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SOME ASPECTS OF THE TEACHING OF ENGLISH  
AS A MAIN LANGUAGE AT THE SECONDARY LEVEL  
WITH SPECIAL REFERENCE TO THE QUESTION OF 'LANGUAGE'

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BY

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DECLARATION OF ORIGINALITY

I hereby declare that the whole of this thesis, unless specifically indicated to the contrary in the text, is my own original work and that it has not been submitted for any degree in any other University.

M.E. Crampton:  
Rhodes University  
1984

All theory, dear friend, is grey but the golden tree  
of actual life springs ever green.

Johann Wolfgang von Goethe.

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## NOTES ON PRESENTATION

1. Excerpts from recorded discussions, private notes or correspondence not intended for general publication have frequently been cited as evidence. Such private communications are marked in the text by an asterisk and not referenced elsewhere.
2. Underlined comments in parenthesis within quotations are mine. Where they have not been underlined they were inserted by the original author.
3. Where emphasis in quotations has been indicated by underlining it is the original author's unless indicated to the contrary by '(my emphasis)'.  
.
4. The convention representing children or adults of either sex as 'he' has been used.
5. The short title method has been used in the references.
6. The Selected Bibliography includes all the works which have been meaningfully consulted in the course of this study but not all the works cited as references.

## INTRODUCTION

A memory persists of a crowded Manchester classroom. Lampshades swung darkly over a riot of youthful raconteurs, splintering furniture and mindless activity. And from the front row a boy looked up, hoping to learn.

A training in English literature followed by a limited number of English method lectures on how to teach a prescribed Victorian novel proved inadequate in these circumstances. Moreover, several years of interaction with colleagues in staff rooms, conferences and seminars in England and South Africa failed to yield a secure sense of purpose or a confident understanding of why, when and how to teach what in the English lesson. Too many amateurs are employed to teach English. Barn dancers might as well teach ballet.

Yet for all that, there grew a conviction, reinforced by the vital involvement of many inspiring colleagues, that English teaching is the mainspring of the educational process where that language is the medium of education. The hope of making some contribution to the advancement of the English teaching profession,

... te proberen concrete pedagogische situatus te  
doorlichten ... (1)

especially for the benefit of those who look up, hoping to learn, is sufficient motivation for this work.

The endeavour will be, in the first place, to review some traditional aspects of English teaching in their historical context. A description of the traditional sources upon which the profession intuitively draws might assist in explaining the existence of certain attitudes. In chapters 2-4 an analysis of current thinking, directions and practices will aim to explore some aspects of what English teaching in schools is, when and how it happens and to what end. The direction in which the profession is moving will be weighed against the relevance of school English in the further learning experiences of school leavers before conclusions and recommendations are listed. Throughout, the purpose

will be to contribute insights into the practice of teaching English as a main language.

The term 'main language' has been deliberately chosen. Growing numbers of South Africans might be described as English L2 'main language' speakers in the sense that though Afrikaans, Zulu, Xhosa or Gujarati might be regarded as their 'first' language, English is the language which they mainly use in the ordinary business of life, in the home, at work and at play. The situation is fluid and interactive. Many adult speakers are in the process of assuming English as a main language. Small groups at work (and increasingly in lecture halls and classrooms) might, in learning contexts use English mainly as a means of interaction but include a variety of native language speakers from Armenian to Zulu. The concept of English as a 'main' as distinct from 'first' or 'second' language seems to be gaining fresh significance. The fact that it is no longer safe to assume that main language English speakers will all be drawn from uniform speech communities, has major implications for the teaching of the subject; implications that will rapidly become more significant with the eradication of apartheid from our society.

In this study, focus will be upon the teaching of the subject at the secondary level. Within that area particular emphasis will fall upon the final three years of schooling. With the approach of the matriculation examination many schools begin to rattle their shackles, bringing 'English specialists' to bear on prescribed works and increasing the intensity of tests and mock examinations. The leisurely dalliance with projects and casual affairs with creative work associated with English in the early years, can be forgotten as attention is confined with increasing intensity on possible examination questions. Thus the opportunity to finish what has been begun is often wasted. Where added impetus and direction could be given in the final years to interest, enjoyment and abilities fostered at primary and junior secondary levels, preoccupation with an irrelevant literary erudition, with disjointed comprehension passages and spurious essay topics, can stifle natural growth. On the other hand it must be acknowledged that the impetus provided by the final examination can channel energy and produce insights that might otherwise have remained dormant. Thus, while the final three years of schooling are educationally no more important than any other phase in the twelve years schooling, they do

involve important issues within the writer's range of experience.

The descriptive method has been employed in this research which has relied heavily upon twenty years of personal classroom experience. In the light of this experience four categories of material have been analysed and interpreted. These are:

- a) Books, journal articles and reference works. These sources have served primarily to help define problems and orientate the description within the broad field of English teaching.
- b) Original unpublished documents such as notes, memoranda, correspondence and circulars. Many of these documents were collected in the course of teaching, of working on syllabus revision committees, examining committees and at conferences and seminars. They have provided essential primary evidence for the task of observing current South African trends and of interpreting 'facts and opinions about the current condition of things' (2).
- c) Tape-recorded interviews with practising English teachers and with representatives of commerce and industry having particular concern for the attributes of school leavers as potential employees. Tape recordings proved particularly useful in that they allowed deliberate and detailed reflection and analysis. However, included within this category of information must be the unrecorded interviews and discussion, particularly with the lecturing staff at Rhodes University. Such interviews were not audio-recorded since they occurred within the context of normal academic support work but they constitute the primary sources of much of the interpretation and reflection recorded in Chapter 5.
- d) Case studies of recently matriculated university students in the context of their first year of post-school study. Interaction with such students has provided the opportunity for close contact and reflection upon the challenges and problems facing matriculants in the months after leaving

school. These case studies have provided a useful perspective - a view from without through the experience of those recently involved in the matriculation process.

Finally, some introductory comments are in order on the 'question of language'. Doughty (3) has described what he terms a "progressive consensus" in English teaching which

... has brought about a situation in which the English teacher is increasingly asked to focus upon language, its function in the lives of his pupils and its place in his work. (4)

Yet the lack of a 'linguistic perspective' (5) creates difficulties. Practising teachers must try to resolve a confusing array of problems concerning language. The word is used to mean traditional grammar, the totality of classroom experience or simply reading and writing skills. <sup>ON THE ONE HAND,</sup> Because research has shown no correlation between the study of traditionally prescriptive grammar and an improvement in the ability to write, it is often believed that the reasons for learning about language have fallen away. On the other hand encouraging pupils to read, write, listen and speak patently does not teach them about language. Finally there is the widespread belief that language can be learnt through literature. Given the confusion and conflict between such assumptions it is hardly surprising that

Many new teachers see an enormous credibility gap between the view of English offered to them in the course of their training, a view very largely derived from the consensus approach, and the realities of the class-room situation as they come to know them. As a consequence, many of them try the approach, as they have been encouraged to do, and run into real difficulty; cynicism or indifference from the people around them in the staff-room, or even the active hostility of older and established members of staff. Some lose heart and often go out of teaching. Others retreat to the only place where they know they are free to develop their view of English, The College of Education. Others realise very rapidly that the consensus approach will not work in the situations in which they find themselves and, in default of any alternative, turn to the way in which they themselves

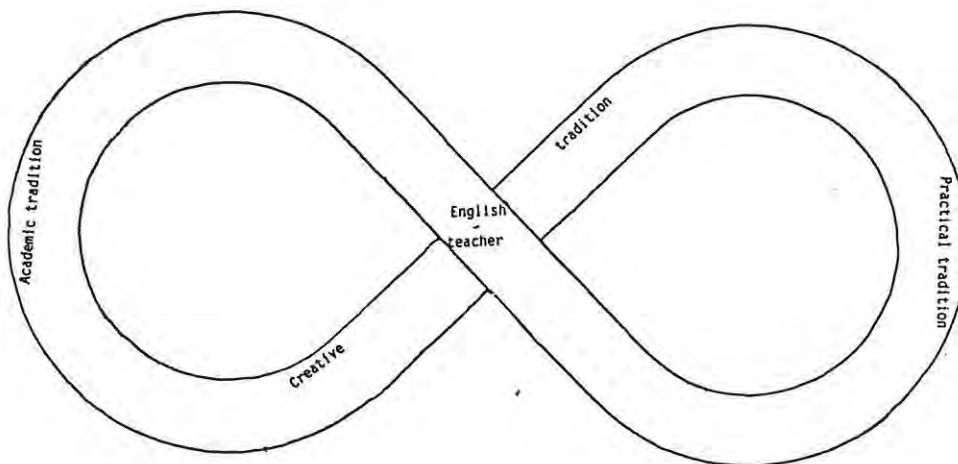
were taught at school in order to find a model for their own practice. (6)

It is hoped that special reference to the question of language in this study will strike some insights from theory and extended classroom experience.

## CHAPTER 1: TRADITIONS

The English teacher in the classroom is at the centre of a dynamic complex of traditions encompassing a wealth of ideas and practices. His milieu is the product of his own and others' experiences, all of which take colour from the historical traditions of English teaching. An historical review of the field of English teaching throws up three dominant traditions around the teacher and his class. They may be depicted diagrammatically as a set of distinct forces in an interactive setting, in an adaptation of Wenburg's and Wilmot's communication model (7).

Figure 1. The Dominant Traditions of English teaching



Thus, while the teacher may prefer one tradition or another depending upon his personal experience, he need never be confined. The set of possibilities is infinite, and he will, ideally, draw from all three traditional areas of theory and practice, as appropriate. A more detailed examination of each of the three traditions should reveal how the distinct traditions interact in practice.

### 1.1 The Academic Tradition

The 'subject' is accentuated in the academic tradition. English teaching becomes a means of fostering and preserving cultural values, especially through the medium of literature. Emphasis falls on 'standards', on helping individual pupils grow to accept and appreciate at an appropriate level the values enshrined in literature. Examinations serve to identify, establish and direct the content of English. Conservative in style, the academic tradition espouses an hierarchical concept of education and the need for individuals to comply with 'accepted' norms.

The origins of the academic tradition can be traced to the early relationship between English and the Classics. In chronicling the rise of English studies, Palmer (8) begins at the sixteenth century, claiming that a new awareness of English literary culture set in from that date. Prior to the sixteenth century, English as a language was not considered to be of educational significance, and the Classics dominated the curriculum. The process of change was gradual, yet:

Even though that same admiration of classical learning, which inspired the humanist interest in the vernacular effectively precluded the introduction of English into the educational curriculum, nevertheless the exclusively literary education of humanist ideals has a relevance for us, because the methods and principles of teaching Latin, Greek or Hebrew were eventually to be adapted to the study of English. (9)

Throughout the seventeenth and eighteenth centuries, however, there appears little evidence of progress on the educational front. As a man before his time, the words of Richard Mulcaster ring empty:

We are to be directed by nature, and propertie, to read that first which we speak first and to care for that most which we use most: because we need it most. (10)

With the coming of compulsory education in Britain in the 1870s priorities began to change. It became apparent that working-class children had to be taught the rudiments of reading and writing their native language, and that this study should form the core of their curriculum. Simultaneously the growth of industrialisation and scientific advances bred an awareness that

classical studies were inadequate as the core of a curriculum that would fit pupils to cope with the modern, changing world. Public School protagonists of the classics were able to dismiss demands for English from the Board Schools and Mechanics Institutes as irrelevant but they were compelled to attend when scientists of the calibre of T.H. Huxley argued that the Classics were failing to provide public school products with the necessary preparation for life, and that:

Modern geography, modern history, modern literature; the English language as a language; the whole circle of the sciences, physical, moral and social are even more completely ignored in the higher than in the lower schools. (11)

With growing momentum English began to replace the Classics at the centre of the curriculum.

In addition to absorbing classical principles English assimilated several important axioms in the process of change. It came to be assumed, for example, that a study of a Latinate grammar of English would lead to an improvement in performance in the language; that the study of Literature would breed appreciation and acceptance of the moral and cultural values essential to civilization; that performance in these areas could be measured in examinations. Assumptions such as these have been severely tested over the years but they remain prominent features of the academic tradition.

Matthew Arnold's contribution to English teaching reinforced and extended the classical influence. As a practical man serving in public office as Inspector of Education he saw in the social developments of his time

Nor certitude, nor peace, nor help for pain. (12)

The consequences of change demanded educational response. Whilst acknowledging the claims of Science, Arnold rejected the main tenets of Benthamite rationalism current at the time and advanced an argument for a humanising core to the curriculum:

... and that while we shall all have to acquaint ourselves with the great results reached by modern science and to give ourselves as much training in its disciplines as we can conveniently carry, yet the majority of men shall always require humane letters. (13)

He saw the study of literature - particularly poetry - as the best means of protecting the rising classes from the benighting effects of industrialization.

The future of poetry is immense, because in poetry where it is worthy of its high destinies, our race, as time goes on, will find an ever surer and surer stay. (14)

Yet, as Mathieson (15) has pointed out, there is considerable ambivalence in Arnold's position. Whilst he favoured the teaching of English as a means of protecting the rising middle classes against a philistine future he accepted the retention of the classical curriculum (and the consequent neglect of English) in the elite public schools. In Arnoldian terms English retained a relatively inferior socio-political status and this made the later struggle for its acceptance in the universities all the more militant.

Where the teaching of literature is concerned Arnold's influence has been extensive. He helped to concentrate attention on the moral issues explored in poetry, drama and prose. His influence has encouraged teachers to emphasize moral excellence and the importance of individual values against the background of changing socio-political circumstances. These are important features of the academic tradition.

However, the Arnoldian emphasis on the value of literature had another less fortunate consequence. The teaching of English as a language was left bound by classical models of language structure whilst literature teaching advanced. The language/literature split (later to grow into an official cleavage) occurred and has still to be repaired. Within the academic tradition the view of teaching English as a language tends to remain hinged to notions of formal Latinate grammar.

Arnold's influence was strengthened by the emergence of several powerful literary figures early in the twentieth century. D.H. Lawrence, with his working class background, was able to feel what Arnold saw. Lawrence's anti-industrialism, his hatred of class pretensions and his search for natural morality, confirmed Arnold's fears for the future and established new directions. His writings posed questions and hammered home answers with a force which convinced many that the significant answers to moral issues were to be found in English literature - a literature that was alive with vital issues. T.S. Eliot over the same period produced works of erudition and substance which together with the stream of writings from writers like Joyce, Pound and Conrad, formed a corpus of literature within which there was room for the development of critical theories.

F.R. Leavis strengthened the academic credentials of English. His contribution came at a time when the credibility of English was threatened in the rear by the Classics and in the vanguard by Linguistics. Leavis and the Cambridge school, which he founded, extended the substantial contributions to critical theory of T.S. Eliot and I.A. Richards. The focus was shifted from the purely objective notion of 'impulse' towards literary history or the 'Great Tradition' of English Literature (16). Using the method of practical criticism Leavis was able to construct a body of critical theory which embraced Arnold's broad affinity with humanity and Lawrence's deep-felt rejection of falsehood in a system of literary values. These values, and the attitudes associated with them, came to form a corpus of content dominating the academic tradition of English teaching.

Militancy marked Leavis and the Cambridge school. They saw themselves as champions of the quality of life, at the front of the struggle against shoddy commercialism and the debasement of cultural values. Using Scrutiny as his medium Leavis extended the influence of his school in schools and universities throughout the world. Rejection of the environment is reflected in the words of his followers such as:

The forces in the modern world that are laying waste  
our civilization. (17)

And faith in the centrality of literature is current in recent writing:

It (Literature) can move the reader about in time and space, it can initiate him into societies and families other than his own; it can give him understanding of himself and others; it can introduce him to death and the purpose of life; it can give moral guidance through vicarious experience in a way that tract or precept cannot. (18)

Other writers, who have drawn their inspiration and commitment to Literature from the Cambridge school, include such influential figures as Denys Thompson, Boris Ford, G.H. Bantock, Frank Whitehead and David Holbrook (19).

Ironically, those who in the final quarter of the 20th century react most strongly against the fundamental tenets of the Leavisite school are inclined to attribute the most profound influence to writers of the Scrutiny movement. Arguing against "the moral-aesthetic ideology of Literature" and in favour of "the realisation of a new human order" David Light (20) attributes to the 'Scrutiny' movement a continuing influence in British intellectual culture.

It is my contention that the cultural positions so triumphantly established by Scrutiny continue to determine the parameters of discourse in the discipline ... (21)

and

The moment of Scrutiny persists. Its achievement, the difference in history to which F.R. Leavis aspired, is the dominant ideological formation within which English teaching defines its purposes. (22)

On the other hand many would agree that the influence of the Cambridge school has faded and that Leavisite disciples lack the conviction they once had (23). Succeeding schools of critical thought have lacked the urgency, the applicability and the champions to become effective in school education. Yet many practising teachers, wedded to the idea of English as literature are actively searching for an adequate theoretical framework which will enable them to extend and revitalize the subject. David Allen (24) in casting about for a balance among the 'countervailing demands' of English teaching in the 1980s cites sixteen points, eight of which might be said to emanate from the

academic tradition. It may well be that the very potency of the Leavisite contribution will necessitate a period of quiescence before any succeeding theory can cohere sufficiently to impact upon school teaching. In the meantime enjoyment of literature and faith in its quality as the life-blood of English teaching endure.

## 1.2 The Creative Tradition

Study your own language thoroughly, that you may speak correctly and write grammatically; do not content yourself with the common use of words which custom has taught you from the cradle but learn from whence they are derived and what are there (sic) proper significations. (25)

At first sight Lady Pennington's advice might seem to echo conventionally facile attitudes to language in education. If, on the other hand, it is accepted that the age-old virtue of parental concern is at the root of her words, they reflect the raison d'être of an important body of English teaching tradition. The child, his concerns, interests and potential for growth form the base of the creative tradition.

The notion of individual freedom glimmers through history. The sophists of ancient Greece sought the answers to man and his problems in Reason (26). The spirit of their endeavour was caught up in the Renaissance of the 14th and 16th centuries and again in the Enlightenment of the 18th century which shaped the ideas of Jean Jacques Rousseau. In his major works, The New Heloise (1761), The Social Contract (1762) and Emile (1762) Rousseau envisaged education as a lifelong process in which the child, within the security of his family, should be protected from the corrupting influences of society whilst developing his innate goodness in harmony with Nature. Although he allowed for social education and accepted the possibility of public education in an ideal state, Rousseau stressed the importance of the individual and the corruption of the Establishment to an extent that suggested a fundamental contradiction in his philosophy. Nevertheless, many of his ideas have justly had a profound influence on education and the creative aspect continues to draw inspiration from the desire for individual freedom.

At first Rousseau's ideas grew best in Europe. The progressive educators

such as Pestalozzi (1746-1827), Herbart (1776-1834), Froebel (1782-1852) and Rosmini (1797-1855) had in their respective works drawn attention to the importance of studying the child and adapting the educational environment to his needs. They were at one on the importance of play, of the imagination and enjoyment in learning. In the late 19th and 20th centuries the theme was sustained by educators like Maria Montessori (1870-1952), Margaret Macmillan (1860-1931) and Homer Lane (1876-1925). In England Caldwell Cook wrote The Play Way in the introduction to which he commented, after his return from the First World War battlefields,

I feel the classroom stuffier than ever, the autocracy of the pedant more unbearable, the process of spoon-feeding more repugnant. (27)

Cook commended methods which drew upon the natural interests, play and enjoyment of children, stressing the need for creative participation and the development of children as individuals. His views received widespread currency in his day (28). The War must have done much to dampen enthusiasm for Rousseau's notion of man as a 'noble' savage but there was a compensating awareness of the need to make amends; to respect the rights of individuals. This sense of contrition is reflected in Wilfred Owen's lines:

For by my glee might many men have laughed  
And of my weeping something had been left  
Which must die now. I mean the truth untold  
The pity of war, the pity war distilled. (29)

The importance of individuality was given expression by Sir Percy Nunn in his Education : Its Data and First Principles (30). In this seminal book Nunn argued that,

... the best educational ways are those that offer,  
within a carefully chosen area, as much room as  
possible for individual freedom. (31)

Nunn, a mathematician, resorted to biology to support his view that,

... nothing good enters into the human world except  
in and through the free activities of men and women. (32)

but he tended towards idealism rather than naturalism, regarding the perfect individual as one well adjusted in his society.

It is sufficiently plain that a man becomes what he becomes mainly as a result of his reactions to his social environment. (33)

He attempted thus to effect a compromise between the claims of the individual and of society but it is as champion of the individual that he is an important contributor to the creative tradition of English teaching.

Another educationist whose ideas are essential to the creative tradition is John Dewey (1859-1952). His influence might have filtered slowly into England from America but it is an essential aspect of the creative framework. The pragmatic theory of knowledge, which holds that children 'learn by doing' and that the value of activity and experience is paramount, provided support for those who wished to break down the passivity of rote-learning practices. In 1916 Dewey wrote:

Since growth is the characteristic of life education is all one with growing: it has no end beyond itself. (34)

and the influence of his words is reflected in Frank Whithed's The Disappearing Dais:

These then are the five basic principles upon which all my later arguments will build: the extent of individual differences, the importance of 'readiness', the principle of activity, the significance of play and the principle of interest. (35)

More immediately influential in England in the early 20th Century was the work of George Sampson. Where Dewey's principles of inquiry-based learning suited the fashionable mood of scientific empiricism, Sampson was deeply sceptical of what he saw as the threat of a Gradgrindian science of education dominated by empirical psychology. Such an education would, in his view, be indifferent to the vulnerable individuals who were the proper concern of teachers:

Elementary education has failed because we have thought too much of the children's heads and not enough of their hearts. Hearts are still out of fashion in school. In spite of its name psychology has nothing to do with the soul. (36)

A.N. Whitehead's notion (37) of the three-fold rhythm of education through the stages of romance, precision and generalization, substantiated Sampson's plea for flexibility and humanity in education. Maintaining that

Lack of attention to the rhythm and character of mental growth is a main source of wooden futility in education, (38)

Whitehead called for the quality of education to be adapted to

... the stage in the rhythm to which our pupils have advanced. (39)

Children in the romantic cycle of intellectual growth would be ready to benefit from stories, fantasy and narrative poetry. Only in the cycle of precision would they be ready to tackle language study systematically and at the subsequent stage of generalization there would be

... a return to romanticism with added advantage of classified ideas and relevant technique. (40)

Sampson, in English for the English echoed A.N. Whitehead in calling for a human and flexible approach dictated by the needs of the pupils. Children should not be taught useless scraps of indigestible knowledge but subjects that would make them "civilized articulate human beings" (41). English was the foremost of such subjects. Sampson proposed a programme composed of six aspects:

- i) Training in Speech
- ii) Training in Talk
- iii) Training in Listening
- iv) Training in Writing
- v) Training in Study
- vi) The Induction to Literature (42)

In this programme, and in several other respects, Sampson was well ahead of his time. He rejected the teaching of formal disjointed grammar; he appreciated the primacy of speech; he saw that

... every teacher is a teacher of English because every teacher is a teacher in English, (43)

a theme picked up in 1921 in the Newbolt Report and re-echoed in 1975 in the Bullock Report. Although he was sufficiently a child of his time to patronize the working classes and to want to uplift 'their starved and perishing souls' (44) it is his overriding concern with the spiritual and emotional growth of his pupils that makes his contribution significant in the creative aspect of English teaching.

David Holbrook straddles the academic and the creative traditions. Although his major contribution is towards creativity, his words are often couched in the mould of the Cambridge school. For example, in his strong rejection of the industrial environment he avers:

... nowadays, as with everything else sexual behaviour has been typed and stylized by the hack writer and producer of screen entertainment, in those ways which suit commercial sales best. (45)

Literature is for Holbrook the inspiration that it is for Leavis and Arnold but the weight of his argument falls on the use of literature for developing the creative and imaginative powers of children. His aim is to show how the English teacher can promote growth through creativity. He is, perhaps, over-concerned with the psychological problems of children - their development, sexuality and social adjustment - yet hostile to the methods of psychology and psychoanalysis, preferring to stay within the registers of culture, the imagination and literature. This antagonism to psychology might explain his divorce, in the 1960s, from the Creative Writing movement with whose beginnings he was closely associated.

Throughout the 1950s psychologists had been interested in creativity. In the following decade English teachers adopted stimulus response theories enthusiastically (46) in the belief that they had hit upon a scientifically verifiable method. Pupils were given a stimulus - perhaps a creaking door -

and then asked to produce personal responses in their own words. Teachers expected writing to be

... free, imaginative, personal, intense; the teachers' role was to feed the imagination, to stimulate to encourage, to provide a springboard; the children were to be spontaneous, to use their sense in accurate perceptions; to express feelings, to respond to stimulus (sic) to plunge into writing. (47)

Allen suggests that by the time of the Anglo-American Dartmouth conference in 1966 Holbrook's views on creativity had become passe.

Creativity was still thought to matter; personal and imaginative writing was important; literature had a place. But the reasons Holbrook advanced did not suit. The justification and purpose of creativity had to be sought elsewhere if they were to be sought at all. (48)

But whilst the mushrooming Creative Writing movement outstripped Holbrook the speed and energy of its development contained the elements of its early demise. Towards the end of the 1960s enthusiasm began to wane. Frank Whitehead admitted the possibility of short-term therapeutic benefits but queried the quality of teachers' response to written communications, suggesting that uncritical acceptance constituted a derogation of responsibility.

If they are to develop in and through their writing our children will need to meet the challenge of an audience. (49)

With the benefit of hindsight Protherough suggested three areas of weakness which contributed to the decline of the creative writing movement: Firstly, he queried the

... shift of attention from the creation, the product, the actual writing to the creator, the producer and the creative process itself - topics that are seductively imprecise. (50)

Secondly, he suggested that teachers who provided stimuli could actually restrict the kinds of writing practised and, finally, he claimed that

Badly chosen stimuli may close rather than open the writing opportunities for some children. (51)

The Dartmouth conference was held at the height of the Creative Writing era. In describing the nature of the Creative tradition this historic conference is seminal. Approximately forty five educationalists, mainly from Britain and America, met to discuss such fundamental questions as: What is English? and What is proficiency in English? In a personal account of his experience at Dartmouth, Miller (52) described the ironic eruption of national prejudices. The British delegates, reacting against the rigidity and elitism of their tri-partite education system with its eleven-plus examinations were enthusiastically re-discovering educational ideals not dissimilar from those of John Dewey and the American progressives. The Americans, on the other hand, in their reaction to Russian advances in space, were moving away from their traditionally progressive norms towards greater emphasis on discipline and academic excellence.

At the historic moment of the Anglo-American encounter at Dartmouth in 1966, the British and the Americans brought with them distinctly outdated images of each other. The British, in the euphoria of their new-found democratic principles of education, expected the Americans to be progressive and approving. The Americans in the euphoria of their recently-discovered intellectual traditionalism expected the British to be classical and sympathetic. After the first exchanges at Dartmouth all of the participants suffered severe attacks of cultural shock. Expectations exploded, certain certainties crumbled, and philosophical foundations listed and creaked. As the exchange continued, following the program so meticulously structured and the scripts so carefully prepared, it became clear that the British and Americans were not debating with each other so much as with their own pasts. (53)

Thus is reflected the fact that English teaching must always be a function of social, economic or historical factors.

Miller characterizes the Americans as trinitarians and the British as unitarians. By this he means that the Americans tended to answer the question "What is English?" in terms of Language, Composition and Literature. The British, on the other hand

... established their fundamental unitarianism in the nature of the individual pupil. (54)

English, for them, was rooted in the notion of the growth of the individual through the experience of language, particularly as manifest in literature.

D.H. Lawrence was their God and F.R. Leavis was his Prophet. (55)

In his book written as an outcome of attendance at the conference, Dixon (56) developed further what he termed the 'growth model' as distinct from the 'cultural heritage' and 'skills' models. In laying emphasis on the personal growth of pupils as the main purpose of English teaching, he reflected British attitudes then current.

Widening the concept of literature (something for which he has since been censured by Whitehead) (57) he argued that the experience of Literature can include the writing of poems, plays and prose by pupils themselves. Such activities are one side of the practice of literature, an entrée to the enriching experience of contact with the minds of great writers.

Muller,(58) on the other hand, wrote from the American perspective. In his interpretation he tended to be more sympathetic to the contributions of pragmatists who might have belonged in what I shall describe as the practical tradition:

Since language is the medium of all education, it might seem that no subject is more fundamental than linguistics, the systematic study of the nature, structure, and history of language. Actually the seminar displayed mixed feelings about the subject. The linguists in its midst were kept unhappily aware that some of the British viewed their study with a suspicion verging on animosity - worrying as usual over the possible reduction of English to "knowledge" and "content". Nevertheless there was virtually unanimous agreement on the value of their contributions to an understanding of usage. To my mind, nothing said at the seminar was more important for the general public to hear about than what the linguists had to say in their final report. (59)

Yet, despite the differences in approach and attitude manifest at Dartmouth, it is possible to synthesize positive influences. Miller's comments

illustrate the potential for the English teacher to draw upon different traditions to the enrichment of his professional viewpoint:

But in spite of the lack of formal agreements or conclusions at the end of the Dartmouth Seminar, there was, I believe, an informal understanding that emerged, tentatively and intuitively, that remains to this day, some five years later unformulated and unwritten, but which never-the-less has become a pervasive influence and force in both countries. In this view, language is seen as something more than 'a bunch of rules' for communication (a definition once elicited from a seventh-grader after his grammar drill); it is, instead, the infinitely pliable, infinitely resilient stuff of creation. It is through language that we discover our identity, and it is with language that we create our world, imposing our order on the chaos and flux of reality. And it is with language that we create the personal, national, or human myths by which we live. Language lies so close to the living, breathing soul of the individual, in short, that it cannot be separated from being: it is the creative life-blood of the individual. From this fundamental view of language flows a series of related views. Perhaps the most important of these is the vital role of the imagination. If language is the stuff of creativity, it is the imagination that is the making and shaping faculty. Wherever language manifests itself, the imagination plays a crucial role. If this is true, as I believe it to be, then it follows that English teachers from kindergarten through graduate school have in common the goal of developing, nourishing, educating what may be called the linguistic imagination of their students. This goal may be achieved in an infinite variety of ways, but the ways must all recognize that the imagination of the individual is both consumer and producer, that it achieves fullest life in both receiving and giving, apprehending and generating. Experiences in the creative uses of language become, then, not decorative frills but vitally relevant experiences that go to the heart of the matter. And experiences in literature that genuinely engage and extend the imagination play a central role in this process. (60)

The fundamentally creative conflict between fact and imagination, between form and freedom, runs through the creative tradition. The need for freedom entails a break with established conventions, yet the moment such a break has been effected a restraining form is created by the act. In denouncing the nihilistic egoist, Max Stirner, Holbrook recognizes the pervading form of language:

For one thing, Stirner used the language and writing represents manifestation of togetherness, union, communication, concern and values. (61) (my emphasis)

The theme of communication will be explored further within the practical tradition of English teaching.

### 1.3 The Practical Tradition

The use of language for communicative and social purposes is the central concern of the practical tradition . The personal growth of the individual child is seen to be embedded in a social context and the use of English in that context is stressed. As in the cases of the academic and creative traditions the particular emphases of the practical tradition emerge from a set of shaping influences.

Although Richard Mulcaster had argued for the teaching of practical English as early as 1562 it was not until the mid-nineteenth century that the forces of industrialisation and Science forced a 'curriculum debate' in which the traditional concept of a liberal education came under scrutiny (62). The consequent changes in the academic traditions, the emergence of progressive ideas and the development of the personal growth model have already been mentioned. However, these developments were not rooted in social and political conditions to the extent that certain parallel movements were. The practical tradition has a working class background and proceeds from the point of view of the socially disadvantaged. A dominant theme is the need for social justice. The social sciences, particularly Linguistics, Sociology and Psychology are seen as a logical means to an egalitarian end.

George Sampson's contribution has been dealt with under the creative tradition because of his primary concern for the spiritual growth of pupils, his rejection of Psychology and because he personally stood without the working class world.

However, two dominant themes in his work make him an equally pertinent figure in the practical tradition. In the first place, he worked in the socially disadvantaged context of London's working class elementary schools. Secondly, he foreshadowed many of the contributions from Psychology and Linguistics in attaching primary importance to talk.

Rejecting alike the

Praise Him for his grease and fever

of the upper classes, and the

Pryse him for his gryce and fyver

of the working classes, Sampson argued for the teaching of standard English by which he seems to have meant the most commonly used variety of English.

There is no need to define standard English speech.  
We know what it is and there's an end on't. (63)

The Newbolt Report drew much from Sampson's work. It expressed its view of the role that English could play in promoting social unity in the words

It is emphatically the business of the Elementary school to teach all its pupils who either speak a definite dialect or whose speech is disfigured by vulgarisms, to speak standard English and to speak it clearly and with expression. (64)

The inferiority of working class varieties of English is thus still assumed although there is some recognition of the priority of communication in the words 'to speak it clearly and with expression'. The Newsom Report of 1963 (65) echoes the Newbolt Report's concern with talk and with the apparent disadvantages that children from working class backgrounds appear to take with them to school. However, the shadow of things to come is present in the increased emphasis on talk as a means of communication, rather than identification.

The remedy, of course, is not a matter of speech training or debates ... It involves the cultivation of all the means by which people express their thoughts and emotions - mime, drama, music, conversation. (66)

The work of George Sampson and the Newbolt and Newsom Reports provide a logical foundation for the contribution of Basil Bernstein. He, too, drew upon the social sciences (particularly Sociology) in documenting through language, the struggle of the working classes for social justice. Although

his theories have been widely misinterpreted, and although his academic position has altered since the publication of his early work in 1958 (67) the impact of Class, Codes and Control Volumes 1-3 (68) has had a major impact upon the practical tradition.

Bernstein introduced the notion of restricted and elaborated codes. Oversimplification and misinterpretation of his ideas led to the conclusion that working class children were locked into less efficient intellectual strategies than middle class users having access to elaborated codes. In fact Bernstein has himself been at pains to discount too easy assumptions:

We need to distinguish between the principles and operations that teachers transmit and develop in children, and the contexts they create in order to do this ...

