:201) writes:

The school really links the home and the community: it forms... the bridge between home and society, and, as such, the school has a very important function to perform in the social education of every rising generation to become good citizens of the community and state.

Samuel (1990) affirms this view: "There can be little doubt that in the effort to build a new South Africa, education will play a central part".

Teaching systems have always been called upon to contribute to the creation of national unity. Conversely, where society reflects the multiracial nature of the population, schools should do likewise. "The school must adapt to its environment and respect the characteristics of the local community" (Centre of Educational Research and Innovation (CERI) 1989:8). Similarly, Tierney (1982:139) believes that "the cultural base of a successful school is compatible with the cultural base of the community it serves". Craft (1986:83) emphasizes that "what is taught in schools, and the way it is taught must appropriately reflect fundamental values in our society".

This fundamental role of education is confirmed in the literature emanating from other Western nations. Education is perceived as requiring to prepare "all children for life in a multicultural society, to accept and value cultural diversity and to pursue equality of educational opportunities" (Goodey 1989:482). Bhatnagar (1981:60) argues that "it is the responsibility of the school to provide skills that would enable students to function effectively in a multi-ethnic, multicultural society". Bullivant (1981:109) in turn

regards multiculturalism in schools in the Western nations as “the response to the awareness of the multicultural nature of society and government decisions”. Gay (1986:168) states unequivocally:

...schools have a moral and ethical obligation to teach youths how to live in ethnically and culturally pluralistic societies... this multicultural competence is not an automatically acquired skill; it has to be learned.

There thus appears to be consensus on the need for schools both to reflect the nature of multicultural society, as well as to prepare the youth to live harmoniously in such a society. There is also agreement that this is an ideal not easily achieved and that the prime means of doing so is via teacher education. Squelch (1991:3) writes: “The most significant challenge arising from the implementation of multiracial or multicultural schools is the challenge to teacher training”. Gay (1986:159) adds:

The philosophical ideals of equal education opportunities for all, accommodating individual differences and maximising the human potential of all students imply the need for multicultural teacher education.

Banks (1981:30) agrees: “Effective multi-ethnic education requires effective multi-ethnic teachers, with multi-ethnic knowledge, skills and attitudes”.

That teachers are the key to the successful implementation of multicultural education appears to be universally accepted. Verma (1983:110) regards it as the responsibility of teachers to help pupils develop a “cognitively complex view” of the multicultural world they live in. Frederickse (1992:114) agrees that if you want to change an education system, you have to start with the teachers. Gay (1986:153) affirms that “the classroom teacher is the most important of the variables that influence the knowledge, attitudes, values and skills that students acquire, related to ethnic and cultural diversity”. Mallick and Verma (1982:162) believe that “if a policy of multicultural education is to be successful, it must be supported by properly trained and well-motivated teachers”. This view is further confirmed by Frederickse (1992:144): “It doesn’t matter how much you change the curriculum, how much you

alter the syllabus, ... if your teachers' attitudes and values are not changed, nothing's going to change".

These views not only confirm the central role of the teacher in multicultural education, but also the importance of effective teacher training programmes, as the skills multicultural teachers need are not automatically acquired, but have to be learned. In addition to required skills, there is also the need to inculcate the correct attitudes and values in teachers. Thus training programmes should address the skills, methods, content as well as affective aspects such as positive attitudes and motivation needed to cope effectively with the demands of multicultural education.

That this is particularly true of South Africa is emphasised by Young (1995:107), who states that

one of the biggest challenges facing South African institutional teacher education programmes nationwide is how to prepare student teachers to teach effectively in multilingual, non-racial classes.

This is confirmed by Heugh et al. (1995:95) who warn that "current practices in teacher education will have to be overhauled in order to better prepare teachers".

The aims of teacher training programmes in the Western world appear to be similar. Gay (1986:161) identifies four aims for these programmes, viz.:

- to understand the concept of multicultural education;
- to acquire basic cultural knowledge about ethnic pluralism;
- to learn how to analyse their own and students' ethnic attitudes and values;
- to develop methodological skills for implementing multicultural education in classrooms.

Despite these declared aims, and the fact that multicultural education has been practised in USA schools for approximately thirty years, "most graduates of typical teacher education programmes know little about the cultural traits, behaviours, values and attitudes different ethnic minority groups bring to the classroom" (Gay 1989:177). Thus, it is unlikely that any existing USA models of teacher training could effectively

be applied in the South African context, especially given the major differences in the composition of the population and in the general structure of society in the two countries.

A further difference exists with regard to what Banks (1986:xi) refers to as the level of “national identity”. Banks stresses that

“(t)he quest for ethnic identity and entitlement has very different meanings in a nation that has a well-developed national identity and one that is in the process of formulating a national ethos and identity.”

Therefore, according to Freer (1992:178) “(m)echanical transplantation of educational policies from these countries which, though pursuing cultural pluralist models, have reached a considerable level of cultural homogeneity, can be disastrous.”

Similarly, although some private schools in South Africa (notably these run by the Catholic, Anglican, Methodist and Presbyterian churches) have practised a version of multicultural education for some years, “it would be unwise to regard them as models for future state education in South Africa” (Freer 1991:58).

CERI (1989:50) notes that Australia has adapted innovative approaches to multicultural education, but that they still face many unresolved problems and “practice often lags behind policy”. Nor is Canada a useful source of guidance as that country does not have a single education policy, let alone a single multicultural education policy (Moodley in Banks and Lynch 1986:56).

It would seem more logical and feasible to search for successful models of multicultural education in countries similar to South Africa where Blacks are in the majority and the dominant culture is African. Although historical and cultural similarities exist between South Africa on the one hand, and Zimbabwe and Namibia on the other, neither country has anything of practical value to offer. In Zimbabwe, multiculturalism does not appear to be on the list of essential priorities for government schools (Freer 1991), as fewer than one percent of their student population is now white. In Namibia, multicultural education is not receiving much attention as,

according to Kotzé (in De Klerk 1994:50), the country is grappling with other educational issues, such as the policy regarding language medium of instruction.

In general, if one is to avoid mere cosmetic changes to the education policy, it would be inadvisable to embrace programmes designed for other communities. In fact, it is doubtful that a successful programme can be found anywhere. Verma (1983:110) points out that:

Given the lack of clarity over definitions and aims of multicultural education, it is not surprising that this field of research poses a challenge to researchers. It seems unlikely that there would ever be a model of multicultural education acceptable to a wide audience.

Banks (1986:11) also warn against “quickly conceptualised and hurriedly formulated programs” which are implemented without careful planning. In addition, so many different approaches to multicultural education exist that the key term has become vague and open to various interpretations (Sleeter and Grant 1988:110). Ultimately, the uniqueness of each country’s social, cultural and educational situation militates against a cross-nation transfer of multicultural education programmes in an attempt to find a quick solution to the problem. Change is a process which needs to be guided by research and, according to Bathnagar (1981:92), “there is still a great lack of sound empirically based research” regarding the education of diverse ethnic groups.

There is thus consensus in the literature that, given the extremely complex challenges of multicultural education and the glaring lack of a universal remedy - with no country really benefiting from the experiences and policies of others, the need exists for each country to develop its own policy, taking into account its own unique situation and needs. There is a further consensus that the main hope for a solution lies in effective teacher training programmes. These insights from the literature strengthen the rationale for this study, which is that the needs, perceptions and problems of teachers in multicultural schools should be empirically determined, to serve as a basis for developing teacher training programmes that can effectively address the demands of multicultural education in a changing South Africa.

6. RESEARCH METHODS

This study forms part of a research project, undertaken by the Centre for Educational Development at the University of Stellenbosch in 1992, in response to appeals for assistance by several teachers in multicultural schools. The appeals were lodged to the erstwhile Open Schools Association, an organisation committed to paving the way for multicultural education in South Africa. A number of schools were affiliated to the Open Schools Association, and on their behalf the latter approached the University of Stellenbosch to undertake the research required to provide some form of in-service training for teachers in so-called "open schools". It was decided that such an in-service course would be developed, consisting of a teacher's manual, a student's workbook and a video cassette. The course would focus on four specific areas of pupils' needs: inter-personal skills, intra-personal skills, cognitive skills and language skills, but would approach these areas of need from the perspective of the teacher, i.e. the course would set out to guide and train teachers to promote the acquisition of the identified skills by pupils, via a suggested approach to teaching across the curriculum.

The contribution of this study to the Open Schools Project is in the form of an empirical needs analysis. As the precise needs, attitude, perceptions and problems of teachers needed to be ascertained and analysed before practical training could be provided, this was undertaken in the form of a comprehensive questionnaire administered in 1992 to 106 teachers responsible for teaching in a multicultural context. The questionnaire was compiled with the assistance of the HSRC and of experts in the four areas on which the questionnaire focuses. An analysis of the responses obtained confirmed the choice of the four areas addressed by the programme.

The needs analysis was, however, preceded by a literature study, which had a dual aim.

- (i) Its first aim was to clarify and elucidate the problems of multicultural education from both a local and international perspective. The literature study confirmed the

rationale for the research (see above) in that it pinpointed the role of the teacher as the key to the successful implementation of multicultural education and further identified effective teacher training as the most urgent need to empower teachers to fulfil their essential roles. It also revealed that no universal model for the effective implementation of multicultural education exists which can be applied per se in the South African context.

- (ii) The second aim of the literature study was to identify the main areas of teachers' training needs, so that these could constitute the basis of the empirical investigation in the form of questionnaires administered to teachers in open schools. The results of this literature study are outlined in Chapter Two.

Chapter Three provides a description and analysis of the findings of the empirical study, while the final chapter discusses the implications of these findings for Teachers training and makes recommendations in this regard.

7. PARAMETERS OF THE STUDY

Although the terms "multicultural" and "cultural pluralism" as defined above indicate the co-existence of various cultural, racial and linguistic groups in a single educational setting, this study focuses exclusively on the problems arising from the presence of black pupils in historically white English medium secondary schools.

There are several reasons for this. Given the complex tapestry of South Africa's various cultures, races and languages, there is little doubt that the greatest gap is to be found between black and white. The Indian population in South Africa in any event forms a small minority, whereas black students form an overwhelming majority. The flow of cultural mixing is from black to white schools, not vice versa, and the black pupils' choice is inevitably the English (rather than Afrikaans) medium school, as English is arguably their second language, while Afrikaans would, in most cases, be a third or poor fourth language (or even be the equivalent of a foreign language). Coloured pupils entering traditionally white schools would choose schools using the

medium of their mother-tongue and would thus have far fewer language problems as a result. In addition, the cultural differences between white and coloured pupils are unlikely to present teachers in multicultural school with insurmountable problems. Undoubtedly then the greatest problems encountered are likely to be in white schools with a significant percentage of black pupils representing the widest possible cultural and linguistic diversity.

The reason for the choice of secondary (rather than primary schools) is that fewer problems are likely to be encountered in primary schools where pupils from diverse cultural groups commence schools together. In the secondary school however, black pupils have to adjust from most likely seven years in a traditionally black school to the foreign milieu of a white school.

A further parameter is that this study was conducted in 1992, at a time when open schools were a relatively new phenomenon and the proportion of black pupils in open schools was predictably low. This has two possible implications. Firstly, the findings from this research, as indicated in Chapter Four, may differ from those based on a more recent investigation. Secondly, because many of the teachers who filled in the questionnaire in fact had no black pupils in their classes in that year, their responses were not based on first-hand experience and the findings based on these responses may arguably have less validity.

Despite these parameters, the empirical investigation, together with the literature study, may be regarded as an adequate basis for the findings outlined in the final chapter.

CHAPTER TWO

SKILLS REQUIRED TO IMPLEMENT MULTICULTURAL EDUCATION

1. INTRODUCTION

The empirical investigation which forms the basis of this study was undertaken to determine the problems and needs of teachers in selected South African multicultural secondary schools (see Chapter Three). To avoid the study having too wide a focus, particular areas of need had to be identified. These were not selected randomly; rather, an in-depth literature study was undertaken to determine the major problem areas. The literature supplies research findings and expert views from throughout the Western world, as well as locally. From these, the four most prominent areas of need were selected, and each is discussed below - both the rationale for the identified need, as well as the particular skills teachers require in order to address each need.

2. INTER-PERSONAL SKILLS

2.1 Rationale

“In its broadest sense multicultural education provides for schools to be open and accessible to all racial, ethnic, cultural, and language groups” (Banks 1981:13). The wide diversity of races, languages and cultures in South Africa represents a major challenge to the successful implementation of multicultural education. This challenge is highlighted by the fact that the mere adoption of an ‘open school’ model does not automatically ensure sound inter-personal relationships between teachers and pupils on the one hand, and among pupils from various backgrounds on the other. The changing composition of the South African school population is bound to generate conflict, especially during the transition phase - conflict caused by differences in the expectations, goals, values, attitudes and behaviour patterns of the various cultural groups. This conflict is thus mainly of an inter-personal nature (Gay 1981:45) and is most likely to occur when minority groups of students are present in the classroom (Jacob 1995:364).

According to the literature on this topic, what is needed is for schools to develop a learning environment which recognises and respects cultural diversity as a means of improving inter-group relationships (Luthuli 1985:63; Jacob:1995:365). This requires each child to gain respect for cultures other than his own and for human dignity in general (Luthuli 1985:63).

For multicultural education to succeed, clearly all pupils from all cultural groups should benefit from it. In South Africa, it may be assumed that black parents who send their children to historically white schools do so for practical rather than idealistic reasons, i.e. they do so in the belief that a superior education is to be obtained at these schools. However, the mere training by highly qualified teachers who use effective teaching methods and relevant and innovative materials in a school with superior and comprehensive facilities is not enough to ensure successful learning. The role of affective variables in academic achievement is widely acknowledged (see, for example, Brown 1987) and the pupil's emotional state is a significant factor in promoting successful learning. Given a situation in which inter-personal conflict is likely to occur as a result of the coming together of cultural groups in a previously monocultural school setting, it is essential that provision should be made for the development of sound inter-personal relationships to foster the emotional stability each child requires to derive the optimal benefit from the education multicultural schools offer.

Although the literature stresses the importance of sound inter-personal relationships in a multicultural educational setting (Banks 1981), the problems in this regard are often underrated and usually because they are not clearly manifested or obvious to untrained or insensitive observers. Swartz (1992) describes the amazement of teachers at selected open schools in South Africa on hearing the perceptions and reactions of minority black pupils to their treatment at the hands of both teachers and pupils in historically white schools. He reports that some pupils burst into tears when describing how they were harassed by white pupils and how, even in the classroom, teachers permitted behaviour which black pupils experienced as both intimidating and insulting. Black pupils further described how they were accused of wanting to change existing school traditions by daring to request that soccer be introduced to a school that had previously espoused only rugby, or how they were ridiculed for their

hairstyles. Clearly, if one of the aims of multicultural education is the promotion of mutual respect and understanding, then inter-personal skills should receive a high priority in the identification of the needs of teachers in multicultural schools.

Jacob (1995:369) writes:

The cultural and linguistic knowledge that students bring with them is a tremendous resource.... By encouraging students to exchange cultural experiences, perspectives, and information, a school can reduce the barriers between groups and increase the self esteem of all students.

Thus, one of the aims of multicultural education should be to familiarise members of various cultural groups with one another's unique cultures and to guide them to acknowledge that these cultures are just as meaningful and valid as their own (Squelch 1991:62). This goal can only be achieved if sound inter-personal relationships are fostered in the multicultural school, and the role of the teacher is central in this regard.

2.2 The role of the teacher

After parents, teachers probably play the most significant role in shaping the general attitudes of pupils. Many pupils enter the classroom harbouring prejudices against other ethnic groups, and it is the teacher who can change these prejudices (Banks 1990:ii). To do so, however, the teacher must embody these same positive attitudes and values he wishes to instil in his pupils - these values should, in fact, characterise his philosophy of life. According to Gunter (1974:153), "...the good that the educator seeks to cultivate in his pupils, the values ... and the goals he wants them to attain, must be clearly visible in his own life".

Landman, Van der Merwe, Pitout, Smith and Windell (1990:70) agree that the educator's philosophy of life will determine the nature of his teaching practice. The teacher himself must have an appreciation for cultural diversity, for he brings his values and perspectives with him to the classroom and these influence the way he teaches and the messages he communicates to his pupils. Teachers therefore need to come to grips with their own personal and cultural values in order to help culturally diverse students relate positively to one another (Banks 1986 :17).

From the above it may be deduced that the relationship between teacher and pupil is considered crucial in determining the success or failure of multicultural education. The basis of this relationship is the teacher's knowledge and understanding of the child in his totality, his home background, social situations, needs and aspirations (Sleeter and Grant 1988:76; Hartshorne 1992 : 218).

Above all, the quality of the teacher-pupil relationship must be based on mutual respect and understanding. One of the implications of this requirement is that the teacher should not readily make assumptions "...about the ability of ethnic minority pupils on the basis of their racial or cultural characteristics" (Mallick and Verma 1982 :157).

In this regard, Von Gruenewaldt (1996:27) refers to the needs for "cultural relevance" in the school setting in order to promote learning. This implies the need to promote knowledge of the various cultures represented in the multicultural school to ensure mutual understanding and respect. However, even after many years of multicultural education in Australia, there is still reported to be "a widespread lack of understanding about ethnic groups" (Bullivant 1986:119).

The above clearly underlines the need for appropriate teacher training. In Wisconsin, USA, the goals of such training include a knowledge of and skill in human relations, and specifically in intergroup relations (Gay 1986:158). Several models of multicultural teacher training have been developed in major Western nations. All of them endorse the idea that knowledge of and sensitivity to different ethnic groups and cultures are essential as these form the basis of effective inter-personal skills (Gay 1986 :163).

As mentioned above, one of the problems that teacher training sets out to counter is teachers' acceptance of stereotypes, as well as their unproved assumptions about particular ethnic groups (Verma & Bagley 1982:xvi). This in turn influences teachers' expectations of pupils' achievements, which in part determines pupils' behaviour and ability to adapt (Banks 1990:7). In this way, self-fulfilling prophecies become a significant factor in the multicultural classroom: consciously or unconsciously, teachers' perceptions or stereotyping of pupils from ethnic minority groups affects their attitudes towards and expectations of these pupils, which impacts on pupils'

behaviour and academic achievement. This, in turn, affects the various relationships inherent in the classroom and emphasises the need for teacher training in this regard.

In contrast to some teachers' low expectations of pupils from ethnic minority groups and the negative effect this has on inter-personal relationships, is some teachers' complete lack of awareness of the differences between pupils from various cultural groups, resulting in an unthinking acceptance that everyone in the class "shares the same convictions, values, knowledge and experiences, attaches the same meaning to symbols and tackles problems in the same way" (Mercer et al. as quoted by Cilliers 1993:9). Clearly teachers need to be aware of the difference between treating pupils *the same* and treating them *equally*. "To treat all children as if they were alike is perhaps the greatest of educational injustices" (Davey 1982:68). This unthinking attitude on the part of teachers once more impacts on inter-personal relationships in the classroom, and confirms the need for training that includes making teachers aware of social and cultural differences and particularly of differences between the world views of various cultures.

Another issue that needs to be dealt with in the multicultural classroom and which has a direct bearing on inter-personal relationships is racism. Racism has been inherent in the South African culture for the best part of this century and, according to Christie (1990: 130), "...simply bringing pupils together in the same schools does not necessarily eliminate racial thinking." Thus the negative effects of racism need to be confronted in the desegregated classroom.

Evidence of the role of racism in multicultural schools in the Western world is readily apparent. In the UK, this issue has led to the term "anti-racist education" being regarded as synonymous with multicultural education (Hessari & Hill 1989:3). One of the three principal themes of Canadian multicultural education policy is the struggle against racism and the need to educate children against racial prejudice and discrimination. In the early eighties, according to Bhatnagar (1981:92), Canada had "not yet learned how to avoid intergroup conflict, particularly prejudice and discrimination against minorities".

Zimbabwe's version of multicultural education is still tormented by poor relations between black and white, rich and poor, which, according to Frederikse (1992), has resulted in the overall decay of their schools. Frederikse believes that one of the things that needs to be done to change attitudes is to train teachers to deal with these issues (Frederikse 1992:114).

According to Banks (1988:88), racial and ethnic problems are major sources of conflict also in many USA schools, particularly in urban areas.

There is, therefore, widespread consensus that the ideology of racism must be eliminated from the structures of education (Davis 1986:10), a view confirmed by Banks (1986:16), who writes: "To be effective, multicultural education must have a strong effective and systematic component designed to reduce personal and institutional racism". Freer (1992:23) also supports the view that teachers need to be educated with regard to the nature and effect of racism, as their negative attitudes may reinforce racial consciousness and prejudice (see also Verma & Bagley 1982:xix).

From the above, it is apparent that many researchers have found the role of the teacher to be crucial in fostering positive inter-group and interpersonal relations in the multicultural classroom. This affects both the relations between teachers and pupils, as well as pupil-pupil relations. To achieve this goal, sound inter-personal skills on the part of teachers is an important requirement, and, as these skills are not necessarily naturally acquired, they need to be included in a comprehensive teacher training programme.

3. INTRA-PERSONAL SKILLS

3.1 Rationale

It can be said that multicultural education is for the good of all children. This can be deduced from the stated aims found in the literature on this topic. Arora (1986:49) regards one of these aims as the promotion of a "positive self-image", while Phinney & Alipuria (1990:181) stress the need to foster pupils' self-esteem. A further key concept in the literature is identity (CERI 1989:16), both individual and collective identity. These aims reflect the importance of how the individual pupil in the

multicultural classroom sees himself and how this self-view influences and in part determines both his relations with other pupils as well as his academic achievements.

Given the nature and composition of multicultural classrooms, it is not surprising that the issue of identity is the focus of much research. According to CERI (1989:60), “multicultural education is not only concerned with individual identity. For many experts the collective identity is at least as important as the individual one”. This view emphasizes the pupil’s need to experience a feeling of belonging to a community and a feeling of respect for ethnic values. This is especially applicable to the black pupil in South Africa whose philosophy of life is characterised by communalistic tendencies, but who finds himself in a school conforming to the Western philosophy which espouses a competitive and individualistic spirit. The result of this conflict of philosophies could lead to a black pupil’s despising his culture as inferior (Luthuli 1982:108).

Arnez (in Van den Berg 1980:100), in an article on desegregation in USA schools, regards desegregated schools as harmful for the personality development of black pupils because of “the loss of racial models, heroes and authority figures”. Other research findings indicate that black pupils in multicultural schools suffer emotional damage in an environment that they experience as hostile, or one which places low value on their ethnic group (Van den Berg 1980:100). Thus the recognition of ethnic minority children’s identity and culture serves to promote their self-image, self-esteem, intellectual functioning and social behaviour (Verma & Mallick 1981:52). Sleeter and Grant (1988:144) further believes that children “who are secure in their identity and feel good about themselves ... are more likely to engage eagerly in learning activities and achieve higher levels of academic performance”.

The connection between self-image and academic achievement is widely acknowledged in the literature (see Verma and Bagley 1982:71). Cilliers (1993:17) writes that “...in order for the pupil to perform optimally in the classroom situation, it is essential that he/she has a positive self-esteem, good self-concept, and the ability to be assertive”. According to CERI (1989:60), one of the underlying causes of academic failure among

ethnic minority children is “a weakening of self-image, lack of self-confidence and a depreciating perception by the pupil of his own identity”.

There is adequate evidence that children from minority ethnic groups are over-represented among low achievers everywhere (CERI 1989:13). This is a major problem facing multicultural education and if, as is apparent, poor achievement is connected to negative self-image and lack of self-confidence, then teachers undoubtedly have a role to play in addressing this problem. For this reason, teacher training programmes should include a component on the fostering of pupils’ intra-personal skills.

3.2 The role of the teacher

Given that one of the aims of multicultural education is the enhancement of pupils’ self-esteem, teachers in this context require an insight into and an understanding of the lives of all the pupils in their classes and of their cultural and domestic situation (Gay 1986:159). Mwamwenda (1990: 206) believes that the teacher’s understanding of “the individual differences between pupils, such as their ... learning styles, styles of perception, modes of thinking, values, motives and learning conditions has a great impact on the attitude of pupils towards themselves and their teachers, as well as on their learning and performance in the classroom”. In the same way, teachers need to be sensitive to the cultural background of all children in order to foster cultural identity, which forms an integral part of their total self-concept (Mock as quoted in Squelch 1991:16). Particularly, teachers need to help minority group pupils to adjust to a multicultural situation, which is often a painful and anxiety-provoking experience (Taft 1977:131).

Effective training programmes should thus aim at empowering teachers by promoting the acquisition of the essential human qualities required for their profession, viz. kindness, tolerance, awareness and sensitivity. Several models of multicultural teacher education in the USA and Canada have emphasised these needs (Gay 1986:162-3). Studies in Canada have shown that noticeable success was achieved in improving the self-esteem of students in multicultural schools (Bhatnagar 1983:72). Similarly,

studies in Australia have emphasised the role of multicultural education in addressing the “greater emotional problems” of immigrant children (Bhatnagar 1983:62).

Clearly, the issues of pupils’ self-esteem and self-image must be addressed in training programmes for teachers in multicultural schools in order to empower teachers to “enhance the self-confidence, inner locus of control and assertiveness of the pupils, that is, to enhance their intra-personal skills” (Cilliers 1993:18).