We need to examine the social assumptions underlying the organization, distribution and evaluation of knowledge for there is not one, and only one answer. (69)

Moreover, his theories have undergone radical revision, have become more complex and abstract and have become the subject of quite severe criticism. In particular, the notion of linguistic deprivation associated with class has been debunked.

We can therefore suggest that the more extreme language deficit view incorporates a considerable element of middle class bias. Middle class speech is considered by some educationalists to be the desirable linguistic norm. If working class children do not 'attain' this norm, then their language is considered to be defective. This view is justified by pointing to the child's relatively poor academic performance which is in turn ascribed to the 'Cognitive deprivation', due alternately to 'Linguistic deprivation'. (70)

However, even Bernstein's critics admit

... that there are social-class differences in language (and) that these differences are somehow related to educational problems faced by working-class children. (71)

The value of his contribution to the practical tradition has been to stimulate debate in forums such as the Dartmouth Conference (where he was

present) on the role of language and class in education. The relevance of such debate in the context of English 'main language' teaching in South Africa, is immediately apparent. For example, the notion of what constitutes 'Good' English will have to be handled with a degree of professional expertise in the increasingly heterogeneous classrooms of the future. The American experience will become increasingly pertinent.

The immediate problem centers on Standard English, or what is popularly known as "good English". As defined by the linguists, this is a dialect that originated in the region of London some five or six centuries ago and has since spread, with variations, all over the English-speaking world. It is the English used by educated people when carrying on their affairs publicly. It is therefore the language of not only literature and learning but also church and school, government and law, all the professions. It is so familiar that in a sense it is easy to recognize - the reader is reading it right now. Yet there is no single, fixed, "right" form of Standard English. It embraces many forms, varying with country, profession, and purpose. In particular it has two distinct major varieties, written and spoken English. It is always fluid, growing and changing with usage, which determines correctness. And though as the language of the educated and the ruling classes it is a "prestige dialect", well for all the ambitious to master, it is not necessarily, intrinsically superior in all respects to other dialects. Often it borrows from them, in time making many a slang expression respectable English. (72)

The contribution of Linguistics to the teaching of English falls within the practical tradition. Two broad reasons may be advanced to explain why Linguistic contributions have, on the whole, been met with scepticism and rejection. Linguistics, in the first place, is concerned primarily with the description of languages and not with the methodology of teaching. Consequently a great deal of linguistic theory is irrelevant or only partially relevant to English teachers who might be tempted to throw out the baby with the bath water. In the second place it must be admitted that the specialized erudition of some linguistic theorists matches that of literary boffins. But while most practising English teachers have been exposed to sufficient literary theory to enable them to follow the arguments of literary specialists, relatively few are in this happy position with regard to Linguistics. They might, therefore, in confusion, fall prey to reactions of fear and prejudice. Despite such problems, however, it is clear that linguists have succeeded in making considerable contributions and that with

the demise of Bloomfieldian structuralism and the recognition that transformational grammar has limited didactic possibilities, the way has been cleared for even more valuable contributions in the future.

Paffard (73) lists three major contributions of linguistic studies. The primacy of talk has been emphasised, Latin-based formal grammar discredited and the notion of 'correctness' revised. To this list might be added recent insights into the nature of communicative competence derived from the application of linguistics to second and foreign language teaching:

The teaching of English in Britain now finds itself linked with the teaching of English as a foreign language, and both of them find affinities with the teaching of foreign languages in Britain.

All three can be helped, though in different ways, by the intelligent application of modern linguistic theory and techniques. (74)

Halliday, McIntosh and Strevens established important emphases and distinctions in The Linguistic Sciences and Language Teaching. They distinguished between prescriptive, descriptive and productive types of teaching; they reiterated the importance of spoken language and of recognizing varieties of English and they identified unifying aims for the teaching of English as a native language:

We could perhaps enumerate what seem to us to be the four principal aims of native language teaching. The first is educational: everyone should know something of how his own language works. The second is pragmatic: everyone needs to learn to use his language most effectively. The third and fourth are indirect in that their value lies in application: to know about the native language is to be well equipped both for learning a foreign language and for understanding and appreciating the native literature. (75)

This statement reflects important priorities. Firstly the educational aim that 'everyone should know something of how his own language works' reflects that the practical tradition is not exclusively and narrowly pragmatic, drawing as it does from linguistics a concern for the disinterested study of language. Secondly, the place of literature is seen as being within the ambit of language study. Finally, the authors identify the importance of language as a tool for organizing life.

Other important influences from the fields of Linguistics and Sociolinguistics have contributed to the practical tradition in underscoring the themes of appropriacy and relevance. Among the most important are the lesson resources devised by Doughty, Pearce and Thornton (76), the findings of Barnes on classroom interaction and Harold Rosen's views on Language Across the Curriculum (77). The nexus of their work is the need for sensitive and informed interaction with pupils who are using language to cope with the practical problems of learning and education. The traditions established by Mulcaster and Sampson have been substantiated and extended through the painstaking linguistic analysis of actual talk recorded in live classroom situations.

Accompanying the more specifically linguistic contributions has been the extended practical contribution of James Britton which merits special attention. Britton's wide influence on English teaching spreads from his address to a conference in Grahamstown, in 1963 (78) across his membership of the Bullock Committee in 1974 (79) to his participation in the Australian conference on English teaching in 1980 (80).

Britton's contribution to the practical tradition is expressed in his definition of language:

Language is a highly organized, systematic means of representing experience ... (81)

In the process of rendering experience into symbolic form language is used along a continuum from transactional through expressive to poetic. Participants in any language experience might operate in the expressive mode, perhaps holding a conversation or monologue in which the personal feelings are paramount. But as the need develops to transmit feelings, information or strongly held opinions, a shift might occur into the transactional mode. Alternatively the poetic mode of language can be operative as spectators sit back to read a novel, poem or watch a play. Literature, which is experienced in the receptive mode as a spectator or in the productive mode as a writer, is the most important aid to maturity. This view of language applied to education, implies the importance of a range of appropriate language varieties which the individual might call upon to meet the requirements of any life situation.

Britton's influence on the Bullock report was considerable, as the title - 'A Language for Life' - indicates. The Report emphasised the importance of language as a means of learning and called for an increased awareness of the importance of English to be manifest in the organization of schools:

... every secondary school should develop a policy for language across the curriculum. The responsibility for this policy should be embodied in the organizational structure of the school. (82)

The avoidance of value judgements is a feature of Britton's theory which might be a consequence of his reliance upon Linguistics, his relegation of Literature to a comparatively minor role, and his acceptance of the descriptive approach to language. The absence of a definable moral standpoint has disquieted writers such as Inglis and Allen:

Here, in the doubts about the contribution of the teacher, (expressed by Britton in 1973) is an echo of the loss of nerve so in evidence among English teachers in the seventies. Thus also, the anxious rejection of moral decision and diagnosis (claimed by Inglis) and the rationalist's new world. Britton's achievement has been great; but at very great cost. (83)

Britton's synoptic review of the developments in English teaching between the 1960s and the 1980s given at the Australian conference on 'English in the Eighties' provides a partial rejoinder to this criticism. He sees the 1960s as the years of 'great processional' when ideas blossomed abundantly. The 1970s constituted the 'Age of Anxiety' when teachers queried the truth and feasibility of ideas conceived in the previous decade. The 1980s he thinks will be 'The Age of the Teacher' when recognition of the interactive nature of teaching; of the negotiability of the syllabus the 'effect of intentions upon performance' will place new demands and new challenges upon the teaching profession.

I think there are great opportunities for people like me - in professional development, initial and in-service training ... provided we see our role ... as helping them to theorize from their own experience, build their own rationale, their own body of convictions. (84)

Whilst the refusal to supply moral direction remains, the presence of an ethical dimension is implied in the words 'their own body of convictions'. By implication, professional convictions held by teachers would, in the interactional process of teaching, have their own impact on pupils. The moral dimension is implied if not directly stated. The emphasis, however, is on the practical working out of communicative situations:

... the recognition that learning is always an interactive process is a crucial first step, its implications - that talking and writing may be modes of learning, that a curriculum must be 'negotiable', that in-school and out-of-school learning should be inseparable parts of one pattern - the working out of these implications constitutes an area of active innovation in secondary schools today. (85)

In the South African context where boundaries between English first and second language users are rapidly dissolving, the notion of interaction has immediate currency. Chick (86) has spoken of the notions of synchrony and asynchrony, pointing to detailed explanations of how speakers from disparate socio-cultural backgrounds establish, (or fail to establish), harmony in discourse.

The notion of synchrony like those of schemata, contextualization cues and face has proved useful in explaining how socio-cultural information enters into the interpretation of intent and evaluation of motives and ability whereas interactions between people who have similar socio-cultural backgrounds frequently reveals a synchrony of conversational behaviour, those between people whose backgrounds are dissimilar are frequently marked by a series of uncomfortable, asynchronous moments. Interactional sociolinguists have shown that the source of asynchrony is usually differences in interpretative schemata and contextualization cues. (87)

It is clear that contributions of this ilk will be vitally important in South Africa in the years ahead and that English teachers will, at their peril, ignore insights into the nature and implications of interaction. Increasingly teachers will need to negotiate and interact with growing numbers of pupils in designing learning activities that facilitate the growth of communicative competence in individuals and groups. Worsening teacher:pupil ratios in increasingly diverse groupings will place added pressure upon teachers to create authentic and meaningful learning situations and to negotiate tactfully for pupils to assume more responsibility for learning in increasingly complex circumstances. In this regard recent developments in the practical

tradition are likely to be highly relevant.

#### 1.4 Conclusion

The aim of this chapter has been to describe the traditions of English teaching. The practising teacher, at the centre of these traditions, draws attitudes, ideas, approaches and insights from a wealth of expertise. Although it is acknowledged that individual preferences will always exist, the intention is not to suggest that one tradition or another is preferable or more relevant in current circumstances. Rather the argument is that the professional training of a teacher of English should enable him to draw at will from one set of traditional sources or another as he teaches the use of English as a language. If the 1980s are indeed to be 'the era of the teacher', practitioners must be equipped to distil the essence of the past for application in the present, and to apply the findings of current research responsibly and effectively in classroom settings.

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CHAPTER 2: POLICIES

In South Africa considerable policy making activity was generated in the field of English teaching in the late 1970s and the early 1980s. The production of the H.S.R.C. Report on the Provision of Education in South Africa (The De Lange Report) (88) and the revision of the core syllabus (Appendix 1), were major events requiring the collection, collation and synthesis of a wide range of expert opinion. This chapter aims at an analysis of this opinion, as expressed in certain key documents, and at a description of the emergent trends.

Ire was aroused by the fact that few of the delegates to the Dartmouth conference were practising school teachers (89). Policy making in South Africa is similarly in the hands of those who have precipitated out of the classrooms. Nevertheless, the experts involved in the syllabus revision process brought to their task considerable past classroom experience and current contact with teaching situations at secondary and tertiary levels.

The mass of material relevant to the period and activities under review includes letters, reports, draft reports, type-scripts, notes and memoranda. Because it is not possible to subject all this material to close scrutiny the following categories of evidence have been selected for particular attention:

- (a) The Joint Matriculation Board (J.M.B.) Final Core Syllabus for English (Higher Grade) (Stds. VIII, IX and X) (Appendix 1)
- (b) Documents from Australia and New Zealand (Appendices 2 and 3)
- (c) Correspondence from heads of university departments of Afrikaans and English in response to a request for comment from the Committee of University Principals (C.U.P.)
- (d) A collection of notes and correspondence relating to the revision of the J.M.B. core syllabus
- (e) A proposed syllabus for standards VIII, IX and X prepared by the Transvaal Education Department's syllabus evaluation project in English First language (Higher Grade) (Appendix 4).

The documents which constitute the evidence listed here seem to reflect essential trends and directions in the theory of English teaching in South Africa. A volatile period of development appears imminent and the extent to which English teaching is ready to cope with this process of rapid change is of crucial importance. The following analysis attempts to show how English teaching policies are moving to meet current challenges.

## 2.1 The 1972 J.M.B. Core Syllabus

This five-page document (Appendix 1), which was the subject of revision in the period under review, has served as the final authority on main language English teaching in South African schools since 1972. Provincial authorities have their own guidelines, directives and modifications but since the J.M.B. has the final authority in the matriculation process, the 1972 syllabus is the precedent for provincial editions.

### 2.1.1 An Evaluation of the Syllabus

Subsequent chapters dealing with the comments of practising teachers and matriculation examination papers will reveal the nature of the impact which this syllabus had upon English teaching in the course of its 'life'. Whatever such influence, however, prior acknowledgment must be made of the fact that many of its features have stood the tests of time and scrutiny, to be approved and retained for the future. However, the revision process has also revealed some shortcomings. Because the merits and demerits of the syllabus are so intimately connected they will be dealt with as aspects of its more prominent features.

#### 2.1.1.1 Design

A syllabus should be a concise but authoritative statement of the main principles and features of a course of study. Syllabus guides or accompanying suggestions for the consideration of teachers deal with questions of method. The practising teacher should find in the syllabus a clear outline of his work although he should not expect from it detailed advice on the method of teaching the subject. A valid test of a syllabus might therefore be the extent of its usefulness to practising teachers with regard to the questions of 'why?' and 'what?'. That the 1972 syllabus fails in this regard is

suggested by observations such as:

- \* ... a major shortcoming of the present core syllabus viz. an all-pervading vagueness as to what is to be taught ...

The implications of such comments will be addressed in subsequent chapters (see page 97) but at this point it is worth noting that an inconsistent and confused format suggests confusion in the thinking behind the syllabus and makes its readers' task more difficult.

The format of the syllabus might be outlined as follows: (90)

A. GENERAL AIM

SPECIFIC AIMS

- (a)
- (b)
- (c)
- (d)

B. OUTLINE OF THE COURSE

1. Spoken English

- (a)
- (b)

N.B.

- (c)

2. Written English

- (a)
- (b)
- (c)

Note:

3. Literature

- (a) General Reading:
- (b) Prescribed Books:

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General Note:

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C. THE EXAMINATION

First Paper    Section A  
                          Section B  
                          Section C

The Contextual Questions

Second Paper

- (a)
- (b)

Third Paper

- (a) (i)
- (ii)
- (b)

N.B.

- (i)
- (ii)
- (iii)
- (iv)
- (v)
- (vi)

The General Aim and Specific Aims are both typed in bold capitals and underlined; thus receiving equal status typographically. Yet the absence of numbering or lettering for the 'specific aims' heading implies the inconsistency that the second heading should be understood as a sub-section of 'Aims'. Logically the section should have been set out as:

A. Aims

1. General
2. Specific

Section B, which contains the outline of the course, has three sub-sections dealing with Spoken English, Written English and Literature. The first two of these are divided into 'aims' (a), activities (b) and one further sub-section (c). In the first case this final sub-section deals with a theoretical

issue of the type which is dealt with under a 'note' in the subsequent sub-section. A methodological consideration is dealt with under an 'N.B.' in the Spoken English section. In the third sub-section dealing with Literature the format departs radically from the aims → activities → methods pattern and includes under (a) and (b) two underlined, sub-headings - General Reading and Prescribed Reading.

The absence of any stated or logical reason why this sub-section should be dealt with in such a markedly different way is confusing.

More confusing is the subsequent 'General Note' which is separated from the rest of the syllabus in that it is printed between two lines. The four paragraphs under this General Note deal in essence with the language component of the syllabus but the effect of the format suggests that language is not in fact an integral part of the English syllabus but a separate issue, a notion contradicted by the text.

Finally, the third division of the syllabus deals with three examination papers, each in a different way. The Literature paper is dealt with under three sections, A, B and C. Although the subsequent two papers - Original Writing and Comprehension/Language - fall equally obviously into sections, they are not dealt with as such, but under (a) and (b) sub-headings. Furthermore, where the methodological issue of the contextual question is dealt with as an underlined sub-heading in the Literature section a similar comment dealing with language questions is labelled 'N.B.'. Finally, the syllabus is allowed to dribble to an end in an incomplete list of 'language features'. The absence of a conclusion compounded with the other - albeit trivial - inconsistencies, creates confusion.

#### 2.1.1.2 The Ideal of Individual Growth

Anglo-American influences of the 1960s are evident in the syllabus. Dixon's 'Growth Model' (91) with its emphasis on the individual, on enriched experience and on personal growth is enthusiastically espoused.

The word 'development' in the General Aim is synonymous with 'growth'. The development theme is sustained subsequently in words such as

... the relationship between a child's linguistic skill and his personal development is a unique one. (92)

and through careful reference to the pupil as an individual, with the apostrophe pointedly before the s as in:

Specific Aims.

(a) To increase the pupil's capacity to observe ... (93)

Finally the stress upon experience, initiated under the General Aim in the words

The teacher's task is to be thought of in terms of ... creating opportunities for the extension and enrichment of experience. (94)

is sustained through subsequent reference to activities in terms of their value as experiences:

Few activities can be more valuable or stimulating than the skilful reading aloud by the teacher from work that he has enjoyed. (95)

Continuing support for the ideal of individual growth was evinced in the process of syllabus revision. There appears to be consensus that growth or development should be part of the general aim of English teaching. However, the trend is towards a syllabus which, while acknowledging the ideal of individual growth as an aim of English and of Education as a whole, will provide clarity on the precise relationship between ends and means.

#### 2.1.1.3 The Status of Language

It is in the area of language that the 1972 Core Syllabus is at its weakest and most ambivalent. Commentators complain repeatedly of the vague and uncertain treatment of language in the syllabus and of consequent neglect in the classroom and in teacher training.

\* The current Joint Matriculation Board Core Syllabus ... enshrines this neglect by stating the aims of language

teaching only in the most abstract and impractical (even if laudable) terms, which provide the new teacher, often already suffering from considerable linguistic neglect and ignorance, with very little practical help in the class room.

Reasons for the Cinderella status of language can be found in the three traditions described in Chapter 1. To the extent that it is a representation of the growth model of English teaching and thus of the 'Creative' tradition the 1972 Core Syllabus also represents a reaction against a style of teaching most closely associated with the 'academic' tradition. This style emphasises content, correctness and grammar. It is associated with drill, with the rote learning of irrelevancies and with heavy deadening insistence upon the learning of rules for the sake of rules. Most importantly it is thought to be insensitive to the personal development of individual pupils in its pursuit of subject matter. So concerned were the syllabus makers to avoid the spectre of this teaching style that they appear to have been catapulted to the opposite extreme, almost to the point of actively discouraging the teaching of English as a language.

As has been mentioned already the Language component is dealt with under a 'General Note', which states that:

A study of language in action should form an integral part of all the above aspects of English teaching to the end that pupils may speak and write more effectively and appreciate literature more fully. (96)

The 'above aspects' of which language study forms 'a part' are of course speaking, writing and literature. Thus the view of language as being subordinate, or incidental, or subservient to these activities is implied. This implication is reinforced by the disowning 'General Note' and by the fact that the activities of speaking, writing and literature study are not described as language activities but as means to the end of personal growth. In the section on 'Written English', for example, the fact that writing, like speaking and literature, is essentially a manifestation of language in use is only vaguely referred to in the words

... at his (the pupil's) disposal are all the forms in which verse and prose are used. (97)

Finally the content of the language component - what the teacher should impart about language - is dealt with only in the Examination section and then only by means of an incomplete list of grammatical features (see Appendix 1 p.5) of the kind that has been studiously and correctly avoided elsewhere.

It might be concluded that the desire to avoid a sterile species of grammar drill has resulted in an underplaying of language. There is, moreover, an ambivalence; a partially stated belief in the pervasive significance of language mixed with an incomplete and illogical list of grammatical categories leaving an impression of confusion and indecision with regard to the status of language in the syllabus. The way is left open for teachers to concentrate almost exclusively upon the teaching of 'literature', with some 'composition' and 'oral work' thrown in. 'Language' can be dismissed in terms of discarded scraps of usage in past examination papers.

## 2.2 Documents from Australia and New Zealand

Two documents, The Queensland Syllabus (Appendix 2) and the Statement of Aims of the New Zealand Department of Education (Appendix 3) are singled out for analysis because substantial borrowings from these documents are evident in the final draft of the revised syllabus (Appendix 6).

### 2.2.1 The Queensland Syllabus

The general aim of English courses in the Secondary school is stated as being:

... to promote the maturity of the student to the limit of his capacities through the development of his competence in the language and through the enrichment of his experience in the language ... (98)

Within this general aim five specific aims are listed:

- i) To encourage the natural enthusiasm, vitality, spontaneity and originality of the student through active participation in language activities.

- ii) To enrich the student's ideas, to stimulate his thoughts and feelings and to develop his understanding of himself and the world around.
- iii) To develop the student's ability to express his ideas, thoughts and feelings through language.
- iv) To develop the student's ability to communicate ideas, thoughts and feelings effectively through language.
- v) To develop the student's skills which contribute to effective expression and communication. (99)

Around each of these five aims is developed a unit, consisting of a number of 'goals' together with commentary on how these goals are to be achieved. The five units and thirty two goals constitute the core syllabus which schools are required to implement in a flexible and collaborative manner. Provision is made for schools to include 'optional/elective' studies where these are considered desirable in addition to the core syllabus. It is required that the syllabus aims and goals 'should be pursued progressively and concurrently in successive semesters'. (100)

A notable feature of this syllabus is its flexibility. Teachers are encouraged to collaborate to innovate and to organize and produce their own courses within the framework of the syllabus. Such courses are not bound by rigid compartmentalization into 'oral', 'essay', 'literature' and 'language', but are instead to be developed out of the syllabus aims to meet the particular needs of the students. It is recommended that a 'weighting' of between 40-60% be given to 'literary' activities but beyond that recommendation schools are required to make independent decisions regarding -

#### Objectives

Selection and organization of content

Selection and organization of learning experiences

Development of teacher strategies

Means of evaluation. (101)

However, it is not in the areas of integration, flexibility or independence that the Queensland syllabus is particularly influential. More important are the thirty two goals listed consecutively through the five 'units'.

These goals provide something of the specificity lacking in the 1972 core syllabus - they appear to emanate from the needs of students in terms of the aims of the syllabus; they provide, therefore, a more professionally respectable statement of the professional practice of English teaching. Moreover, the Queensland syllabus, while it departs from the Literature centred model of the J.M.B. syllabus, does retain the ideal of individual growth as an end, or final aim.

### 2.2.2 The New Zealand 'Statement of Aims' (Appendix 3)

The New Zealand document was produced in 1978 as part of a movement to up date an English syllabus first produced in 1944. Although the Statement of Aims

... outlines the bases on which teachers should plan language programmes covering the first three years of secondary school ... (102)

and is thus concerned with the early years of secondary English, its content and design served as a model for some influential proposals that will be discussed below.

Two features of the New Zealand document qualify it as a model worth consideration. Firstly, the statement espouses as fundamental the principle of growth. Four basic assumptions about language are listed as being:

- i) Language is a form of human behaviour.
- ii) There is an important link between language and thought.
- iii) Language development is central to personal growth.
- iv) Students explore and extend language through speaking and listening : these modes are basic to the development of literacy. (103)

The ideal of personal growth is thus retained and extended through a more explicit association with English as a language.

Secondly, the statement offers a viable rationale. Where the J.M.B. core syllabus has been criticised on the grounds of its idealistic vagueness, the New Zealand document illustrates distinctly the relationship between educational aims, assumptions about learning a language and language aims by means of an illuminating model for the practising teacher:

### LINKING THE AIMS

#### EDUCATIONAL AIM

Language programmes must fulfil the educational aim of helping young people develop fully as individuals and as members of society by encouraging the growth of:

THE URGE TO ENQUIRE

The assumptions about learning and language stress language as being central to full personal development.

CONCERN FOR OTHERS

The language aims are based on the assumptions and on the educational aim. The language programmes, in turn, derive from the language aims.

THE DESIRE FOR  
SELF RESPECT

#### LANGUAGE AIMS

TO INCREASE THE STUDENT'S  
ABILITY TO UNDERSTAND  
LANGUAGE AND USE IT  
EFFECTIVELY

TO EXTEND THE STUDENT'S  
IMAGINATIVE & EMOTIONAL  
RESPONSIVENESS TO AND  
THROUGH LANGUAGE

TO EXTEND THE STUDENT'S  
AWARENESS OF IDEAS AND  
VALUES THROUGH LANGUAGE

(Appendix 3)

Another interesting feature of the New Zealand document is found in the introductory statement:

The term 'language' includes literature. It also includes visual and non-visual elements. (104)

Thus the overarching concept of English is shifted from personal growth to language which becomes the integrative focus of the syllabus. Specific language activities are described in terms of 'modes':

Receptive Modes : Listening  
 Watching  
 Viewing  
 Reading

Productive Modes : Speaking  
 Moving  
 Shaping  
 Writing

The inclusion of the watching, viewing, shaping and moving modes extends the traditional paradigm to include modes of activity associated with the media and technological innovations.

The trend here, then, is away from the traditional, literature dominated syllabus towards a view of English as an integrated complex of language skills fostering the individual's growth and adaptation to his intellectual, social and emotional environment.

### 2.3 Views from the Universities

In August, 1979 two documents were submitted for comment to South African universities. The first of these was a letter from the President of the English Academy and the second was a memorandum drafted by the heads of Departments of English of member universities of the Committee of University Principals. The letter from the English Academy appealed for more courses for teachers of English as a second language. The latter document made the following five points:

- The rising incidence of grammatical errors evident in written essays of students was the result of the tendency to concentrate on spoken language especially in second language teaching.
- The teaching and examination of literature should concentrate on the accurate perceptive reading of original texts avoiding the study of inferior works and the mechanical memorization of detail.
- Student teachers should be directed into '1B' English courses which concentrate more on

questions of grammar and usage and should not be required to take literature orientated '1A' courses.

- Matriculation standards were inconsistent, providing no clear indication of a student's ability or potential.
- The school systems in all provinces do not provide an adequate preparation for English studies at university. (105)

The responses of nine universities to these points have been studied. It should be noted, however, that the quality of response was far from uniform. In some cases memoranda had obviously been exhaustively and thoroughly prepared; others were in the form of summaries prepared by an administrative officer of the university and yet others appear to be the spontaneous replies of individuals. Because such responses are not always representative of the university as an institution it has been decided to synthesize the sixty six pages of evidence under headings.

### 2.3.1 'Back to Basics'

The hope of this approach is that more 'formal' or conscious teaching of language will improve communicative competence. The catalogues of research indicating that drilling of grammatical structures does not necessarily improve communicative performance (106) are ignored. Blame is placed upon the schools for neglecting the teaching of grammar and it is assumed that more grammar and 'language' teaching will solve the problem of declining standards. That this approach received substantial support is reflected in the final memorandum issued by the Committee of University Principals after its sub-committee on Teacher Training had considered comments from the nine respondent universities.

Die Komitee besluit dat by onderwysdepartemente en universiteite se Departemente van Engels en Afrikaans aanbeveel word dat veel meer aandag geskenk word aan die onderrig van die taalstruktuur, taalkunde en die sintaksis ten einde leerlinge en studente 'n vaardigheid in die skriftelike en mondelinge gebruik van die amptelike tale by te bring en hiermee ook 'n basis te lê vir die aanleer van vreemde tale. Die oormatige konsentrasie op 'n studie van die letterkunde het gelei tot 'n onderbektoneering van grammatikastudie met die gevolg dat die taalgebruiksvermoë van leerlinge en studente agteruitgang toon. (107)

It should be noted, however, that this conclusion ignores some responses which will receive closer attention in what follows. Furthermore, although the Committee of University Principals' sub-committee on teacher training attacked the dominance of Literature in university courses, many Literature specialists are themselves advocates of the 'back to basics' school. Their position is that the majority of students who are not up to the standards required by Literature courses should be channelled into 'Special English' or 'English IB' courses where they can pursue things less challenging than literature.

- \* Also the IB course does, in fact, have more basic grammatical instruction than the IA course and is geared to help those with problems ...

### 2.3.2 Eclecticism

This is a milder version of the 'back to basics' position. The belief is that a judicious mixture of literature, language and perhaps a dash of Latin will halt the decline in standards. It is argued that, since the Second World War South African universities have neglected language work in favour of the Leavisite concern with Literature and practical criticism.

- \* The results have been disastrous, and the poor teaching of English at school level at present is a direct result of the abandonment of formal instruction in language at so many of our major universities. Students now entering the universities have in most cases been taught by teachers who themselves have done no language work beyond school level - indeed, we are probably by now in the second or third generation of victims of this system.

Like the 'back to basics' school, the Eclectic approach tends to assume that more language will result in improved communicative performance. But there is an unfortunate absence of specification, of descriptions of precisely what kind of language teaching will have the most desirable results and of proof that language teaching does work. As one sceptic enquired:

- \* Where is the research to prove that ... to spend more time on language teaching and less on literature is the remedy for communicative incompetence?

Another facet of the Eclectic approach is found in the establishment by certain universities of departments of 'General Linguistics and Communication'. These departments aim to offer "language instruction of a practical nature" (108) and to improve the communicative competence of university students. However, the fact that they are separate from their respective departments of English reduces their impact on the mainstream discipline and hence on students who will return to the schools to teach 'English'. The failure of overseas courses run by similar departments to provide convincing evidence of success in improving the communicative competence of individuals was cited in more than one response.

In essence, the Eclectic approach evades the issue. The final answer to the question of what should constitute English teaching in the schools and how it should be conducted is not to be found in the parcelling together of various, often incompatible, ideas.

### 2.3.3 The Communicative Approach

The Communicative approach demands a re-statement of the problem as set out in the initial memorandum (see p. 36 ). As the respondent from Randse Afrikaanse Universiteit pointed out, not one but three distinct problems were being addressed: communicative incompetence, deficient linguistic knowledge and inadequate literary background.

With respect to the first of these problems, communicative competence might be defined as the capacity to use a language to meet the communicative demands of a particular situation. It is thus distinct from 'grammatical' competence which is the ability of a speaker to produce acceptable sentences. For example, a student of Economics might be perfectly capable of speaking and writing acceptable English sentences but incapable of communicating his knowledge and understanding of certain Economic concepts in the required style.

It follows that no amount of additional grammar or formal language instruction will improve his communicative competence in respect of the situation in which he is incompetent. Nor, it might be added, will additional inputs of Economic content necessarily solve the problem.

Problems of communicative incompetence, as some respondents understood, are not the sole prerogative of the language teacher but of a general educational nature.

- \* Kommunikatiewe onvermoë is nie in die eerste plek 'n taalkundige probleem nie, maar wel 'n algemene opvoedkundige probleem. Dit is so dat die taalonderwyser/taaldosent die grootste gevoeligheid daarvoor het, maar hy kan dit nie alleen, as taalonderwyser/dosent die hoof bied nie.

From this point of view the solution to the problem of 'declining standards' lies in the improvement of students' communicative competence which in turn entails a policy of 'language across the curriculum'. Research directed at problems of communicative competence and at the communicative needs of learners is needed and language courses should be compulsory in the training of all teachers. In short the communicative approach requires a radical revision, not only of the practice of language teaching but also of the general educational attitude to the role of language in Education.

#### 2.3.4 Teacher Overload

The importance of patient detailed attention to pupils' work was emphasised repeatedly. It was averred that pupils should know that what they write is going to be read by careful and critical audiences. Yet repeatedly the complaint was made that the teacher:learner ratio prevented the close attention that should be accorded to written assignments. The situation in the schools was described as follows:

- \* Die probleem sal m.i. met ons bly solank as wat 'n hoërskoolonderwyser so werklading bepaal word deur die aantal periodes wat hy klas gee en nie volgens die getal kinders wat hy hanteer. Die landstale is verpligte vakke vir alle leerlinge. Sodra leerlinge die taalonderwyser se klaskamer verlaat, verdeel hulle in kleiner groepe. Hoeveel skriftelike werk kan 'n mens leerlinge op skool laat doen? Klaarblyklik net soveel as wat die onderwyser in staat is om na te sien. Kom ons kyk nou weer na die heel eerste sin van hierdie verslag.

'n Taalonderwyser is tipies verantwoordelik vir 150-200 leerlinge. Hy ontmoet hulle vir vyf of ses periodes

per week. Géén mens kan 'n duisend boeke per week nasien nie. Vandaar die gepraát en passiewe geluister in ons skole. Die universiteite kan van die taal-onderwyser niks meer verwag as waartoe 'n sterflike mens in staat is nie.

These words, feelingly endorsed by other commentators, articulate the essential problem. No amount of syllabus revision, of research, of theory, of fine aims or facilities will avail a jot if language teachers remain so overloaded that they are unable to respond to the communicative demands of their task.

- \* In short, until the State is prepared dramatically to improve the teacher-pupil ratio (and we would add not only of English teachers) the vital teaching of language competence through the supervision of individual pupils' writing in all subjects will be lacking from the outset. We stress 'individual' because in a class of twenty-five pupils the causes and symptoms of communicative incompetence may vary from pupil to pupil. Only by personalised attention can a teacher do much to counter the interference with the development of conventional language patterns which a child suffers from a background oblivious to such patterns.

Whilst an improved pupil:teacher ratio might seem an obvious solution, it must be viewed in the light of economic considerations. In 1982 the ratios of pupils (primary and secondary) to teachers was as follows:

White schools	19:1	
Coloured schools	28:1	
Indian schools	25:1	
Black schools	43:1	(109)

These figures have two implications. Firstly, the predominantly white schools in which English is taught as a main language cannot look forward to improved pupil:teacher ratios until after the situation in other schools has been redressed. Secondly, it must be recognized that ratios of 19:1 or even 43:1 should allow for the thorough and personal supervision of pupils' communicative competence if resources of staff and time are efficiently utilized. Perhaps the onus should be not so much on the state but on education, teacher training and school authorities to ensure that proper cognizance is taken of the role of language in education; that all teachers receive training in language and that time and group sizes within schools

are flexibly and appropriately managed to allow for pupils to experience communicatively rich interaction with teachers and peers in varying subject contexts.