4. COGNITIVE SKILLS

4.1 Rationale

As South Africa negotiates an era of change in its educational dispensation, the most notable characteristic of this change is the declared shift from a system that encouraged or permitted rote learning to one that promotes critical thinking skills (Swartz, 1997). This is *inter alia*, what Curriculum 2005, designed in keeping with an outcomes - based system, proposes for the future. This system will also be implemented in multicultural schools, where, arguably, the need to develop the cognitive skills of pupils is especially acute. According to Wright & La Bar (1984:118), this is one of the primary functions of multicultural education and can be seen as serving the need to provide equal educational opportunities for all pupils from all ethnic groups (Sleeter & Grant 1988:141-144).

As was noted in 3.2, ethnic minority pupils are over-represented among low academic achievers. The primary aim of enhancing these pupils’ cognitive skills is therefore the improvement of their academic achievement (Banks & Banks 1989:20). To realise this goal, it is essential to take cognizance of the differences in learning styles that exist between children of various ethnic groups (Lynch 1986:129). According to Lemmer & Squelch (1993:58), pupils learn best in classroom environments which are compatible with their own learning styles. This has clear implications for the didactic strategies used by teachers in multicultural schools.

Shade and Cohen (in Shapson and D’Oyley 1988:16; 45) argue that the mode of cognition of black students conflicts with the requirements of most school tasks. Shade typifies this learning style as one “oriented towards co-operation ... and whole-

to-part learning”, in contrast with the “independent ... part-to-whole style that most teachers employ”. This, according to Shade, explains why minority children tend to fare poorly at school.

In South Africa, the majority of black pupils entering so-called ‘open’ high schools are the products of an education system (under the former Department of Education and Training or DET) which was palpably inferior to that of white pupils. Swartz (1994:14-19) discusses the characteristics of the schooling black pupils received, which led to their being termed “disadvantaged”. With the coming together of pupils from different education departments and with different educational backgrounds, differences in academic achievement levels are bound to be obvious. This stresses the need for improving pupils’ cognitive skills, especially as rote learning was common to schools under the DET (Cilliers 1993:22). In addition, according to Van den Berg (1980:105), black children are raised to conform unquestioningly to the beliefs of the group. They are not “encouraged in any way to seek logical explanations to natural occurrences, but simply to accept implicitly the traditional answers offered”. This is a background that inhibits academic achievement in an unfamiliar and competitive setting.

As cognitive development does not occur automatically in a school setting, teachers need to play a facilitating role in this regard. For this reason, relevant training is essential to prepare teachers for this important role.

4.2 The role of the teacher

The teacher needs to be aware of the fact that no two pupils use exactly the same learning style (Berry 1986:202), and that, in addition, certain learning strategies may be considered typical of particular ethnic groups. This implies the responsibility for the teacher “...to adopt strategies which will enable all children and the learning processes of all children to have equal expression within the classroom”(Lynch 1986:129). Berry (1986:203) notes that “when the cognitive styles of students and teachers are matched, they view each other more positively”. Thus it is important for teachers to become aware of the variety of cognitive styles displayed by their pupils so that they can design their teaching strategies to accommodate this diversity.

A teacher who does not acknowledge different cognitive styles may come to the conclusion that some children (especially those from ethnic minority groups) lack ability (Lynch 1986:130). According to Banks (1988:19), ethnic minority groups in the UK, USA, Canada, Australia, France and the Netherlands often achieve less well in school than mainstream students because of language problems, poverty and the cultural conflict they experience in multicultural schools. If the promotion of thinking skills is to be used to address this problem, then teachers need to be trained in the theory and practice of teaching thinking, and this should be an essential component of a multicultural teacher training programme.

5. LANGUAGE SKILLS

5.1 Rationale

According to Squelch (1991:9), language is the most crucial issue in multicultural schools. This view is confirmed by Heugh et al. (1995). Language is important in all acts of learning and thinking and, as a result, language teaching occupies a central position in multicultural education (CERI 1989:20). Thus language teachers are faced with the challenge of adapting their teaching methods to cope with the multilingual composition of their classes (Von Gruenewaldt 1996:25). Bull (1996:160) underlines the problem by pointing out that most teachers in open schools do not know how to cope with the teaching of English to speakers of other languages.

The problem of medium of instruction in South Africa has received considerable attention in recent years (see Hibbert 1995; Gamaroff 1995). The available literature confirms the problems stemming from pupils' inadequate proficiency in the medium of instruction (Appel & Muysken 1987). The apparent connection between language proficiency and the development of conceptual skills is also noted, with the implication that pupils with insufficient language skills may be handicapped in developing skills such as reasoning, as well as formulating and negotiating concepts.

In open schools in South Africa, black pupils are a minority group where the medium of instruction (English) is the majority mother tongue. These students study all their

subjects in English, which includes reading and understanding expository English texts, as well as doing English written assignments which require a particular level of cognitive academic skills. Furthermore, black students compete with English mother tongue speakers in the English *First Language* classes, although they are second language speakers. This is a far more demanding situation than the one in so-called “black schools”, where virtually all students take English Second Language as a subject (Swartz 1994:76).

Thus the need for black students in multicultural schools to improve their English proficiency is unquestionable. Swartz (1992) relates how he attempted to assess the language needs of minority black pupils on a visit to selected multicultural schools across South Africa. Pupils were required to read passages selected from textbooks, at their level, to demonstrate their ability to comprehend written text. Passages from a geography textbook, for example, included one on climatology and on the structure of the earth. Passages from a science textbook were on electricity and on the density of substances. Typical comprehension passages from an English textbook were also used. A number of questions were put to pupils after the passages had been read, and they were allowed to discuss these in groups. The pupils claimed to have understood the passages they had read, and could identify no difficult words when asked to do so. However, they fared badly in their attempts to answer any questions requiring insight rather than mere retrieval. They were also unable to work out the meanings of unfamiliar words from their context (despite having professed previously to understand all the words in the passage). This further underlines the need for teachers to be skilled in the teaching of English as a second language.

5.2 The role of the teacher

As suggested above, the problem facing language teachers in multicultural classrooms is that they have been trained to teach English as a first language and are now confronted with a mix of first and second language pupils in the same class. Clearly they need training to identify minority students’ language needs and to know how best to intervene and support language learning within the mainstream classroom.

Arora (1986:103) notes a further implication of students' language needs in the multicultural school.

Since ESL learners need linguistic help not only in an English lesson, but right across the curriculum, it is only reasonable to suggest that all subject teachers need to be much more aware of the language demands their particular subject makes on pupils.

Heugh et al. (1995) and Mallick and Verma (1982:152) concur that all subject teachers should be involved in improving the English of minority students, i.e. a language-across-the-curriculum approach as advocated in the Bullock Report (1975). Marland (1977:18) contends that "language helps learning and learning helps language", thus emphasising the crucial role of pupils' language proficiency. Thus some sort of language intervention is needed to empower disadvantaged students (Swartz 1994:39). Furthermore, since language and thinking are virtually inseparable (Vygotsky 1962), this is surely an area of primary concern in multicultural education.

It is further suggested that teachers do not merely need training in teaching English as a second language (TESL), but also in teaching English in multilingual settings (Barkhuizen 1993:78). This is an extremely complex field, but one which will have to feature in teacher training programmes if multicultural education is to achieve its aims.

6. CONCLUSION

This chapter analyses the needs of pupils in multicultural schools in the light of the literature on this topic. It can be concluded that these needs are extremely complex, embracing at least the need for inter-personal, intra-personal, cognitive, and language skills. These areas cannot be ignored if multicultural education is to succeed. As the teacher's role is crucial in the achievement of these aims, the literature stresses the need for comprehensive teacher education programmes. Hartshorne (1992:254) writes:

Society has a right to expect teachers to be committed to a democratic, open, just and equitable future for all South Africans, and that their education and training be imbued with these ideas.

Chapter Three describes the empirical study based on the literature study recounted above. Teachers in selected South African multicultural schools were approached to

determine their personal perceptions and problems regarding black pupils in the areas of language, cognitive, inter-personal and intra-personal development. The aim was to establish the implications for the design of future teacher training programmes for multicultural education.

CHAPTER THREE

EMPIRICAL INVESTIGATION

The extensive literature study was complemented by a country-wide, comprehensive needs assessment. This needs assessment formed the basis of the empirical investigation conducted for this study.

1. PURPOSE OF THE INVESTIGATION

The general purpose of the empirical investigation was to undertake a situation analysis of the needs, experiences and attitudes of teachers in selected multicultural secondary schools in the Republic of South Africa.

The specific aims were to

- establish the views, experiences and attitudes of teachers in multicultural schools regarding their black pupils' problems and the extent of the teachers' needs to cope with these problems
- to indicate the implications of the findings and to propose ways of addressing these needs.

2. CHOICE OF TARGET POPULATION

2.1 Description of schools

As the investigation formed part of a broader research project launched by the Centre for Educational Development of the University of Stellenbosch (CEDUS) in conjunction with the Open Schools Association (OSA), it was initially decided to use all 62 schools in South Africa which were affiliated to the OSA as the target group.

The assumptions underlying this initial decision were:

- * their affiliation to the OSA implied that they were in favour of multicultural education and would therefore be more willing to co-operate in the research than those not affiliated

- * they were likely to have already opened their doors to members of all races and would therefore be more likely to have black pupils in their schools than those not affiliated.

To use a target group of 62 schools would, however, have yielded a total of over 1100 possible teacher responses (62 schools x \pm 19 teachers). Such a large universum is not a prerequisite for valid scientific deductions, and would create processing problems.

According to a senior researcher of the Human Sciences Research Council (Cape), one third of the universum could be regarded as statistically representative. It was therefore decided to limit the number of schools to 21. By means of a random selection the following twenty-one schools were then selected:

WESTERN CAPE	EASTERN CAPE	CENTRAL CAPE	TRANSVAAL
Bellville H/S	Alexander Road H/S	Kimberley Boys' H/S	Pretoria Boys' H/S
Deutsche Schule Kapstad	Chinese H/S	Kimberley Girls' H/S	Pretoria Girls' H/S
Fairmont H/S	Graeme Col. Boys' H/S		
Glendale School	Kaffrarian H/S		
Good Hope Seminary	Muir Coll. Boys' H/S		
Parel Vallei H/S	Queenstown Girls' H/S		
Rhodes H/S	Victoria Girls' H/S		
Sans Souci Girls' H/S			
Sea Point H/S			
Simon's Town H/S			

2.2 Description of teachers

Teachers who met the following criteria were asked to complete the teachers' questionnaire:

- * The English, Mathematics, and History teachers in standards 6, 7 and 8 with the **largest number** of black pupils in their classes
- * The English, Mathematics, and History teachers in standards 6, 7 and 8 with the **smallest number** of black pupils in their classes.

The reason for the selection of standards 6, 7 and 8 teachers was that the majority of black pupils in these schools would be enrolled in these standards and not in standards 9 and 10.

The reason for the selection for the English, Mathematics and History teachers was that all pupils in standards 6, 7 and the majority of pupils in standard 8 take these subjects.

The selection would have amounted to a possible total of 19 teachers in each school ($21 \times 19 = 399$ in total).

3. TARGET RESPONSES RECEIVED

Ten of the twenty-one schools returned completed questionnaires, providing 106 (26,6%) responses. Three of the remaining eleven schools objected to the black/non-black distinction and refused to co-operate. The remaining eight schools failed to offer a reason for not responding.

4. METHOD OF DATA COLLECTION

The research instrument used in this investigation was an extensive needs analysis questionnaire for teachers (see Addendum).

The questionnaire was compiled with the assistance of the Human Sciences Research Council (Cape) and the members of the project team provided the item bank. These members are all specialists in the areas covered in the questionnaire.

A pilot of the questionnaire was conducted on 14 September 1992 at a local secondary school affiliated to the OSA, after permission had been granted for the survey by the Cape Education Department.

The questionnaire was completed by the respondents during October 1992.

5. DESCRIPTION OF QUESTIONNAIRE

As stated earlier, the purpose of the teacher questionnaire was to determine the needs, experiences and attitudes of teachers in multicultural secondary schools in South Africa.

According to Rossett (1990) the questions to be clarified in designing such needs assessment questionnaire are:

- what is **optimal** performance?
- what is **actual** performance?
- what are the **feelings** of the teachers?
- what are the **causes** of the problems being experienced?
- what are the possible **solutions** to the problems?

These questions thus form the scientific basis of the questionnaire and were applied to the following components:

- * Inter-personal skills
- * Intra-personal skills
- * Cognitive development skills
- * Language skills.

As stated earlier, research in this project has shown that the above four components are the main areas in which transitional problems are likely to be experienced.

Because the questionnaire was developed for this project, no reliability or validity coefficients are available.