## 2.4 Syllabus Revision Correspondence

The previous section dealt with problems raised in connection with university students' deficiencies and how these might be related to main language teaching in the schools. This section will deal with correspondence relating more specifically to the revision of the core syllabus. The question being addressed was how the syllabus for English should be revised so that it would more nearly meet the needs of scholars and teachers.

A total of twenty six documents comprising one hundred and forty-four typed pages were selected for close study. The evidence includes letters, minutes of meetings, memoranda and notes selected because they seem particularly relevant, cogent and vital statements. The fact that many of them are of an extempore nature, intended for specific audiences increases their value as reflections of current trends in the thinking of those involved at the higher levels of school English teaching - in the inspectorate, on examination boards and on syllabus drafting committees.

Once again the evidence is synthesized under four sub-headings which attempt to identify the central issues which emerge.

### 2.4.1 What is English?

The need for clear aims, goals and directions is frequently reflected. A statement occurring early in the revision process refers to the 1972 syllabus:

\* ... its aims and ideals are excellent but it breaks down woefully as a practical guide to teachers.

Another speaker complains that

\* ... there's no firm directive from the syllabus ...

Although the ideal of personal growth is not often quarrelled with in itself, reservations are expressed in terms of its currency in the light of developments:

- \* The lack of direction is, however, generally acknowledged to be a major weakness in English teaching in this country and in particular where the growth approach is enthusiastically espoused.

It appears therefore that there is little unanimity on the question of "What is English?"

Apparently the debate is not confined to this country. From Cambridge David Holbrook complains that students and younger members of staff seem to want more than the detailed practical criticism that he has to offer. Yet he defends his position unashamedly:

Our task is to respond to art, and to judge it ... by which we mean to see it in the light of our experience both of life and of art, and ask what quality it has in offering to us some sense of order, meaning, value and insight, illumination and joy in existence. (110)

Such a statement on the discipline of 'English' might seem too loosely idealistic, too 'unprofessional'. Yet it would have its fervent supporters in South Africa still:

Literature Study is the life-blood of English teaching for it integrates all aspects; it involves listening; speaking - structure discussion; reading - skimming, scanning, attentive; writing and experience including experience of the best language in action. (111)

And a professor of English writes:

- \* ... we must stress that an academic department has both the right and the obligation towards the discipline it serves to define this discipline in the way it sees fit. We cherish the discipline of literature, regarding it as one of the most testing of academic disciplines and important trainers of intelligence. We do not wish to see this aspect of our activities weakened. We want to remain academic departments. We maintain that the most

fruitful use of language is to be found in literature and that the academic study of literature should be a preserver of language and a bastion against the many debased uses of language which abound.

This statement was made in response to a paragraph in the De Lange Report which reads:

The relevance of certain degree courses for language teaching should be improved. English courses in particular concentrate too narrowly on Literature. (112)

The 'De Lange' position appears to be supported by another English scholar who argues that

\* ... it (the J.M.B.) has ... legitimized a grave situation ... namely an emphasis on literature (which is good) and on very amorphous 'creative' work or no language work at all (which is very bad). To this we must couple the failure of university English departments ... to include any language work in their courses ...

A linguist writes of the dismemberment of the traditionally tripartite subject of English as composition, language and literature. In his opinion the Leavisite concern with literary criticism provided English departments with reasons for writing off their responsibilities for composition and language in order to concentrate on what were regarded as higher or more appropriate things.

The 'Literature vs Language' debate may continue in relative calm at the university level where academic departments have the scope to define their disciplines as they see fit. However, in schools more authoritarian regimes prevail. Teachers must conform with the requirements of the public authorities as reflected in the syllabus. They must perform under pressure, allocating severely limited time and emphasis as needs dictate. They need a syllabus which offers clear guidance all the more urgently because their training has very often not equipped them to cope with classroom practice. What Paffard says of the recently trained English teacher in England quite probably applies to his South African counterpart:

The chances are that his experience in higher education will have made him into a literary specialist rather than any kind of expert on the living language and into a reader rather than a writer, a reader, what is more, largely of authors long dead, a 'cemetery watchman' in Sartre's phrase. (113)

#### 2.4.2 Teacher Training

The differences over the question 'What is English?' are reflected in similar divisions over who should shoulder primary responsibility for the training of English teachers. The De Lange Report appears to regard departments of English as being accountable for the academic development of future teachers. Although this view seems to be tacitly accepted by many, there are those who hold that the training of language teachers should be the brief of Education faculties.

- \* The H.S.R.C. Report should, in fact, have contained much more about the training of language teachers in Faculties of Education. This is where the pros and cons of different models of grammar for teaching purposes should be sorted out. This is where the theory and practice of 1L, 2L and 3L language teaching should be sorted out.

This writer goes on to suggest the establishment of special language teaching departments, staffed by linguists and experienced teachers, within Education faculties.

However, the obverse case is put by a lecturer involved in the one-year post-graduate training year - a 'year' in which his contact with 'English method' students is reduced to 21 weeks.

- \* The role of the single (post-graduate) teacher training year should be a refining role - to build upon, to improve and to refine that which is already there in large measure. Ideally the teacher-in-training should be able to draw upon a cumulative language experience - a growth and understanding that has informed him through Primary, Secondary and Tertiary stages of Education.

That student teachers are often unable to call upon such resources and that the 'quality' of student teachers is in fact suspect, is an issue raised frequently.

- \* ... matriculation symbols would appear to be seriously inflated and a good or sound matriculation symbol is no guarantee of the most basic competence or of aptitude for language and literature ...  
While some pupils with distinction in English are indeed very excellent academic material, it is the experience of university departments of English that the quality of the distinction (80%+) and of the "B" below it (70%-80%) is exceedingly variable and the number of matric distinctions ridiculous.

Such evidence points to a cycle of neglect and mismanagement. If it is true that poorly educated and ill-trained teachers are being fed into the schools to produce new generations of incompetent school leavers, there would appear to be the danger of the cycle becoming a downward spiral.

Britton's contention that the 1980s will be the decade of the teacher (see page 22 ) might have particular significance for this country.

#### 2.4.3 Integration

The word integration recurs frequently.

Integration is an attitude, an approach, a recognition that the parts put together combine to form a whole. (114)

However, as another writer remarks:

- \* Integration ... can mean many different things, ranging from a good old mix-up to a well-structured programme.

The truth of this observation is frequently revealed. At the one extreme the term appears to connote a deductive approach in which the English language is the generalized starting point, with literature, oral exercises, essays and other activities falling within its general ambit. At the other extreme it can mean an inductive approach; the knitting together of many particular activities to form an integrated whole. This approach sees literature as an end in itself, but attempts to weave into literature an understanding of the relevance of language, of skill in composition and so on. Thus, while the end of 'integration' might be common to the two approaches, it is apparent that they in fact approach from opposite positions.

#### 2.4.4 Communication

The enthusiasm for the communicative approach evident in the responses of some universities to the problem of declining standards (Section 2.3), is reflected again in the material considered here.

On the purposes of the Language examination one writer claims that

- \* ... the overall purpose of this paper is (or should be) to give pupils an opportunity of demonstrating expertise in written transactional communication.

and at a late stage of the revision process a participant remarks:

- \* ... it must now be clear that an integrated communicative model should be adopted in any effective revision of the E1 L and especially E2 L syllabus.

Precisely what is meant by the words "integrated communicative model" needs further definition. The evidence reviewed in this chapter illustrates how the phrase might be applied to radically different approaches to the aims of English teaching. A deeper examination of the concept of integration will be attempted in Chapter 4.

#### 2.5 Transvaal Syllabus

- \* It strikes me as about the best thing of its kind I have seen for many years. It is lucid, imaginative and comprehensive ... and I should like to urge these proposals on you for the very closest attention.

These words describe the complete proposed syllabus which was received for consideration by the Natal English Committee, the body responsible for producing the final draft of the revised core syllabus for the consideration of the committee of Heads of Education.

The general framework of the Transvaal syllabus (see Appendix 4) is built around the four modes:



It is proposed that these four modes forming the fundamental skills content of the syllabus should, in practice, be integrated in the course of English activities which are listed in tables appended to the syllabus.

The General Aim of the Transvaal syllabus is essentially a re-statement of the 1972 syllabus aim, with slightly less stress on individuality:

To promote the pupils' intellectual, emotional, cultural and social development by improving and extending their understanding, command and appreciation of English. (115)

The shifting of the apostrophe to after the 's' of pupils and the insertion of the word 'cultural' has the effect of moving emphasis from individual to social development. The addition of the explanation of how the aim is to be attained - by improving competence in English - marks another departure. The Transvaal proposals entail more emphasis on the process by which the aims are to be attained.

The more detailed treatment of the specific aims illustrates the direction of the proposals towards clarity, order and practical guidance. The specific aims are set out under the headings of Formal Language Skills, The Receptive Modes, The Communicative Modes and Thinking. Although these correspond roughly with the four specific aims of the 1972 syllabus there is a greater degree of clarity and orderliness. For example, where the 1972 syllabus has:

- (c) To extend, through increasing his capacity to communicate with others, the pupil's mental and emotional world:

by stimulating discussion in the classroom, and giving such help as may be needed to achieve effective oral communication; by encouraging receptive and responsive listening; by providing adequately motivated opportunities for written communication; by encouraging attentive reading of what other, including his fellow pupils, have written. (116)

The corresponding Transvaal proposal has:

### 3.3 THE COMMUNICATIVE MODES: AIMS

To extend and refine the pupils' ability to convey their perceptions, sensations, experiences and thoughts in speech and writing.

#### 3.3.1 DEVELOPING ORAL COMMUNICATION

To develop the pupils' capacity

- to achieve confidence in delivering a set or informal speech to a group
- to convey ideas and attitudes clearly and coherently in open discussion
- to recount experience compellingly in speech.

#### 3.3.2 DEVELOPING WRITTEN COMMUNICATION

To develop the pupils' capacity

- to produce a clear and orderly exposition of ideas, information or attitudes
- to produce a forceful and well-substantiated argument
- to render actual or imagined experience vividly in words
- to produce written communication appropriate to its nature, purpose and intended audience
- to achieve an adequate standard of correctness. (117)

Two improvements appear to be effected in the second version. Firstly, clarity of format and succinct wording help the reader orientate the specific aim within the general aim of the whole syllabus. Secondly, the required skills are more specifically related to possible class-room practice. Words such as:

... to achieve confidence in delivering a set or informal speech to a group. (118)

refer to quite specific activities whereas the "stimulating discussion" and "effective oral communication" of the previous version have a blurred quality offering less effective guidance to the practising teacher.

However, the similarities between the J.M.B. and Transvaal sets of aims must be noted. The Transvaal proposals do not constitute a radical departure from the old syllabus in respect of aims but rather an extension and development. Where the proposals do depart from the older syllabus is in the areas of integration and examination.

Practical expression is given to the idea of integration through the acceptance of the four communicative modes, or skills, as the base of the syllabus. Thus Literature, Language, Composition and Speech cease to be content areas which are ends in themselves; they become instead means to the ends or components of the communicative modes which need to be developed in order to attain the syllabus aims. As a logical outcome of this approach it is proposed that the examination should be integrated. Pupils' promotion marks should include 'record marks' compiled out of oral and written class work and marks obtained on written 'integrated papers'. Such papers would set out to examine pupils' English skill using content areas such as literary appreciation, grammatical competence and appreciation of the media as bases for evaluating communicative competence. In effect, the traditional compartmentalisation of English would be replaced by an integration of the communicative modes of English.

In this the Transvaal proposals appear to have drawn from the New Zealand Statement of Aims (see Appendix 3) but to have reduced the number of modes from eight to four. By omitting the viewing/shaping and watching/moving modes, the Transvaal document adopts a more traditional view, emphasising the linguistic above the communicative functions of English. However, in the five tables appended to the syllabus and in the examination proposals, attention is given to the place of the media in English teaching. Radio, television, the press and visual materials are included in the content of English from the standard eight level and it is proposed that the 'questions on film study' should be included in the third 'integrated' paper of the final matriculation examination.

As mentioned above, the Transvaal proposals constitute a complete syllabus which might have been accepted in entirety. However, as will be seen in Chapter 4, the main thrust of the proposals has been rejected in favour of some conciliatory attempts to ingest some of the points made. The significant features of the 'Transvaal' proposed syllabus are:

- Literature is removed from the centre of the syllabus
- The Media are accepted as legitimate and important elements of English content.
- The aims and content for each of the three years in the fourth phase are specified in tables accompanying the syllabus. Thus the content of English is specified by year.
- Expression is given to the principle of integration.
- The traditional compartmentalisation of English is abandoned in the proposed form of examination.

## 2.6 Conclusion

The documents analysed in this chapter have revealed something of the currents underlying the final core syllabus proposals which will be the subject of Chapter 4. Most significant have been the emergent themes of 'integration' and 'the communicative approach' although it seems that these terms have unique meanings for different users. Another theme has been the need for clarity of objectives. It seems to be generally accepted that once such objectives have been clarified it is the professional responsibility of the teacher to devise the best methods of attaining them. Thus the importance of teacher training emerges.

The extent to which practising classroom teachers are abreast of, and in agreement with trends at the university and policy making levels will be examined in Chapter 3.

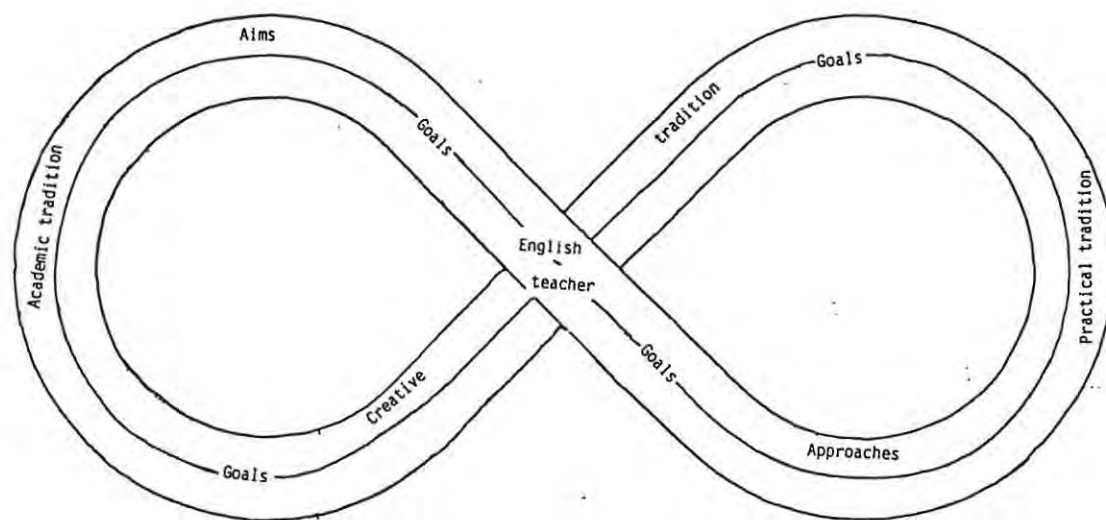
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CHAPTER 3: PRACTICE

The aim of this chapter is to describe what practising classroom teachers do when they teach English as a main language, and their reasons for doing it. Such a description should illustrate the extent to which the policies identified in the previous chapter are applied in classroom practice and how such practice follows the traditions of English teaching identified in Chapter 1.

Twenty years of practical classroom experience and interaction with colleagues in England and South Africa, forms the background of this chapter. Close analysis of fourteen tape-scripts made during interviews with practising school teachers lends some objectivity to the interpretation of practical experience. Finally, reflection upon the 'natural meaning units' (119) of four selected tape-scripts has assisted in the reconstruction of a sense of the whole experience of teaching English in the secondary school classroom.

The description that follows has the categories: Aims, Approaches and Goals. By Aims is understood the 'broad statements of changed state in the learner' (120) that teachers have as the *raison d'être* of their professional activity. An Approach is the attitude or emotional and intellectual set brought to tasks as an outcome of training and experience. Whereas Aims and Approaches are macrofeatures, the term Goals refers to those more subject specific intentions or microfeatures; the things that teachers might set out to achieve in particular activities (121). The relationship between aims, approaches and goals is of so dynamic and interactive a nature that it is impossible to separate them in practice. For example, when reading a 'comprehension passage' the teacher and pupils are involved concomitantly in the reason (or aim) for the activity, the play of attitudes upon what is read and the requisite reading skills. The interaction between these three influences in the group context will be a product of the teacher, his professional training and the situation. The model used in Chapter 1 (see page 1) to depict the English teacher in the perspective of the historical development might thus be extended by the addition of a further set of relationships.

Figure 2: The English Teacher in Interaction with his Setting

### 3.1 Aims

Clear and constant Aims seem rare. When confronted with a list of four of the most commonly stated aims, practising teachers are apt to protest that all are equally important, or to fall back upon the published syllabus 'general' aim as perfectly acceptable. Two explanations suggest themselves. Firstly, it is obvious that the demands made upon teachers of English, both as specialist teachers and as members of the school community, leave them little time for reflection. Thus quite distinct but unformulated aims might underlie much of a teacher's professional activity. Secondly, in teaching a main language, English teachers are engaged in so dynamic and complex a practice that it is open to question whether too fixed an aim or set of aims is indeed possible or desirable. Change and development, intrinsic in language learning, imply the need for flexibility, for constant adaptation and negotiation in fluctuating circumstances and the kind of bigotry sometimes associated with clear ends can have a deleterious effect upon the capacity to negotiate and adapt. The model in Figure 2 attempts to depict the capability an English teacher has to shift weight and emphasis as circumstances dictate. On the other hand there is some merit in the point made in the De Lange Report.

It is generally accepted nowadays that our present aims for language teaching are no longer clear enough. This vagueness often leads to the teacher not knowing what is expected of him and of the pupils. (122)

Unfortunately the phrase 'our present aims' implies a threat that such aims should be centrally dictated, thus denying the teacher the professional responsibility of determining his own aims. It is therefore essential that the individual teacher should be able to make explicit his implicit aims, to formulate and defend the personal aims that inform his practice and his personal perspective.

The experience and discussion described above (see page 52) suggests that traditional English teaching practice involves intrinsic clusters of aims. They might be associated with the three traditions of English teaching: Cultural Aims with the Academic; Individual Aims with the Creative and Communicative Aims with the Practical. However, as the accompanying model (Figure 2) depicts, such associations are not neatly exclusive but part of a dynamic, interactive process.

### 3.1.1 Cultural Aims

Most teachers would accept a cultural aim as important in teaching a native language. However, cultural aims can be variously interpreted. In some cases the emphasis might fall upon the pupils' literary heritage:

... native English speakers of British ancestry acquire a good part of their cultural heritage through the literature which they encounter at school ... (123)

In other instances cultural aims are concentrated more around past and current ideas, conventions, norms, modes of behaviour and values comprising the relevant cultural environment of the pupils.

In the first case it is often assumed that there is a core of great literary works, or works of merit which embody the cultural tenets that pupils need to acquire. Whether or not their natural interest or academic readiness equips them for the study of works by Shakespeare, Milton and other literary greats is regarded as irrelevant:

- \* ... that's all the more reason surely to - um - give them some contact with major literature while they're at school and you also - increase the chances of students becoming conscious of the value of literature.

The assumption here is that literary works enshrine universally relevant cultural ideals to which pupils must be introduced.

In the second instance the stress falls more on relevance. Indigenous literary works and books with appeal are sought. In addition, there is perhaps a greater awareness of the cultural significance of non-literary aspects of the pupils' environment. The media, speech varieties and linguistic manifestation of the political, social and economic environment might receive more attention, the aim being to enrich pupils' awareness of their cultural environment whilst meeting their needs for immediacy, for relevance and for interest.

It is clear that the cultural aims described above are not mutually exclusive. In practice many teachers aim at the first in their teaching of prescribed works and the second in their teaching of essays, reading comprehension and oral communication. Some might argue that there is an unfortunate tendency to concentrate in the early years of secondary school on relevant cultural experience and to narrow cultural aims to the content of four prescribed works as the final matriculation examination approaches. Teachers interviewed referred frequently to 'library', 'press', 'drama' or 'creative writing' projects conducted during the standard 6, 7 and 8 years, but explained that as the matriculation examination approached they had to devote most of their time to 'covering the set works' as though that activity constituted in itself the aim of teaching English.

- \* ... so as one moves up the school there is - it is necessary to spend more and more time on Literature and less and less on language - we try to establish as much as possible in the junior high school - with revision from time to time higher up ...

Clearly, the exigencies of the matriculation are inadequate grounds for narrowing horizons in the final years of schooling. Allocating disproportionate amounts of time and energy to the detailed analysis of literary minutiae and circumscribing the growth of cultural awareness within

the ambit of four literary works can lead only to stagnation. Yet many teachers would claim that detailed literary analysis is what they best know how to teach. Those most steeped in the academic tradition would probably go further to argue that the detailed study of literary texts is the best means of fostering cultural growth. Whilst there is some merit in such arguments, they do not go far to answer several considerations raised by current cultural circumstances.

The increasing cultural heterogeneity already referred to (see page II) raises the problem of finding suitably relevant and appropriate prescribed works. Shakespeare, it is true, has universal appeal but works such as Martin Chuzzlewit and Jane Eyre, prescribed recently by the Departments of Indian Affairs and National Education respectively, might not seem immediately relevant to some pupils. Reid has pleaded recently for more flexibility and choice:

... the current approach is too academic and too literary for the needs of the average student, and the relative importance of the literature component of the examination should be reduced. This should not be done by reducing the number of set works to be studied, but rather by increasing the range of set works and allowing more choice and demanding less detailed knowledge of the texts. (124)

Implied in these words is the belief that cultural aims will be furthered by the study of more relevant literature.

Another consideration which should occupy the minds of English teachers aiming to enrich the cultural awareness of their pupils, is the influence of computers, film, radio, video cassettes and public television. Some teachers attempt to impart to their pupils a blanket scepticism, denouncing all advertising as unscrupulous commercialism, warning of computer jargon and violence on television and regarding developments in the video cassette industry as social scourges. At the opposite extreme are the film buffs who would reduce all literature to celluloid. The moderate position is that pupils should be helped to become critically aware of the use of English in the electronic media which are revolutionizing the modern cultural environment. Evidence of this aim in the stance of individual teachers and in the profession as a whole is surprisingly uncommon.

### 3.1.2 Growth Aims

'Growth' Aims are implicit in much of what teachers say and do. Teaching situations create circumstances and opportunities in which the intellectual and social, emotional and moral growth of individuals is fostered. Negotiating such circumstances as they arise, with particular urgency during the adolescent years, the teacher is involved in the growth process. His broad educational aims become the background to his teaching of English because the relationship between an individual's growth and his native language is unique.

\* ... I see that there is that kind of framework you're offering them - of how to cope with life.

Coping with life obviously involves intellectual, emotional, moral and social aspects of growth. Language use and intellectual development are inseparable. In the normal course of events English teachers become intimately involved with how their pupils think and what they think about. Moreover, they are required by pupils to evaluate the quality of thought offered, for example in original essays, and to be touchstones and arbiters of what is right or wrong. In this impossible situation some teachers bow to the inevitable and become dictatorial. Others, more admirably, strive to foster the intellectual growth of pupils by encouraging them towards independent thought:

\* I don't think we should browbeat, we should encourage pupils to ... to form their own views.

Independence of thought is, however, only one aspect of intellectual growth. Coupled to it are pragmatic language activities such as generalizing, abstracting, synthesizing and evaluating. It is in specifying relationships between language use and such activities that practising teachers often tend to be vague. How to analyse topics, brainstorm, research, make notes, write and edit drafts in shaping unified, ordered and coherent essays, might be considered important goals in fostering the aim of intellectual growth. However, evidence of such activities directed specifically at intellectual growth is sparse. The tendency is for faith to be vested in the edifying properties of language participation rather than in activities structured

with specific ends in mind. In this respect South African English teachers incline towards the Creative tradition exemplified in British attitudes at the Dartmouth conference, and away from the American inclination towards the practical tradition.

The British inclined to trust to the aid of Literature to keep students interested in writing, and in composition to the stimulus of personal creative writing ... The Americans were more concerned about the practical necessity of training in exposition, the kind of writing students have to do in other courses, and later on in professional memoranda and reports. (125)

The close relationship between intellectual and emotional growth is usually appreciated by teachers. In growing with pupils in understanding of concepts, ideas and notions, teachers aim to increase the capacity to feel and to be moved emotionally. Thus the vicarious experience of emotion in the study of literature is believed to enhance pupils' emotional growth:

... it (i.e. the study of literature) can give him deeper understanding of himself and others; it can introduce him to death and the purpose of life; it can give moral guidance through vicarious experience in a way that tract or precept cannot. (126)

It might be observed that the 'growth' aim that probably receives most emphasis in practice is the one not mentioned in the syllabus - but closely tied to the emotions - the aim of moral growth. Teachers aim to achieve growth in moral awareness primarily through the study of literature and the moral issues depicted therein (127).

The state of moral growth envisaged is essentially unwritten. After speaking about the importance of teaching morality through English Literature, one teacher commented that she would not want a moral aim written into the syllabus:

\* Well I would argue - I'm very dangerous (sic) about anything that's too prescriptive - I would be scared of including a word like 'moral' within the syllabus ... because of the particular situation that operates within this country.

The implication is that the moral aim should be unwritten lest the use of the term 'moral' leads to misinterpretation. But, as the speaker probably knows, unwritten morality, like the British Constitution, can be all the more powerful for being unwritten. The freedom and responsibility of the individual to defend his or her position and to suffer the consequences of such a defence emerges as one unnegotiable part of the framework offered as a means of coping with life. Unfortunately, many pupils have to learn as they grow that unwritten codes are none the less arbitrary, and that independent viewpoints can be impossible to defend against certain audiences. An important aspect of moral growth might therefore be coming to terms with teachers who insist on 'independent' thought but accept as valid only those judgements that coincide with their own. Be that as it may, the aim of moral growth through English is important to many teachers.

Strangely, in the tinder of South African society, the aim of social growth appears neglected. In some cases it seems to be limited to fostering a consciousness of language misuse in argument and in the media:

\* ... of course things such as the emotive language component of the syllabus ... would be closely geared to the person's social development - the inculcation of critical thought in that regard ...

The term 'emotive language' refers here to the analysis of advertising techniques and propaganda. Teachers tend to be silent on the use of English as a means of fostering awareness of current political, social and economic issues. It could be that such issues are thought to be too sensitive to deal with in the classroom situation, or irrelevant to the study of 'English'. But it is difficult to understand how universal values, or issues of life and death, raised in 19th century or earlier literature can be judged more relevant than similar values and issues manifested in the language of the pupils' real environment. Teachers might possibly feel more secure in dealing with such potentially sensitive issues at one remove, through the medium of literature because of the moral and emotional component of English which complicates the attainment of objectivity and impartiality in the context of the English classroom. Whether or not such treatment is most conducive to the social growth of pupils is, however, open to question. The delicacy of the situation points to the need for professional training which will provide English teachers with a high degree of social status and professional expertise. If Society currently gets the Sunday newspapers it deserves, the social

responsibility of teachers is awesome indeed.

### 3.1.3 Communicative Aims

The term 'communicative language teaching' is widely used in English as second language and foreign language teaching contexts. A brief description of the origin and meaning of the term in these contexts will be given before proceeding to an examination of what the term 'communicative' can mean in the context of English main language teaching aims.

During the 1950s Chomsky introduced the notion of 'competence'. By this he meant a user's ability to produce a set of grammatically acceptable sentences such as:

The plants have withered

as opposed to

Plants the withered have

Chomsky did distinguish between 'competence' and 'performance', which was the ability of a user to use the sentences created, but concentrated on the former aspect (i.e. competence) in his description of a transformational grammar.

In the late 1960s and early 1970s Hymes (128) and others (129) began to question the Chomskian notion of competence as an adequate view of how a speaker comes to produce acceptable sentences. They argued that the Chomskian distinction between competence and performance failed to account for the sociocultural dimension and that in order to use a language a speaker needs more than competence in the Chomskian sense; he needs knowledge about how language is used in addition to grammatical competence.

Main language teachers seldom use the term 'communicative' in the specialized sense that it has acquired in the second-language context. The aims implied by the use of the term might vary from the notion of 'correct English' to the kind of communicative competence that Stubbs has in mind when he writes:

Knowing a language ... involves knowing how to say the right thing in the appropriate style at the right time and place. (130)

Clearly this notion of communicative competence is vastly different to the notion of 'correct English' that comprises the communicative aim of many English teachers. For, in response to the question:

Do you encourage pupils to comply with what you consider to be correct English or do you allow them to use the language of their home backgrounds?

a senior teacher replied with conviction

\* "No. Correct English."

and there is little doubt that his response would be echoed by many language teachers who tend to see themselves as bastions against the threat of declining standards and to feel that any relinquishment of the aim of 'correct' English is conceding to the debasement of English and a negation of responsibility to the pupils.

In this they are at variance with linguists and sociolinguists who regard the notions of appropriacy and 'context of situation' as having superseded the idea of arbitrary correctness:

Language does not exist outside a situation of some kind which controls it. (131)

Therefore what is 'correct' should be seen as what is appropriate in any particular situation.

Falling between the academically naive notion of 'correct' English and the sociolinguists' view of appropriate language, is the actual situation pertaining in the majority of classrooms.

Many teachers aim to inculcate in their pupils the sort of language they need, both in speech and writing modes to cope with middle class professional and academic life. Their aim is to teach pupils to use appropriately correct

language forms, particularly in literary responses, in business letters, reports and 'personal' or subjective writing. This introductory paragraph to an essay written by a South African pupil, exhibits the semantic and syntactic control aimed at.

Somewhere among the undulating youthful hills of England, a good many years ago, there nestled an obscure village which boasted (like most obscure villages of England) a rustic cricket-pitch, a church and an admirable parsonage - besides the tavern and a few cottages. (132)

The rest of the essay exhibits in addition to a mature intelligence, imagination and ability to manipulate words, a curious detachment of the writer from his topic. It is couched in what Lindfors (133) would probably term 'inauthentic' language, lacking real communicative purpose. The writer appears to have been set an assignment to be dutifully performed operating in what Britton (134) would term the 'spectator' mode. His purpose is without himself.

It might be suggested that the ability to abstract - to analyse and manipulate ones own thoughts and feelings in language as from a distance, is part of the communicative aim of English teachers. Yet as Rosen has pointed out, language used in this way can be an actual barrier to real learning:

Much of the language encountered in school looks at pupils across a chasm. Some fluent children ... adopt the jargon and parrot whole stretches of lingo. Personal intellectual struggle is made irrelevant and the personal view never asked for. Language and experience are torn asunder. (135)

It cannot be said that the 'personal view' is not asked for in South African classrooms. Teachers do aim to encourage pupils to write with honesty and sincerity. However, it could be that in approving certain language codes and tacitly or overtly disapproving of others more personal to the children, teachers can, in aiming for a kind of communicative competence, actually hinder the real competence desired. This could be one reason why good school results do not always carry over into life after school. The state of communicative competence aimed at and seemingly achieved might in many cases be a facade; a spurious ability to ape really communicative language.

As a final comment on the communicative aims of ordinary teachers the argument of a senior Durban English teacher will be examined. This teacher argued that the English syllabus should not be compartmentalized. In his view the 'Language' paper was redundant since

- \* ... the overall assessment of a boy's essay, of his oral (sic) and of his letter is a more valid test of his linguistic ability than this compartmentalized language paper.

To the essay and letter he would add a literature examination which in his opinion would serve as the main means of assessing candidates' ability to comprehend language and use it as a means of communication.

The salient point in this argument is that the speaker rejects the 'language' component of the syllabus although he believes that

- \* ... learning a language - learning how to communicate is the prime objective.

The reason for his rejection of language is that he interprets the term, in the context of the syllabus, the school and the examination, as grammar. Moreover, it is a species of grammar that has very little relevance to how English is used or to a description of it as a living language. In this the speaker is correct. If the term 'language' is to mean discrete items of unrelated grammatical knowledge it should not have a place in the syllabus. However, it should by now be clear that the question of language in English teaching cannot be divorced from the concept of English as one means of communication, nor can it replace the term 'English' which embraces more than English as a language. In aiming to improve the communicative competence of their pupils, teachers should bring to bear well developed insights and mature reflection on the question of language.

### 3.2 Approaches

Any teacher's approach to his aims and objectives is a unique product of his personal experience, personality and circumstances. In a broader sense, an approach may be identified in terms of features which influence a range of individual decisions and choices. Three such features are the annual matriculation examinations, progression and integration.

### 3.2.1 Examinations

An examination orientated approach can be said to exist when learning activity is determined by the possible content of examination papers. At best an examination approach means that genuine aims are pursued in the confident expectation that their attainment will be reflected in examination symbols. At worst teachers and pupils may be preoccupied in jumping through the hoops of past papers, oblivious of any genuine purpose.

Examinations can thus become obsessive and negative influences. Fear of failure; the fear that pupil failure will reflect unfavourably upon teacher performance; the erosion of time by the preparation for and processing of examinations - all these are serious negative consequences arising from an examination orientated approach.

Yet some process of evaluation is essential. Without an ongoing system of testing and examining, the process of certification, already the subject of criticism (see Chapter 2) would be jeopardised to the consternation of employers, tertiary institutions and society at large. A way has to be found to use the examinations fruitfully as means to the end of English teaching and not as ends in themselves. Reforms in the type of examinations used could beneficially influence teacher approaches. Fully integrated examinations (see Chapter 4), the extended use of course work, open book examinations and various blends of external and internal examining procedures are some possibilities that could be explored.

Another solution could lie in the area of teacher training. Teachers who have clear aims and objectives will be able to use and improve the internal examinations as means and not ends. Properly used, examinations should constitute valid and reliable means of assessing some outcomes of teaching. It must be admitted, however, that such an ideal situation rarely pertains. The best trained and most confident teacher will, after a few years in practice, be tempted in one way or another towards an approach in which examinations feature as obtrusive educational routines.

Two reasons for this are apparent. Firstly, there is the consciousness that, in the absence of any reliable way of assessing teacher performance, it will

be judged in terms of pupils' examination performances. Secondly, there is the fear that a public examination will not necessarily be a reliable instrument in identifying and assessing the extent to which the syllabus aims have been met. The temptation, therefore, is to 'play the system' by studying the form of past papers and by training pupils to execute the manoeuvres necessary in order to effect a pass, to the distraction of teachers and pupils alike from the real aims of English teaching. The fact that chief examiners are regularly changed without any attempt to ensure continuity of approach can make the whole process even more a charade. The advice of a senior Cape Province teacher rings cynically in the ears of a teacher in training:

\* Forget about all those airy-fairy ideas. We've just got to get these kids through their exams and the way to do this is to grind away all the time; give tests every week, check the marks carefully, go over old papers, make up model answers, dictate notes on those tough poems and revise, revise, revise. You might try to get the standard sixes keen on some of your ideas but ...

It follows that an initial period of teacher training is insufficient if worthy aims are to be kept alive and fresh in the minds of practising teachers. In-service training and continuous up-grading of qualifications are essential means of tempering the examination approach which can become rampant if left unattended in the classroom environment.

### 3.2.2 Progression

Some academic and training courses, particularly at the tertiary level, attempt to specify their objectives in linear progression by stipulating lists of objectives:

By the end of the second week you should be able to:

- list the special fields ...
- explain the distinction between ... etc. (136)

Whilst there are English teachers who would feel more secure and confident given specific areas or topics to be covered at particular stages few would entertain this level of objectivity. Many believe that learning a language is essentially an interactive process in which a developing cycle, or spiral

of competence accompanies the child's growing maturity. But what might be termed the 'accretion' school of thought holds the position that layers of knowledge and skill can be laid one upon another.

- \* ... the grammar should be dealt with if at all as the basis in the junior school (i.e. the junior high school) - in standards 6,7 and 8. I think thereafter they should be learning to communicate.

Here the assumption is that the objective, once attained, is permanently fixed. A less rigid position is reflected in the words:

- \* We try to establish as much as possible in the junior high school - with revision from time to time higher up ...

Finally, there is the more subtle shift of goals in which a school will emphasise project or theme work at the standards six to eight level but concentrate more specifically on literature in the final years. Despite these variations in emphasis it seems that the approaches aim to progress by building successively important layers of competence and knowledge upon those already laid down.

### 3.2.3 Integration

Where language learning is viewed as an interactive process with teacher and learner as participants in a dynamic relationship, an integrative approach materializes. Such an approach will tend to centre on the establishment of states of knowing and being. It will be assumed that a state of delight, enjoyment or communicative harmony is in itself a goal worth pursuing and not merely the by-product of more concrete ends such as examination symbols. The emphasis will fall more upon process and less upon product. Three varieties of the integrative approach can be identified.

The 'patchwork' variation has the objective of stitching together the discrete areas of Literature, Writing, Oral Communication and Language. Thus essay writing - the activity begun on Wednesdays and completed on Thursdays for homework - might involve the objectives of practising for the examination, developing writing skills and perhaps brushing up some literary

insights. The patchwork approach is indicated in comments which accept clear divisions between parts of the syllabus:

- \* ... the growth of the individual would be worked towards - I would say in the literature to a greater extent - the language work I see as having to do with equipping the individual with certain skills ...

The 'incidental' approach to integration aims to link aspects of the course as they crop up in various (possibly 'designed') situations:

When necessary 'engineer' writing situations to expose the need for a skill to be learned or improved. (137)

A fault of this approach to integration is the void at the centre. As the word 'incidental' implies, aspects of 'English' are dealt with largely by chance, as they crop up in the course of English activities or engineered situations. But this begs the question of what the motivating force of such activities should be. If it is 'creative writing' or 'language' the chances are that Literary aspects of English might receive insufficient 'incidental' attention. Conversely, (as is more often the case) if the centre is Literature, Writing or Oral Communication might be neglected.

Whereas the incidental approach accepts the compartmentalization of English (if only as a convenience) the fully integrative approach must reject any division of what it sees as an essentially unified whole. The basic premise here is that the English language embraces all the language skills and that the arbitrary divisions of Literature, Language, Writing and Oral Communication are damaging. Thus a lesson on 'Macbeth' for example, is in the first instance an English lesson: the meaning of the lines, the effect of punctuation, syntax and rhythm; the response of pupils to the play - all are manifestations of language in use. It follows that overt attempts to integrate various objectives and activities are superfluous; integration is inherent in the whole approach. A fully integrated approach is inclined to accept the prime function(s) of English as motive for teaching the language. A teacher who said:

- \* Communication is the centre and literature is one - merely an aspect of communication.

was moving towards an integrative approach. It would perhaps be preferable to have 'English' at the centre.

### 3.3 Goals

The term 'goals' refers to the hoped for outcomes of specific activities. Thus one of the goals of an essay writing exercise might be an improvement in the writing skills of pupils; in turn this is associated with the aims of helping pupils to express themselves and communicate through the medium of English. The term 'goals' has been chosen in preference to 'objectives' because it has connotations more appropriate in the educational context. Whereas the term 'objectives' has associations with things external to the mind, 'goals' are more nearly associated with human aspiration. While the soldier might campaign with military objectives in mind and the businessman set himself profit objectives, the teacher's goals are less certain, more intricately associated with inner human effort.

Goals will be dealt with in this section under the traditional activity modes of reading, writing, speaking and listening. It will be observed that this arrangement does not include a 'language' section. The reason for this is that 'language' is assumed to be the integrative unifying force of all English work. It is true that many teachers deny the importance of 'language' or attempt to negate its importance in the syllabus. But what they are often reacting against is not language but a false notion of language as a set of discrete and often irrelevant grammatical rules (see page 63). Whilst few legitimate English goals can be associated with such a conception of 'language' the relationship between meaningful activities and language skills is intimate.

#### 3.3.1 Reading Goals

Reading is an exhaustively researched field. It has been estimated that the number of books and research articles on the subject of reading has increased by more than 1000% in the last two decades and that attention has been directed primarily towards text comprehension, information processing, reading acquisition and word recognition (138). A specialized treatment cannot be attempted here. Instead, the attempt will be to describe reading goals and activities from the classroom point of view.

Practical reading efficiency skills provide a logical starting point. To what extent do teachers attempt to increase reading efficiency by introducing pupils to skills such as skimming and scanning and practising techniques designed to improve comprehension and promote flexible reading strategies? Interviews with teachers suggest that this sphere of activity is left too often to purveyors of commercial speed reading courses and that after receiving excellent grounding in initial reading, pupils are left to develop skills and techniques as best they can. Speaking of her senior secondary classes, a teacher remarks:

\* At other times too, we tell them that they will not be given set prep but if they're not given it they automatically have got to read - because the big cry in the senior classes is that there is never enough time - so we say use your homework periods - if you've finished your work - read books of merit.

Two strains emerge here. In the first place reading is not equated with "set prep" but with "books of merit". The activity is interpreted in an exclusively literary light. In the second place, the goal of teaching reading as a means of coping more efficiently with 'work' - perhaps through the more efficient reading of non-literary texts - is clearly not in mind. The reading skill is assumed to be present, or to be automatically acquired, through practice.

This approach to reading at the secondary school level does not appear to be confined to South Africa. Describing the situation in England, Francis writes:

... even where books are available, they are not used as much as they might be under teacher guidance. The pupil is left to work from them with very minimal help, and often with some confusion as to the nature of his search. Only too frequently children hear words such as "Read pages 10-12 and be ready for a test"; and less often, "Read pages 10-12 and be ready to talk about them next lesson".(139)

The reading activity presents many opportunities for teaching about language. Varieties of language in use in the media, in commerce and industry and in professional and academic spheres provide an abundance of material. Too often, however, such opportunities are seen in the light of the 'emotive

language' section of the 'Language' paper, carrying approximately 4% of the total marks. These 'emotive language' exercises, far from forming the core of objectives and activities, are little more than peripheral. Moreover the term 'emotive language' is too often interpreted in the light of an attack upon the media and so-called debased commercial interests while opportunities for studying the communicative aspects of English as a language are overlooked.

\* I think the summarizing of facts in an emotive passage - distinguishing between fact and opinion - is a very much more meaningful and useful approach ... it can save them from a car salesman or advertising and everything.

The positive aspects of English as a means of sales promotion are thus overlooked. Its legitimate persuasive function is ignored or eclipsed by the preoccupation with language mis-use (see page 5).

The choice of non-fiction passages for reading comprehension and the setting of questions on them is another area in which opportunities can be neglected. Too often the emphasis is on surface features of the text - the overt denotations of words and phrases - whilst the communicatively more significant features such as the essential implicit meanings, language function, organization of information and intentions of the author revealed through language, are overlooked. Too little attention is paid to teaching pupils how to read non-fiction texts and how to interpret what they read for a second audience. The too common assumption is that mere practice on past comprehension tests will suffice.

The reading of prescribed works and other literary texts is almost certainly the most common activity linked to the goal of teaching reading. Pupils are often given intensive training in the detailed reading of literary texts, (where academic traditions prevail) in the Leavisite style of criticism. The objective is to increase the pupils' imagination and sensitivity; to enable them to make moral judgements and to widen their vicarious experiences of life. These worthy objectives accord with the fundamental aims of English teaching and there is no doubt that in many cases pupils do come to experience the power and efficacy of language through exposure to Literature.

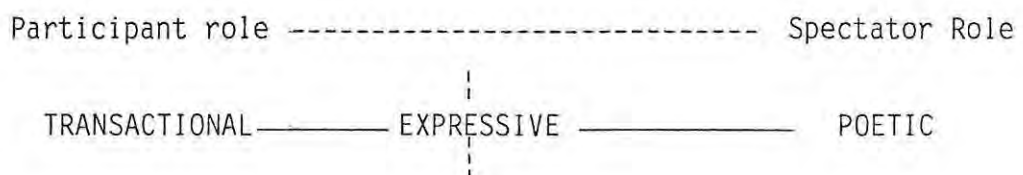
The pupil comes to the literary work from life: the meaning of the work, including its moral value, is experienced through the transaction between the reader and the text. (140)

However, it must be acknowledged that the reading skills that pupils will require when they leave school are not all developed through literary practice. Speed, recall, the organization of information and the implication thereof; the digestion of authors' whole meaning in terms of information, organization, attitude and evaluation - these objectives, though extremely relevant for reading and learning at tertiary levels, remain without the central concern of literary reading. Texts of literary merit should often be slowly savoured whereas the reading of non-fiction or discursive texts that pupils will be expected to read after school, require different strategies. Speed and efficiency are often of the essence and the skill of skimming goes hand-in-hand with the ability to identify the organizational network devised by an author, to digest his meaning and to synthesize the essence of his message in the context of related information. The neglect of such reading skills and strategies can have serious implications for pupils at higher levels of education.

### 3.3.2 Writing Goals

A review of British research into writing in schools seems an essential beginning to any interpretation of writing goals. The ongoing research of the Schools Council team headed by James Britton has, since 1966, fed and informed a great deal of English teaching practice and produced some influential publications, notably The Development of Writing Abilities (141).

The keystone in the development of the two-dimensional writing abilities model is Britton's well-known continuum of discourse modes.



Based upon the distinction between participant and spectator roles is a two-dimensional model which helps to answer the question of what and who are the objects of writing.

The first dimension attends to what functions the writer's language might serve. The expressive function enables a writer to express his consciousness in language typically implicit, unstructured and 'close to the self'. Writing to inform, instruct, persuade, record, report, generalize or evaluate, serves the transactional function. When writers employ the poetic function they are concerned to construct verbal artefacts such as poems, plays or short stories. In addition to these legitimate functions, Britton lists an additional category of language functions created by the 'special context of education'. Here writers might, for example, write for a pseudo-informative function producing dummy-runs which purport to inform, persuade or argue, but in fact demonstrate (or attempt to demonstrate), usually to a teacher, that the writer has particular abilities.

The second dimension of Britton's model consists of seven audience categories, summarized by a member of his team as follows:

1. Child, or adolescent, to self.
2. Child, or adolescent, to trusted adult (teacher or others).
3. Student to teacher - senior partner in a dialogue.
4. Student to teacher - who shares a special interest with the student.
5. Student to teacher - as Examiner.
6. Student to other students or peer groups (known or unknown).
7. Writers to their readers - public audiences. (142)

The research team became convinced that the concept of audience had important implications for writing in schools because although the teacher was in most cases the audience, the way in which writers saw him, affected their sense of audience (143).

Research into further aspects of the writing process continues in Britain.

What has been done so far provides a framework for interpreting the writing goals current in our classrooms.

Jenkins, after a study of five hundred and twenty one scripts, produced by South African secondary school pupils, argued that limitations on the variety of purposes for which pupils write are imposed

... by outmoded traditional notions of what English as a school subject can and should cover. (144)

With respect to the transactional writing goals of teachers he sums up the situation neatly. For many teachers the writing of business letters, reports and reviews carrying approximately 30 marks, or 17.5% of the total English allocation, constitutes the transactional writing section of the syllabus which is fairly easily dismissed with a few practice runs and cursory comments. The Editor of a schools' anthology of creative writing remarks:

... reports, formal letters and reviews are governed by their own more-or-less practical sets of rules and requirements. But the Original Writing section contains so many interesting things ... (145)

thus reflecting the popular view of transactional writing activities as a relatively uninteresting and unimportant area.

Yet, as Halliday (146) as well as Britton has pointed out, the functions that language serve in life are predominantly of that kind so easily dismissed by teachers. Few pupils will devote themselves to poetry after school or earn their livings as creative writers. Yet all will use language in the course of their careers, regulating their lives, interacting with fellow beings and, heuristically, to further their learning experiences. This is not to deny the value of the expressive and poetic functions; but teachers should be aware that there is considerably more to the transactional functions of writing than a letter of complaint to the Town Clerk, tacked onto the end of the essay paper:

What is needed is a clear statement of what the aims of this section of the examination are, and the scope which it encompasses. It should ensure that the findings of linguistic

and communication studies are applied to the teaching and examining of transactional writing, so that the work in schools will be of positive assistance to our pupils in preparing them for what will probably be the most important area of language use in their lives. (147)

Ironically, despite the widespread devotion to literature, the writing of literary criticism is one area of transactional writing frequently mishandled or neglected. In their enthusiasm for the cause of literature, teachers can allow pupils to produce 'dummy-runs' of semantic nullity, merely aping literary language functions. As one teacher admitted:

\* ... the eye very often sees what should be there ...  
not what actually is there ...

Jenkins has noted the cliché and sentimentality that become features of the writing of pupils who have become practised imitators of artificial language functions.

There is overwhelming evidence that these young writers are highly conscious of the act of composition - that they do not use language as a transparent medium of written communication, but as the material for composing a literary artefact. This consciousness has imposed upon them a dutiful desire to write appropriately, according to the norms and traditions of writing. So constraining are these models that one sees genuine sparks of original insight being suppressed in favour of trite conventions. (148)

Goals in the areas of the expressive-poetic continuum are better defined and more often attained. Within the constraints of time and the examination, teachers do encourage pupils to become involved with their subjects, write with sincerity and produce 'original writing' of artistic merit. The best writing can be highly stimulating and reflective of sparkling innate abilities, even when produced under examination conditions. As one examiner remarks:

It is a great privilege and humbling experience to read the work of the top candidates. (149)

Apart from exhibiting qualities of economy, lucidity and syntactic and semantic mastery, good writers usually have a just sense of audience. In the case of

examination scripts the audience is 'unknown' in one sense but 'known' in the sense that as an examiner he needs to have demonstrated to him certain rhetorical displays. Thus even the best writing must, under such circumstances, contain a strain of artificiality. The great advantage of a system of continuous assessment in which pupils can submit a folder of their writing is that it allows them to write for a wider variety of audiences including known audiences such as peer or community groups, particular individuals and the teacher as a personality. But the professional responsibility upon the teacher, not only to be himself an adequate audience but also to appreciate and understand the concept of audience, is greatly increased.

In this regard the load of English teachers is again a matter of concern. A typical piece of writing of four hundred and fifty words might, if the teacher is concerned to scrutinize it thoroughly and offer constructive feedback, consume ten minutes. The marking of one hundred and fifty of such essays in a week will alone, therefore, consume twenty five hours, leaving only fifteen hours of a forty hour working week for preparation, teaching and multifarious other duties.

Many pupils grow to expect hastily scrawled irascible notes at the foot of their essays instead of the pedagogically deliberate feedback that is their due. More serious is the fact that many essays are not scrutinized, but patently glanced over. The consequences of virtually ignoring the personal and often painstaking communications of young minds are manifest in writing that becomes increasingly careless, apathetic and slipshod - symptomatic perhaps of the internal psychological damage that can be caused when efforts to communicate are overlooked.

Hopes for improved teacher:pupil ratios will be in vain. The tendency is for ratios to worsen, not improve, and in any event cries for more Maths and Science teachers will eclipse any claims that English teachers might venture. Rather, solutions should be sought in improved professional practice: Colleagues from other disciplines should be effectively harnessed to the cause of English through collaborative policies that involve all teachers in the language of their subjects. Alternative audiences should be identified in peers, parents and the public. Better use should be made of audio-visual and computer resources to create time for interactive feedback. But above all, English

teachers should nourish that intention to write which in the end makes the writer himself his most demanding and rewarding audience. Martin has observed that the writing which reflects the progress of independent thought comes from relatively few individuals, not the broad majority. She concludes:

We need to ... work on the problem of getting more pupils involved in their work and this means taking more account of their intentions. (150)

It is only when writers are sufficiently involved in the content or matter of what they want to communicate that they become sufficiently motivated to test the pain of editing and polishing their own written language.

### 3.3.3 Speech Goals

The speech goals of teachers fall into classes which can be associated with the three traditions of English teaching. From the academic tradition is derived a semi-professional obligation to the debating society, public speaking contests or the annual school play. Dramatic activities of a more sophisticated stamp and the close relationship between Drama in education and English, are the products of the creative tradition. Finally, the importance of ordinary classroom talk has been adopted as the special concern of the practical tradition. The implications of each of the above class of speech goal will be discussed in turn.

Early in his career the English teacher usually experiences a sense of social obligation to produce, or at least assist with the traditional school play or debating society. Very often his training, abilities and experience equip him for this role no more or less than the Physics or Maths teacher, but it is nevertheless assumed that he should, having studied some Shakespeare, know something about drama or public speaking. The question of why the use of English in the contexts of amateur dramatics or public speech-making is more relevant than the use of the language in the delivery of talks on, for example, scientific or historical projects, is seldom asked. But obviously the answer to that question is that English teachers should be concerned with their pupils' use of English in all contexts. In fact, the real focus of concern should be those contexts of language use which are closest to the pupils' language purposes. It is more important for the English teacher to

be involved with the production of a pupil's talk to the Science Society than with his minor part as a reluctant member of the crowd scene if it is in the former that English goals are most vitally and purposefully attained. Thus the extramural involvement of the English teachers should be carefully considered and allowed to follow natural educational interests. The speech goals of English can be more vitally and meaningfully served on a week-end mountaineering expedition than in a mishandled speech contest where distorted and artificial social conventions are preserved. This is not to decry the valuable educational contribution that traditionally 'English' extramural activities can make, but simply to argue that amateur dramatics, debating and public speaking do not involve special or exclusive speech goals.

The relationship between English and Speech and Drama is delicate. Obviously both disciplines serve the interest of communicative competence and complement each other in other ways, but it is clear that Speech and Drama as a discipline has its distinct expertise, set of norms, values, theories and conventions. Because of the close mutual ends of the two disciplines, and because Speech and Drama has until recently been a rare option in schools, it is easy for English teachers to tread with amateur boots on the special skills of dramatic experts. Again, the need is for English teachers in schools to clarify their speech goals in terms of their particular skills and abilities. In this regard the contributions of the practical tradition are important.

Linguists have stressed the primacy of talk. The natural acquisition patterns of children learning their native language have been used to good effect in the teaching of English as a second and foreign language. In turn, developments in teaching have fed back to main language English a fresh appraisal and recognition of the role of ordinary classroom talk.

Most influential in this regard is the work of Barnes (151). Using tape-recorded excerpts of the actual exchanges he is able to show how teachers can unwittingly limit the learning potential of language by confining it within rigid patterns. Many classroom exchanges degenerate into elaborate charades in which pupils become sounding boards for the teacher's verbal routines. On the other hand, where conditions are created for children to engage freely in expressive talk, ideal conditions for learning can be created:

Expressive language reflects the way we respond to people or situations; it reflects ourselves, our thoughts, feelings, and attitudes. It has a negative pole, when we feel the need to defend ourselves and attack others. In this situation the speech is directed at rather than to someone else, and expresses emotions and thoughts, (anger, grief, aggression, for instance) which only take account of the listener as someone to be spoken at and not as a human being with human needs. This kind of expressive language reflects the self in its least social aspects. At the other pole the speaker approaches someone else with his defenses down: he takes for granted an interest and trust from his listener so that he is not at risk in uttering his thoughts and feelings. He may express outrageous opinions or tentative half-formed thoughts and uncertain attitudes, and he can only do this when he does not risk a rebuff. (152)

Clearly, therefore, the speech goals of the English teacher must go beyond the stilted utterances of the school play or speech contests. More important is the creation of situations in which pupils use their own expressive language to talk with serious intent about subjects that will enhance their social, moral, emotional and intellectual growth. The complexity of the process by which speakers respond to verbal and non-verbal cues in maintaining synchrony and establishing harmony, has been described by Chick (153) and others. The growth and development of social, communicative and heuristic competence in interpersonal and group contexts should rank as important speech goals.

The intrusion into classrooms of public oral communication examinations has had positive and negative consequences. On the positive side it has resulted in an awareness of the importance of pupil talk where many teachers used to regard the quelling of spontaneous speech as a professional responsibility. On the negative side, however, has been the creation of artificial sets of circumstances in which unfortunate candidates are required to hold stilted 'conversations' with teachers for a mark out of 30, awarded on subjective if not dubious criteria. In other even less satisfactory patterns the teacher engages in exchanges with one or two dominant members of the group while the majority of the class remain outside the exchanges, often with proffered contributions being ignored in the preoccupation with noisier or more obtrusive members of the class. Such artificial notions of speech can only have the effect of stultifying the dynamic and natural aspects of oral communication.

A professional responsibility rests with the teacher to create really communicative conditions for oral assessment: candidates should be examined in interaction with an audience of

... individuals who may at any moment be questioners, people receiving instructions, resistant customers, critical viewers, contributors to some communal plan, opposers or proposers in some discussion, agitators for some local improvement or simply listeners of sensibility sharing some aesthetic experience. (154)

The accent should be upon flexible and fluid continuous assessment of pupils' ability in the real business of life.

#### 3.3.4 Listening Goals

Teachers are not always alert to the fact that listening skills can be improved with practice. The act of listening is taken for granted. Pupils may be punished when they appear not to be listening; their inability to listen may be classed as wilful inattention or stupidity. Yet seldom do teachers set out systematic ways of improving communicative competence through listening. The common patterns of classroom interaction fail to further listening goals in respect of many pupils who opt out of the struggle for attention and cultivate avoidance strategies.

One solution could be to design small groups or buzz groups in which pupils talk about relevant issues, if possible with clear purposes in mind. Thus, if pairs or small groups have occasionally to combine in the solution of problems or production of assignments they will gain practice in listening; practice which can be sharpened and concentrated if they are made aware of the importance of listening to each other and responding co-operatively. Task-orientated group activity can teach pupils how to listen.

Where continuous, uninterrupted discourse is concerned, listening goals can be more easily defined. Twenty years ago Atkinson devised a dummy listening comprehension test in which she isolated Sounds and Intonations, Register and Style and Content as features upon which listening goals might focus (155). Pupils can be prepared for post-school learning by being taught how to identify the theme of a lecture. They can be shown how to re-construct the

structure of discourse; how to be aware of cohesive devices and how to differentiate between main points and supporting details. The importance of such listening goals is underlined by the fact that tertiary education very often depends upon the lecture method as its primary mode of tuition.

Unfortunately, little evidence emerges of teaching consciously designed to further listening goals. More common is the unwarranted assumption that listening skills, like suntan, simply happen with exposure.

### 3.4 Conclusion

This chapter has attempted to analyse what English teaching means to practising teachers. From this classroom perspective, two major conclusions may be drawn. Firstly, it is apparent that the aims, approaches and goals of English teachers are intimately associated with pupils' general educational development. Secondly, it is clear that what English teachers feel they ought to attempt cannot be achieved within existing systems. Stated aims, approaches and goals are too often mere 'pie in the sky'. Constraints of time, numbers and abilities put realization out of reach.

A solution could lie in the realm of teacher-training. Courses on the role of language in Education along the lines suggested by Young and Tunmer (156) and in the De Lange Report should be mandatory aspects of training for all teachers, even though it would entail a further year of study. Insights into the significance and nature of language in learning need time to develop and mature. They should, however, be regarded as essential in all trained teachers because of the unique relationship between language and education, tellingly described by Postman and Weingarter:

To begin with, we are in a position to understand that almost all of what we customarily call 'knowledge' is language. Which means that the key to understanding a subject is to understand its language. In fact, that is a rather awkward way of saying it, since it implies that there is such a thing as a subject which contains language. It is more accurate to say that what we call a subject is its language. A discipline is a way of knowing, and whatever is known is inseparable from the symbols (mostly words) in which the knowing is codified. What is biology (for example) other than words? If all the words that biologists use were subtracted from the language, there would be no biology. Unless and until new words were invented. Then,

we would have a 'new' biology. What is history other than words? Or astronomy? Or physics? If you do not know the meanings of history words or astronomy words, you do not know history or astronomy. This means, of course, that every teacher is a language teacher. We do not mean this in the sense that is implied when a principal reminds his science, maths, and social studies teachers that they are also English teachers. The principal usually means that he wants everyone to check for spelling, punctuation and grammar on the papers that students hand in. We mean that biology, maths and history teachers, quite literally, have little else to teach but a way of talking and therefore seeing the world. The new English, the new maths, the new social studies represent new languages. And a new language inevitably means new possibilities of perception. (157)

Specialist English teachers within language-enriched regimes, would have to meet new challenges. To begin with they should be required to bring to their professional training more than a major in English literature. An ancilliary major in Linguistics, Speech and Drama, Communication Studies, or another Language should be a prerequisite. Thereafter they should follow an intensified two-year version of the general 'language in education' course, thus qualifying themselves to implement and lead language across the curriculum policies in schools.

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CHAPTER 4: THE SYLLABUS

A revised syllabus for English embodied in a draft dated May, 1983 (Appendix 6) will affect the way in which English as a main language at the Higher Grade is taught and learnt from the latter half of the 1980s.

The purpose of this chapter is to evaluate the extent to which the proposed core syllabus gives expression to the trends and directions of English teaching determined in previous chapters. To this end the draft syllabus will be analysed as an instrument designed to outline for teachers what English teaching should be about.

The syllabus is the product of widespread endeavour. The task of drawing up working documents and a revised draft syllabus for English was assigned to the Natal English Committee. The Committee canvassed a wide range of sources and expert opinion, much of which has been discussed in Chapter 2. The aim was to draw eclectically upon the widest possible range of current theory in the production of a document that would be of use to practising teachers of English; an instrument that would improve the current syllabus and detail Aims that

give directions, establish goals, embody skills, give insight and guidance for planning approaches. (158)

The work of the Natal English Committee was severely hampered by two considerations. In the first place, members of the Committee possessed no common theoretical rationale to assist them in the task of syllabus design. The diversity of practical experience and evidence which committee members brought to their task was invaluable but had the unfortunate effect of blurring decisions and insights. This drawback might well have been overcome had the Committee been given the opportunity of forging a systematic rationale over a period of uninterrupted work. But the process of syllabus revision had to be conducted intermittently amidst many distractions by volunteers whose full employment was elsewhere. In this regard the Chairman of the J.M.B. English Committee commented:

Finally, given all the above considerations and desiderata, it is probably highly unlikely that a working committee consisting of inspectors and teachers in full-time employment could be expected to produce, in their spare time and as a public service, radically new syllabuses based on extensive research, reading, needs analysis, and consistent and continuing curriculum development. Without the bureaux of curriculum development envisaged in the report of the De Lange Commission, or (perhaps an even better solution) without the full-time secondment of some school and university teachers for a year or more to research and development in this area, syllabus revision is bound to remain an ad hoc, patchwork affair, however much effort part-time working committees may put into it. The J.M.B. and C.E.H. should pay serious attention to this fundamental shortcoming in the present modus operandi for syllabus revision.

I stress this point particularly because I have come to see, over the last few years, that the Natal working Committees were set an impossible task. Even in the writing of this memorandum, struggling to find time for it amid a multifarious range of duties, I have become deeply aware of the extremely unsatisfactory product which must inevitably result from handling syllabus reform in this way. (159)

In the light of such difficulties it is hardly surprising that the Committee's final product, like the curate's egg, was good in parts and addled in others.

The distinction between a syllabus and a curriculum is important. Whereas a curriculum includes a broad field of activities and subject areas comprising a whole course of schooling, a syllabus is properly a concise statement of what should be taught. It is further limited by being confined to the 'what' and not the 'how' of a particular subject.

In the case of a language syllabus, however, complications arise. Because main language behaviour permeates the whole experience of education, the syllabus cannot be limited to well-defined content areas as is the case with most subjects. A main language syllabus must hold a unique position in the range of syllabi making up a curriculum. In describing what he terms a 'notional' syllabus, Wilkins refers to the communicative function categories of meaning which

... contain the functional content of a syllabus and express the social context of language use. They are used to classify what we do through language as distinct from what we report through language. (160)

Thus even a second language syllabus must be concerned with a wide range of language uses. In the case of a main language the syllabus design must accommodate an even more complex range of integrated language uses. Designers must steer a course between the Scylla of over-documentation and the Charybdis of insufficient information, with an eye ever upon the educational implications of language learning.

The principles underlying initial language acquisition are considered to be the chief principles fundamental to all further language development and teaching. The principles include a good language model for the pupil to emulate; a responsive audience with whom he will want to interact and communicate, experiences which he will be stimulated to explore, interpret, order and enjoy sharing with others through language; and massive practice in using, experiencing and experimenting with the language in various situations and for different purposes. (161)

An analysis of a syllabus document cannot hope to reveal what the syllabus will become in practice. The ways in which it will be interpreted are as various as individual pupils and teachers. The best that this analysis can expect to do is to accentuate some of the most significant features and reveal possible interpretations in the light of the model developed in previous chapters. To this end the syllabus design, aims, goals, commentary and examination regulations will be dealt with in turn.

#### 4.1 Design

The syllabus is broadly deductive in design. The underlying assumptions and general aim are given first. Five 'global aims' follow and from these emanate thirty goals, arranged under the headings 'Oral', 'Reading and Literature', 'Written Communication' and 'Language Study'. Finally, detailed examination requirements including time and mark allocations are given. Interspersed between the four sections are explanations of approach and these are supplemented by a commentary running beside the listed goals. The accompanying table of aims and goals depicts something of the deductive structure of the syllabus.

The contingencies under which the revision process was conducted made an eclectic approach necessary. Had uninterrupted time been available, insights

Table 1: General Design of the Syllabus

<u>GENERAL AIM:</u>				
The general aim should be to promote the pupils' intellectual, emotional, social and cultural development through developing their competence in using the language, as well as their understanding of more advanced concepts in literature and language study.				
<u>GLOBAL AIMS:</u>				
To encourage the natural enthusiasm, vitality, spontaneity and originality of pupils through their active participation in meaningful language activities.	To enrich the pupils' ideas, to stimulate their thoughts and feelings and to develop their understanding of themselves and their own emotional and moral responses to life and the world around them, so that they may live more fully, more consciously and responsibly.	To develop the pupils' ability to express their ideas, thoughts and feelings effectively through language.	To develop the pupils' ability to communicate ideas, thoughts and feelings effectively through language.	To help the pupils develop the language skills which contribute to effective expression and communication.
<u>GOALS</u>				
<u>Oral</u>	<u>Reading and Literature</u>	<u>Written Communication</u>	<u>Language Study</u>	
That pupils	That pupils	That pupils	That pupils	
<ul style="list-style-type: none"> <li>- speak fluently, distinctly, with ease and enjoyment and acquire poise and confidence in communicating;</li> <li>- receive constructive advice on aspects such as articulation, breathing, posture, voice-projection and pitch;</li> <li>- develop the ability to think independently and speak logically, and to convey to others their observations, feelings and thoughts in an orderly, convincing and coherent manner;</li> <li>- see that some ways of speaking are more acceptable and appropriate than others according to circumstances;</li> <li>- realise that differences exist between speech and writing;</li> <li>- show understanding of the meaning, feeling and tone of a passage in reading it to an audience;</li> <li>- grow in ability to listen attentively, sensitively and critically;</li> <li>- experience oral activities as integral with other kinds of communication.</li> </ul>	<ul style="list-style-type: none"> <li>- may gain enjoyment from and skill in reading;</li> <li>- appreciate literature and read with discrimination;</li> <li>- develop the capacity for critical thinking and the ability to form and express their own views;</li> <li>- expand their experience of life, gain empathetic understanding of other people and develop moral awareness;</li> <li>- increase their self-knowledge and self-understanding;</li> <li>- gain some knowledge of basic literary kinds and the techniques appropriate to each;</li> <li>- develop some understanding and appreciation of their literary and cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>- write for their own satisfaction;</li> <li>- discover that fundamental differences exist between written and spoken communication;</li> <li>- gain insight into the demands, styles, conventions, technicalities and language of various kinds of writing;</li> <li>- learn to master the elements of style such as register, diction, tone, syntax, denotation and connotation and the use of literal and figurative language;</li> <li>- master some of the devices of cohesion and coherence appropriate to discourse (i.e. the grammar of the paragraph and longer composition);</li> <li>- learn to handle effectively the variety of writing tasks to be faced both in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>- gain understanding about the way language works;</li> <li>- improve their comprehension in reading;</li> <li>- be able to extract the salient points from a text and summarize it for specific purposes;</li> <li>- acquire terminology to describe language and an ability to apply it in the analysis of language in a manner which reveals the communicative function of parts and the coherence of the whole;</li> <li>- acquire a vocabulary which will enable them to communicate easily, appropriately and fluently in diverse situations;</li> <li>- learn to spell well;</li> <li>- learn to punctuate accurately;</li> <li>- learn to produce and understand the structures of acceptable sentences and their component parts with a coherent whole;</li> <li>- gain some understanding of the effect on English of historical, social and demographic developments.</li> </ul>	

and contributions from a wide range of sources might have been incorporated into a clear design. As it is, the syllabus falls short of eclecticism and remains patchwork. Thus, the 'General Aim' remains substantially the same as it was in the previous syllabus; the five global aims have been adapted from the 'Queensland Syllabus' (Appendix 2) and parts of the Bullock Report (162) have been extracted to substantiate odd points.