6. FINDINGS OF THE QUESTIONNAIRE

6.1 Biographical data of Target Group

N = 106

Table 1.1 Gender of target group

Gender	Percentage
Male	54,7
Female	45,3

Table 1.2 Age of target group

Age	Percentage
Under 20	1,9
21 - 30	23,6
31 - 40	33,0
41 - 50	31,1
51 - 60	10,4

Table 1.3 Highest academic qualifications of target group

Highest academic qualifications	Percentage
Certificate	0,9
Diploma	2,8
B Degree	60,6
B Hons	11,3
B Ed	11,3
M Degree & M Ed	11,3
D Ed	0,9
Doctoral other than D Ed	0,9

Table 1.4 Position held in school by target group

Position	Percentage
Principal & Deputy	15,1
Department Head	16,1
Teachers: Mathematics, English & History	59,2
Guidance Counsellor	9,6

Table 1.5 Mother tongue of target group

Language	Percentage
Afrikaans	7,5
English	75,5
Afrikaans & English	13,2
Other (All German)	3,8

Table 1.6 Total teaching experience of target group

Teaching experience (years)	Percentage
1 - 5	20,7
6 - 10	22,7
11 - 20	39,7
21+	16,9

Table 1.7 Teaching experience in open schools of target group

Experience in open Schools (years)	Percentage
0 - 2	82,0
3 - 10	14,0
11 - 30	4,0

From the biographical data obtained from the target group (Tables 1.1 to 1.7) the following is evident:

- * 106 of the possible 399 questionnaires were returned - a return rate of 26,6%
- * The majority of respondents were:
 - males (54,7%)
 - over the age of 40 (41,5%)
 - English speaking (75,5%)
 - qualified with a B. degree (60,6%)
 - teachers in Mathematics, History & English (59,2%)
- * The majority (56,6%) had more than 10 years' teaching experience
- * 82,0% had only 0 - 2 years' teaching experience in open schools.

Table 1.8 Largest number of black pupils in class

Std. 6			Std. 7			Std. 8		
Largest Number of black Pupils	Number of Teachers	Percentage	Largest Number of black Pupils	Number of Teachers	Percentage	Largest Number of black Pupils	Number of Teachers	Percentage
0	45	42,5	0	48	45,3	0	50	47,2
1	6	5,7	1	14	13,2	1	18	17,0
2	6	5,7	2	11	10,4	2	4	3,8
3	13	12,3	3	9	8,5	3	14	13,2
4	20	18,9	4	6	5,7	4	4	3,8
5	3	2,8	5	3	2,8	5	5	0,9
6	1	0,9	6	2	1,9	6	2	1,9
7	7	6,6	7	4	3,8	7	3	2,8
8	1	0,9	8	1	0,9	8	0	0
9	0	0	9	5	4,7	9	4	3,8
10	2	1,9	10	2	1,9	10	3	2,8
11	0	0	11	1	0,9	11	3	2,8
12	1	0,9	12	0	0	12	0	0
13	1	0,9	13	0	0	13	0	0

Table 1.9 Smallest number of black pupils in class

Std. 6			Std. 7			Std. 8		
Smallest Number of black Pupils	Number of Teachers	Percentage	Smallest Number of black Pupils	Number of Teachers	Percentage	Smallest Number of black Pupils	Number of Teachers	Percentage
0	54	15,9	0	57	53,8	0	65	61,3
1	22	20,8	1	24	22,6	1	24	22,6
2	5	4,7	2	11	10,4	2	4	3,8
3	8	7,5	3	5	4,7	3	4	3,8
4	8	7,5	4	3	2,8	4	4	3,8
5	1	0,9	5	1	0,9	5	2	1,9
6	0	0	6	1	0,9	6	0	0
7	4	3,8	7	1	0,9	7	0	0
8	3	2,8	8	0	0	8	0	0
9	0	0	9	2	1,9	9	2	1,9
10	0	0	10	0	0	10	1	0,9
11	0	0	11	1	0,9	11	0	0
12	1	0,9	12	0	0	12	0	0

From Tables 1.8 and 1.9 it is clear that all the respondents were exposed to very few black pupils in their classes: almost half of the teachers ($X = 45\%$) have NO black pupils in either their standard 6 or 7 or 8 classes. Only 18,9% have 4 pupils as their largest number of black pupils in standard 6; 13,2% and 17,0% have 1 pupil as the largest number of black pupils in standards 7 and 8 respectively. This finding may have a significant implication for the interpretation of the needs analysis questionnaire as the respondents were not giving answers based on a wide range of experience with a significant number of black pupils.

However, as this was a survey done in 1992 with a representative sample from Open Schools in South Africa, it can only be accepted that that was the state of affairs in the majority of South African schools who had only recently opened their doors to pupils of all races.

It would therefore be necessary to repeat the survey in a few years' time in order to keep up with the progress being made, and thereby adjusting to the needs of the teachers as the number of black pupils increases.

6.2 Findings of the questionnaire with respect to Inter-personal Skills

Table 2.1 Teachers experience problems with regard to attitude/behaviour of black pupils in class

Response	Percentage
Not completed	2,8
Yes	35,8
No	61,3

Table 2.2 Most common problems experienced with black pupils

Nature of problems	Percentage
1 Language/Poor comprehension/Cannot understand/ Poor essay writing/ Limited vocabulary/Poor communication skills	27,8
2 Shy/Quiet/Unresponsive/Don't ask questions/Passive/Don't participate	23,0
3 Homework not done/Don't study/Not motivated	12,6
4 Educational level too low/Cannot cope/Lack of stimulation/Poor achievement/Poor mathematics	6,9
5 Time issue/Very slow/Work not in on time/ Forget books	5,7
6 Poor sense of responsibility/Shift responsibility onto teacher	5,7
7 Cultural/Home circumstances/Absenteeism	5,6
8 Remaining categories	12,6

From Table 2.1 it is evident that a relatively small percentage of respondents (35,8%) experience problems regarding the attitude or behaviour of their black pupils.

The most common problems that are mentioned, however, are not related to inter-personal skills, but rather to language skills (27,8%), intra-personal skills (23,0%) and cognitive aspects relating to homework, study and motivation (12,6%) and poor achievement (6,9%).

The result correlates with the information given in Table 4.3.4 where the teachers were asked in the intra-personal section to list the main problems which they thought needed the most urgent attention. Here, inter-personal issues were listed as only the 4th most important problem (13,5%). These inter-personal problems were “racial issues, acceptance of other races, political issues, full integration”.

It would seem, therefore, that most teachers regarded problems relating to the inter-personal skills of black pupils as of minor importance.

Table 2.2.1 Three most common reasons for problem 1 listed in table 2.2

Reasons for problems	Percentage
1 Poor language development/Poor comprehension/Don't understand/ Limited vocabulary/Textbooks too difficult: All regarding English	50,0
2 Limited experience, practice, exposure/Black Education System	36,4
3 Poor learning skills/Feel inferior, inadequate/Lack of self confidence/ Unsure of ability/Fear	13,6

Two most common handling strategies for problem 1 noted in table 2.2

Most common handling strategies	Percentage
1 Explain/Help/Special classes/Practice/Encourage reading, writing/ Simplify/Repetition/Projects/Tasks/Training/Language skills	66,0
2 Positive atmosphere/Patience/Supportive/Slower pace/Compromise/ Selected content	20,5
3 Other	13,5

Teachers were also asked to indicate the extent to which they regarded the identified problem as serious on a five point scale. The seriousness of this problem was rated at an average of 4,35.

It is important to note in Table 2.2.1 that the identified problem and the reasons given for the problem are tautological. For example, the terms “limited vocabulary”, “poor comprehension” appear under “problem” as well as “reason”.

It would seem that the perceptions of the respondents regarding the problem and its origin seem to be circular - in their attempts to explain “why”, they are saying the same thing twice. These perceptions could thus be seen as incomplete. They do not lead to a full grasp of and thus effective solution to the problem.

Table 2.2.2 Two most common reasons for problem 2 listed in table 2.2

Reasons for problems	Percentage
1 Feel inferior, inadequate/Lack of self-confidence/ Unsure of ability/Fear	47,4
2 Language/Poor comprehension/ Don't understand/ Limited vocabulary/Textbooks too difficult	21,1
3 Other	31,5

Two most common handling strategies for problem 2 listed in table 2.2

Most common handling strategies	Percentage
1 Encourage/ Motivate/ Positive reinforcement/ Explain/ Help/ Special classes/Practice/Encourage reading, writing/Simplify/Repetition	57,9
2 Discussions/Participation/Direct questioning	26,3
3 Multi-racial grouping, pairing/Different grouping	10,5
4 Other	5,3

Teachers were also asked to indicate the extent to which they regarded the identified problem as serious on a five point scale. The seriousness of this problem was rated at an average of 3,4.

Here again, as with problem 1, there seems to be perceptual confusion as reflected in the feedback on the reasons for problem 2 (“shy, quiet, unresponsive”, etc.) The most common response, viz. that the pupils “feel inferior, inadequate, lack self-confidence”, is once again similar to the response under “Nature of the problem”. This seems to reflect a lack of understanding of the true nature of the problem and its reasons.

The majority of respondents who experienced problems regarding both the language inability and shyness of their black pupils seem to favour the same handling strategy for both problems, viz. “encourage, explain, help, repetition, simplify, special classes”. The similarity in approach to handling two such diverse problems may once more reflect a lack of true understanding of the problems, thus substantiating a previous query regarding whether a white person (teacher) who represents an individualistic consciousness, truly understands the nature of the problems experienced with black persons (pupils) who represent a collective consciousness (Kotzé, 1992: 51 - 57). For example, the teacher propagating the encouragement of reading and writing as a handling strategy for a black pupil who has a language or intra-personal problem, will surely find the strategy ineffective with these children, the majority of whom may be regarded as underprivileged, “which necessitates the development of non-competitive relations rather than competitive relations”.

Table 2.2.3 Three most common reasons for problem 3 listed in Table 2.2

Reasons for response	Percentage
1 Black education system/Poor adjustment to new system	27,3
2 Home circumstances/ Living conditions/ Pupils lose books/ Poor parental control	27,3
3 Language/ Poor comprehension/ Don't understand/ Limited vocabulary/Textbooks too difficult	18,3
4 Other	27,2

Two most common handling strategies for problem 3 listed in Table 2.2

Most common handling strategies	Percentage
1 Encourage/Motivate/Positive reinforcement	36,4
2 Life skills training/Responsibility training	18,6
3 Other	45,0

Teachers were also asked to indicate the extent to which they regarded the identified problem as serious on a five point scale. The seriousness of this problem was rated at an average of 4,4.

From the table above it is evident that a large percentage of respondents (54,6%) put the blame for the black pupils' lack of motivation and reluctance to do homework on:

- 1) the black education system

2) the home circumstances of the black pupils.

Only a small percentage (18,3%) seem to think that the problem is a language problem.

Table 2.3: Extent to which teachers encourage social interaction

Response	Percentage
Not completed	2,9
Yes	37,7
No	59,4

In the table above, the majority (59,4%) of respondents did not encourage social interaction among pupils of different race groups. This is probably because they either do not think it is necessary or they do not see it as a problem. Those who do encourage social interaction are mainly in favour of mixed grouping/seating arrangements (42,5%) or group activities (37,5%) (see Table 2.3.1 below).

Table 2.3.1 Teachers' suggestions on how to encourage social interaction

Response	Percentage
1 Mixed, planned, multi-racial grouping, pairing/Seating arrangements	42,5
2 Group work/ Group activities/ Workshops/ Pupils teaching/ Class outings	37,5
3 Other	20,0

Table 2.4: Formal inter-personal training skills of teachers

Response	Percentage
Not completed	5,6
Yes	23,6
No	70,8

Formal training specifications	Percentage
Normal courses: HDE	23,8
Psychology III/Counselling Psychology	14,3
Other:	38,1
Staff Development Courses	
Public Relations Seminars	
Lifeline	

Table 2.5 Training received in inter-cultural skills

Response	Percentage
Not completed	3,8
Yes	11,3
No	84,9

Inter-cultural skills training specifications	Percentage
Normal courses: HDE	16,7
Multicultural camps by Interchange Foundation	16,7
Open Schools Seminar	16,7
Psychology Honours	16,7
B Ed	16,7
Other:	16,7
Staff development courses	
SATA PRO GRO	
Political Activist Organisations	

Most teachers have had no formal training in inter-personal skills (70,8%) or inter-cultural skills (84,9%). Those who have received training did so mainly as part of their HDE (Higher Diploma in Education) or Psychology courses. Other sources of training include staff development courses, Open Schools seminars and multicultural camps arranged by the Interchange Foundation.

Table 2.6: The extent of teachers' need for more guidance regarding the understanding of the black pupils' home environment

Response	Percentage
Not completed	5,7
Yes	61,3
No	33,0

According to the information in the above table, there seems to be a vacuum in the training of teachers with regard to inter-personal skills. The majority of respondents (61,3%) indicated that they would like to receive more guidance, especially regarding the understanding of the black pupils' home environment.