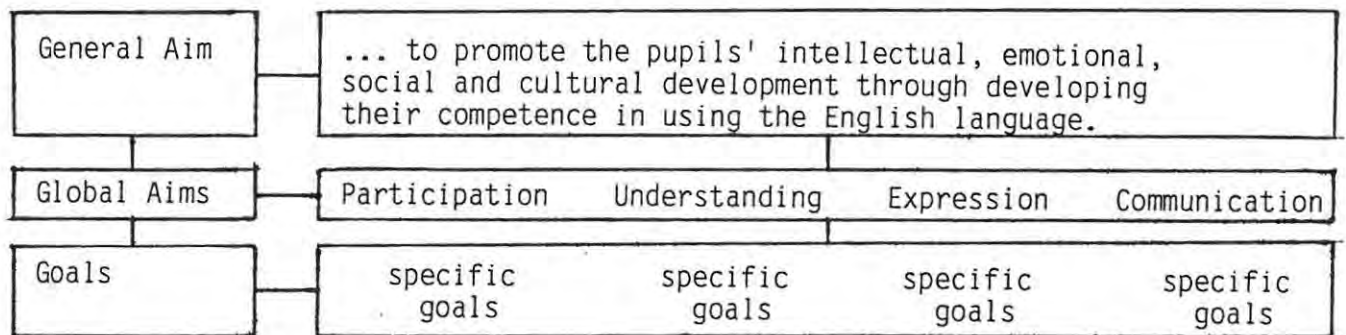
The effect of juxtaposing various borrowings with retentions from the previous syllabus is to create inconsistencies. The most serious is in the retention of the four arbitrary divisions of English into Oral Communication, Reading and Literature, Written Communication and Language Study in the name of 'convenience and clarity'. The 'convenience' referred to resides apparently in the entrenched conception of four modes of English which will remain undisturbed by this feature of the syllabus design. However, the notion of English as a matrix in which language functions form integrally is confused rather than clarified by the arrangement. Logically, the thirty teaching goals (see Table 1) should flow directly from the global aims without the confusing intrusion of the four divisions.

Confused wording and use of terms is another unfortunate consequence of the patchwork design. For example, in the statement that:

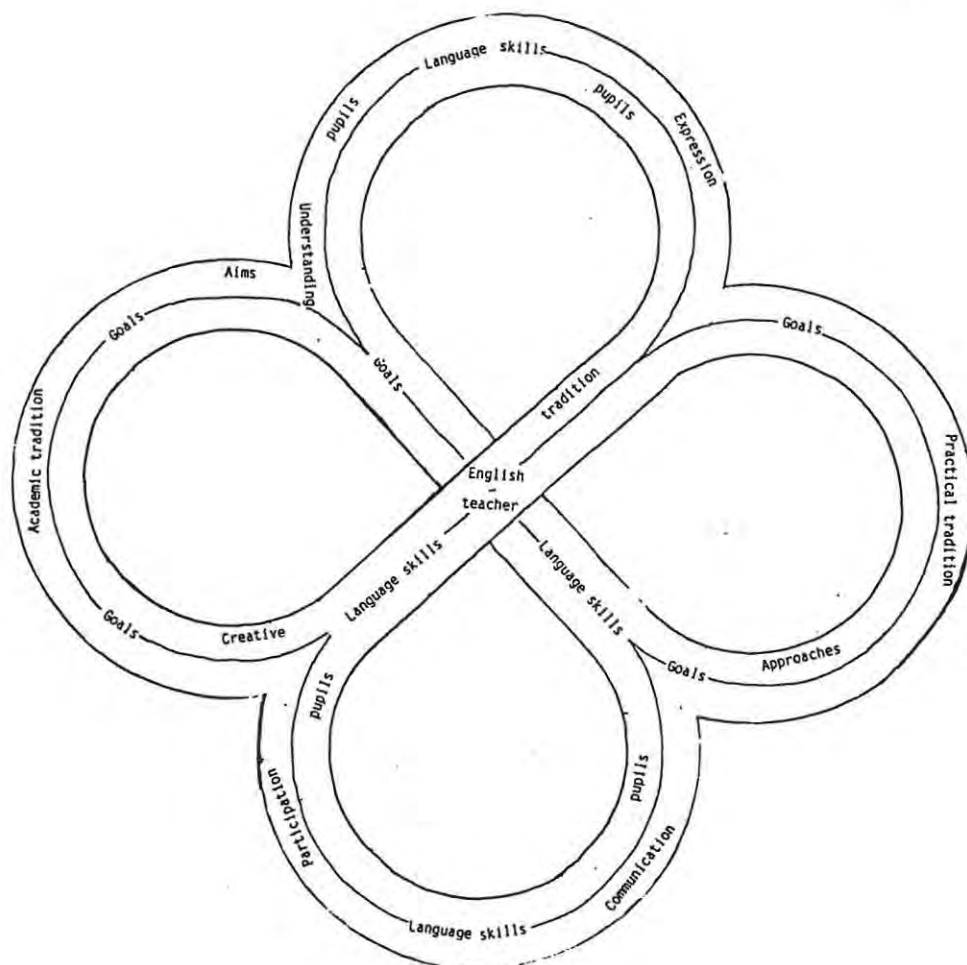
Teaching should show pupils, through involvement with examples of English usage, how to improve their communicative competence.

the terms 'usage' and 'communicative competence' might be derived from English second language teaching theory and the work of Widdowson (163), but are used here in a sense that invalidates their meaning in Widdowsonian terms. In fact Widdowson distinguishes between 'use' and 'usage' associating the former and not the latter term with the acquisition of communicative competence. His point is the opposite of the one made here in that he argues that undue concentration on 'usage' or the conventions of a language system have little to do with the acquisition of communicative competence. This latter term refers to a user's ability to perform communicative functions - an ability that is not dependent upon knowledge of 'usage' rules.

What was needed was a strong, clear statement at the head of the syllabus calling attention to the need to teach English as a language. The design might thus have appeared:



An alternative model developed in this thesis is an attempt to emphasize the interactive nature of the main language teaching process with the English teacher at the centre of a clover-leaf of dynamic interacting features.



This diagram attempts to depict how Language skills form the English teacher's theme as he pursues his goals.

Language should not be confused with grammar, obscured by creativity or outshone by literature. It should not only permeate the syllabus, but should be noticed, appreciated and afforded due recognition as the central theme of English.

#### 4.2 Aims

The syllabus is based upon aims, with the general aim embedded in the wider education of the pupil.

The general aim should be to promote the pupils' intellectual, emotional, social and cultural development through developing their competence in using the language, as well as their understanding of more advanced concepts in literature and language study. (Appendix 6)

Although the word 'growth' does not appear in this statement, the growth model is clearly in mind in the idea of 'promoting pupils' intellectual, emotional, social and cultural development ...' However, increased awareness of the importance of language and of the contributions of the practical tradition are evident in 'their competence in using the language' and in the mention of 'language study' in addition to 'advanced concepts of literature'. It can be seen, therefore, that the General Aim attempts to encapsulate the wide range of traditional emphases.

Five 'global' aims form the second tier of the syllabus. The word 'global', apart from connoting a level of generality, seems to be associated with the notion of integration. The implication is that the teacher, in all that he does, should aim to:

encourage participation  
develop understanding  
develop pupils' ability to express themselves  
develop pupils' ability to communicate  
develop language skills.

Emphasis on the verb to develop underlines another aspect of integration. It is not only aspects of English that are integrated but also aspects of the pupils' experience. Thus, English teachers are inevitably involved in the personal experiences and development of their pupils. Closer analysis of each of the five 'global' aims should reveal how language behaviour is an important theme.

#### 4.2.1 Participation

To encourage the natural enthusiasm, vitality, spontaneity and originality of pupils through their active participation in meaningful language activities. (Appendix 6:2.1)

The hand of Britton is evident in the wording of this aim. The stress upon the words "active participation" recalls the distinction between participant and spectator roles; the importance of audience is mentioned in the accompanying commentary and reference is made to the poetic, expressive or transactional modes through which pupils might participate in language activities. But it must be noted that Britton's contribution, important though it is, is but part of the wider practical tradition, (see Chapter 1). Starting from the expressive, authentic language of pupils used for real and relevant purposes, and recognising the need

... to act and decide in response to the social demands of human co-existence ... (164)

are features of the practical tradition. But other insights into the nature of language in its social setting come from beyond Britton, from others whose contribution has been to focus upon the practice of English teaching relevant contributions of the social sciences. As Labov has commented:

Language is a form of social behaviour: statements to this effect can be found in any introductory text. Children raised in isolation do not use language; it is used by human beings in a social context, communicating their needs, ideas and emotions to one another. (165)

Any criticism that this syllabus is too much in the Arnoldian mould of the academic tradition (see Chapter 2) will have, therefore, to take account of the fact that this first global aim permits teachers to draw upon the practical tradition. Given adequate teacher training and classroom circum-

stances which will enable teachers to properly interpret the syllabus, due allowance is made for the absorption of recent contributions from the social sciences into professional practice.

The aims, approaches and goals of individual teachers will affect the way in which they interpret the aim. It could be taken to mean a continuation of the status quo: oral work, composition and literature with some incidental grammar as a conscience salve. On the other hand "active participation in meaningful language activities" could mean re-vitalized small group work in which pupils are encouraged to pursue authentic purposes for language use; more responsibility on pupils to supply original interpretations of literary works; a much greater emphasis on the transactional functions of English at work, in the media, at home and in learning. Meaningful participation does not require the abdication of the teacher from his pivotal role in the classroom but it does mean that he should use that position to design activities in which pupils have to assume responsibility for informing, instructing, arguing, explaining, planning, persuading and getting things done (166).

Group talk strategies, with or without direct teacher participation require teacher-intervention without domination so as to ensure the creation of productive learning contexts that have some direction, while at the same time encouraging pupil independence in concept formation and social interaction. (167)

An imaginative interpretation of the first aim could jeopardize interpersonal relations in a school. The design and execution of authentic participation can easily be misinterpreted. Pupils might feel betrayed by an absence of factual input and colleagues might react unfavourably to what they perceive as a lack of control. But, as Torbe has pointed out, in managing small group participation through talk

The teacher, who may appear to be having an easy time, and even to have abdicated, is in fact working extremely hard, firstly to set up a situation in which pupils are able to talk purposefully but freely and easily and secondly to make evident to the pupils the importance of what they are saying themselves, because otherwise they may either not recognize or may undervalue the importance of their own utterances. (168)

The first aim places great professional demands on the English teacher. He must, in the first instance, have sufficient insight into the nature of his task to enable him to negotiate subtle and intricate purposes with his pupils in the context of dynamic communication processes. Secondly, he should possess interpersonal skills enabling him to co-operate with colleagues in identifying and using the communicative dimensions of various disciplines.

Because English is compulsory teachers cannot always rely upon a high degree of commitment and interest. In many cases they are faced with apathy and indifference, attitudes which can spread through a class like the influenza. Thus the design of activities in which pupils participate in educationally meaningful ways constitutes a major challenge.

#### 4.2.2 Understanding

To enrich the pupils' ideas, to stimulate their thoughts and feelings and to develop their understanding of themselves and their own emotional and moral responses to life and the world around them so that they may live more fully, more consciously and responsibly. (Appendix 6:2.2)

The rather diffuse wording of the aim leaves it open to a range of interpretations. Emphasis could fall on 'enrichment', 'understanding' or 'living'. In keeping with the historical theme three categories of interpretation corresponding with the three English teaching traditions will be discussed. The assumption that variations within any one category of interpretation will be accommodated within the field of English teaching (as depicted on page 86) is by now apparent.

The idea of enrichment can be associated mainly with the teaching of literature. The academic tradition's emphasis on prescribed works is based on the belief that emotional and moral insights are fostered through the vicarious experience of life gained in the study of literature. Where the emphasis falls on enrichment, 'understanding' will be taken to mean heightened sensibilities.

The word 'understanding' can also be interpreted in terms of a predominantly intellectual quality of mind. Questioning, logical argument and rationality might be the primary concerns of the practical tradition.

From this point of view complaints of the university concerning declining academic standards should be taken very seriously. The solution would not lie in drill or more literature but in paying attention to the development of intellectual quality through language use. Hence the emphasis on meaningful expressive talk and on the development of reasoning powers:

There can in my view be no reasonable doubt that talk in infancy is the beginning of a developmental process that finishes when we can no longer observe it, in the working of a man's mind. (169)

Finally, emphasis might fall upon 'living'. Here the creative tradition would have most to offer. Drama, creative writing and the expression of personal experience would be seen to have the most direct bearing on the growth of understanding. The themes of enquiry and exploration would receive attention and the development of social consciousness would be accorded priority.

Understanding is common to these three interpretations. Although emphases and priorities might vary, the common aim of developing a balanced awareness of the world and the role of individuals in it can be covered by the umbrella term 'understanding'. Some teachers will work towards this aim primarily through literature; others will concentrate on the way language is used to organize and direct life; yet others will focus on the personal experience exemplified in language. It seems right that individual teachers should have scope to interpret the aim as they see fit, given an adequate degree of professional training.

#### 4.2.3 Expression

To develop the pupils' ability to express their ideas, thoughts and feelings effectively through language.  
(Appendix 6:2.3)

Once again the aim of expression can be approached in more than one way. From the creative perspective, language can be seen as a means by which pupils express their inner feelings and develop their personalities. Frank Whitehead produces a convincing argument for why creative drama should be at the centre of English and not relegated to "that restless last period on Friday afternoons". (170)

More fundamental, if less clearly demonstrable, is our awareness that, in the successful drama lesson, acting is felt by the children to be a fulfilling and, in some sense, creative activity - one in which the whole personality is involved and through which are expressed significant perceptions and observations drawn from their own living. (171)

On the other hand, expressive language can be seen as the starting point from which pupils develop competence and versatility in the ability to use language for various purposes and audiences. The interpretation in each case is subtly different. In the first case individuality and psychological stability are the ultimate aims with language serving as a means to that end. In the second place emphasis falls more upon the phenomenon of language:

Talk that is predominantly expressive, then, tells us a good deal about the speaker and relies heavily for its interpretation on the situation in which it occurs - that is to say, it draws heavily upon a common response to a shared situation, or it relies heavily upon the listener's knowledge of the speaker's situation. (172)

Thus the aim of helping individuals to express themselves through language will be approached from different angles depending upon the tradition within which the teacher's experience has formed.

The tendency at policy making levels in South Africa is to stress the study of language as a means to communicative competence and to regard the development of pupils' inner resources as the outcome of a child's whole education.

The language used as medium in education should not replace that language as a subject-component of the curriculum. The former will reinforce the latter and vice versa, but insufficient proficiency in the "medium" language inhibits or restricts progress and overall achievement. The mother tongue or home language also requires study as a language to achieve fluency and proficiency in speech and written expression and in listening and reading with discerning comprehension. (173) (my emphasis)

Yet practising teachers, perhaps as a consequence of their involvement in the real life of the classroom, often reveal a finer sense of the intricate relationship between inner resources and communicative competence.

What matters is that it is an authentic response, because only a genuine engagement with the subject can generate the harmony of idea, tone, style and structure that brings to life the words on the page. This is the element - a capability which we all possess - that makes the essential difference between a flat, dull, 'unoriginal' piece of writing pervaded with no feeling but a sense of chore, and one which truly accomplishes the aims of composition: self expression and communication. (174)

In distinguishing between the aims of expression and communication the syllabus illuminates the truth that communicative competence can develop only through a process of expression.

#### 4.2.4 Communication

To develop the pupils' ability to communicate ideas, thoughts and feelings effectively through language. (Appendix 6:2.4)

The word 'communication' blends with its background. Chameleon-like it takes colour from use by military strategists, post office technicians, systems analysts, entrepreneurs, dramatists and school teachers. In the context of this syllabus it might be interpreted in at least three significantly different ways. Some will take it to mean the use of 'correct' or standard English; others will understand it to mean a reflection in language of personal involvement and enthusiasm. A third interpretation which, it is submitted, is most acceptable in the context of the syllabus, is that communication is a process of personal interaction (175).

An incorrect interpretation of the wording of this aim in the syllabus could be that communication is a one-way process, 'effective' if the speaker or writer attains his purpose. This needs to be countered, as it is in the accompanying commentary. The speeches of St. Paul or of Martin Luther King may frequently have failed to convince, persuade or placate their audiences. St. Paul and King remain great orators but they might not have been great listeners or communicators. Communication entails entering into a transaction with an audience; listening, responding sensitively to verbal and non-verbal cues, writing with a true sense of audience, using appropriate strategies to attain synchrony in discourse. Great communicators can frequently disagree, as Boswell and Dr. Johnson have so eloquently illustrated, but their debate remains communication - while there is interaction.

The aim of developing the ability to communicate effectively should be interpreted in this light. Pupils should practice listening to various modes of rhetoric and asking pertinent questions; they should be given instruction in how to behave as members of small groups; they should as writers and as communicators be taught to be sensitive to an audience. Qualities of correctness and accuracy in writing, of critical awareness in reading and of clarity of speech acquire fresh relevance when seen as attributes of communicative competence. A more appropriate wording of the fourth aim might therefore be:

To develop the pupils' communicative competence in the effective exchange of ideas, thoughts and feelings in English.

#### 4.2.5 Language Skills

To help the pupils develop the language skills which contribute to effective expression and communication.  
(Appendix 6:2.5)

The false dichotomy between language and literature is an unfortunate product of the academic tradition. It is inherent in the design of this syllabus and in slips of the pen such as

... more advanced concepts in literature and language study ... (176)

where the notion of literature as a non-language activity is preserved. (The word 'English' should replace 'literature and language study'). The listing of 'language skills' as a fifth global aim creates a fresh set of contradictions between 'language skills', 'expression' and 'communication'. Where expression and communication may be distinguished as nouns with verbal counterparts there is no verbal form of the word 'language' and the verbal form 'english' has become obsolete. It is therefore contradictory to append a 'language skills' aim linearly to the aims of developing the abilities of participation, understanding, expression and communication. Language is integral in these activities. To isolate 'language skills' as a separate aim is to create the notion that they are in some way separable from English.

It should be apparent that English is a language. That fact should be central to the understanding that language skills are the warp and weft of all classroom activities. That this is not so, is an unfortunate consequence of tradition which the syllabus has attempted to address, but in the wrong way. Where the previous syllabus avoided the problem of grammar by averting its gaze, the new document admits 'language skills' as an awkward guest at the end of the queue and with some explanation. The opportunity to recognize 'language' as the centre of attention has been missed:

Like the member of the wedding, it is always present, but somehow no one is ever quite prepared to ask it to be bride. (177)

#### 4.3 Goals

The thirty goals are listed under the headings 'Oral Communication', 'Reading and Literature Study', 'Writing' and 'Language Study'. Within these compartments each set of goals is formulated in the form of an extended sentence with the structure

Noun Phrase .....	Verb Phrase .....	Noun Phrase
That Pupils	Learn, acquire etc.	skills, competence abilities etc.

Since the initial noun phrase of each 'goals sentence' remains constant throughout and since the verbal component of each sentence appears semantically less significant than the final noun-phrase sentence element, it is possible to prepare a key-words summary of the goals (see Table 2) using key noun-clusters from the goal lists.

Table 2: Key-Words Summary of Goals

Oral	Reading & Literature	Writing	Language Study
3.2.1 Speech	4.2.1 Reading Enjoyment	5.2.1 Enjoyment	6.2.1 Language
3.2.2 Speech Training	4.2.2 Literary Appreciation	5.2.2 Speech-Writing Differences	6.2.2 Reading Comprehension
3.2.3 Independent thought-speech	4.2.3 Critical Thought	5.2.3 Writing Conventions/ Styles	6.2.3 Summary
3.2.4 Appropriacy	4.2.4 Empathy	5.2.4 Elements of style	6.2.4 Terminology
3.2.5 Speech-Writing Differences	4.2.5 Self-Knowledge/ Understanding	5.2.5 Devices of Coherence/ Cohesion	6.2.5 Vocabulary
3.2.6 Reading aloud	4.2.6 Literary Techniques	5.2.6 Variety/Writing Tasks	6.2.6 Spelling
3.2.7 Listening	4.2.7 Cultural Heritage		6.2.7 Punctuation
3.2.8 Integration			6.2.8 Sentence structure
			6.2.9 History of English

This summary throws into relief not only the purpose of this section of the syllabus, but also various inconsistencies and illogicalities. It is apparent that the designers are attempting to describe that most slippery of concepts, the content of English, in a rather confused way. Why, for example, does the goal of understanding the differences between speech and writing feature twice at 3.2.5 and 5.2.2 ? How are spelling, punctuation and vocabulary isolated as goals of Language Study but not of Reading or Writing? If integration (3.2.8) is mentioned as an 'oral' goal why should it not be repeated under other sections? More questions might be asked, but one answer becomes apparent. The division of English under separate headings each with associated goals is confusing and contradictory.

#### 4.3.1 The Content of English

Any attempt at describing the 'content' of English must run into the realization that the subject is unique in the curriculum. Other subjects may fall into logical sections but the content of a main language syllabus is complicated by the intricate relationship between the subject and the unique growth of individuals. Some University departments may solve the problem by defining English in terms of literary works or historical literary periods. Linguists may arrange the study of language diachronically, over a period of time, or synchronically, at a particular point in time (178). But at the secondary school level these solutions will not suit because it is obvious that a syllabus must deal in some way with the intricate relationships between knowledge, use and experience.

A possible solution is to define a corpus of knowledge about English which teachers could use to launch themselves towards their proper aims which have to do with using what is known. It is submitted that this distinction between what needs to be known and what needs to be done with what is known is valid. Whereas the division of English into activity modes (i.e. Oral, Writing, Literature and Language) abrogates the notion of integration, knowledge and implementation form two natural hemispheres. They are the theory and the practice of a field. Integration of the modes of English activity would be assisted by such a distinction because teachers would have a firm base of content from which they could reach towards their aims.

The fear that a body of knowledge within the syllabus would be interpreted as an invitation to return to Gradgrindian drill provides no valid reason for rejecting the notion. There is little hesitation in prescribing novels, poems and plays for compulsory study. These should be complemented with the addition of essential areas of knowledge about English as a language. Thereafter it should be the responsibility of adequately trained teachers to negotiate the acquisition of knowledge in the context of use.

Clearly, a further process of debate, discussion and consensus would be necessary before an appropriate body of knowledge about English as a language could be selected and defined. What is offered below is a framework within which a three-year 'knowledge' component might be built into the syllabus:

#### 4.3.1.1 A Framework of Content for English

##### Diachronic Features

Some aspects of historical development of English; the effects on English of historical, social and demographic developments. (Appendix 6:6.2.9)

##### Synchronic Features

How English works as a language; a specified selection of the phonetic, lexical, syntactical and semantic features of modern English.

##### English Literature

A suitable selection of prescribed prose works, plays and poems.

##### The functions of English

How English is used; its social, emotional, moral and intellectual purposes. Britton's transactional ..... expressive ..... poetic ..... model could be used as a base, or an alternative model such as that developed by Halliday in Explorations in the Functions of English might be prescribed.

Given such a limited but clearly defined body of knowledge from which to proceed, teachers could more confidently thread the goals of language use through the aims of English teaching.

#### 4.4 Commentary

The syllabus is liberally embellished with comment. There are introductory remarks preceding each section and a running commentary accompanying the listing of the thirty goals. In both classes of commentary the purpose appears to be to offer to the practising teacher guidance in the interpretation of the syllabus proper. This consists in essence of the aims, goals and examination requirements. Because the commentary, though valuable, is peripheral, it will not be analysed here in any depth. However, certain assumptions underlying the language of the commentary might be noted in passing.

There is, in the first place, the belief that the existing model of English teaching as represented in the J.M.B. Core Syllabus (Appendix 1) should be the basis for any updating or revision. Thus the new syllabus does not represent a radical departure but a continuity of what English teaching has been since the 1960s. Secondly, there is the stated assumption that English skills are acquired in an 'integrated process' of language acquisition accompanying individual growth and development. It has been shown how various facets of the syllabus and other assumptions about English teaching cast this view of integration in a particular mould. Most important of these is the conviction that Literature is the 'life-blood' of English teaching:

In the study of literature all aspects of the Syllabus (listening, speaking, reading, writing and language study) are engaged in a meaningful context. (179)

Finally, there is the assumption that English teaching is inseparable from the examination process.

#### 4.5 Examinations

Dissatisfaction is frequently expressed with the form taken by English examinations. As early as 1976 Young complained of

... a heavy emphasis on testing literary appreciation, the interpretation of literary/quasi literary texts, creative and imaginative writing ... (180)

As a consequence he believed that

... matriculants entering university or employment situations placing a premium on language usage skills and communicative competence are at a disadvantage. (181)

Other teachers have complained of the esoteric nature of some literature papers and of the 'pettiness' of the Language paper:

\* ... but I think much of the Language paper is - ah - petty ... the standard of the paper is appalling ...

Dissatisfaction with the form of English examinations is not confined to South Africa. Correspondents of the Times Educational Supplement have questioned the purposes of English A Level examinations:

We need an exam which tests an understanding of language - how it works and how it can be worked - before it can test an understanding of the ideas of Milton and Keats. (182)

Others have suggested that examination results do not always reflect the real abilities of candidates:

But when I actually see one of the most capable pupils I've ever taught reduced to tears by a grade that will debar him from university, and remember a grade A from last year whose knowledge, understanding and sensitivity of response could have been demolished in two minutes of viva voce, something in me screams out against the complacency of an educational world that perpetuates such injustice. (183)

The examination regulations of the new syllabus will be analysed in the light of such concerns.

#### 4.5.1 Modes

The new syllabus allows for two 'modes' of written examination. Each must include an oral communication component carrying 10-20% of the total marks (unless a candidate has been exempted by the J.M.B.) but thereafter differences are permitted that could have considerable implications for the English examination.

#### 4.5.1.1 Mode I

The mode I examination is essentially a continuation of the existing system. After the 'oral' examination (Category I) conducted on a 'continuous assessment' basis, candidates will write Literature, Original Writing and Language papers of much the same type as presently set. One significant development is the provision made for continuous assessment of original writing.

The continuous assessment of original writing (including the above assignments) may replace or supplement the final examination, i.e. the final mark may be derived entirely or in part from work done during the course of the year, provided that it meets with the requirements outlined above and that it includes an assessment of the various modes of writing. (184)

Authorities who exploit this condition may assist candidates in developing a true sense of audience (see page 72). However, in most respects the Mode I examination will preserve the status quo.

#### 4.5.1.2 Mode II

The possibilities represented in the Mode II examination deserve the closest attention since they could open the way for significant developments in English teaching. Such developments could help to make English an obviously relevant, better structured and more vital component of the curriculum.

Two 'integrated' papers totalling six hours of written examination are allowed in the Mode II examination. Thus, on the surface, it appears that provision is made for the assessment of 'the stated aims and goals of the syllabus'. (185)

Unfortunately, prejudices deeply rooted in the Academic tradition and written into the syllabus skew the whole concept of integration in the direction of the 'patchwork' model (see page 85). They need to be corrected if the opportunities presented by the Mode II examination are to be realized.

Regulations governing the setting of integrated papers require that

Together, the integrated papers must be comparable in range, standard and ratio of marks with the three papers outlined in Categories 2, 3 and 4 above. (186)

The categories referred to are of course the notorious trio of prescribed works, writing and 'Language' whose incompatibility with fully integrated English has already been referred to (see page 94). Furthermore, examiners wishing to set integrated papers are referred to Section 4.5 which deals with the examination of prescribed work and contains a clause to the effect that

If integrated English examination papers are set, the literature content must be comparable with that of a separate literature examination paper. (187)

Clearly, therefore, integration is seen in terms of the three ugly sisters confined within a single paper, each pursuing her particular interests.

Truly integrated papers will be conceived only when English is accepted as the groom, with language as his bride. This means that sections 7.5.5 and 4.5.7 should be deleted and section 7.5.2 should be altered to read:

Modes I and II examinations must be comparable assessments of the extent to which the aims and goals of the syllabus have been attained.

These minor alterations would make integrated papers possible. Questions could be set to test candidates' knowledge of and ability to use English in a wide range of contexts. It would be feasible to examine, for example, candidates' responses to Macbeth in terms of their knowledge of the play and as a language artefact and to lead on in a subsequent question to an opportunity for them to express and communicate ideas, thoughts and feelings emanating from their responses to the play. The examination could manifest that balance between interrelating values for which Allen has called:

the careful recognition of the relationships between the different modes of language, that we shall find a coherent unity, such as was not established in the sixties, either by those who argued for literature or by those who sought a language nexus. Nobody since has succeeded in establishing that unity because no one has satisfied the two criteria most noticeably absent - interrelationship and values. That is, how do the various aspects of English relate to the whole and what are they all for in the end? (188)

#### 4.5.2 A Model for Integration

Constraints of the Mode I tri-partite type examination have confined the purpose of the 'language' paper to testing candidates' ability to read expository texts, produce written transactional communications and demonstrate some knowledge of usage.

Even with these limitations the true purposes of the paper are not always attained. Some examiners appear to have a penchant for questions that can achieve little more than puzzlement. In the 1982 National Senior Certificate candidates were asked to explain what Herman Charles Bosman meant by

... not from a parvenu wish to outshine others ... (189)

where the accompanying text gave no clue to the meaning of 'parvenu'.

In other instances examiners devote too many of their questions to discrete scraps of usage having little relevance for the communicative purposes of English. Thus the significance for South African coloured candidates of knowing a verb ending in '-ate' and defined as 'to renounce all right to a throne' (190) is doubtful. Knowledge of the word 'abdicate' can give little more indication of candidates' ability to use English effectively in varying contexts of use than ignorance thereof.

On the other hand, close analysis of eight matriculation Language papers revealed many questions that went beyond the limited scope of the paper and showed the potential to become the type of question around which an integrated examination could be built.

In the 1982 Cape examination (191), for example, a variety of written extracts were provided in an addendum. They ranged from an article from 'Time' magazine, through the language of a politician to writing by a school pupil and cartoon strips. In the extended scope of an integrated paper such extracts could include excerpts from prescribed works and unseen poems together with examples of non-literary language.

Questions showed the potential for integration. On an excerpt from Huckleberry Finn the examiner directed attention to the relationship between literary effect and sentence structure:

- 4(c) It can, on the other hand, be argued that the narrator of A achieves a certain desired effect by means of his sentence structure.
- (i) What is the effect he is trying to achieve?
  - (ii) Comment briefly on how the type of sentence structure helps to achieve this effect. (192)

It is not difficult to envisage ways in which questions of this sort could be extended to examine prescribed works so that candidates would be invited to range between participation with the author in the act of creation and understanding, as spectators, something of the author's literary achievement.

Understanding of literary style and communicative purpose were examined effectively in the 1982 Indian Affairs Language paper. Candidates were required to read an extract from Conrad's Lord Jim in Question 1 and a piece of electioneering language in Question 2. One of the questions on the first extract read:

How, in the style of the passage as a whole, is the suggestion conveyed that circumstances may soon change for the ship and its passengers? (193)

and on the subsequent extract candidates were invited to

... offer some comment on why the style of writing is likely to have success in some quarters. (194)

Thus, within the organic framework of this paper, examiners were able to see unfolding candidates' ability to discriminate between writing of literary merit and political intent. The application of what had been learnt through the study of literature to a practical situation was also examined. The quality of English as an unseamed garment became manifest.

An attempt to examine candidates' ability to express and communicate individual ideas and thoughts was reflected in a Natal, 1982 question.

Following a précis of a passage on the positive and negative effects of British influence on education in Natal, candidates were required to switch to another language function:

In about 80 words explain whether, on the evidence of this passage, overseas influence on education in Natal was predominantly positive or predominantly negative.

You are expected to give your own opinion; answers will be judged on quality of language and logic. Head your answer either 'Positive' or 'Negative'. (195)

The extent to which this question examined the ability to produce original writing was limited by the constraints of a 'Language' paper. But it does illustrate how, within an integrated paper, candidates could be led from reading and summarizing into the expression of their own opinions. Relevant and authentic cycles of language use could be replicated in the examination room.

The segregated Literature paper suffers equally from being constrained within the ambit of prescribed works and unseen poetry. A Natal 'literature' question on Hard Times for example, invited a consideration of an author's 'tone'.

Consider the reason for Dickens' change of tone in the final paragraph. Indicate what the tone is and vindicate your choice of tone by demonstrating how the words give rise to it. (196)

Candidates' insights into a facet of language use were examined here but within the confines of a nineteenth century novel. An integrated paper would allow an examiner to extend from literature to an application of insights to more personal language functions. Candidates might be asked to demonstrate, for example, responses to a transcript of modern recorded dialogue in which tone is a prominent feature, or to write an appropriate letter. Possibilities abound.

It is important that pupils should attain a sense of a whole work in studying a prescribed book, poem or play. Equally important is the need for them to understand the implications of the author's achievement; the fact that literature is about real life, using the real materials of writing.

Literature flourishes best when it is half a trade and half an art. (197)

Far from diluting and decimating the place of Literature, an integrated examination based upon the best features of the current Language paper, could bring Literature to life.

#### 4.6 Conclusion

There can be no doubt that this syllabus represents a sincere attempt to answer the question of what English teaching should be about. Where it fails to present a coherent synthesis of current thinking the cause is to be found in the attempt to represent the widest possible range of opinion. This results at times in stalemate, for example on the issue of literature. While the stance taken is indubitably towards what Allen has termed 'Art-speech' (198) there is a contradictory attempt to accommodate more 'Language' in the sense of usage. Hence the awkward gestures towards 'language skills'.