6.3 Findings of the questionnaire with respect to Cognitive Development

Table 3.1.1: Black pupils experiencing problems regarding perceptual skills

Response	Percentage
Not completed	7,5
Yes	41,5
No	50,9

Three most common specifications of problematic perceptual skills	Percentage
1 Maths/Geometry/3-Dimensional/Spatial problems	32,4
2 Language/Pronunciation/Comprehension/Cannot read between the lines	32,4
3 Experience limited/ Black Education System/ Educational deprivation/ Pupils don't manage/Slow/Many errors	13,5
4 Other	21,7

Table 3.1.2 Black pupils experiencing problems regarding comprehension skills

Response	Percentage
Not completed	2,8
Yes	77,4
No	19,8

Most common specifications of problematic comprehension skills	Percentage
1 Language/Don't understand/Limited vocabulary	88,2
2 Other	11,8

Table 3.1.3 Black pupils experiencing problems regarding conceptual skills

Response	Percentage
Not completed	10,4
Yes	45,3
No	44,3

Most common specifications of problematic conceptual skills	Percentage
1 Language/Vocabulary/Figurative Language	40,5
2 Limited experience/Black Education System/Eurocentric concepts/ Bad teaching/Educational deprivation	26,2
3 Math concepts/Spatial	11,9
4 Poor abstract thinking	11,9
5 Other	9,5

Table 3.1.4 Black pupils experiencing problems regarding reasoning skills

Response	Percentage
Not completed	12,3
Yes	43,4
No	44,3

Most common specifications of problematic reasoning skills	Percentage
1 Language/Cannot express themselves/Limited vocabulary	40,5
2 Not logical/Slow reasoning/Slow development/Rote learning/ Limited to basics - learned reasoning/Poor abstract thinking	37,5
3 Black Education System/Bad teaching/Educational deprivation	17,5
4 Other	5,0

Table 3.1.5 Black pupils experiencing problems regarding precision in performing tasks

Response	Percentage
Not completed	9,4
Yes	37,7
No	52,8

Most common specifications of problematic precision in performing tasks	Percentage
1 Not precise/Work incomplete/Careless/Untidy/Forgetful/Poor handwriting/Not punctual/Time limits is a problem/Slow	53,1
2 Language/Communication	25,0
3 Black Education System/Not trained/Educational	12,5
4 Other	9,4

Table 3.1.6 Black pupils experiencing problems regarding evaluation of their own thinking

Response	Percentage
Not completed	13,2
Yes	40,6
No	46,2

Most common specifications of problematic evaluation of thinking	Percentage
1- Non-existent/ Cannot/ Find it difficult/ Rote learning/ No vision/ No anticipation/Inconsistent	31,4
2 Language/Cannot verbalise	28,6
3 No confidence/No self-trust/Individual reluctance	17,1
4 Black Education System/Not trained/Educational deprivation	11,4
5 Other	11,5

Table 3.2 Teachers' awareness of other problems regarding black pupils' cognitive development

Response	Percentage
Not completed	5,6
Yes	14,2
No	80,2

From the tables above it is evident that even though in most cases the majority of respondents did not perceive their black pupils as having problems with cognitive development, a significant percentage of respondents, however, did experience problems regarding their black pupils'

- perceptual skills (41,5%)
- comprehension skills (77,4%)
- conceptual skills (45,3%)
- reasoning skills (43,4%)
- precision in performing tasks (37,7%) and
- evaluation of their own thinking (40,6%)

with lack of comprehension skills being the most common problem.

However, where there was an indication of little discrepancy between the YES and NO responses in e.g. problems regarding conceptual skills (45,3% as to 44,3%), reasoning skills (43,4% as to 44,3%) and evaluation of own thinking (40,6% as to 46,2%) it is questionable

whether the terminology used in the questionnaire to describe these problem areas was familiar to the majority of teachers.

The data reflecting the most common specifications of the various cognitive problems indicate that most respondents see limited language proficiency and vocabulary as the root of the problem.

The majority of respondents (80,2%) indicated in Table 3.2 that they experience no other cognitive problems with their black pupils other than those mentioned above.

Table 3.3 The extent to which teachers observed distinctive behaviour in black pupils regarding decision-making/problem-solving skills

Response	Percentage
Not completed	3,7
Yes	34,0
No	62,3

Specifications of distinctive behaviour	Percentage
1 Limited vision/Unable/Don't have the skills/Just following/Slow/ Want to be told/Accept without questioning/Reply on teacher	31,6
2 No confidence/Hesitant/Reluctant to show initiative	18,4
3 Black Education System/ Adjustment to new system/ Different reasoning from Whites	15,8
4 Seek group assistance/Collective decision	13,2
5 Give up easily/Quickly frustrated/Panic if cannot cope	13,2
6 Other	7,8

As the table above indicates, 62,3% of the respondents reported that their black pupils showed no distinctive behaviour regarding decision-making/problem-solving skills. 31,6% reported that their black pupils lacked the ability, didn't "have the skills", or not "take the initiative" in decision-making or problem-solving.

Table 3.4 The extent to which teachers observed examples of specific creative/inventive thinking in black pupils

Response	Percentage
Not completed	5,6
Yes	18,9
No	75,5

Comment on specific creative/inventive thinking	Percentage
1 Not creative/ Use stereotypes/ None/ No initiative/ Overshadowed by English speakers/ Not accommodated by Black Education System/ Don't participate	41,9
2 Practical solutions/Problem-solving/Approach problems from different perspective	22,6
3 Other	35,5

From Table 3.4 75,5% of respondents reported that they did not observe any specific creative/inventive thinking in their black pupils. This was seen mainly as a result of these pupils not being “creative”, “using stereotypes”, “showing no initiative” and “being overshadowed by English speakers” These reasons could be interpreted as indications of an intra-personal problem, rather than a cognitive one.

Table 3.5 Teachers' strategies to promote transfer of thinking skills

Response	Percentage
Not completed	2,9
Yes	57,5
No	39,6

Specifications of strategies to promote transfer of thinking skills	Percentage
1 Relate History to situations/Current affairs/Language skills through History/Broader life skill training/Use logical reasoning in Mathematics for problem-solving, solving real life problem situations	39,7
2 Class discussion/Group work/Problem posing/Questioning/Supply no immediate answers	15,5
3 Written communication/ Essay writing/ Language skills/ Comprehension exercises	15,5
4 Other	29,3

Table 3.6 Teachers' strategies to enhance thinking

Response	Percentage
Not completed	2,8
Yes	64,2
No	33,0

Specifications of strategies to enhance thinking	Percentage
1 Discussions/Arguing/Debates/Orals/Brainstorming/Probing questions	27,9
2 Diagrams/ Sketches/ Tables/ Maps/ Charts/ Graphics/ Mind-mapping/ Videos/Games	23,0
3 Problem-solving training/ Training to solve real life problem situations/Interrelate facts and experiences	19,7
4 Study methods, learning skills/Worksheets/Summaries/Notes/ Essay planning	13,1
5 Other	16,3

Tables 3.5 and 3.6 indicate that the majority of respondents used strategies to promote the transfer of thinking skills (57,5%), as well as strategies to enhance thinking (64,2%). The strategies that many apply, however, call for a sophisticated use of the language, e.g. using logical reasoning, discussions, arguing, debates, etc.

It was, however, already been seen that language proficiency and vocabulary are the root of the problem regarding cognitive development. It is therefore questionable whether the above-mentioned strategies would be successful.

6.4 Findings of the questionnaire with respect to Intra-Personal Skills

Table 4.1.1 Black pupils having problems regarding self-esteem

Response	Percentage
Not completed	1,8
Yes	64,2
No	34,0

Most common problems regarding self-esteem of black pupils	Percentage
1 Shy/Reserved/Whisper/Quiet/No confidence/Reluctant to show initiative/Don't ask questions/Insecure/Uncertain/Don't believe in own abilities	79,9
2 Don't participate/Don't communicate/Don't express views readily/ Lack of language proficiency	11,6
3 Other: Insecure regarding subject matter Girls more shy than boys Accept discipline without question	8,5

Main possible causes for the problem	Percentage
1 Cultural issues/Values/Upbringing/Not accustomed to/Racial aspects/ Feel different/Minority group	25,8
2 Black Education System/Academic backlog/Disadvantaged/Limited experience	24,2
3 Language/inability to express themselves	22,7
4 Other	27,3

Most common ways of dealing with the problems of self-esteem	Percentage
1 Encourage participation, interaction/Discussions/Small groups	37,0
2 Help/Remedial skills/Direct questions/Question and answer process/ Simplify questions	23,1
3 Other: Safe & positive environment Ignore/Difficult to handle Orientation/Explain Humour	39,9

From Table 4.1.1 the majority of respondents (64,2%) reported that their black pupils did have a problem regarding their self-esteem. The most common problems (79,9%) were the black pupils' very quiet, shy, reserved behaviour and their reluctance to show initiative or to ask

questions. They seemed not to believe in their own abilities and appeared insecure and uncertain.

In the opinion of most respondents, the commonest possible causes of the problem were related to either the difference in culture (25,8%), the differences between the black and white educational systems (24,2%), or the language problem experienced by black pupils (22,7%).

This exposure to the unfamiliar white education system, in which English is the medium of introduction, is reported to result in the black pupils exhibiting behaviour indicative of low self-esteem.

More than a third of the respondents (37,0%) reported that they dealt with the problem by encouraging participation, interaction and discussions, and by keeping the groups relatively small.

Others (23,1%) felt that the more direct approach of using remedial skills, questioning and simplification of questions was also a good way of dealing with the problem.

Table 4.1.2 Black pupils' having problems accepting responsibility for their own behaviour

Responses	Percentage
Not completed	7,5
Yes	25,5
No	67,0

Most common problems regarding acceptance of responsibility	Percentage
1 Shift responsibility onto teacher/Don't accept responsibility/Careless	30,3
2 Don't do homework/Don't study/Work not done in time	15,2
3 Other:	54,5
Cannot deal with being in the wrong	
Want to achieve without effort	
Blacks feel they should be treated differently	
Normal problems	

Main possible causes of the problem	Percentage
1 Black Educational System/Not used to routine/No academic experience	31,0
2 Racial/Transference/Attitude/Blacks use white guilt as excuse	20,7
3 Language	10,3
4 Other:	38,0
Shift responsibility onto teacher	
Frame of reference: home, modelling	
Identification/Cultural	
Fear/Embarrassment	

Most common way of dealing with the problem of acceptance of responsibility	Percentage
1 Adjust perspective/ Explain expectations/ Demonstrate effect on learning/Encourage/Remind	40
2 Discipline/Punish/Teachers' example	16
3 Other: Motivate Equal treatment Ignore	44

From Table 4.1.2 it is clear that most respondents (67%) felt that their black pupils did accept responsibility for their behaviour. Of those respondents who indicated that their pupils had problems accepting responsibility for their own behaviour (25,5%), 30,3% reported that the problem was either the shifting of responsibility onto the teachers or careless behaviour.

Only a small percentage of these respondents mentioned above (15,2%) reported that their black pupils did not do homework or did not study.

As in the case of the problem with self-esteem, the Black Education System was reported as being the main cause for the pupils' lack of acceptance of responsibility (31,0%).

The most common way of dealing with the problem of lack of acceptance of responsibility was for the teachers to adjust to the new system, to encourage, and be more explicit and specific regarding expectations. Very few respondents (16,0%) regarded the disciplining and punishment of the pupils as a suitable way of dealing with the problem.

Table 4.1.3 Black pupils' problems regarding decision-making ability

Response	Percentage
Not completed	10,4
Yes	23,6
No	66,0

Most common problems regarding pupils' decision-making ability	Percentage
1 Seek group approval/Follow/Want to be told/Don't lead	58,3
2 Not educated to do this/Cultural/Upbringing	20,8
3 Other:	20,9
Unsure/Fear failure	
Language	
Girls don't decide	

From Table 4.1.3 it is evident that the majority of the respondents (66,0%) reported that their black pupils did not have problems with their decision-making ability. Of the small percentage who felt otherwise (23,6%), the majority (58,3%) reported that these pupils sought group approval and preferred to follow rather than to lead.

Table 4.1.4 Black pupils' problems regarding their ability to be assertive

Responses	Percentage
Not completed	2,8
Yes	44,3
No	52,8

Common problems with assertiveness	Percentage
1 Offer no opinions, ideas/Reluctant to challenge/Passive/Quiet/Don't lead/Shy/Reserved/No confidence/Insecure	68,4
2 Other:	31,6
Cultural/Language	
Political assertive	
Racial	

Main possible causes of the problem	Percentage
1 No confidence/Shy/Poor self-esteem/Inferior/Insecure/Overshadowed	46,2
2 Cultural/Upbringing/Don't challenge adults	21,2
3 Other:	32,6
Poor language proficiency	
Have no opinion/Limited knowledge	
Black Educational System/Educational gap/Adapt to new environment	
Racial/Minority	

Most common ways of dealing with the problem	Percentage
1 Encourage/ Build confidence/ Praise/ Boost/ Patience/ Supportive/ Individual attention	53,2
2 Involvement through discussions/Questions/Debates	25,5
3 Other:	21,3
Avoid/Ignore/Continue as normal/Don't know/Difficult to handle	
Equal treatment	
Accept differences (e.g. point of view)	

From the table above, it is evident that even though the majority of respondents reported that their black pupils did not have a problem regarding assertiveness (52,8%), a large percentage (44,3%) disagreed.

The most common problem (68,4%) was reported as being the same as that regarding the black pupils' lack of self-esteem, viz. their shyness, quietness, lack of confidence, insecurity, etc.

In the response given for the main possible causes of the problem, the greatest percentage of respondents (46,2%) used the same terminology as that used in describing the "problem". They fail to distinguish clearly between the "cause" and the "problem". As in the inter-personal section, it is questionable whether the respondents had a true understanding of the nature of the problem. This could be partly explained by the fact that 73,6% of the respondents had received no formal training in intra-personal skills.

The most common way of dealing with the problem of assertiveness as reported by most respondents (53,2%) was to encourage, praise, support, be patient, and give individual attention. The respondents emphasized the importance of paying special attention to the black pupils and of adjusting to the new system - not merely expecting these pupils to "melt" into the existing routine of the classroom.

Table 4.2 Incidence of serious emotional problems in black pupils in class situation

Response	Percentage
Not completed	4,7
Yes	8,5
No	86,8

Description of serious emotional problems observed	Percentage
(Only 11 respondents)	
1 Tension/Anxiety/Sensitivity/Fear of insensitivity	36,4
2 Other:	63,6
Frustration/Anger/Aggression	
Behavioural e.g.:	
Foul language/Unapproachable/Excessive talking	
Cultural	

Main possible causes of serious emotional problems	Percentage
(Only 10 respondents)	
1 Adjustment to new system	30
2 Language	20
3 Poor conditions/Poor home circumstances	20
4 Other:	30
Racial	
Political/Violence in townships	
Lack of self-control	

Most common way of dealing with the problem	Percentage
(Only 8 respondents)	
1 Counselling	25
2 Availability of teacher/Individual help	25
3 Other:	50
Praise	
Avoid	
Teachers' inability to recognise signs	
Beyond teacher's control	

From Table 4.2 it is clear that almost all the respondents (86,8%) reported an absence of serious emotional problems in their black pupils.

Very few respondents (only 11 persons) observed tension-related symptoms in their black pupils which they report as being mainly the result of the stress experienced in having to adjust to a new system. Eight of the 106 respondents offered a way of dealing with the problem. These include counselling and being available.

The lack of response to the questions concerning serious emotional problems suggests that this is not perceived as a major area of concern for black pupils.

Table 4.3.1 Black pupils reaching out to teachers to discuss problems

Response	Percentage
Yes	34,0
No	64,2

Table 4.3.2 Nature of problems referred to in Table 4.3.1

Response	Percentage
1 Subject related/Work related/Academic/Career	47,2
2 Language/Understanding	11,1
3 Racial issues	11,1
4 Personal problems/Insecurity	11,1
5 Other:	19,5
Financial issues	
Family and home issues	

In Table 4.3.1 only a small percentage of respondents (34,0%) reported that their black pupils approached them to discuss problems, and if they did, it was mainly to discuss problems related to school work (47,2%). In Table 4.3.2 only a few teachers (11,1%) reported that they had been approached with problems related to personal issues.

This response correlates with the response in which the majority of respondents (79,9%) reported that their black pupils were shy, reserved, insecure and uncertain (see Table 4.1.1).

Table 4.3.3 Teachers' ability to deal effectively with problems

Response	Percentage
Not completed	34,0
Yes	36,8
No	29,2

Table 4.3.4 Problems needing most urgent attention

Problems	Percentage
1 Language skills/Communication skills	33,0
2 Educational backlog/Learning skills/Work related/Close educational gap	19,2
3 Confidence/Self-esteem/Insecurity	13,5
4 Racial issues/ Acceptance of other races/ Political issues/ Full integration	13,5

In Table 4.3.3 most respondents reported that they could either deal effectively with the problems of their black pupils or could not deal with them ($36,8\% + 29,2\% = 66,0\%$). It is presumed then that these respondents merely felt that if they were approached, they would then either be able to deal with the problems ($36,8\%$) or would not ($29,2\%$).

It is important to note that in Table 4.3.2 only $11,1\%$ of the respondents reported that their black pupils approached them with their language problems, yet almost a third of the respondents ($33,0\%$) in Table 4.3.4 above regarded language and communication skills as

being the problem needing the most urgent attention. These teachers are more concerned with the language problem whereas this is not indicated by the pupils who come to them with problems.

Table 4.4: Main ways in which an attitude of understanding, equality and acceptance in the classroom can be fostered by teachers

Ways of fostering attitude of understanding, equality and acceptance	Percentage
1 Equal and fair treatment	52,2
2 Teachers must be tolerant, understanding, show respect, listen, be a role model, motivate, help, empower	15,6
3 Other:	23,3
Teamwork/Groupwork	
Workshops/Go through work thoroughly	
Positive environment/Non-judgemental	
Non-racial/Whites to see other viewpoints	
Humour	
Be oneself	

In Table 4.4 equal and fair treatment was reported by the majority of respondents (52,2%) as being the most popular method of fostering an attitude of understanding, equality and acceptance in the classroom.

Other methods mentioned indicated the importance of the role of the teacher, of group work and of humour.

Table 4.5: Formal training in intra-personal skills

Response	Percentage
Not completed	4,7
Yes	21,7
No	73,6

Most common course followed	Percentage
1 Psychology	28,6
2 Others:	71,4
HDE	
B Ed	
Honours course	
Masters Course	
Staff development	
Lifeline	
SATA	
PRO GRO	

Table 4.6: Seriousness of need to be trained in intra-personal skills rated on a 5 point scale [From “strongly” (5) to “not at all” (1)]

Rating	Percentage
5	32,1
4	36,7
3	19,8
2	9,4
1	1,9

The majority of respondents (73,6%) had not received any specific training in intra-personal skills. The few responded that they had received training (21,7%) had done so mainly as part of their Psychology course.

From Table 4.6 it is clear that there is a need for training in Intra-personal skills - most respondents (32,1% + 36,7% = 68,8%) expressed the need strongly.

6.5 Findings of the questionnaire with regard to Language Skills of the black pupils**N = 37****Table 5.1: Biographical data of black pupils in English language classes**

Standard	Median number in class	Av. symbols for English of the whole class	Median nr of black pupils in each class	Av. symbol for English of black pupils
6	25	D	3	FF
7	29	D	4	E
8	24	D	4	E

In Table 5.1 the average black pupil in standards 6, 7 and 8 who attended an open school was reported to be struggling with the English language. The average symbol for English First Language in the standard 6 classes was a D, whereas that for the black pupils in the same classes was an FF - this being a failing mark. The situation was reported as being slightly better for the average black pupil in standards 7 and 8 where their average symbol was an E. This result, however, is still a cause for concern as it is a symbol below the average of the whole standard.

Table 5.2: Rating of black pupils' language needs on a five point scale varying from 1 (unimportant) to 5 (important) (N = 31)

	1	2	3	4	5
Listening	3	3	6	10	9
Speaking	0	0	8	5	18
Writing	0	0	4	9	18
Reading	0	0	4	8	19
Vocabulary	0	0	3	4	24
Other: Frequency too low to be valid.					

From the table above, the majority of respondents (X = 58%) rated their black pupils' language needs in all 5 areas as being important (rating of 5), with the vocabulary and reading needs being regarded by the majority (X = 71%) as the two most important needs, and the listening need as the least important.

Table 5.3: Response to the feasibility of accommodating non-mother tongue pupils in the same classroom as mother tongue speakers

Response	Percentage
In favour	84,8
Not in favour	15,2

Most common reason given for not accommodating non-mother-tongue pupils	Percentage
1 Mother tongue pupils too far ahead/Too big difference in level/Non-mother tongue immediately disadvantaged	40,0
2 Other:	60,0
Already two first language grades	
Special needs	
Unfair to both groups	

Most common essential requirements for feasibility of combining two groups	Percentage
1 Basic comprehension of English/Vocabulary/Good command of non-mother tongue as education medium	30,8
2 Syllabus adjustment/Lower grade	19,2
3 Normal LAC (Language across the Curriculum)	15,4
4 Other:	34,6
Beginning with work which is understood	
Special classes for language skills	
Smaller classes/More individual attention	
Simplify instructions	

In Table 5.3 the majority of respondents (84,8%) were in favour of accommodating non-mother tongue pupils in their classrooms.

Of the few respondents (15,2%) who were NOT in favour of accommodating these pupils in their classes, a large number (40,0%) felt that there was far too great a discrepancy between the level of English of the non-mother tongue pupils and that of the mother tongue pupils, and that the former would be disadvantaged by this.

The largest percentage of responses (30,8%) reported that if the non-mother tongue pupils were to be accommodated in the classrooms, they should at least be equipped with a good vocabulary and a basic comprehension of English as medium of instruction.

Only a small percentage of respondents (19,2%) suggested that the teacher should adjust his/her syllabus and standard to accommodate these pupils.

Table 5.4 Most common methods used to improve language comprehension of black pupils

Methods	Percentage
1 Explain until understood/Comprehension tests	38,5
2 Other:	61,5
Reading	
Bridging classes/Extra lessons/Remedial teaching	
English speaking friends	
Watch English TV	
Encourage questions	
Positive environment	

The most common method of improving language comprehension of the black pupils was reported by a large number of respondents (38,5%) as the use of explanation and comprehension tests.

Although other methods were also reported, viz, reading, bridging classes, extra lessons, etc., there was very little consensus on these among the respondents.

Table 5.5 Importance of the following components of English First Language on a five point scale (5 = important)

Component	Rating	Percentage
Formal language instruction	5	34,4
Literature	5	37,5
Writing	5	68,8
Communicative skills	5	87,5
Oral work	5	78,1

In Table 5.5 communicative skills were rated as a very important component of English First Language by the majority of respondents (87,5%). Other important components were oral work and writing, while literature and formal language instruction were rated important by only a small percentage of the respondents (36,0%).

Table 5.6 Three main basic elements in the approach to teaching English First Language

Basic elements	Percentage
1 Communicative approach/Exchange of ideas/Talking/ Communicating skills/Thinking skills	38,5
2 Grammar skills	15,4
3 Reasoning ability/Critical questioning	15,4

In Table 5.6 more than a third of the respondents (38,5%) reported that communication and exchange of ideas were the most important elements in their approach to teaching English First Language. The only other common elements which were agreed upon by all, be it a small percentage of the respondents (15,4%), were the teaching of grammar skills and the training of the pupils' reasoning ability by means of critical questioning.

Table 5.7 Language skills needed by black pupils to cope with all school subjects

Standard	Language skills	Percentage of respondents
6	1 Vocabulary	35,3
	2 Comprehension	29,4
7	1 Vocabulary	47,4
8	1 Vocabulary	41,2
	2 Comprehension	17,6

From Table 5.7 it is evident that the greatest number of respondents ($X = 34,2\%$) viewed vocabulary and comprehension as the most important language skills needed by black pupils to cope with all school subjects.

This finding correlates with the information given in Table 5.2.

Table 5.8 Seriousness of need to be trained in ways of assisting non-mother tongue speakers to cope with English [Rated on a five point scale (Important = 5)]

Rating	Percentage
5	31,3
4	25,0
3	21,9
2	15,6
1	6,2

From Table 5.8 it is evident that more than half of the respondents ($31,3\% + 25\% = 56,3\%$) felt strongly about the need to be trained in ways of assisting non-mother tongue speakers to cope with English.

CHAPTER FOUR

SUMMARY OF FINDINGS, AND RECOMMENDATIONS

1. INTRODUCTION

This study set out to determine the most urgent needs of teachers faced with a mix of cultures in their classrooms as a result of South Africa's transition from a separatist to a multicultural education system. The research method used comprised the administering of a comprehensive teacher questionnaire which focused on four pre-determined, likely areas of need: inter-personal, intra-personal, cognitive and language skills. These needs were selected on the basis of a thorough literature study and in consultation with experienced educationalists and experts in the field of cognitive psychology. The questionnaire was also compiled to reflect the state of education and the nature of schools at a particular period of South Africa's political history (1992).

Prior to this study, Squelch (1991) undertook a far more exhaustive investigation into the nature, needs and feasibility of multicultural education in South Africa. Although this current study is on a much smaller scale, it is of interest to compare the findings from each.

As the findings relate specifically to the needs of teachers in multicultural schools, any conclusions drawn will inevitably have implications for teacher training programmes. This is confirmed by Squelch's study, as she concludes that "(t)he teacher is the key figure to the successful implementation of multicultural education" (Squelch 1991:52).

The previous chapter contains the statistical data relating to each of the four areas under investigation. This chapter concludes the study by supplying a summary of these findings and indicating the conclusions that may be drawn from them. This is followed by a number of recommendations based on these conclusions.

2. LIMITATIONS OF THE STUDY

Despite the fact that a pilot study preceded the empirical investigation, a number of problems were encountered. The teachers used were asked to complete the questionnaire at a time of year when they were occupied with preparation for the end of the year examinations. Three schools that failed to return their questionnaires mentioned this (the time factor) as the reason for not responding, which may also be the reason why five other schools did not return their questionnaires.