It is submitted that the syllabus should not be received as a set of static instructions but as an organic living agent to be applied and developed in practice. The attempt has been to show how it can be variously interpreted and even extended within acceptable professional parameters. Such interpretation and extensions should give it life and growth.

In the next chapter the global aims will be weighed against the demands made upon recent matriculants in the context of university study. Thus part of the value of the syllabus as a living thing will be assessed.

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CHAPTER 5: LANGUAGE IN USE

Interviews with employers and representatives of tertiary education reveal considerable ambivalence over the role of English as a subject in the school curriculum.

On the one hand most employers are prepared to recognize the qualities implicit in the aims of the English syllabus and to realize that problems such as the integration of black workers into the work place are largely language problems.

... black job entrants in industry and commerce have had no opportunity whatsoever to learn or absorb symbols, skills and understandings required for successful adaptation in the white-controlled economic institutions. (199) (My emphasis)

The Chairman of a major industrial conglomerate volunteered that

\* One of the most important qualities for success in a businessman is the ability to sit around a table in a group and exert an influence.

At least one major bank has invested in a course in letter-writing for its managers (200) and personnel officers in a major insurance company testified to the importance of telephone and interpersonal communication skills in school-leaving employees. In the academic sphere most would agree that Venter's observations on the relationship between terminological incompetence and performance in disciplines such as Science and History apply at university as well as at school:

It is clear that all high school pupils, in varying degrees, reveal lexical incompetence in their performance when dealing with issues that involve the use and understanding of scientific and historical terms. (201)

On the other hand there is very little evidence that the English matriculation symbol is recognized as having practical significance as a predictor of academic or employment potential. Speaking of the qualifications looked for in school-leaving work-seekers a senior industrial relations executive commented:

\* We look first at the Maths and Science symbols and then if those are all right we might look at the English symbol.

A survey of bursaries or awards available for university study (202) and of qualifications required for entry to various careers (203) reveals that an overt symbol of performance in English is seldom required as a sign of those qualities professed to be common to the aims of English and the qualifications required by the choice of a career. Apparently the general consensus that things learnt in English lessons are fundamentally important in life and work after school is seldom manifest in public action. It is submitted that English teachers should be alive to the consequences of their work in ways that demonstrate its relevance to pupils and the public.

An attempt will be made in this chapter to relate the main aims of English teaching, as identified in the new syllabus, to the actual learning experiences of recent matriculants. It is conceded that the demands of university education are not the only areas in which the aims of English teaching apply. As indicated above there are complex relationships between what happens in school English and work. Moreover the long-term personal, moral and emotional consequences of English in the period of adolescent growth are obviously of prime importance. The relationships between syllabus aims and further university learning experiences can serve only to illuminate some aspects of teaching and learning English.

Two years of experience in the Rhodes University Academic Support Programme has afforded opportunities for three types of interaction. Firstly, there has been interaction with students as individuals seeking assistance in their language and learning. Such interpersonal communication has been invaluable in the detailed examination of individual learning problems and the role played by English in them. There have also been opportunities to observe and participate in 'discourse groups' of 4 to 7 students who have come together for the purpose of talking over problems related to their academic studies in particular in Accounting, Economics and Business Administration. The second type of interaction has involved discussion and interviews with members of the university teaching establishment. The particular value of such discussions, is that they have included a wide range of viewpoints from professors to junior lecturers in many disciplines. Since such discussions have taken place within the ambience of the Academic

Support Programme, there has been a unity and coherence of purpose; the focus has been on student needs in the context of the particular discipline. The third type of interaction has been with the academic system. In this regard activities have included attendance at lectures and tutorials as well as the study of examinations, assignments, tests, prescribed texts and questionnaires. Inputs gathered from these three types of interaction are interpreted in the light of the aims of school English teaching.

### 5.1 Participation

In this section the significance of 'active participation in meaningful language activities' will be examined. A discussion of the ways in which a system can actually impede real learning will precede a description of how healthy learning strategies involve active participation. The underlying argument is that the first aim, nebulous though it might sound, is vitally relevant in the context of further learning.

Referring to the secondary school level Rosen writes:

It is through talk that he (the pupil) comes nearer to others and with them establishes a social unit in which learning can occur and in which he can shape for public use his private and personal view. (204)

The word 'can' in 'in which learning can occur' is significant. Rosen appears to be making the point that some sort of social context is essential for learning. Without this the learning process becomes meaningless since it is only in the act of communicating that learning is manifest.

It might be assumed that such observations are particularly applicable at the school level and that authentic language use is a sine qua non of higher education. University teachers often blame the school system for fostering passive rote-learning habits. The complaint frequently aired is that pupils have not been 'taught to think for themselves' and that they are unused to expressing original opinions and thoughts. The implication is that pupils are thus disadvantaged by inadequate schooling and unable to participate satisfactorily in

... the lively debate characteristic of a Rhodes education. (205)

However, experience at the three levels of interaction described on page 108 suggests that blame cannot be so easily apportioned. The University teaching system is itself not beyond question in two important respects. The extent to which a teaching system either allows or inhibits learner participation is open to question as is the possibility that some graduates might have experienced more 'meaningful language activity' at school than at a university.

The nature and extent of student participation in meaningful language activities has been studied by means of personal consultation and by following certain students through the course of normal working days. A day of female student C is given by way of illustration:

#### 5.1.1 A Working Day : Student C

- 7.45 - 8.40 Attends Accounting I lecture with approximately 200 other students. While listening to an explanation of "Bank Reconciliation Procedures" students annotate printed notes whilst following diagrams and charts illustrated on blackboard and overhead projector. No questions are asked by students despite four invitations from the lecturer.
- 8.40 - 11.25 C works on her own in the Library "going through" typed Accounting notes relating to previous lectures that have not been understood. She misses an opportunity to attend an Accounts Clinic especially designed for students who wish to ask for clarification. The reason given is that she has not understood the notes she has been reading in the Library.
- 11.25 - 12.10 Attends Mercantile Law lecture with more than 200 other students. The topic is the legal aspects of financing a share capital company. Prepared notes are handed out. No questions are asked by students during the lecture which deals with key concepts and terms associated with the topic.
- 12.10 - 2.15 Lunch Break

- 2.15 - 3.10 Business Administration tutorial. Thirteen students attend. A case study on "Operational Management" is analysed by means of the question and answer technique. As only two of the thirteen students show evidence of having prepared the case in advance, the tutor is forced to answer most of his own questions as he builds up an outline on the board. In the hour the target student is asked one question to which she makes an incorrect response. No further oral interaction with tutor or members of the class takes place.
- 3.10 - 4.00 Attends interview with Academic Support tutor in which the day's learning activities are discussed and analysed. (This is not a regular activity).
- End of day.

C might be considered an unsuccessful student who, after a private school education, obtained a mediocre matriculation pass and failed all her first year (June) examinations at university. Nevertheless, her case does invite reflection on two issues. In the first place it appears that far from encouraging meaningful participation, the teaching system actually inhibits it. Students and lecturers are together bound to inflexible lecture and tutorial routines and a wooden resistance to more flexible teaching strategies. Had C volunteered a question or answer during one of her lectures, she would have been exceptional; similarly her performance in the tutorial, though inept, was no worse than that of ten of her twelve colleagues. On the other hand, it is clear that opportunities for meaningful participation in language activity were available and were missed. The lecturers involved on this day were particularly helpful and competent. C could have asked questions; she could have varied her reading activities in the Library; she could have attended an Accounts Clinic to ask for needful clarification; part of her discretionary time could have been used to write meaningful summaries or discuss academic problems with her lecturers. That C was unable to initiate and participate in such activity could be an important factor in her failure.

As will be shown later (see page 116) students with healthy and successful study habits tend to actively seek participation in meaningful language

activities despite the shortcomings of the university teaching system. They provide evidence for the relevance of the first aim where C's failure reflects the adverse consequence where the aim is not attained.

Further evidence suggests that students can learn to 'play the system' sufficiently well to get by in the short term, often with unfortunate long-term consequences. A graduate commerce student experiencing difficulty at the post-graduate level, commented:

\* When I came out of the army to Rhodes I thought I would have to work really hard in order to cope. I put everything I had into my first essay. I spent more than twenty hours in the library and wrote the thing out several times. I thought I'd produced a masterpiece - I got 20% for it. After that I just wrote out my essays the night before they had to be in, copying from my notes and bits and pieces of text book. I never got less than 60%.

At play here, surely, are what Britton has termed the 'pseudo-informative' or 'dummy-run' categories of language function (206), where the habit of using language artificially for inauthentic purposes has been formed. Failure to participate in the transaction of genuine messages has probably, as he claims, resulted in unfulfilling learning experiences leading to difficulties at the post-graduate level.

Tutorials are the vaunted methods for creating precisely those conditions which can lead to meaningful discussion, to debate, exploration and manipulation of ideas through language. Clearly in an ideal situation, where tutors are able to lead group discussion skilfully, preserving a nice balance between direction and withdrawal and where students are competent to participate in lively debate, the tutorial can fill an important educational function. The regular slots which they hold in departmental time schedules are witness of the high regard in which they are held, as are frequent references to their value. It is all the more unfortunate, therefore, to note that some tutorial sessions fail to live up to expectations as illustrated in the following description.

### 5.1.2 A tutorial

Participants: Tutor and twenty-five recently matriculated first year students.

Procedure: Students had been issued with two problem questions which they were supposed to have prepared in advance.

Having read the question to the group, the tutor launched into an explanation illustrated by diagrams drawn on the board and interspersed by occasional questions directed at specific members of the group. In the hour-long tutorial a total of thirty such questions were asked, twenty-nine of which were answered in a single sentence, phrase or word. Thus, the question from the tutor:

'Will the slope be convex or concave?'

was answered in the single word:

'convex'.

Ten questions were asked of the tutor in this tutorial but as six of them emanated from a single student and two from another, only four of the twenty-five students asked questions. Participation by the remaining twenty-one was limited to answering, in single words or short phrases, one or two questions and to 'listening' to the tutor's exposition. The extent to which this listening was participatory in the sense that the listeners were actively engaged in intrapersonal dialogue, is unknown but the nature of the interaction as a whole pointed to the likelihood of listening participation being minimal.

It would seem that three obvious reasons might be advanced for the failure of the experience. Firstly, the group of twenty-five students was too large to permit the characteristic interdependence of a small group which allows for free exchanges of information. As Borman has remarked:

In groups of thirteen or more, from five to seven people hold the discussion while the others watch and listen. (207)

Secondly, the tutor, though a skilled economist, was unversed in teaching method or the rationale behind group discussion requiring the active participation of group members. It is true that he did attempt to elicit responses from the group but his questions were of the variety described by Barnes (208) as 'closed'. Only limited answers of a factual nature were required. This was obviously inappropriate at the university level where the situation called for free and open discussion of the concepts. Finally, and most importantly, the quality of student participation was wanting. Of the four students who ventured questions only one showed any real inclination to enter into discussion. The remaining twenty-four appeared content with and accustomed to passive roles.

The relevance of the first aim is thus underscored. Students for whom the aim of participation has become a reality should not only be better able to profit from tutorials but should also be able to enrich the learning experience of their peers. Moreover, since many tutors are junior lecturers or senior students modelling their teaching upon their own school experience, it is clear that the habits of active participation, if widely established in the schools, could penetrate to university teaching.

### 5.1.3 Discourse Groups

In an attempt to support students in the development of the ability to discourse at generalized and abstract levels, a number of syndicates or 'discourse groups' were established during 1984. A discourse group consisted of no more than seven students of similar social and academic status who met regularly to talk on problems or assignments arising out of a particular course of study. The aim was the progression

... that leads gradually through the concrete topic, the narrative framework, the speech or writing that is closely bound up with a specific situation, towards discourse which is more generalized and more abstract in its terms of reference. (209)

In explaining the rationale behind the 'discourse group' exercise to the students concerned, the theme of responsibility was stressed. It was explained that the 'responsibility' normally associated with post-school learning involves the development of attitudes to work which can be fostered

by discourse groups. The absence of an authority figure in the group meant that students would themselves have to take responsibility for setting objectives, contributing to the solution of problems and participating in the discourse. Since there were no sanctions involved, failure to assume responsibility would lead simply to the dissolution of the group.

After three hours of instruction and discussion on the concept of group work, the advantages to be gained and some of the possible problems involved, students were 'floated' into independence. They were free to disband immediately or to continue functioning in whatever way they saw fit. Although some groups took the former option there were others who continued to meet regularly throughout the year, in some cases with increasing frequency as the end-of-year examinations approached. Students did testify that participation in discourse groups had assisted them greatly in their examination performances but the focus of attention here must be on the quality of discourse, or on what participation means for learning. Two excerpts from transcripts of tape-recorded discussions may be used by way of illustration:

#### 5.1.3.1 Group 1 : Economics

In this excerpt the group members are editing a rough draft of an Economics essay.

\* G: - both have

K: both: that's wrong - both have a negative slope -  
now what you're doing by saying "both have" - you  
should actually say sum'ng like -

G: - both -

K: both representations - or something - because - an  
approach cannot have a negative slope.

C: both theories

K: a theory can't have a negative slope either -

G: - both -

K: both representations can have a negative slope -  
the representation of the theory can have a - or the -  
um.

C: both represented graphically have a negative slope.

K: (laughs) no.

C: Why not? Can't -  
 K: It's too much -  
 G: - can't have a negative sl - a marginal utility theory  
 can't - a theory doesn't have a negative slope.  
 K: no - both -  
 C: Represented graphically it does.  
 K: Both representations - because we've just spoken of the -  
 A: Ja both representations -  
 K: OK  
 C: - both represented graphically  
 K: No - I don't agree with you -  
 A: OK let's go on - both representations  
 N: You'll change it all later  
 C: I'll change what I want -  
 K: You won't change a thing!  
 C: Oo aah!

K's capacity to control and manipulate ideas in interaction with a group of fellow students is apparent. She points out that the negative slope of a graph is a representation of a theory and not the theory itself and is able to maintain the clarity of her argument despite the error introduced by C (a powerful member of the group) in the words:

\* ... both represented graphically have a negative slope.

Also apparent is K's ability to comprehend in accurate detail the connections between words and their meanings; an ability seen to be lacking in the contributions of A in his eagerness to proceed from one point to the next, and the indifference of N in his flippant comment:

\* You'll change it all later.

A and N have not entered intellectually into the debate; they are not participating. K, (whose examination results, incidentally, reflect excellence) is involved meaningfully in that she is able to maintain a balanced argument despite the need to negotiate her position in the face of disagreement and indifference. In this she reveals both her communicative competence and her ability to 'participate'.

5.1.3.2 Group 2 : Business Administration

This excerpt illustrates the non-participation of A, an unsuccessful student. G, a native English speaker is arguing with J, whose home language is Zulu, about the term 'shift boss' which J has used to describe a position to be created in a sophisticated French restaurant. A's contribution to the debate comes in the form of a series of non-sequiturs.

- \* G: - but not shift boss hey.  
 J: ngt ah this one it's out. I thought maybe -
- (i) A: - do you want me to do the typing - a - not me myself -  
 a friend of mine -  
 J: - should this be corrected then - I thought maybe -
- (ii) A: - who corrected that? -  
 G: You can't have a shift boss.  
 J: aamm - maybe I thought if they were going to work in  
 shifts they should have a supervisor or somehow -  
 G: Manager, Manager would be able to handle that - you  
 know I think -  
 J: Well different managers then -  
 G: No - no no no.  
 J: (Yewu) Can you work from seven o'clock till eleven o'clock?  
 G: No - he doesn't work till that time, but -
- (iii) A: What is that - scientific? -  
 J: Oh.  
 G: There's no way you can have a shift boss - I don't reckon -  
 J: Maybe who's in charge then while - we - the - a -
- (iv) A: - you only got one boss.  
 G: Ja maybe - maybe a manager - and then a head waiter -  
 head waiter who stays on -  
 J: Oooh.
- (v) A: The classic says you'll only have one, boss -  
 G: No Ja you have to - a shift boss wouldn't be a boss -  
 he would be just a underling -  
 J: Aah.  
 G: But like a shift boss it sounds like a mine -  
 J: Ah yes. I see, supervisor -  
 A: (unintelligible)  
 J: Let's say a chef - a chef huh.

At (i) A is concerned with who should type the assignment though it is still in the early stages of composition; at (ii) another irrelevant consideration occurs to her - she enquires who has 'corrected' one of J's points, thus revealing her dependence upon external authority. This trait is revealed again at (iii) when the word 'scientific' refers to an irrelevant section of the work dealt with in lectures and at (iv) and (v) where she does make a slight attempt to apply theory to practice but in a way that shows no appreciation of the problem in hand. A's contribution here, therefore, provides an illustration of a student who appears unable to participate meaningfully in this instance. Her contribution shows how she remains on the periphery of the discussion, unable to interact intellectually with the group in the solution of the problem.

J, on the other hand, who is an L2 English speaker attempting to use English in the main language learning context has, through his participation in the discourse, opened for himself the important realization that the terms 'supervisor' or 'chef' might be more appropriate than 'shift boss'. J and G have both had a brush with the need for precision, whilst A has missed this important experience through her inability to participate.

Whatever the difficulties inherent in the system in which school-leavers might find themselves it is likely that those who are able to participate in authentic language activities will be best able to maximise learning opportunities. Moreover, an input of students experienced through their school years in meaningful language experience, could only benefit the university education system.

## 5.2 Understanding

Where the aim of participation leans primarily towards productive modes the <sup>AIM OF UNDERSTANDING</sup> inclines more towards receptivity. Pupils' ideas, thoughts and feelings can be enriched through reading and listening; they might grow to 'live more fully, more consciously and more responsibly' through healthy language experience.

The importance of emotional stability, purpose and a sense of cultural perspective can hardly be over-estimated. In daily interaction with students the primary importance of the emotions as a force in learning is

apparent. Ambition, the will to succeed or to search for truth and knowledge, motivate many of the best students in unquantifiable but massive ways. Conversely, negative motivational factors such as a sense of purposelessness and indirection have devastating consequences. Many students are at a loss to explain why they have enrolled for particular courses and what academic purposes they are hoping to achieve. More significantly they might be unable to feel any impulse to learn. In these circumstances university studies become drudgery, producing little more than a series of mediocre assignments, harsh comments and, ultimately, failure.

Seen in this light the second aim of the syllabus assumes relevance. The vicarious experience of life gained in adolescence through literature study; the introspection practised in personal and creative writing and the social awareness gained in interaction with peers, are of fundamental importance. Not only are students helped to develop emotional and moral stability but they can also be helped towards the sense of purpose essential for further learning. More specifically the goals associated with the second aim involve the development of skills in the receptive modes of listening and reading.

### 5.2.1 Listening

Listening is perhaps the most underrated and significant mode of language use. As indicated earlier (see page 79), few students can point to conscious training in listening skills, yet most have spent a good proportion of their school days 'listening' to what Barnes has distinguished as 'the language of secondary education' (210).

Such activity involves the recognition of certain cues and the production of appropriate responses. When the teacher asks a question, members of the class learn to respond not by producing a 'truthful' answer but rather by saying what they think the teacher wants to hear. Hence the shotgun pattern of response to teacher-questions to be heard in most classrooms:

T: Would anyone like to give us a definition (of a fraction)?

P.1 Part of a whole number.

- T: Yes, part of a whole number ... Yes?
- P.2 ... (inaudible) the numerator of that denominator.
- T: It consists ... What did you call it? ...  
It consists of two parts, er ... numerator and  
the denominator, er, used in fact for dividing ... (211)

At the tertiary level, where group sizes differ, different patterns of listening emerge. In lecture halls, for example, large groups of students listen to a flow of continuous discourse for extended periods. They are not called upon to anticipate the teacher's next question or to remain alert or even active. The responsibility for attention has shifted from the speaker to the listener with the change from school to university context. For the listening activity this has several implications.

In the most obvious sense the onus falls now upon the student to make meaningful notes that will serve his purposes in enabling him to review the knowledge and experience gained in lectures. No longer can this be regarded as the responsibility of the teacher. The making of such notes depends upon the ability to extract the essential elements from the lecturer's discourse, to distinguish the main ideas from supporting details and to record relevant information appropriately. The précis activity, reflected in the goals recorded under Language Study

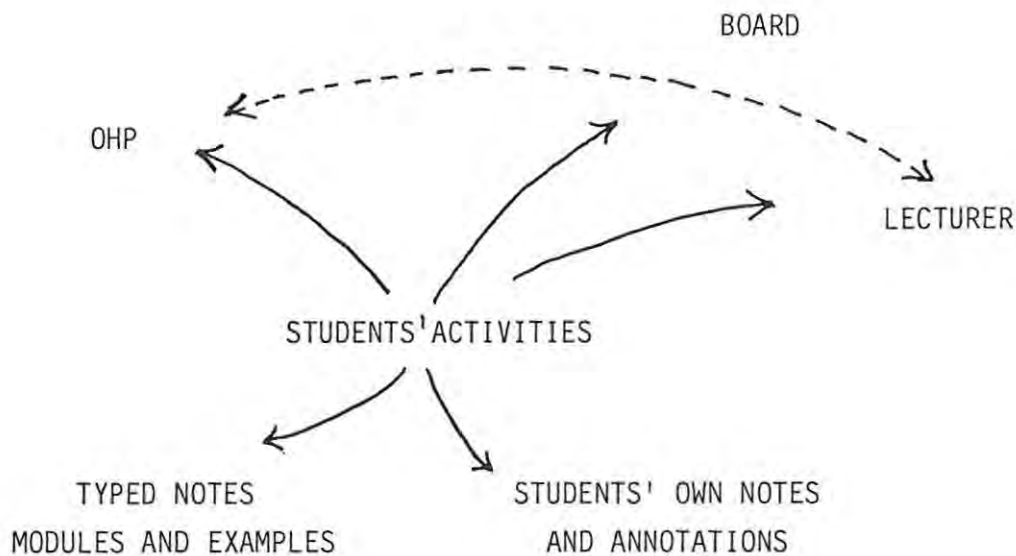
... to be able to extract the salient points from a text  
and summarize it for specific purposes ... (212)

becomes integrated with the listening activity referred to under 'Oral':

... grow in ability to listen attentively, sensitively  
and critically ... (213)

In practice the concomitant listening to and recording of information should involve students in intense activity of a kind not normally associated with the separated school activities of précis writing or 'attentive listening'.

The pattern of listening activity observed in a series of Accounting I lectures at Rhodes University during 1983 can be depicted in the following diagram.

5.2.1.1 Listening in an Accounting LecturePhysical Activities

View lecturer for non-verbal cues  
 Listen to lecturer  
 Decode OHP material  
 Decode notes written on board  
 Read Modules  
 Annotate Modules  
 Write own notes

Mental Activities

Recall previous knowledge  
 Anticipate new knowledge  
 Relate new to existing information  
 Follow sequence of new and known procedures  
 Distinguish between main points and supporting details  
 Extract salient and reject redundant/irrelevant information  
 Synthesize information from lecture/OHP/Modules/own notes  
 Determine theme(s) as they emerge  
 Evaluate

Observations in these lectures underlined the dynamic nature of the communication process. Effective lecture comprehension and note making involved students in the performance of intricate complexes of physical and mental activities. The process might be likened to driving a car or playing

games. Here, as in lecture comprehension and note making, a balance or synchrony must be maintained in the simultaneous execution of a variety of mental and physical activities in response to fluid situations. Efficiency depends upon the individual's ability to synchronize the appropriate skills in response to particular needs and expertise in this is developed through practice and reflection.

The experience of listening to teacher-talk in school is unlikely to be an adequate preparation for the kind of lecture comprehension listening activity described above. The comparatively uninterrupted flow of discourse from the lecturer, the large size of the class which effectively prevents personal interaction between speaker and audience, the distance between the speaker and his audience are some factors that differentiate the university-type lecture from normal school teaching.

Students who are unskilled in lecture comprehension tend to fall into two broad categories. There are those who attempt to 'get everything down'. In so doing they are likely to neglect the vital activities of selection and extraction, of distinguishing the main points from supporting details and of determining the underlying themes. Moreover, in the confused frenzy of activity resulting from over-conscientious recording of information, whole blocks of knowledge might be missed. Comprehension of one forty-five minute lecture observed in 1983, for example, involved an understanding of the precise technical meanings of more than fifty lexical items:

Trial Balance	cash at Bank
deficit	Capital Accounts
contra	Assumed losses
ledger accounts	incur loss
stock	negative balances
distribution	calculation
discounted	absorption
debtors	Dissolution
book value	Assets
liability balance	Partners
mortgage loan	realisation
related liability	capital Accounts
cancelled	credit

negotiate	capital Balance
creditors	asset realisation
Realisation profit and loss	journal entries
computed	transactions
accounts receivable	partnership
disposing	liquid procedure
Depreciation	Ratio
discount	Revaluing assets
derive that set of entries	unrealized gains and losses
allocate	existing unrealized profit
accounting entry	profit ratio
T Account	fixed asset transactions
Projection	liquidation
solvent/insolvent	

Clearly, those who are deficient in fundamental listening skills such as anticipating, relating, evaluating and synthesizing incoming information will have great difficulty in integrating the particular signification of such items delivered at the rate of more than one per minute, into the theme of a lecture.

At the other extreme are those who appear under-active. To sit looking blankly ahead; not to write or refer to notes and to appear inert might in some cases disguise superior listening techniques. More probably it is symptomatic of an opting out of the peculiarly demanding type of participation and understanding required in lecture comprehension and note making.

It is clear that listening and understanding effectively are skills that become even more important after matriculation. The development of these abilities in English lessons could have far-reaching beneficial consequences for further learning and should receive close attention.

### 5.2.2 Reading

Reading involves, besides listening, the most important receptive skills associated with the second aim of developing understanding and awareness. Particular attention will be paid here to those reading skills required by

students to enable them to cope with university studies. Matriculants should not only be able to decode texts of varying levels of complexity, but also become aware of the implications of reading between and beyond the lines, following references, relating new to existing knowledge, anticipating an author's intentions and evaluating his attitudes. The teaching of reading at the secondary level should not only equip pupils to cope with required readings at the tertiary level but should seek also to foster an awareness of the significance of the reading skill in the learning process. Pupils should come to know reading as a means of learning across the curriculum.

Unfortunately, the goals listed under Reading and Literature in the draft syllabus, reflect a fairly strong notion of reading as an essentially literary activity. Of the seven Reading and Literature goals listed only two refer somewhat obliquely to the kind of reading that will form the vital and practical means of learning, progress and fulfilment at the tertiary level. These are:

- may gain enjoyment from a skill in reading
- develop the capacity for critical thinking and the ability to form and express their own views. (214)

The remaining five goals listed refer to the literary reading that might form a recreational aspect of a student's after-school activity but will probably be required only of that small section of the community proceeding to study 'English' at university level. The majority of school-leavers will be faced with less literary but equally demanding reading tasks. In the discipline of Accounting for example a degree of accurate and precise response to written cues is expected of often unsuspecting students. The Accounting examination question that follows has been retained in the text in order to illustrate the kind of reading matter that will confront many students.

### 5.3.2.1 Accounting Question Text

Quinton, Ross and Sloan have been in partnership for a number of years as seed and hardware merchants. Their partnership agreement provides that all profits and losses, from whatever source, are to be shared in the ratio 7:4:1 respectively.

During August 1983 Ross died and Sloan was declared personally bankrupt. The partners' lives had been insured in terms of a joint life policy and the amount due on the death of Ross had been received and banked on 30 August and credited to a life policy account.

The partnership ceased trading on 31 August and its post-closing trial balance on that date was:

	DR	CR
Capital : Quinton		15 000
: Ross		5 000
: Sloan	6 000	
Long term loan		20 000
Accounts payable		16 000
Equipment	28 000	
Accumulated depreciation		14 000
Stock	33 000	
Accounts receivable	23 000	
Provision for bad debts		3 000
Bank	19 000	
Life Policy		36 000
	R109 000	R109 000

The liquidation transactions were as follows:

1. Cash totalling R14 200 was collected from debtors and the remaining balances were regarded as discounts or bad debts.
2. Quinton, who intended continuing in business under his own name, took over the equipment for R8 000, the stock for R25 000 and agreed to contribute an additional R3 000 for 'goodwill'. He also assumed responsibility for repaying the long term loan.
3. The partnership creditors were paid in full and the cash remaining was used to settle the amount owing to the estate of Ross and Quinton's capital account.

REQUIRED

Entries in general journal form (without narrations) to record:

- the liquidation of the partnership assets
- the settlement of the partnership debts
- the allocation of the profit or loss on liquidation
- the absorption of the insolvent partner's deficit
- the final cash distributions.

You should assume that the partnership makes use of a Realisation Profit and Loss Summary Account.

Show the partners capital accounts in columnar form and the bank account as workings.

(25 marks)  
33 minutes (215)

Although students are required merely to 'record' using Accounting procedures, it is clear that adequate answers will be dependent upon quick and efficient reading of a complicated three-hundred word text. Partially relevant or background information, such as that contained in the first sentence, has to be appropriately schematized. Significant phrases such as 'partnership agreement', 'ratio 7:4:1 respectively' and 'personally bankrupt' have to be precisely interpreted in the context of the whole question and related to the relevant Accounting procedures. A sensitive and accurate reading of what is 'required' is essential if the reader is to be correctly cued into the appropriate procedures. In completing this Accounting question, students are, unwittingly, involved in a demanding English comprehension exercise. The quality of their communication with the course lecturer and materials prior to the test will, to a large extent, determine how well they cope. Moreover, the communicative demands of the profession are likely to intensify as they advance, with the productive modes becoming increasingly important. The Public Accountants' and Auditors' Board has reminded the profession that:

The importance of being able to communicate properly, whether in writing or verbally, is of paramount importance in every accounting firm, company or organisation. The ability to express oneself should be one of the major goals of the accounting curriculum. (216)

In their recognition of the fact that communicative competence is an integral aspect of the Accounting profession that cannot be hived off into a separate

'practical English' or 'business communication' course, accountants appear to be in advance of some university English departments. The pity is that Accounting is able to draw upon a severely limited body of research into the precise language and communication skills involved in its own and similar disciplines.

If it is to avoid stultification the English teaching profession should address itself to the challenge of describing the functions, qualities and means of teaching English across the full variety of its uses. Regrettably there has been, and still is, a tendency in some quarters to dismiss these challenges as the province of 'second language' teachers or, even worse, as 'bonehead' or 'dustbin' English taught in 'practical English' classes. Attitudes of supercilious arrogance towards the use of English for all but literary or 'art-speech' (217) purposes are all too common. They serve to laager the discipline of English in a diminishing area of relevance. School English teachers should interpret the second aim in the light of the urgent and substantial challenges facing not only their pupils but also their profession.

### 5.3 Expression

The extent to which the experience of expressive language is a factor in intellectual and hence academic development is unknown. The importance with which it is regarded by many practising school teachers (see Chapter 3) indicates their belief in the therapeutic functions of the expressive language function. Such beliefs have been supported, especially where they extend to the poetic function, by writers like Holbrook who has averred:

Creation in the arts is not a soft option. As with any work in the classroom, getting children to write or to dance or to paint, you need continually to be providing them with good examples - by playing them good music, or showing them interesting paintings, reading them poetry. Between these examples and their own inner dynamics, things begin to happen which then must be discussed and edited and duplicated and produced and criticized and exchanged. So all this is a highly disciplined activity, but its fundamental basis is the need in human beings to use symbols to make sense of their experience. (218)

There can be little doubt that the ability to 'use symbols to make sense of experience' can be regarded as a fundamental human ability; an ability that is manifest in innumerable ways. Whether this ability is fostered best through the simple practice of using language freely and abundantly, or whether the focus should be on purpose rather than practice, are questions that have important practical implications. Teachers who inclined towards the first viewpoint will encourage pupils to write 'anything'; to opt for whatever subject takes their whim; to read, just so long as they are indulging and enjoying the activity; to be given freedom to express their views uninhibitedly. On the other hand when the emphasis falls on purpose, teachers will be careful to define writing and reading tasks for their pupils. Pupils will be encouraged to speak for specific purposes and to believe that expression can ultimately be best achieved through the disciplined craft of language.

There are those who, in the face of the undeniable incompetence of many matriculants to use language for transactional purposes, would argue for greater emphasis on 'communicative competence' and less on expression (see Chapter 2). Insofar as teachers are at fault in emphasising 'creative writing' at the expense of other aspects of the syllabus, such claims are valid. However, insights supplied by writers such as Britton (219) and Lindfors (220) are important. They have drawn attention to the continuous or fluid nature of the relationship between an individual's communicative purpose, the process by which his purpose is accomplished through language, and the practice by which he develops his practical abilities.

Thus, the ability to use language precisely and accurately for transactional purposes, or the possession of a metalanguage with which to explain and describe language, important though they are, cannot be dissociated from the expressive function. In the context of further education the motivation, intellectual growth and emotional maturity associated with expression through language are undeniably as important as the ability to produce clear and unambiguous sentences. Furthermore, it is clear that the ability to communicate is closely integrated with the use of expressive language.

#### 5.4 Communication

The significance of the term communication should not be over-simplified. While it is clear that the effectiveness of a student's written communications will play a major role in the success or failure of his written assignments and examinations, it should also be apparent that communicative competence and learning are related in complex ways. The ability to learn from lectures, from interaction with peers and from reading texts is intimately related to communicative competence as interpreted in Chapter 4 (page 93 ). Furthermore, in writing examination and test answers, students are not simply producing clear or ambiguous strings of words: they are rather interacting in complex ways with their teachers, texts and own experiences. Communication is not a simple one-way process of sentence production as is sometimes assumed.

In September 1983 Accounting I students at Rhodes University, after reading more than 200 words of densely structured factual information were required inter alia to

Explain briefly:

- the meaning of the term 'unrealized profit'
- why accountants are normally unwilling to record unrealized profits
- how accountants might justify the recording of unrealized profits when partners retire or are admitted to a partnership. (221)

Clearly students were expected here to use language to write 'analogically' (222) relating the meaning of the term 'unrealized profit' to the reason why accountants are unwilling to record such profits and to give reasons why they would be justified in so doing under particular circumstances. In this task language had to be used to generalize, to organize information logically and to create a coherent communication within a hierarchy of knowledge and assumptions shared with their instructor.