A further limitation of the study is that a number of teachers (45%) who completed the questionnaire did not have any black pupils in their classes. (This reflected the situation in many schools at the time.) This statistic may have a significant influence on the interpretation of the needs analysis questionnaire, as the respondents' answers were not based on experience with a significant number of black pupils.

It can also be concluded from the responses to the questions regarding the cognitive skills of the black pupils that the terminology used in the questionnaire to describe this problem area was unfamiliar to the majority of teachers. This also applied to the answers to the questions on pupils' inter-personal skills where the reasons teachers gave for the problems were often identical to the problems themselves. This could, however, be attributed to a lack of understanding of the true nature of the problem and its reasons, rather than a misinterpretation of the wording used in the questionnaire.

It must also be noted that respondents had to choose from a number of options to answer each question and it is possible that these answers do not truly reflect the actual attitudes, perceptions and views of the teachers. Furthermore, more teachers filled in the questionnaire than had indicated that they had black pupils in their classes. Thus, some teachers answered the questions regardless of whether they had black pupils in their classes or not.

Furthermore, the survey was done in 1992 and it is likely that the nature and extent of the identified needs may have changed somewhat in the interim, especially as the

number of black pupils in multicultural schools has increased considerably in the intervening years.

3. SUMMARY OF FINDINGS

3.1 Inter-personal skills

- The majority of respondents (61,3%) reported that they did not experience problems relating to the inter-personal skills of black pupils.
- The problems which were identified, however, mainly concerned language (27,8%), intra-personal (23,0%) and cognitive issues (12,6%).
- The respondents were unable to give clear reasons for the main problems experienced - implying inadequate understanding of the problem.
- The suggested handling strategies for the problems mainly represented a perceptual style which is typical of a Western or individualistic culture. These strategies are unlikely to cater for the collective consciousness which is typical of the black pupil.
- Most respondents (59,4%) do not encourage social interaction between the groups.
- Most respondents (61,3%) indicated that they require further training in inter-personal skills and also expressed the need to understand black pupils' home environment.

3.2 Cognitive skills

- Language was perceived as the main concern in the area of cognitive development by the majority of respondents (77,4%).
- A significant percentage of respondents ($\bar{X} = 47,7\%$) did experience their black pupils as having problems in the general cognitive area.

- Black pupils showed no distinctive behaviour regarding their decision-making/problem-solving skills.
- They showed little or no ability in creative/inventive thinking.
- Most teachers (57,5%) believe that they do promote the transfer of thinking skills in teaching.
- Most teachers do use strategies to enhance thinking, but the effectiveness of these strategies is doubtful.

3.3 Intra-personal skills

- The majority of respondents did experience their black pupils as having problems regarding the following intra-personal skills:
 - self-esteem (64,2%)
 - assertiveness (44,3%)
- The majority of respondents reported that their black pupils **do not** appear to experience problems in the following intra-personal areas:
 - acceptance of responsibility for behaviour (67,0%)
 - decision-making ability (66,0%)
- The main **problems** regarding the intra-personal skills of black pupils are related to their being shy, reserved, reluctant to ask questions or to show initiative, being insecure, uncertain, and lacking in self-confidence (79,9%).
- The main **causes** of the problems regarding the various intra-personal skills according to the respondents, are:
 - cultural issues (25,8%)
 - the differences between the black and white education systems (24,2%)

- The majority of respondents (86,8%) reported that their black pupils did not exhibit serious emotional problems.
- Black pupils did not readily reach out to teachers to discuss problems. Those that did (34,0%), came with problems which were mainly subject- and work-related.
- More respondents reported that they felt able to deal effectively with their black pupils' problems (36,8%) than those who felt they could not (29,2%). This is, however, not a significant difference.
- The largest percentage of respondents (33,0%) regarded the language and communication skills of black pupils as the problem needing the most urgent attention. This finding brought to light important discrepancies between the views of the teachers and those of black pupils (expressed in a separate questionnaire which is not included in this study).
- Equal and fair treatment was reported by the majority of respondents (52,2%) to be the most popular approach to fostering an attitude of understanding, equality and acceptance in the classroom.
- Most respondents (73,6%) have not had any formal intra-personal skills training.
- The majority of respondents (68,8%) indicated a strong need to be trained in intra-personal skills.

3.4 Language skills

- On the whole, black pupils in Open Schools are reported as experiencing difficulty with English as a subject - their average symbol (E-F) being well below that of the class average.
- Vocabulary and reading comprehension ($\bar{X} = 71,0\%$) were regarded as the two most important language needs of black pupils.

- The majority of respondents (84,8%) were in favour of accommodating non-mother tongue speakers in their classrooms.
- The most common method used to attempt to improve the language comprehension of black pupils was explanation and comprehension tests (38,5%).
- Communication and exchange of ideas (38,5%) were the most common elements in the language teachers' approach to the teaching of English.
- Vocabulary and reading comprehension were reported by an average of 34,2% of the respondents as being the most important language skills needed by black pupils to cope with all their school subjects.
- The majority of respondents (56,3%) felt strongly that they needed to be trained in assisting their black pupils to cope with the English language.

4. CONCLUSIONS

4.1 The literature study

Extensive literature is available on the subject of multicultural education, including reports on past and current research on the topic. This is a clear indication of the actuality of the subject and also of the urgency with which educational planners view the need for effective implementation. Multicultural education has been researched and implemented in several Western countries, and although one cannot generalise the success or failure of any single approach, as a result of the socio-cultural differences between countries, it is nevertheless possible to draw conclusions from the literature which are generic to the Western world.

Despite the fact that the underlying theory of multicultural education is far more developed than the practical implementation thereof, the following conclusions may be drawn from both theory and practice:

- The role of the teacher is universally acknowledged as being central to the successful implementation of multicultural education. This does not mean, however, that the crucial role of educational planners and teacher training institutions is denied.
- There is no record of a wholly successful model for the implementation of multicultural education, which underlines the complexity of the challenges facing education policy-makers and planners.
- There is no discernible movement away from multicultural education, i.e. it does not appear that any country is ready to abandon its attempts at implementing a multicultural model. This confirms the reality of the need for such a model, which, given the early stages of democracy in this country, is particularly true of South Africa.
- There is ample evidence of the failure of the separatist educational policy which characterised the Apartheid era in South Africa (see Chapter One). Given the changes that have occurred in South Africa since the advent of true democracy, a change in policy is both a necessity and an inevitability.
- While the literature confirms the urgency of the need for an effective model for implementing multicultural education in South Africa, there is scant available evidence that the educational planners and teacher training institutions view this need in the same serious light. Little appears to have been done to address the pre-service and in-service needs of teachers in South African multicultural schools at this stage and what has been done lacks consistency. One of the aims of this study is to draw attention to both the existence and the nature of these needs, in the hope that this will promote the development of and give substance to an appropriate and consistent official policy in this regard.

- The development and implementation of such a policy is clearly a gradual and time-consuming process, and much can and should be learned from the experiences of comparable countries who have undertaken similar attempts.
- Despite similarities between the educational needs and cultural compositions of various countries, the specific goals of each country's educational policy will necessarily differ. Before an effective policy can thus be formulated or implemented for South Africa, the precise goals of such a policy need to be clearly defined. Given the variety of definitions of multiculturalism and specifically of multicultural education, confusion exists as to precisely what is meant by the concept, and to what extent local exigencies will require adaptations to both the concept and to existing models. These are issues that need to be clarified at the highest levels of educational management - especially given the financial implications involved.

4.2 The questionnaire

As indicated in the above summaries of the findings from the questionnaire, teachers at a cross-section of multicultural schools in South Africa readily admitted to being unprepared or underprepared to cope with the demands of multicultural education. Their responses are based on personal experience, as well as on personal perceptions of multiculturalism as manifested in the classroom. As perceptions may be accurate or inaccurate, some of the responses of the questionnaire need to be interpreted in the light of past and current research on the topic. While it is unlikely that teachers will indicate needs that they don't have, it is more than possible that they will overlook or underestimate needs that do exist, especially given the limited experience South African teachers have had of integrated schools thus far.

Viewed in this light, it is hardly surprising that teachers did not regard inter-personal skills as a high priority need, whereas language, intra-personal and, to a lesser extent, cognitive skills were identified as urgent. Teachers are clearly in a better position to judge pupils' needs with regard to the latter three skills, as these play a noticeable role

in the teaching-learning situation. On the other hand, it would be difficult to judge the nature of pupils' inter-personal relationships on the basis of the conventional and somewhat artificial classroom situation. This conclusion is largely confirmed by Swartz (1992) who reports that many black pupils whom he interviewed in a cross-section of multicultural schools in South Africa were visibly emotionally upset when recounting a number of incidents of a racist nature that had characterised their integration into an historically white school. Later, when the researcher had mentioned these incidents to the principal and some staff members at the schools concerned, the information was greeted with utter disbelief. From this it can be deduced that teachers' perceptions of problems ensuing from inter-personal relationships involving minority groups of pupils are likely to be unreliable.

It can thus be concluded that the four areas of need identified (from the research literature) for the purpose of the teachers' questionnaire do indeed apply to the South African context. Not only do the needs exist, but teachers in the main expressed the wish to receive in-service training in this regard. In addition, teachers realised that knowledge of black pupils' social and cultural background is essential to foster sound teacher-pupil and pupil-pupil relationships. It may be concluded that this type of information should be included in multicultural teacher training programmes.

With regard to the language needs of black pupils, it is clear that teachers cannot simply ignore the fact that English is the second or third language of black pupils and that they are compelled to study English as a first or main language together with mother-tongue speakers of English in the same classroom. At the same time, teachers believe that these black pupils should be accommodated in the same classroom (and not in separate streams) - a view confirmed in the literature. It is likely that the improvement in black pupils' English will be accelerated in the integrated classroom; however some provision must be made for these pupils, especially in the transition period. This implies some form of differentiated input and/or the use of supplementary materials to enrich or augment the existing English curriculum. Furthermore, teachers

of English as a first language need knowledge of and skill in second language teaching methodology if they are to address black pupils' language needs effectively. The greatest language need was identified as vocabulary and reading comprehension (which are closely related); thus teacher training programmes should particularly focus on techniques of teaching the reading of academic texts. Pupils' oral communication skills are not perceived as problematical and it is likely that given the English school environment, these skills will develop naturally, unassisted by teachers.

With regard to the cognitive needs of pupils, it can be concluded from the responses to the questionnaire that some confusion exists concerning the exact nature and meaning of cognitive skills. While few teachers have had any training in the teaching of thinking skills, many believe that they do make use of strategies to enhance thinking in their teaching, despite the lack of evidence in this regard. It is therefore likely that most teachers are not in a position to evaluate the nature and effectiveness of black pupils' use of cognitive strategies, especially as the relation between culture and cognition is generally acknowledged. As thinking skills have a wide application, being relevant to both one's personal life (including one's inter-personal relationships) and academic work, the need for teachers to be trained in this field (and especially in the infusion of thinking skills with mainstream content) should not be questioned. This fact is further confirmed by the announcement of the shift to an outcomes-based education system, as outlined in Curriculum 2005, in which critical thinking skills are emphasized - especially as a counter to rote memorisation which is seen as common to the learning style adopted by pupils under the former Department of Education and Training.

Teachers' perceptions of black pupils' intra-personal needs seem to be based on these pupils' apparent lack of self-esteem (and a related lack of self-confidence) and their inability to assert themselves in various context. However, these pupils appeared to accept responsibility for their behaviour and to be able to cope with decision-making. Once again, teachers' perceptions need to be interpreted, but it is clear that the noticeable shyness of black pupils, and their reluctance to ask questions or take

initiative, is an indication of their insecurity, which can only inhibit academic achievement. Teachers saw the reasons for this insecurity as culture-related, and indicated that they had no clear policy as to how this problem should be addressed. From this it can be concluded that little if anything is done to improve black pupils' inner locus of control or foster the emotional stability of a minority group of pupils in an unfamiliar educational context. This underlines the need for teachers to receive training in intra-personal skills.

In summary, given the limited focus and scope of the empirical component of this study, it may be concluded that black pupils who form a minority group in multicultural schools in South Africa do, to a lesser or greater extent, have difficulty adapting to the unfamiliar milieu of schools run along traditional Western lines. Their particular needs vary, but, based on the perceptions and (albeit limited) experience of teachers, these needs include inter-personal, intra-personal, cognitive and English language skills. The most noticeable needs are language and intra-personal skills. The majority of teachers profess to be unequipped to cope with these needs, and their efforts to do so are either haphazard and largely ineffective, or the perceived problems are merely ignored. Organized and comprehensive training programmes are regarded as the most likely means of addressing this lack in teacher competence. Such training should include a knowledge of second language methodology and information on the socio-cultural background of the various ethnic groups in South Africa.