The following two responses judged by the lecturer concerned to be worth 82%, in the case of A, and 16% in the case of B, illustrate the importance of the communicative process:

\* A. Good Answer (82%)

- Unrealised profits are the "fair market values" of assets less the "historical cost". These profits have not been accounted for and when they are accounted for, it is usually done by means of a revaluation where the "unrealised profit" is then recorded to increase the asset and bring its value up to the fair market value.
- Accountants are reluctant to record unrealised profit since the values are not objectively determined. There has been no exchange of assets.
- The recording of unrealised profit is justified on the grounds that the retiring partner is entitled to a share of any unrealised profits. If he were to retire without claiming these unrealised profits the other partners would then get the share of them. Thus we increase the historical cost to the fair-market value before retiring. (sic)

B. Poor Answer (16%)

- Profit which is not normally accounted for. This only occurs when a non-current asset (i.e. fixed asset) is revalued and the value is higher than it was before. If a current asset is sold, then it is "realised profit".
- Accountants are generally prudent people.
- Because a totally new business entity is coming into being. Hence all assets of the business must be given at current market value.

In the case of A the writer gives, in an acceptable sentence, a brief definition of the term 'unrealised profits'. The explication which follows adds to the initial definition by contributing further information: (These profits have not been accounted for) and by relating information to process in the words which follow, ' ... and when they are accounted for ... '. In the second part of his answer he again signals his understanding of the relationship between cause and effect in his use of since, with the semantically weighted 'objectively determined' appropriately at the sentence end. In the final part of his answer the writer reflects again, through his use of language, his ability to imagine. The succinct generalized answer given in the first sentences is substantiated by the words 'If he were to retire ...' revealing how the writer has entered imaginatively into the topic so that he is able to address imagined probabilities purposefully.

In the case of B, generalizations might be said to exist only at a low level. The loose relationship between 'This' and its antecedent reflects a failure to distinguish clearly between the meaning of 'unrealized profit' and the procedure associated with this term. The writer's inability to make explicit the relationships between ideas is reflected again in the terse repetition of the stock phrase 'accountants are prudent people' without any attempt to relate the statement to other parts of the question. Finally, the incomplete string in the third part of the answer fails to take into account the audience's need for an explanation of what the writer knows. The disparity in marks awarded, between 16% and 82% for these two answers appears therefore as much (if not more) a function of communicative competence as knowledge of Accounting.

A close examination of two essays (Appendix 7 (A) and (B)) written in the June 1984 Business Administration examination yielded similar observations. Although the two essays contained almost identical factual inputs the one was assessed as 'excellent' and the other 'a narrow pass'. The 'excellent' essay contained fewer errors described by Fielding (223) as most common, a greater variety of sentence structures with no ungrammatical strings and a clearly developed rhetorical pattern, as against a repetitious and confused development in which the writer of the poor essay wandered

... through the expository maze, seeing no more than a sentence ahead, placing his trust in the cues afforded by syntactical or lexical connections. (224)

In short, the '80%' essay was distinguished from its '52%' counterpart essentially as an effective communication.

## 5.5 Language

The futility of separating 'language skills' or 'studies' into a separate cubicle has been argued in Chapter 4 (see page 94 ). At the university and professional levels the failure of 'practical English' and 'communication studies' courses to achieve their stated goals has been widely recognized. The Accounting profession, for example, appears to have searched in vain for a communication panacea. An official of the Public Accountants' and Auditors' Board has written of the problems associated with developing a suitable syllabus.

- \* The communication aspect of the curriculum is a real problem. We have no illusions about the importance of the communicative skills required of the professional accountant.

Over the years the universities have tried language courses and business communication courses. The language courses have been dropped; one or two universities still have business communication courses but this does not seem to produce the desired result.

We are at a loss. For the time being we have decided to issue a policy statement only and not to press for a formal communications requirement in the curriculum.

The truth is that Accountants are themselves best equipped to teach spelling, vocabulary, punctuation and the discourse strategies of financial reporting in the context of their discipline. Similarly, teachers of other disciplines should be teaching the use of English in their fields in systematic, concerned and purposeful ways wherever the language is the medium of education. The communication of ideas and information in financial reports or scientific papers should be widely held to demand grace, efficiency and finesse in language as integral aspects of the work. Effective language policies initiated in schools could permeate naturally outward into institutions of higher education and the professions to the benefit of society in general.

## 5.6 Conclusion

When reviewed in the context of further education, the aims of school English appear remarkably relevant. It must be admitted, however, that the performances of recent matriculants are wont to fall short of the ideal. Many fail because they are unable to participate, understand, express or communicate their ideas; numbers pass by default, thus threatening the whole texture of social and cultural standards. The inescapable conclusion is that examination results do not always indicate that aims have been realized. English teachers' fine aims and goals must be systematically and methodically woven into the texture of education and fulfilled in terms of real life.

## CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Recommendations are listed as sub-sections of the main conclusions of this work.

1. The English teaching profession is patterned by traditions. Emphases vary but a corpus of complementary contributions to professional practice exists. A specialist knowledge and understanding of the comprehensive body of English teaching theory should be required of qualified teachers of the subject.
  - 1.1 Professional training courses should reflect more fully the scope and extent of English teaching as an occupation. Time and concentrated endeavour are needed for teachers to develop the insights and skills required to adequately meet the demands of their vocation. The admission requirements for professional training as an English teacher should be revised to include a relevant selection of ancilliary undergraduate options selected from disciplines such as Communication, Linguistics, Philosophy, Psychology, Speech and Drama, English Literature or another Language. In addition to more stringent entrance requirements, graduate professional training should be conducted over a period of two years of full-time study.
  - 1.2 An important aim of professional training should be to equip English teachers to act as consultants in the schools. They should be trained to collaborate with specialists from other fields on the applications of English in educational contexts. Specialists in English Literature or Linguistics might have their places in the universities but the classrooms call for professional expertise.
2. Policy-makers tend to consider two broad alternatives. Some endorse the status quo but others see the need for revision and development if English as a school subject is to meet the challenges of the future. It is concluded that current circumstances and the weight of opinion favour the second alternative.

- 2.1 The dead wood of English teaching should be cut away so that a more relevant, purposeful and pleasing shape emerges. Syllabus revision should continue as an ongoing aspect of curriculum development in the hands of seconded experts in full-time employment. The continuing search should be for a syllabus that marries established principles to the needs of pupils as they adapt to life amidst changing social mores.
  - 2.2 The multi-cultural character of South African society must be taken into account in the process of syllabus development. The increasing variety of main language English users implies the need for greater stress upon communicative competence as opposed to knowledge of usage.
3. English teaching is a complex interactive process. This complicates the attainment of objectivity and hence credibility.
- 3.1 Research into the relevance and significance of syllabus aims is needed. The credibility of English teaching aims should be supported by classroom research identifying precisely how and why aims are attained.
  - 3.2 The problem of overload should be squarely faced. There can be no substitute for personal interaction between teachers and pupils as individuals. However, when the adequacy of such interaction is threatened by excessive teaching and marking loads, traditional methods will no longer suffice. Solutions should be sought in the following areas:
    - 3.2.1 Consultancy: Development of the consultancy role could enable English teachers to widen their service through collaboration. An English teacher who, through consulting with the History specialist, has introduced into History lessons an insistence upon precise, accurate and organized language use has achieved a spectacular increase in productivity.

- 3.2.2 Peer group Interaction: The experience of interaction through language does not require direct participation of the teacher. His time might be more productively spent in designing small group assignments and teaching pupils how to talk and listen to each other. Small groups can also be used to create authentic audiences for the pupils' written communications, thus enabling them to practice more writing for authentic audiences.
  - 3.2.3 Time Management: English teachers could profitably research their utilization of time in order to ascertain whether priority goals are in fact accorded sufficient attention.
  - 3.2.4 Tele-tuition and Computer Technology: The interactive character of English teaching does not preclude the use of audio-visual and technological resources but does imply that time must be spent on planning appropriate use of these resources. Active involvement in the design, development and use of audio-visual and computer programmes is essential. It is possible that time could be more profitably spent in developing the interactive properties of such resources than in carrying out more traditional routines.
4. The syllabus to be introduced shortly represents opportunities won and lost. A more definite and unambiguous shape for English could have been cut. On the other hand, new challenges and opportunities are presented.
- 4.1 The syllabus document should be interpreted in the light of practical experience. It should be used not as a static bureaucratic instruction but as a living, developing resource.
  - 4.2 The scope allowed for the development of the communicative approach should be exploited. Teachers should interpret the syllabus to mean more emphasis on the way pupils actually use

- English in their lives. This means more emphasis on transactional and expressive language functions; more talk and listening; greater emphasis on the media; close consideration of how literature is integrated into the actual learning experiences of pupils; more writing for authentic purposes.
- 4.3 Integrated examinations should be devised to give full expression to the aims of the syllabus. Such examinations could play an important part in re-shaping the way in which English is taught.
  - 4.4 A content spine to the syllabus might be devised along the lines suggested at 4.3.1 (see page 98 ). This could provide teachers with firm ground in which to cultivate the syllabus aims. The content component should be deliberately limited to discourage the development of a factual approach.
5. The global aims of the forthcoming syllabus appear relevant when viewed in the context of how matriculants use English after school.
    - 5.1 The relevance of English should be made apparent to pupils. They should be shown in concrete ways how the language is used in life and should come to realize the intimate relationship between learning and communicative competence. In this way the established relationship between English and growth should be enriched and extended.
    - 5.2 The realization that English is a language should be at the heart of the subject. The teacher, at the centre of the interactive process of living, growing and learning through English should be constantly aware that he and his pupils are learning and using a language.
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APPENDICES

- Appendix 1 : Joint Matriculation Board Core Syllabus for English (Higher Grade) (Stds. VIII, IX and X).
- Appendix 2 : Syllabus in English : Years 8-12.  
Board of Secondary School Studies, Queensland.
- Appendix 3 : Statement of Aims. New Zealand National English Syllabus Committee.
- Appendix 3 : Proposed Syllabus for Standards 8, 9 and 10.  
Transvaal Education Department.
- Appendix 5 : English First Language (Higher Grade)  
(A) - (F) Matriculation 'Language' examination papers.
- Appendix 6 : Final Core Syllabus (May 1983)  
English First Language Phase 4:  
Higher Grade (Stds. 8, 9 and 10).
- Appendix 7 : Two essays produced by first-year students  
(A) & (B) of Business Administration.

FINAL DRAFT COMPILED AT EAST LONDON : 23RD MAY, 1972

JOINT MATRICULATION BOARD

Core Syllabus for  
ENGLISH (Higher Grade)  
(Std. VIII, IX and X)

- A. GENERAL AIM : To promote the pupil's intellectual, emotional and social development.

This can be regarded as the end of education as a whole, almost all subjects in the curriculum being directed towards it; it should, however, be emphasised that the relationship between a child's linguistic skill and his personal development is a unique one.

"We need to have brought to clear focus in our minds the way in which a child's acquisition of his native language is inseparably intertwined with his developing consciousness of the world in which he is growing up, with his control of his inner phantasies and the feelings they give rise to, and with his possession of the values by which he will live his life in the civilization he forms part of."

Frank Whitehead :  
The Disappearing Dais  
(Chatto & Windus - 1966)

At the same time, it must be recognised that the teacher of English is merely contributing to a process that begins in infancy and continues throughout life. The teacher's task is not to be thought of in terms of providing a series of classroom exercises, but of creating opportunities for the extension and enrichment of experience.

The specific aims which follow should be seen as aspects of the general aim; the divisions in the course itself may be regarded as the areas in which the specific aims can be promoted.

SPECIFIC AIMS

- (a) To increase the pupil's capacity to observe, to discriminate, to see relationships, and to order his thoughts coherently :  
by providing opportunity and motivation for such activities, and by offering such help and constructive criticism as may be necessary.
- (b) To help the pupil to understand himself and his own emotional and moral responses, so that he may live more fully and consciously and responsibly :  
by encouraging observation and discussion of states of mind, of emotional reactions, and of moral values, particularly in the context of literature;  
by encouraging the exploration, through speech, writing and dramatic expression, of his own feelings and states of mind.

2.

- (c) To extend, through increasing his capacity to communicate with others, the pupil's mental and emotional world :
- by stimulating discussion in the classroom, and giving such help as may be needed to achieve effective oral communication;
  - by encouraging receptive and responsive listening;
  - by providing adequately motivated opportunities for written communication;
  - by encouraging attentive reading of what others, including his fellow pupils, have written.
- (d) To extend the pupil's mental, emotional and cultural experience :
- by training him to read sensitively and intelligently;
  - by encouraging him to read widely;
  - by fostering critical enjoyment of plays, films, radio and television programmes, etc.
- 

B. OUTLINE OF THE COURSE

For convenience the course is presented here under three headings, although in practice the work must be integrated. It follows that the teacher should use the periods allocated to English in a flexible manner, provided that the three aspects of the work indicated below receive regular attention.

1. Spoken English

- (a) Teachers should aim at :
- encouraging pupils to speak fluently, clearly and with ease;
  - providing speech situations which will help pupils to acquire poise and confidence;
  - developing in pupils the ability to convey to others their observations and thoughts in an orderly and convincing manner;
  - training pupils to listen intelligently and think logically.
- (b) Oral activity includes the following :
- exercise in listening comprehension, involving recall, and sensitive and perceptive response to tone, style, feeling, and intention;
  - discussion of topics of local, general, and personal interest and significance;
  - discussion on prescribed books, books of interest and other related portions of the curriculum;
  - short talks on a variety of topics, together with questioning and discussion;
  - reading aloud of prose and poetry, by individuals and by groups;
  - dramatic activities, including play-reading and the production of short plays;
  - exercise in practical instruction, description, and explanation.

N.B. All the above should be carried on as much as possible in small groups so that every pupil becomes involved.

- (c) Pupils should be made aware of the social aspects and functions of spoken English. One cannot always prescribe in the matters of accent and word usage; but pupils should be led to see that some ways of speaking are more acceptable than others according to circumstances.

2. Written English

- (a) The aims of writing should be :  
to enable pupils to record and communicate their observations and thoughts in a clear and orderly manner;  
to stimulate them to explore and elaborate their thoughts and experience, and develop their powers of thinking.
- (b) In order to achieve these aims, writing must be related to a wide range of the pupil's experience, including his imaginative experience; it must stimulate the pupil's thoughts and powers of observation; and it must provide him with an opportunity for self-realization and self-expression. In addition, writing should be closely linked with literature and/or topics of general interest and immediate significance.
- (c) Pupils should also practise writing reports, instructions, précis, descriptions, and formal and personal letters.

Note: The pupil should be made aware that what he writes should always be in a form appropriate to his intention, the kind of reader he has in mind, and the nature of the subject matter; at his disposal are all the forms in which verse and prose are used.

3. Literature

- (a) General Reading :

The number of books specifically prescribed for study should not be regarded as sufficient. It is therefore the teacher's function to develop in the pupils an enjoyment of reading by encouraging them to read at the highest level at which they can respond with enthusiasm and sincerity, and above all, with understanding.

Pupils should read at least 18 books of literary merit (in addition to the prescribed books) during the three years of the course, and should make full use of all the libraries at their disposal.

Teachers are urged to avail themselves of the many excellent recordings now available.

Few activities can be more valuable or stimulating than the skilful reading aloud by the teacher from works that he has enjoyed.

(b) Prescribed Books :

Some of the nine to twelve books prescribed for this course should be examined internally during the Standard VIII and IX years. The final examination on four books will be designed to test the candidate's understanding and appreciation of these set works. The examining of content in unimportant detail should be avoided.

General Note :

A study of language in action should form an integral part of all the above aspects of English teaching to the end that pupils may speak and write more effectively and appreciate literature more fully.

Guidance and instruction in sound English usage and sentence structure, including punctuation, should be related to written and spoken activity in English. This guidance should for the most part arise from the pupil's needs as revealed in his actual writing and speaking, and should not consist of detached exercises.

Essential training in language includes the various aspects listed in (b) of the Third Paper below.

Pupils must be acquainted with the commoner forms of grammatical terminology insofar as they are relevant to the discussion of their work. These must be treated in context and not in isolated exercises, and questions will not be set on them in the examination.

C. THE EXAMINATION

Note : An oral examination, internally conducted, is strongly recommended where practicable. The marks allocated to oral proficiency may be awarded cumulatively, and should form a significant portion of the total. The examiner should test, in particular, clear articulation and ease and clarity in communicating ideas in various circumstances.

First Paper - Literature (3 hours - 160 marks)

For the final examination, four specified books will be set, as follows :

- Section A : Drama : A play by Shakespeare. (40)  
Section B : Poetry : Approximately 2000 lines will be selected.

Questions as follows :

- (i) On the prescribed poems (25 marks).  
 (ii) On a passage of unseen verse (15 marks).  
 This will be compulsory for all candidates. (40)

Section C : Two further books of recognised literary quality, at least one of them a novel.

At least one essay question and one contextual type question will be set on each book except the poetry (which will be examined by the contextual type of question only). Candidates must answer at least two contextual questions, one of which will be on poetry, and at least one essay question.. In sub-section B (i) on the prescribed poems, candidates will be offered a choice of at least two contextual questions.

#### The Contextual Question

This type of question is a test in the understanding of a poem, or poems, or of an important passage in a work. In the case of an extract the questions set should refer not only to the extract itself but also to its relationship to the rest of the work.

#### Second Paper - Original Writing (2 hours - 100 marks)

- (a) A composition of between 500 and 600 words on one of at least six subjects. (70)  
 (b) A letter, review, objective description, or report. (30)

#### Third Paper - Comprehension and Language (2½ hours - 140 marks)

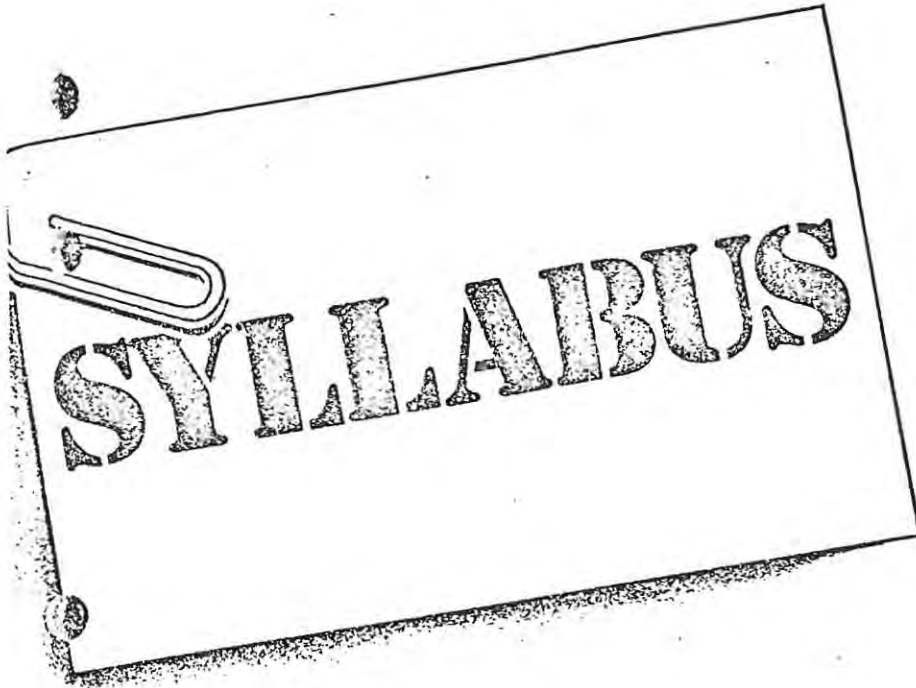
- (a) (i) A comprehension test on a passage in prose.  
 (ii) An exercise in which candidates are asked to give, in a limited number of words, the essential substance of a passage, which may be part of the passage in (a) (i). (60-80)  
 (b) Questions to test knowledge of and skill in handling some or all of the following features of English in action.

N.B. So that these features may be considered as part of the living language and not as dead exhibits, questions should be set on a passage or passages printed in the paper and/or the examiner may require candidates to expand a given series of brief notes in such a way as to reveal their skill in respect of these features.

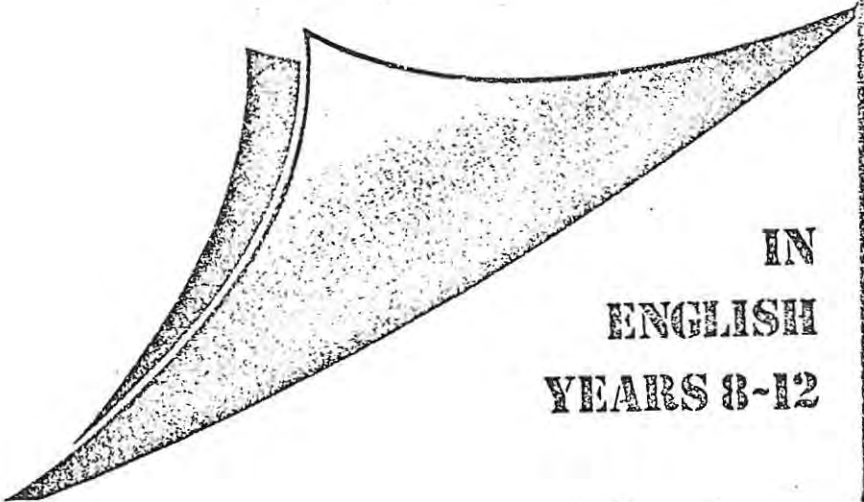
- (i) Vocabulary, idiomatic expression and figurative language.  
 (ii) Punctuation.  
 (iii) Sentence and paragraph construction. (Parsing, formal analysis, and synthesis requiring a knowledge of specifically named clauses will not be examined.)  
 (iv) The use of tenses.  
 (v) The objective (referential) and subjective (emotive) use of language (e.g. the distinction between expressions of fact and of opinion; discrimination between the sincere and the false).  
 (vi) Other aspects of English usage involving acceptable and unacceptable language.



BOARD OF SECONDARY SCHOOL STUDIES  
QUEENSLAND



JUNE, 1977



IN  
ENGLISH  
YEARS 8-12

## SYLLABUS IN ENGLISH, YEARS 8 - 12

The general aim of English courses in the secondary school is to promote the maturity of the student to the limit of his capacities through the development of his competence in the language and through the enrichment of his experience in the language.

This is to be achieved by:

1. encouraging the natural enthusiasm, vitality, spontaneity, and originality of the student through active participation in language activities.
2. enriching the student's ideas, stimulating his thoughts and feelings and developing his understanding of himself and the world around.
3. developing the student's ability to *express* his ideas, thoughts and feelings through language.
4. developing the student's ability to *communicate* ideas, thoughts and feelings effectively through language.
5. developing the student's skills which contribute to effective expression and communication.

These five aims of secondary English should be pursued concurrently throughout English courses in the secondary school. Although Aims 2, 3 and 4 may be seen as providing the content of the curriculum, the environment of the classroom (Aim 1) and the skills which will allow students to pursue the curriculum (Aim 5) are of no less importance to the total syllabus.

## IMPLEMENTATION OF THIS SYLLABUS IN YEARS 11 AND 12

This syllabus seeks to provide opportunities for greater flexibility in course arrangement than was possible previously. It recognizes the fact that ~~the interests~~ of students are best served by their following courses which are directed at their particular needs.

### COURSE STRUCTURE

The course in English for Years 11 and 12 is to consist of a core of studies and optional/elective studies where the school considers these desirable.

Core studies are to continue the treatment of all those aspects of English dealt with in Years 8 to 10. However, it is expected that this treatment will be of a more mature nature. The student should be led to a greater degree of accomplishment in speaking and listening, reading and writing, and in the understanding and appreciation of literature.

In addition to Core Studies, schools are encouraged to offer Optional/Elective studies, which may be more intensive studies of aspects of the core syllabus or discrete studies related to the English curriculum. The individual school has the responsibility for structuring optional/elective studies in accordance with the expertise of its teachers, the needs, abilities and interests of its students, and the resources available to it. Optional/elective studies might well occupy up to 20 per cent of the time devoted to English, and may be given up to 20 per cent weighting in any assessment program. However, assessment of such optional/elective studies may, at the school's discretion, be omitted from the school's assessment program.

Whatever the particular course orientations chosen by schools, the necessity for all students to pay adequate attention to all the basic areas of English studies will be preserved by the continuation of a broad front of studies in the core.

The syllabus affords many advantages which schools should be aware of:

- \* The capacity for effective student/student, student/teacher interaction.
- \* The gearing of English towards specific, tangible goals relevant to the student's present and future situation.
- \* Catering for the individual to a much greater extent than was previously practical.
- \* Opportunity for interdisciplinary studies.
- \* The co-operative planning of teachers and students in the determining of priorities, objectives, etc.

- \* A broadened dimension in literature not possible under the old syllabus.
- \* Greater professional satisfaction: Teaching students English, rather than teaching students books.

### SEMESTER REQUIREMENTS

In the core studies, the aims and goals of the syllabus should be pursued progressively and concurrently in successive semesters in accordance with the developing maturity of the student. This means that semester units will be differentiated by the greater variety and sophistication of learning experiences, by the depth of the concepts developed, by the quality of the content, and by the standard of skill development in speaking and listening and in reading and writing.

Core studies may, if the school chooses, make up the total course in each of the four semesters.

The requirements for Years 11 and 12 are summarised in the following table:

#### Core Studies

In each semester, all aims and goals are to be advanced progressively and concurrently.

Semester units are to be differentiated by greater variety and depth in (a) Learning Experiences and (b) Concepts Developed; and by the development in quality of (c) Content and (d) Standard of Skill in Speaking, Listening, Reading and Writing.

#### Optional/Elective Studies

Optional/Elective Studies, if pursued, are to be either:

- (a) additional, more intensive study of elements of the core; or
- (b) discrete studies relevant to the English curriculum.

It is recommended that the weighting given to literary activities in the core studies program be within the range of 40% to 60%.

### THE SENIOR EXAMINATION IN ENGLISH

The core program will form the basis for questions set on the Senior English Examination papers.

## DEVELOPING SEMESTER PROGRAMS

As each school has the responsibility for developing semester programs, the implementation of this syllabus will present challenges for teachers which, if the syllabus is to be taught in the spirit intended, cannot be met by prescriptions from an Advisory Committee. Suggestions about semester unit design will be available from the Advisory Committee, curriculum advisers and advisory teachers, and will be exchanged by means of publications, advisory services and conferences.

In developing their own programs, schools will need to make a series of decisions regarding:

- Objectives.
- Selection and organization of content.
- Selection and organization of learning experiences.
- Development of teacher strategies.
- Means of evaluation.

In many cases, it should be possible for teachers and students to design and develop teaching programs in collaboration. This collaboration is one of the important objectives of the syllabus since it is concerned with the environment and experience within which the individual maturing student learns to express himself and to communicate effectively with others.

The following steps should be fairly typical in the development of a semester program;

- Analysis of syllabus aims and goals.
- Initiation of the program by teachers and/or students.
- Consideration of available resources - library, teacher expertise, finance, community resources, timetabling.
- Writing of work schedules relating specific objectives, teaching strategies, learning experiences and resources to syllabus aims.
- Devising suitable means of evaluation to:
  - (a) Observe individual student development.
  - (b) Compare achievement of students in the group relative to one another.
  - (c) Assess the effectiveness of the semester program in implementing syllabus aims.

A guidelines paper is available to schools separately and will suggest possible areas of development in Optional/Elective Studies.

SYLLABUS FOR YEARS 8 - 12

**CREATING  
AN  
ENVIRONMENT  
CONDUCTIVE  
TO  
LEARNING**

1. CREATING AN ENVIRONMENT CONDUCIVE TO LEARNING

*AIM: To encourage the natural enthusiasm, vitality, spontaneity and originality of the student through active participation in language activities.*

Goal 1 The student continually hears and sees examples of effective communication.

Goal 2 The student uses language for specific genuine purposes.

Goal 3 The student senses an atmosphere of encouragement and commendation.

*Commentary:*

Language development occurs through continual exposure to example. A relaxed and exploratory interchange of ideas, thoughts and feelings should be encouraged within the English class. Through such interchange, the student experiences the use of language in a variety of situations. By skilful guidance and example, the teacher directs the group towards feeling a need for appropriate usage. In an atmosphere of peer and self-evaluation the student is most likely to adopt criteria for determining appropriate usage.

The student's own experience is crucial to language development. He responds readily to topics or situations that he knows and cares about. Consequently, language development is generally closely related to the student's environment and current interests. English courses in the secondary school should help the student to develop the language with which he meets his current needs into a more refined system which will facilitate more complex thought and expression. Such development is generally slow and will occur only if the student is motivated by a need to refine his language for specific, genuine purposes. He must become so involved in these language situations that he feels the need to respond with appropriate language.

The student must perceive his teacher as a genuinely receptive partner who is not solely interested in correcting the mechanics of communication, but who responds primarily to what the student has to say. In this role, the teacher can become a trusted and privileged critic. Through a predominantly positive response to the student, the teacher can balance the demands of conventional behaviour and student creativity, of control and enthusiasm.

**EXPERIENCE  
WITH  
LANGUAGE**

## 2. EXPERIENCE WITH LANGUAGE

*AIM: To enrich the student's ideas, to stimulate his thoughts and feelings and to develop his understanding of himself and the world around.*

**Goal 4** The student encounters and makes an initial response to a wide range of language involving literature, the mass media and other means by which people are influenced through language.

**Goal 5** The student develops skill, interest and enjoyment in reading and listening.

The table on pages 12 - 15 sets out suggestions for activities relating to Goals 4 and 5 based on the four media -

PRINT    SOUND    SCREEN    and    STAGE

*Commentary:*

Primarily, students should enjoy their experiences with language. Initial response implies active involvement - reading, listening, comprehending, thinking, feeling, participating - and should be fostered through the presentation of relevant experiences in an environment which promotes enthusiasm, vitality, spontaneity and originality.

Prose, plays, poems, encounters with the mass media and other experiences involving language should be chosen according to the degree with which they can be used to illuminate the student's experience of life and extend his range of perception. The choice is a personal one and depends on factors such as the student's maturity, interests, capacities and reading ability. The students should encounter language in the various media and of the various types shown in the following figure. Poetry, drama and full-length prose works should each receive major emphasis and should be advanced concurrently throughout all grades. The selection should encompass other times and cultures as well as our own and include some Australian content each year. Teaching strategies should involve a considerable amount of verbal interaction within the classroom.

Although initial response to language is largely unmeasurable, the degree of active involvement of students in language activities provides some indication as to whether or not Goal 1 is being achieved. Fulfilment of this goal provides a basis for subsequent development.

Because interest and enjoyment in reading and performance in all subjects depend on the development of functional reading skills, the English program should emphasize basic reading instruction for those students who cannot read effectively, as well as instruction in higher level reading skills once basic skills are mastered. Similarly, functional listening and associated watching skills should be developed.

The English program should use two types of reading and listening materials; one for *improving skills* and the other for *using them meaningfully*. If a student is provided only with materials to improve his skills, he soon loses interest because he sees no opportunity to apply his improvement. Alternatively, the use of nothing but materials geared to his present reading and listening ability does little to improve that ability. A more detailed commentary on the development of communication skills is given in Unit 5 of this syllabus. (See pages 30 ff.)

Entertainment

Report and Comment

Persuasion

PRINT

novel; short-story; non-fiction; some poetry

editorials, articles and reviews from newspapers and magazines; longer works of non-fiction; essays, letters and diaries.

advertisements in newspapers and magazines and on posters

SOUND

poetry and song; radio plays; classroom situations involving speech

radio news; radio talk-back programs; lectures and forums; classroom situations involving speech

radio advertising; discussion; debate; classroom situations involving speech

Years 8, 9, 10

Some Recommendations

Years 11,12

- (i) wide reading; at least eight full-length prose works to be read each year throughout years 8, 9 and 10 including some works of non-fiction; and
- (ii) each year selected books to be treated with the class as a basis for group discussion.

a selection of poetry:

- (i) not to be restricted to any one century;
- (ii) to include a range of lyric, narrative and descriptive poems.

As students mature they should be encouraged to become increasingly independent in their choice of reading material. Wide reading, rather than the intensive study of a limited number of books, should be the basis of the course.

Students should also be brought into contact with an increasing range of material, chosen from various literary periods, forms and subject areas. For this purpose the reading and discussion of full-length works is to be preferred. Where it is considered desirable to make auxiliary use of extracts, a proper balance should be maintained between full-length works and selections of extracts.

- (i) the poetry course should continue to provide students with a widening and deepening experience of poetry of different poetic forms from different poetic periods.
- (ii) at this level it may be desirable to read a number of poems by the one poet. However, the study of poetry, rather than of poets, should continue to be the basis of the poetry course.

Entertainment

Report and Comment

Persuasion

STAGE

mime and improvisation;  
students' own plays;  
scripted plays

SCREEN

major television productions;  
films

news, documentaries

television and screen advertising

Years 8, 9, 10

Some Recommendations

Years 11,12

(i) selected one-act plays to be covered over the three years;

(ii) longer plays also to be introduced with the majority of students;

(iii) emphasis to be on stage and audience participation.

Note: The introduction of a Shakespearean play or extract is left to the teacher's discretion but is strongly recommended for more able students.

Selected screen materials to include where practicable a television production, a film and a documentary each year.

While emphasis should continue to be on stage and audience participation, the reading of plays for a consideration of their literary merit should become an increasingly important aspect of the study of drama in years 11 and 12.

The emphasis should be on full-length plays including Shakespeare. Where extracts are considered desirable to bring students into contact with a wide range of material, a balance should be maintained between complete works and selections of extracts.

Students should develop a more critical and discerning attitude towards television and film.

Goal 6 The student develops critical faculties, powers of discrimination and the ability to form and express personal views.

Goal 7 The student develops an appreciation of the form and intent of language in a variety of situations.

Goal 8 The student develops an understanding of our literary and cultural heritage and gains some acquaintance with other literatures and cultures.