5. RECOMMENDATIONS

The recommendations follow naturally from the above findings, but necessarily reflect the narrow scope of the study.

- More research on the problems of implementing multicultural education in South Africa needs to be done. Research should also focus on the perceptions of minority groups themselves and could be extended to the primary school. One of the research questions should be: At what stage is it preferable for a minority group

pupil to enter a multicultural school? Other research foci could include the adaptations to existing policy that multicultural schools need to make, the role of the principal in guiding teachers through the transition phase to multiculturalism, and ways of educating majority group pupils to play a facilitating role in the transformation process.

- Official efforts should be made to co-ordinate the teacher training programmes, both preservice and in-service, offered by tertiary institutions to ensure that these are consistent and comprehensive. To do this effectively will require the combined input and expertise of curriculum developers, language specialists, anthropologists, sociologists, and cognitive psychologists in addition to educational planners. Such a training programme should also strive to instil in teachers a positive attitude and a commitment to multicultural education.
- An awareness programme should be launched to involve the entire community - pupils, parents, teachers, governing bodies - in the implementation of multicultural education. This programme should define the role of each party and elicit a commitment to that role.
- Various models of multicultural education need to be studied and compared to determine which one best suits the specific goals and context of South African schools. The implementation of such a model should be monitored and evaluated in a number of selected schools to enable adaptations to be made where necessary. Only in this way can multicultural schools in South Africa provide an equitable education for all pupils, irrespective of race, culture, religion or language.

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ADDENDUM

NEEDS ASSESSMENT**INSTRUCTIONS**

We request that Section A of the questionnaire be individually completed by the following persons:

- The Principal
- The Guidance Counsellor
- The English, Mathematics and History teachers from each of the std. 6, 7 and 8 classes with the largest number of black pupils
- The English, Mathematics and History teachers from each of the std. 6, 7 and 8 classes with the smallest number of black pupils

(A maximum of 19 teachers plus the Principal should be used)

Section B should be completed by the same English teacher selected above, only.

Section C should be completed by all the pupils individually in each of the std. 6, 7 and 8 register classes with the largest number of black pupils, plus all the pupils individually in each of the std. 6, 7 and 8 register classes with the smallest number of black pupils, i.e. a maximum number of 6 classes in total.

The name of the respondent or the school is not required.

All responses are anonymous and the information that you provide is confidential.

- Respondents are invited to add on a separate sheet of paper any additional information or comments, not covered in the questionnaire.

SECTION A
BIOGRAPHICAL DATA

1. Gender?

MALE	1
FEMALE	2

☐ 6

2. Age?

Under 20	1
21 - 30	2
31 - 40	3
41 - 50	4
51 - 60	5
61 - older	6

☐ 7

3. What is your highest academic qualification?

.....

8-9

4. What position do you hold? (eg. Teacher \ Head of Department - Mathematics \ Guidance counsellor)

.....

10-11

5.1 What language do you speak most often at home?

Afrikaans	1
English	2
Afrikaans & English	3
Other	4

12

5.2 If other, please specify

.....

13-14

6. How many years' teaching experience do you have?

..... years

15-16

7. How many years' experience in open schools do you have?

..... years

17-18

8. Largest number of black pupils in a single class that you teach in the following standards?

Std. 6	Std. 7	Std. 8
.....

19-20
 21-22
 23-24

9. Smallest number of black pupils (minimum of 1) in a single class that you teach in the following standards?

Std. 6	Std. 7	Std. 8
.....

25-26
 27-28
 29-30

INTERPERSONAL SKILLS

1. Do you experience any specific problems with regard to the attitude or behaviour of black pupils in your class?

YES	1
NO	2

	31
--	----

2. If yes, please describe in detail each problem under the following headings. Thereafter please indicate with an X on the number scale how serious you regard each problem to be.

PROBLEM							
REASON FOR PROBLEM							
HOW YOU HANDLE THE PROBLEM							
	NOT SERIOUS	1	2	3	4	5	SERIOUS

		32-33
		34-35
		36-37
		38

PROBLEM							
REASON FOR PROBLEM							
HOW YOU HANDLE THE PROBLEM							
	NOT SERIOUS	1	2	3	4	5	SERIOUS

		39-40
		41-42
		43-44
		45

PROBLEM							
REASON FOR PROBLEM							
HOW YOU HANDLE THE PROBLEM							
	NOT SERIOUS	1	2	3	4	5	SERIOUS

		46-47
		48-49
		50-51
		52

PROBLEM							
REASON FOR PROBLEM							
HOW YOU HANDLE THE PROBLEM							
	NOT SERIOUS	1	2	3	4	5	SERIOUS

		53-54
		55-56
		57-58
		59

OFFICE USE

PROBLEM REASON FOR PROBLEM HOW YOU HANDLE THE PROBLEM	<input type="checkbox"/>	<input type="checkbox"/>	60-61
	<input type="checkbox"/>	<input type="checkbox"/>	62-63
	<input type="checkbox"/>	<input type="checkbox"/>	64-65
	<input type="checkbox"/>	<input type="checkbox"/>	66

NOT SERIOUS	1	2	3	4	5	SERIOUS
-------------	---	---	---	---	---	---------

3. Do you sometimes have to encourage social interaction amongst pupils of different race groups in your class?

YES	1
NO	2

2	1
<input type="checkbox"/>	<input type="checkbox"/>

2-3

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4-5

<input type="checkbox"/>	6
--------------------------	---

4. If yes, how do you usually encourage social interaction amongst the pupils of different racial groups in your class?

.....

.....

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

7-8

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

9-10

5. Have you had any formal training in interpersonal skills?

YES	1
NO	2

If yes, specify

.....

<input type="checkbox"/>	11
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

12-13

6. Have you had any formal training in intercultural skills?

YES	1
NO	2

If yes, specify

.....

<input type="checkbox"/>	14
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

15-16

7. Do you feel you need more guidance to help you understand the home environment of the black pupils in your class?

YES	1
NO	2

<input type="checkbox"/>	17
--------------------------	----

COGNITIVE DEVELOPMENT

1. To your knowledge, do the black pupils in your class(es) have any problems regarding the following:

PROBLEMS	NO	YES	IF YES, SPECIFY	
Perceptual skills	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 18-20
Comprehension skills	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 21-23
Conceptual skills	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 24-26
Reasoning skills	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 27-29
Precision in performing tasks	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 30-32
Evaluating their own thinking	1	2	<input type="text"/> <input type="text"/> <input type="text"/> 33-35

2. Have you observed any other problems in your black pupils regarding their cognitive development (thinking skills) not covered in the previous question?

YES	1
NO	2

- 2.1 Please specify

.....

3. Have you observed any distinctive behaviour in your black pupils regarding their decision-making/problem-solving skills?

YES	1
NO	2

- 3.1 Please specify

.....

4. Have you observed any example of specific creative/inventive thinking in the black pupils? (eg. original and fresh ideas in response to questions)

YES	1
NO	2

OFFICE USE

4.1 Please comment

		43-44
--	--	-------

5. Do you employ strategies to promote transfer of thinking skills to areas other than your own subject?

YES	1
NO	2

	45
--	----

5.1 If yes, specify

	46-47
--	-------

6. Do you employ strategies to enhance thinking in your pupils? (eg. Graphic organisers like mind-mapping?)

YES	1
NO	2

	48
--	----

6.1 If yes, specify

	49-50
--	-------

INTRA-PERSONAL SKILLS

1. To your knowledge do the black pupils in your class have any problem regarding the following:

1.1 SELF-ESTEEM (SELF-CONFIDENCE)? (eg. an indication of excessive shyness, lack of confidence, insecurities, etc.)

YES	1
NO	2

	51
--	----

If yes, please describe the problem which occurs most frequently.

	52-53
--	-------

What, in your opinion, are possible causes of this problem?

	54-55
--	-------

How do you usually deal with these problems in the classroom situation?

	56-57
--	-------

OFFICE USE

1.2 ACCEPTANCE of own responsibility for behaviour?

YES	1
NO	2

Please describe.

.....

What, in your opinion, are possible causes of the problem?

.....

How do you usually deal with these problems in the classroom situation?

.....

58

59-60

61-62

63-64

1.3 DECISION-MAKING ABILITY? (Accepting responsibility for taking decisions)

YES	1
NO	2

Please describe.

.....

65

66-67

1.4 ASSERTIVENESS? (eg. the ability to put forward and defend one's point of view)

YES	1
NO	2

Please describe.

.....

68

69-70

What in your opinion are possible causes of the problem?

.....

71-72

How do you usually deal with these problems in the classroom situation?

.....

73-74

2. Have you observed any serious emotional problems in the black pupils in the class situation? (eg. excessive fear, uncontrolled anger)

YES	1
NO	2

Please describe.

.....

75

76-77

3	1
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

2-3

4-5

OFFICE USE

What, in your opinion, are possible causes of the problems?

.....

		6-7
--	--	-----

How do you usually deal with these problems?

.....

		8-9
--	--	-----

3.1 Do black pupils generally reach out to you to discuss problems?

YES	1
NO	2

	10
--	----

3.2 If yes, please describe the nature of these problems

.....

		11-12
--	--	-------

3.3 Do you feel that you are able to deal effectively with these problems?

YES	1
NO	2

	13
--	----

3.4 Which problem, in your opinion, needs the most urgent attention?

.....

		14-15
--	--	-------

4. How do you create an attitude of understanding, equality and acceptance in the classroom? Please describe fully.

.....

		16-17
--	--	-------

.....

		18-19
--	--	-------

5. Have you had any formal training in intra-personal skills?

YES	1
NO	2


	20
--	----

Please specify

.....

		21-22
--	--	-------

6. How strongly do you feel the need for further training in this regard?

NOT AT ALL										STRONGLY				
1	2	3	4	5										

	23
--	----

SECTION B
LANGUAGE DEVELOPMENT

1. Please give the following information about the black pupils whom you teach.

STANDARD	NO IN CLASS	AVERAGE SYMBOLS FOR ENGLISH OF THE WHOLE CLASS	NO OF BLACK PUPILS IN EACH CLASS	AVERAGE SYMBOLS FOR ENGLISH OF BLACK PUPILS
.....
.....
.....
.....
.....
.....
.....

			24-26
			27-29
			30-32
			33-35
			36-38
			39-41
			42-44
			45-47
			48-50
			51-53

2. Assess your black pupils' language needs on the following scale?

SKILLS	UNIMPORTANT					IMPORTANT				
	1	2	3	4	5	1	2	3	4	5
Listening	1	2	3	4	5					
Speaking	1	2	3	4	5					
Writing	1	2	3	4	5					
Reading	1	2	3	4	5					
Vocabulary	1	2	3	4	5					
Other (specify):1.....	1	2	3	4	5					
2.....	1	2	3	4	5					
3.....	1	2	3	4	5					
4.....	1	2	3	4	5					
5.....	1	2	3	4	5					

			54
			55
			56
			57
			58
			59
			60-62
			63-65
			66-68
			69-71

3.1 Do you think it is feasible to accommodate non-mother tongue pupils in the same classroom as mother tongue speakers?

YES	1
NO	2

4	1	
		2-3
		4-5
		6

3.2 If no, why not?

		7-8
--	--	-----

3.3 If yes, what do you regard as the essential requirements to ensure feasibility?

		9-10
		11-12

OFFICE USE

4. What do you do to improve the language comprehension of the black pupils in your class?
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		13-14
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5. How important or unimportant do you consider the following components of the English 1st language syllabus in the teaching of black pupils?

SECTIONS OF SYLLABUS	UNIMPORTANT IMPORTANT				
Formal language instruction	1	2	3	4	5
Literature	1	2	3	4	5
Writing	1	2	3	4	5
Communicative Skills	1	2	3	4	5
Oral Work	1	2	3	4	5

	15
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	16
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	17
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	18
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	19
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6. In order of importance name the three basic elements of your approach to teaching English 1st language.

1.....

		20-21
--	--	-------

2.....

		22-23
--	--	-------

3.....

		24-25
--	--	-------

7. What English prescribed works are you using in 1992 (and 1993, if decided) for each of your classes?

STANDARD	PRESCRIBED WORK 1992	PRESCRIBED WORK 1993
.....
.....
.....
.....
.....
.....

			26-2
--	--	--	------

			29-3
--	--	--	------

			32-3
--	--	--	------

			35-3
--	--	--	------

			38-4
--	--	--	------

			41-4
--	--	--	------

			44-4
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			47-4
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			50
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OFFICE USE

8. Black speakers of English receive instruction in other school subjects in English. What particular language skills do you think these pupils need to cope with these subjects?

STANDARD	LANGUAGE SKILLS
.....
.....
.....
.....
.....

		51
		52-53
		54-55
		56
		57-58
		59-60
		61
		62-63
		64-65
		66
		67-68
		69-70
		71
		72-73
		74-75

9. How serious is your need to be trained in ways of assisting non-mother tongue speakers to cope with English?

NOT SERIOUS					SERIOUS	
1	2	3	4	5		

	76
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