---

*Commentary:*

Frequent opportunities should be provided for the student to submit his personal views for group discussion and peer and self evaluation. Subsequent opportunity for further thought and reformulation of personal views will assist in the development of critical faculties and powers of discrimination. Through wide experience with language the student should develop concepts related to such things as language structure, appropriate usage, plot, characterization, setting in time and place, atmosphere, theme, intention, image and pattern, stage setting, acting, dialogue, music and special effects. The technical terms associated with these concepts should be introduced when they are relevant and when their use promotes Goal 4 stated above.

Primary emphasis should be placed on the development of the student's ability to analyse, interpret and evaluate language rather than on the learning of another person's response or opinion.

The student should come to realize that the study of language is concerned with the expression and communication of meaning and not simply with the form of language. This study can help the student relate to personal and topical issues in the actual world with which he must learn to cope. Therefore, it is important that consideration be given to the manner in which ideas, thoughts and feelings are expressed for particular purposes as well as to the value of expressing them in a particular way. Major functions of classroom encounters with language are the consolidation as well as the extension of the student's ideas, thoughts and feelings and consequently the development of a self-awareness and an awareness of others. Evidence of the development of such an awareness can be found not only in the ideas expressed by students but also in the way they express them and the way they participate in social interaction.

Such an understanding should be developed through first hand experience.

SELF-  
EXPRESSION  
THROUGH  
LANGUAGE

3. SELF-EXPRESSION THROUGH LANGUAGE

AIM: *To develop the student's ability to express his ideas, thoughts and feelings through language.*

Goal 9 The student uses his imagination.

Goal 10 The student releases his thoughts and feelings through language and action.

Goal 11 The student develops interest in and sensitivity to the possibilities of language.

*Commentary:*

The teacher should determine the richest and most effective contexts to stimulate the student's imagination. A speech context, for example, comprises a speaker, a listener, an environment and the behaviour - both verbal and non-verbal - that arises from the interaction of the first three elements.

The student's imagination may be fired by participation in such a speech context, if he perceives the topic of discussion as being relevant. The subject matter provides one stimulus, but the actual occasion and the audience may well provide another. Similarly, literature and other forms of visual and aural stimuli may effectively encourage the student's imagination. The range and type of stimuli depend not only on the student's previous experience but also on the growth of a relationship between teacher and student which permits the teacher to guide the student beyond his previous experience and interests.

A feeling of a need for self-expression is of primary importance. Students are usually moved to speak out about an issue which concerns them long before they resort to written expression. Such speech is frequently emotive. Dramatic activities also offer an ideal means of self expression.

When teaching self-expression through language, the teacher should continually encourage the student to formulate and reformulate his initial expression and to criticize constructively the expression of others. Although words may not be spoken aloud, a writer often acts as his own audience as he frames language patterns in his mind. A subtle skilful approach is necessary if the teacher is to act effectively as a model and probe in assisting the student to improve his original form of expression. In this way, the student should be encouraged to use language as a medium for the development and logical organization of thoughts and feelings.

**COMMUNICATION  
THROUGH  
LANGUAGE**

4. COMMUNICATION THROUGH LANGUAGE

*AIM: To develop the student's ability to communicate ideas, thoughts and feelings effectively through language.*

Goal 12 The student participates in a variety of language situations.

*Commentary:*

Although this unit of the syllabus emphasizes effective speaking and writing, all communication should be regarded as a two-way process involving not only the ability to express but also a willingness to respond, that is, a willingness to read, listen, comprehend, think, feel and participate. The student should learn to impart information, express himself with feeling and involvement and persuade an audience. These three functions of language should be developed in person to person, person to group and person within group situations.

Function Situation	Impart Information	Express with Feeling	Persuade	Respond
Person to person				
Person to group				
Person within group				

The matrix suggests the variety of experiences that each student should have. However, experiences should be selected according to the student's needs rather than according to a rigid, pre-conceived plan. They should involve work with such things as: personal and business letters, letters to the editor, telegrams, advertisements, invitations, acceptances, oral and written reports, lecturettes, greetings, introductions, speeches of welcome, vote of thanks, forum and panel discussions, debates, interviews, telephone conversations, giving clear directions, accurate and logical description of actions, mock broadcasts and improvised dialogues.

Goal 13 The student recognizes language appropriate for use in a variety of situations.

Goal 14 The student speaks and writes precisely in the various language situations.

Goal 15 The student develops sensitivity in the use of language compatible with his own personality.

*Commentary:*

Because each language situation is unique, the student should be taught to evaluate the appropriateness and effectiveness of language in relation to its context. This involves understanding words, widening one's vocabulary, grasping the major patterns of word usage and recognizing the units of language and manner of expression or style. It also involves recognition of a variety of registers of language - formal, semi-formal and intimate.

Through participation in a variety of language situations the students should be led to draw conclusions about patterns of usage. Terms which help discussion of underlying language patterns should be introduced as the need arises. Useful terms might include: noun, pronoun, verb, adjective, adverb, preposition, participle, conjunction, phrase, clause, sentence. However, the study of language is not an end in itself. The aim is communication - on an intimate level, now formal, now colloquial, sometimes emotive, sometimes dispassionate - and if the purpose is achieved, language will have been effective and appropriate to the particular context.

Teachers should promote speech and writing which leave the listener or reader free to respond to what is being expressed without being distracted by the way in which it is being expressed. Teaching should show students, through an ordered and developing involvement with English usage, how to improve their communication skills.

Due attention should be given to qualities such as pitch, volume, pause, pace, rhythm and gesture in oral communication and to spelling and punctuation in written work. Syntactical relationships, appropriateness of vocabulary and logical organization of ideas are relevant to precision in communication.

Sensitivity may be developed through extensive experience with and use of language. Evidence of the development of sensitivity may be found in the student's own attempts to communicate.

DEVELOPMENT  
OF  
COMMUNICATION  
SKILLS

## 5. DEVELOPMENT OF COMMUNICATION SKILLS

**AIM:** *To develop the student's skills which contribute to effective expression and communication.*

### **LISTENING:**

*Listening is an active rather than a passive process and should be related to reading, speaking and writing. Practice in attentive, purposeful listening is highly effective in improving performance in other aspects of English.*

Goal 16 The student increases his auditory perception.

Goal 17 The student develops his ability to comprehend.

Goal 18 The student learns to listen critically.

Goal 19 The student develops the capacity to co-ordinate listening and observation.

GENERAL COMMENTARY:

*Throughout English courses in the secondary school, continual attention must be focused on the development of the skills associated with effective listening, speaking, reading and writing. At all times, skills must be practised in a meaningful context. Students should be given as much practice as possible in the application of newly acquired skills by the provision of extensive opportunities for listening, speaking, reading and writing with as much individual help as possible. In years 11 and 12 student awareness of appropriate usage should also be fostered through an analytical study of selected spoken and written language.*

Listening demands concentration and this can be developed through attention to such factors as word discrimination, recognition of pace, pitch, stress and pause as they affect meaning and tone.

The student should learn to follow, recall and interpret connected discourse, discussion, dialogue and drama. The span of listening attention should be extended. Active listening, accurate listening and selective listening should be developed.

The student learns to evaluate what is heard. He analyses what is said, asks where the speaker got his information, questions the validity of the views expressed, identifies the purpose of the speaker and reaches his own conclusions.

The student develops the ability to relate observation and listening in experiences such as drama, film and television.

Goal 20 The student grows in ability to listen with appreciation and sensitivity.

**SPEAKING:**

*Because speech is the major means of human communication, talking and listening form an essential part of an English course. Most English lessons will involve speaking and listening but at times the practice of specific skills will be desirable. Speaking experiences should assist the student to develop personally and socially, and he should find satisfaction through an increasing competence in the use of speech.*

Goal 21 The student develops the ability to formulate and communicate ideas, thoughts and feelings orally with precision.

Goal 22 The student develops the ability to control the various aspects of speech.

Goal 23 The student communicates in various situations, using with confidence an increasing range of language levels.

*Commentary:*

Intellectual and emotional participation is called for in such things as poetry, drama, film and music.

The student should learn to express his ideas in speech, and to organize them logically and coherently. He learns to analyse his subject and to respond in speech situations. With increased discrimination, he learns to select suitable vocabulary and idioms so that he can communicate clearly in speech of the appropriate register.

By listening to himself and others the student should come to realise the need for audibility, clarity, meaningful phrasing, effective stressing, a sense of rhythm, an awareness of the use of pause, variety of pitch, pace and volume, acceptable pronunciation, and appropriate speed. He should strive for natural and fluent speech with a clear and easy delivery. Faulty speech habits should be eliminated and correct ones substituted.

Within a sympathetic classroom atmosphere, the student is helped to recognize many registers and then to select the language appropriate to a particular situation. The student encounters the following real-life situations: person to person, person to group (both large and small), and person within a group.

The student learns to gain the interest and attention of an audience, to adjust his speech to the responses he receives and to use the forms appropriate to the people being addressed.

The student should observe the common courtesies of speech.

Goal 24 The student learns to interpret the meaning, feeling and tone of a passage and to transmit his interpretation orally.

Goal 25 The student develops progressively more expertise in speech, with an increasing flair and artistry.

*READING:*

*If the emphasis is on the techniques rather than on the content of reading, the student may find that reading itself is not deeply worthwhile. He needs to realize that reading is one key to entertainment and learning.*

Goal 26 The student learns to use books and journals related to his needs, interests and abilities.

*Commentary:*

The student develops sensitivity to the mood, content and intention of a written passage and he transmits his interpretation using the techniques he has developed.

The student participates in a number of language activities such as speech in dramatic situations, oral poetry (individual and choral speaking) and reading of prose.

The student develops his appreciation of various literary works through presenting them orally, listening to presentations of them and discussing them.

The basic ability to communicate should be expanded. Through an increasing awareness of the range and power of language, reinforced by movement and gesture, the speaker becomes more confident and increasingly responsive to the emotional and imaginative aspects of speech situations.

At all times students should be encouraged to experiment. Tentative attempts to expand vocabulary, to obtain special effects, will often help to clarify ideas and lead to mastery of expression.

- (a) The student should acquire a knowledge of library procedures which enables him to locate books and journals containing required information as quickly as possible.
- (b) In the selection of material for projects and assignments the student should be taught how to select sections that are relevant to his purpose by using such things as table of contents, index and "blurb".
- (c) The student should develop a responsible attitude towards choosing and using resources independently.

Goal 27 The student progressively develops his ability to comprehend what he reads.



*Commentary:*

The ability to comprehend is a complex process depending on the acquisition of many skills which can be progressively developed through instruction and practice. The student should learn to:

- select specific facts;
- identify main ideas and related details;
- perceive sequences of events;
- perceive relationships;
- distinguish fact from opinion;
- form generalizations;
- make inferences;
- draw conclusions; and
- evaluate the relevance of information.

The student should learn to understand the implications of figurative language.

The particular skills developed at any stage are dependent on the ability and maturity of the student. The ability to read with a high level of comprehension is fundamental to achievement. Consequently, the teacher should foster an awareness of the need to improve reading skills and should encourage the student to develop a responsible attitude in this regard.

Reading materials should be selected to:

- stimulate and maintain the student's interest
- present the student with challenging work that offers a reasonable likelihood of success;
- develop systematically a wide range of comprehension skills; and
- relate to work done in the student's various fields of study.

One of the most powerful motivators is the student's awareness of his own progress.

Goal 28 The student adjusts his speed of reading to the material and his purpose.

**REMEDIAL READING:**

*Students who have not mastered basic reading skills require remedial assistance. The way in which this is done and the student's readiness for the more advanced reading skills outlined above will depend to a large degree on the extent of the reading difficulties.*

**WRITING:**

*Writing can be a means of clarifying, organizing and applying ideas gained from reading, discussion and other experiences. Writing skills are best developed through constant purposeful practice.*

*Commentary:*

Reading comprehension involves the possession of an adequate reading vocabulary. The student should be encouraged to expand his vocabulary generally through wide reading and specifically through use of contextual clues, a dictionary and word lists related to special areas of knowledge. Although interest in 'special' language associated with specific subject fields should be fostered, extensive work in this area should remain the province of teachers in those fields. Some knowledge of roots, prefixes and suffixes can also provide clues to word meaning. Derivation must not be taught as an end in itself but only as an aid to the understanding of language.

It is basic to the extension of vocabulary that the student should acquire the habit of using the aids listed above whenever unknown words are encountered.

In addition, work with multiple-meaning words, homonyms, synonyms, antonyms, figurative expressions and colloquialisms should be undertaken in a meaningful context.

Reading is undertaken for a variety of reasons. The student may read quickly in an exploratory fashion to determine the usefulness of a book or to locate specific facts or arguments. Study reading is a means of obtaining a body of knowledge mastering arguments or understanding techniques in order to use the information at some future date. Much reading is undertaken purely for pleasure. Different speeds are required for different types of reading.

Goal 29 The student gains satisfaction from writing in purposeful situations.

Goal 30 The student develops the ability to organize his writing.

Goal 31 The student learns to use the current conventions of writing.

*Note: If prior and exclusive attention is given to spelling, punctuation and correctness (in its narrowest sense), all too easily the writer feels that the message itself and his effort to communicate it are of less importance.*

---

*Commentary:*

- (a) The student should develop a sense of satisfaction from communicating accurately and precisely in appropriate language.
- (b) The student should feel that what he writes has practical and/or personal value.
- (c) The student should learn to explore various situations and to express his reactions in language appropriate to his personality.

In order to achieve his purpose, the student should learn to organize his ideas as well as the form in which he expresses them. The student may need to compose an initial draft, evaluate it critically in terms of achievement of purpose and current conventions, and subsequently compose more satisfying and acceptable drafts. The student should attempt to write sentences, paragraphs and extended passages which possess the qualities of logical coherence, unity and variety.

- (a) *Punctuation and capitalization.* Effective use of punctuation and of capitals should be insisted on throughout secondary schooling.

By the end of the first year students should be competent in the use of most forms of punctuation. Such competence should be developed mainly through extensive reading and writing rather than through large numbers of formal exercises.

- (b) *Spelling.* There should be a definite, structured approach to the learning of spelling. Word selection should be based on the student's needs. It is recommended that students keep individual word lists. Usually the best results are obtainable when incidental means of teaching spelling are supplemented by systematic teaching.
- (c) *Functional Writing.* Students should know and use the conventions observed in writing such things as letters, telegrams and invitations.
- (d) *Usage.* The student learns to write clearly, idiomatically and accurately so that he is able to communicate his ideas without creating ambiguity. Appropriateness depends upon the context. It should be emphasized that the conventions of written language are less flexible than those of the spoken language.

Goal 32 The student develops the ability to take notes and summarize.

*Commentary:*

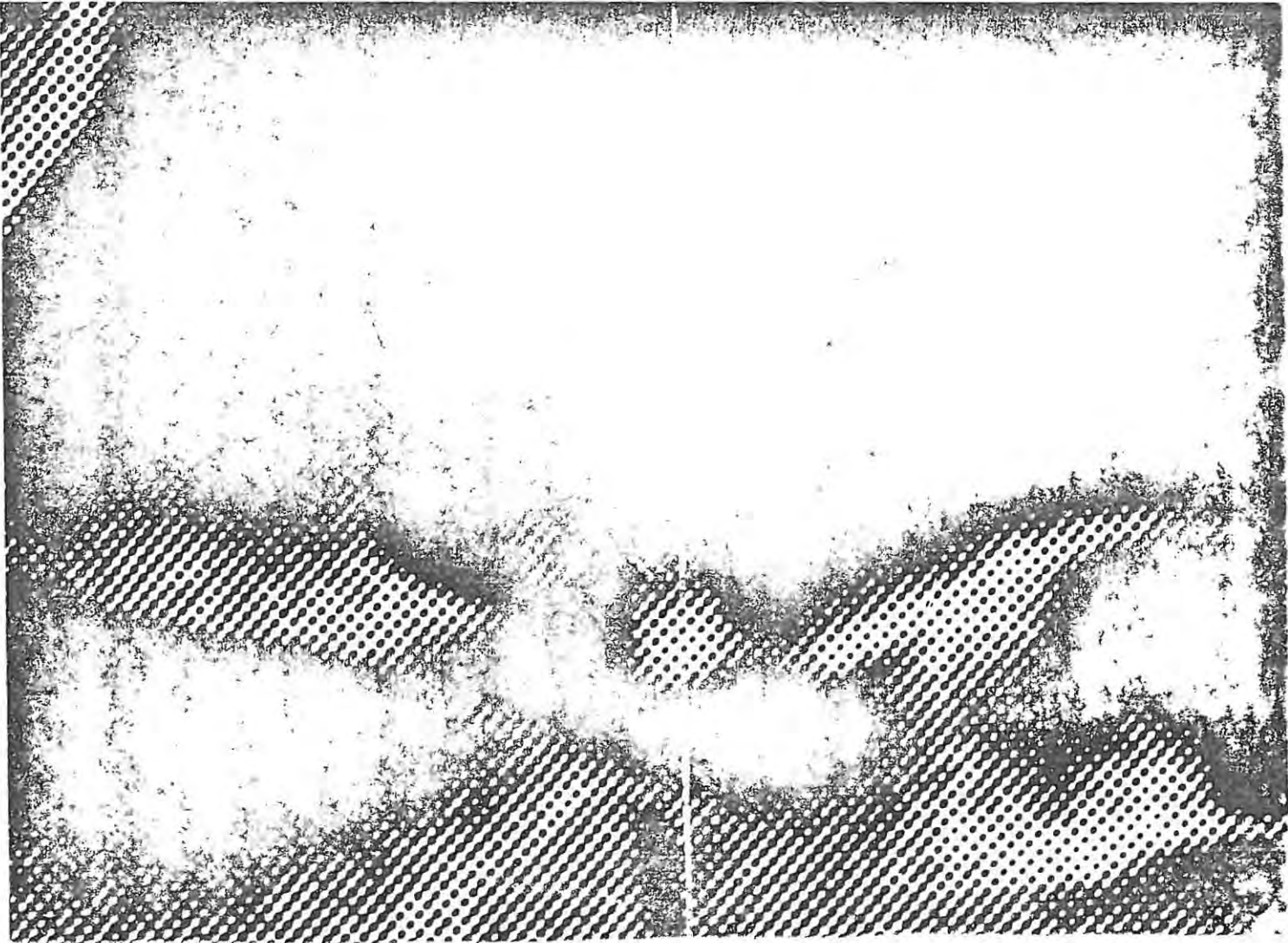
These skills are closely related to reading, speaking and listening, and are the basis of many study techniques. They include the abilities to:

- (a) listen/read for overall impression - what the whole is about;
- (b) separate the relevant from the irrelevant;
- (c) isolate the main facts/topics/ideas;
- (d) identify any sequence or organization;
- (e) edit - select or reject in terms of purpose;
- (f) evaluate the ideas and bias of the passage; and
- (g) sometimes prepare a connected short passage/summary.

NATIONAL ENGLISH SYLLABUS COMMITTEE

# STATEMENT of AIMS

DEPARTMENT OF EDUCATION WELLINGTON 1978



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This statement outlines the bases on which teachers should plan language programmes covering the first three years of secondary school. Such programmes should develop from the language the students themselves bring to the classroom.

This statement is accompanied by a Resource Book containing practical teaching suggestions and background material.

# Educational Aim

One way of stating the aim of education at secondary school is

TO HELP YOUNG PEOPLE DEVELOP FULLY AS INDIVIDUALS AND AS MEMBERS OF SOCIETY

by encouraging the growth of:

the urge to enquire;  
concern for others;  
the desire for self-respect\*



- \* *"Because the Committee's thinking about major educational aims is closely related to its view of the nature of human growth, this statement of major aims consists of a short list of human qualities which education should be concerned to promote at all times. The highest value is placed on: the urge to enquire; concern for others; the desire for self-respect."*

*"Education in Change" - Report of the Curriculum Review Group, New Zealand Post-Primary Teachers' Association, Longman Paul Ltd., Auckland, 1969, p.1.*

# Some Important Assumptions about Learning

## LEARNING IS MOST EFFECTIVE

when programmes take account of the student's own view of himself and his world

when programmes are designed to satisfy the student's personal and social needs

when teachers and students together, plan, implement, and evaluate programmes

when teachers and students work in a co-operative rather than a competitive atmosphere

when students enjoy what they are doing

when every student is given opportunities to succeed.

Learning is likely to occur as a response to challenge.

# Language: an Introductory Statement

For the purposes of this statement, "language" refers to English, and all of the principles and ideas outlined are related to the theory and practice of learning English as the mother tongue.

The term "language" includes literature. It also includes visual and non-verbal elements which play an important role in communication. Gesture and facial expression, for example, are just as clearly aspects of language as are giving commands and reading.

Language is an activity - something people do. It involves both reception (the modes of listening, watching, viewing and reading) and production (the modes of speaking, moving, shaping, and writing).

The non-verbal modes are defined as follows:

- MOVING: using facial expression, gesture and movement in situations that range from everyday conversation to live theatre. This includes everything from the raised eye-brow to the most complex mime.
- WATCHING: the reception equivalent of moving. It involves developing awareness of these non-verbal factors and of their importance.
- SHAPING: using visual effects in media such as posters, models, television and cinema. Such visual effects include typeface, layout, colour, angle and duration of shots, and focus.
- VIEWING: the reception equivalent of shaping. It involves developing awareness of the factors mentioned under that heading.

Schools will decide their own priorities and emphases according to the particular needs of their students.

# Language and Learning

## SOME ASSUMPTIONS ABOUT LEARNING

Learning is most effective

when programmes take account of the student's own view of himself and his world

when programmes are designed to satisfy the student's personal and social needs

when teachers and students together, plan, implement, and evaluate programmes

when teachers and students work in a co-operative rather than a competitive atmosphere

when students enjoy what they are doing

when every student is given opportunities to succeed.

Learning is likely to occur as a response to challenge.

## SOME ASSUMPTIONS ABOUT LEARNING

Research findings\* support the following assumptions about language and its development in relation to human growth.

Language is a form of human behaviour.

There is an important link between language and thought.

Language is central to personal growth.

Students explore and extend language primarily through listening and speaking.

\*See "Resource Book", Section V.

# Some Important Assumptions about Language

## 1 LANGUAGE IS A FORM OF HUMAN BEHAVIOUR.

*Language is a fundamental form of human behaviour occurring in a wide range of personal and social situations. Like all forms of behaviour, language is developed principally by use.*

Language is partly governed by convention and habit. Just as habitual and conventional behaviour patterns in, for example, dress may change from year to year and from situation to situation, so may patterns in language. Again, just as forms of dress may be appropriate or inappropriate for a particular occasion, so may forms of language. The user must be aware of and sensitive to the expectations of his particular audience.

Language develops most readily when it is used in response to an actual need, and when both audience and purpose are clearly established.

# Some important assumptions about language

## 2 THERE IS AN IMPORTANT LINK BETWEEN LANGUAGE AND THOUGHT.

*Although the exact relationship between language and thought is not fully understood, the student's language - to a degree at least - reveals his thinking. And it is certainly through language that his thinking is most readily accessible to others.*

Both teacher and student must be aware that there is an essential link between the growth of language and the development of the thinking processes.

There is some evidence that thought precedes language and that language is not essential to thought. But language makes possible more precise and rapid thinking. This is exemplified in a range of activities which, in total, represent the students' attempts to order the world around them. It is the English teacher's task to provide the widest possible range of language activities which give students the chance to make choices, to consider, to organise, to generate language, to imagine, to judge, to analyse, to synthesise, and to theorise. By doing this, she is ensuring that language and thought are being mutually fostered.

### 3 LANGUAGE DEVELOPMENT IS CENTRAL TO PERSONAL GROWTH.

*Language helps the individual to order his experience and to relate to others. There is a clear link between the ability to use language effectively and full personal intellectual and social development.*

This development is revealed

in the individual's increasing ability to express his thoughts and feelings in speech and in writing

in his greater readiness to turn to the written word for the ideas and experiences of others

in the way in which he listens more sensitively to others

in his growing ability to use language effectively in personal and social relationships.

## Some important assumptions about language

### 4 STUDENTS EXPLORE AND EXTEND LANGUAGE THROUGH SPEAKING AND LISTENING:

THESE MODES ARE BASIC TO THE DEVELOPMENT OF LITERACY

*The interdependence of oracy and literacy must be recognised and both must be seen as important goals of a language programme. Reading and writing depend upon and develop from, oracy. It is essential for all students to develop both oracy and literacy as fully as possible.*

*When they enter secondary schools, most students can use a number of personal varieties of language with confidence in a wide range of familiar situations. They will also understand intuitively a good deal about how people use language and what they use it for, and will be aware that they are fluent in some situations and hesitant in others.*

Those students with limited language experience have particular need of a programme emphasising oracy to fulfil their immediate personal and social needs, to give them greater confidence and enjoyment in language and so provide a sound basis for the growth of literacy. Those with a richer language background need a programme which extends both the range and the depth of their language.

All students need many opportunities to talk, to plan and work with others, to exchange ideas freely. These exploratory uses of language enable students to increase their understanding to verify and support their assertions when challenged, to develop better control of expression. As students become involved in an increasing variety of language activities, they will develop greater confidence and competence.

The growth of literacy can proceed more readily when wide-ranging discussion is encouraged. This enables students to grapple with ideas in speech, and then to explore them in reading and writing. Often the ideas will have come initially from their own reading and writing, and the opportunity to share, clarify and refine their responses through discussion is vital to the student's further growth in literacy.

# Linking the Aims

## EDUCATIONAL AIM

Language programmes must fulfil the educational aim of helping young people develop fully as individuals and as members of society by encouraging the growth of:

THE URGE TO ENQUIRE

CONCERN FOR OTHERS

THE DESIRE FOR SELF RESPECT

The assumptions about learning and language stress language as being central to full personal development. The language aims are based on the assumptions and on the educational aim. The language programmes, in turn, derive from the language aims.

## LANGUAGE AIMS

TO INCREASE THE STUDENT'S ABILITY TO UNDERSTAND LANGUAGE AND USE IT EFFECTIVELY

TO EXTEND THE STUDENT'S IMAGINATIVE AND EMOTIONAL RESPONSIVENESS TO AND THROUGH LANGUAGE

TO EXTEND THE STUDENT'S AWARENESS OF IDEAS AND VALUES THROUGH LANGUAGE

# Language Aims

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## I TO INCREASE THE STUDENT'S ABILITY TO UNDERSTAND LANGUAGE AND USE IT EFFECTIVELY

---

To accomplish this aim, teachers need

to be aware that language is developed by imitation and experience

to understand that language is partly governed by convention and habit

to recognise that language changes

to understand that language is modified according to the situation in which it is used

to acknowledge that language has variety

To accomplish this aim, students need

opportunities to generate, extend and refine their language in many different roles and registers and in contexts which are significant to them

to become aware that language is influenced by convention and habit so that they can develop sensitivity and competence

to study and be aware of the effects of social, cultural, and technological changes on language

to learn to adapt their language according to their audience, their purpose and the language mode used

to develop a respect for national, regional and cultural differences, and an appreciation of the fact that such variety enriches the language and that no one variety is better or worse than any other.

to understand that language should be judged according to its appropriateness in a particular situation

to be aware that students explore and extend language primarily through listening and speaking

to understand that language helps the student to organise his experience and to reflect on it

to recognise that language includes non-verbal ways of communicating.

to be aware that judgements of correctness are often affected by personal preferences and established attitudes

opportunities for wide-ranging discussion as a preliminary to work in other modes

opportunities to speak and write about their experiences and ideas, and time to relate them to the experiences of others through literature

to be involved in activities such as role-playing, interpreting visual images and sound pictures to help them understand that there are many systems of signs, sounds and symbols used in communication.

## Language aims

---

### 2 TO EXTEND THE STUDENT'S IMAGINATIVE AND EMOTIONAL RESPONSIVENESS TO AND THROUGH LANGUAGE

---

To accomplish this aim, teachers need

to be aware that language provides one of the major ways of experiencing and responding to emotion

to understand that language can enrich the imagination and allow it expression

to be aware that through literature the individual can extend his experience

to understand that imagery and metaphor are basic to the imaginative use of language

to realise that there are many kinds of resources which can be used to encourage imaginative and emotional responses from students

To accomplish this aim, students need

to describe and express their emotions and to respond with sensitivity to the feelings of others in both verbal and non-verbal forms of communication

to experiment in all the language modes in order to extend their emotional responses

to explore worlds other than their own through literature and their own language production

to develop awareness of the symbolic power of language

to be prepared to work from a variety of resources which are of interest to themselves - literature from different ages and different countries, films, music and other forms of art

to find out as much as possible about the reading habits, interests, and abilities of their students

to understand that students may need time to extend and refine their responses

to acknowledge the individuality of students and accept their different responses

to respect the student's right to privacy

to understand that the generating of questions helps to refine imaginative and emotional responses.

a wide range of material, selected to cater for and extend their interests and reading and designed to extend the range and depth of their responses

time to read, re-shape and refine their responses, using a variety of language modes

to realise that many different responses are both possible and acceptable because they reflect different aspects of emotional and imaginative perception

to see the value of personal and private responses

time to reflect upon literature, and encouragement to formulate their own questions.

## Language aims

---

### 3 TO EXTEND THE STUDENT'S AWARENESS OF IDEAS AND VALUES THROUGH LANGUAGE

---

To accomplish this aim, teachers need

to recognise that there is a body of ideas and values commonly held by most members of any society

to realise that ideas and values may vary within society, between cultures and from one generation to another

to understand that ideas and values are assimilated through experience

to accept the fact that students' attitudes are shaped by their environment and background

to understand that all language expresses the values of the people who use it and that the acceptance or rejection of ideas and values may depend on the language in which they are expressed

To accomplish this aim, students need

to identify and explore the ideas and values accepted by their own community

to explore ideas and values within their own society as a whole and in different cultures and ages

to test their ideas and values against those of family, friends and others, as well as against other values they themselves hold

to understand that their attitudes and values are influenced by their environment and background and to appreciate how others' attitudes are shaped in the same way

to use language to reflect on, clarify, modify and record ideas; to try to understand the attitudes and values behind the language used; to be aware that language can be used to manipulate and control

to recognise that ideas and values can be conveyed through a variety of modes.

to use a range of resources to show the many ways by which ideas and values can be expressed. These should include all forms of literature, the mass media, and forms of non-verbal expression such as architecture or music. The selection of resources should illustrate traditional and modern, majority and minority ideas and values.

The question of the viewpoint of the teacher is a major issue when ideas and values are being discussed. He may feel that he should, in honesty, be open about his personal values, or he may feel that he should appear to be neutral. Both attitudes are valid: the important point is that the teacher should not, and should not appear to impose his values as the correct or only ones. Tact and sensitivity are essential.

# The School Language Policy

The language and educational aims provide the basis for a language policy across the curriculum in each school.

## IMPLICATIONS FOR ALL TEACHERS

If teachers in all subjects understand the language aims, they will become more aware of the linguistic processes by which their students acquire information and understanding and realise that there are implications for their own use of language in the classrooms.

## IMPLICATIONS FOR STUDENTS

The school language policy should help students to see the value of using all the language modes appropriate to learning in each subject.

Language should be seen as a means of learning and not just as a means of expressing what has been learned.

# Planning a Language Programme

The educational and language aims provide the basis for the planning of all language programmes.

Students will best develop their language when programmes meet their particular needs and suit local circumstances. There is no single structure or sequence of learning suitable for every student.

The students need to participate - using all the language modes - in as wide a range of activities as possible. The language and educational aims provide the criteria for selecting the activities, resources, teaching and evaluation methods that make up language programmes.

# Planning a language programme

## IMPLICATIONS OF THE AIMS

The educational aim of a secondary school language programme is to encourage the growth of: the urge to enquire; concern for others; the desire for self-respect.

CONCERN FOR OTHERS. Programmes should

- place emphasis on co-operation between teachers and students in planning ways of working and evaluation

- provide opportunities for group work, as well as for individual and for class activities

- be flexible enough to provide for the changing needs of students.

THE URGE TO ENQUIRE. Programmes should

- encourage inductive approaches to learning where these are appropriate

- make use of a wide variety of resources and incorporate a range of activities and teaching methods

- emphasise learning rather than teaching.

THE DESIRE FOR SELF-RESPECT. Programmes should

- encourage acceptance of, and make provision for the differing social, cultural, and intellectual backgrounds of students

- recognise and make provision for the fact that students are at different stages of language development

- provide students with many opportunities to increase their competence and confidence in language by presenting them with realistic goals.

THE LANGUAGE AIMS of a secondary school are

to increase the student's ability to understand language and to use it effectively

to extend the student's imaginative and emotional responsiveness to and through language

to extend the student's awareness of ideas and values through language.

TO IMPLEMENT THESE LANGUAGE AIMS MOST EFFECTIVELY, PROGRAMMES SHOULD

provide opportunities for all students to use all language modes - a balanced programme which will allow the emphasis on each mode to vary according to the changing needs of students

emphasise co-operation between students and teachers in planning and evaluating a wide range of activities that arise from and extend the student's own experience

help the students to reflect upon and understand language and how it works and the means by which they are becoming more proficient in its use

encourage students to consider their own use of language and that of others

provide many opportunities for using and responding to language sensitively and imaginatively

allow many opportunities for students to refine their intellectual, emotional and imaginative responses to new ideas and experiences

promote, throughout the school, a unified approach to the learning of language so that its purpose and direction are apparent to the students

ensure a continuity with the language programmes undertaken in primary and intermediate schools and in Forms 6 and 7.

# Language Modes

There are a number of different ways of linking the modes. On pp. 23-25, they are linked in production and reception pairs. It is also possible to link them in related activities, for example, speaking and moving as in drama, and writing and shaping as in concrete poetry.

The eight modes must be seen as a means by which students gain command of language. Proficiency in any one mode should not be regarded as an end in itself. While the modes are convenient ways of thinking about different aspects of language and of providing a variety of activities, they should be seen as inter-related ways by which students can explore the possibilities of language and develop competence in using it in a wide range of situations.

The following lists suggest some situations, activities and contexts that would be useful in providing experience in the different language modes.

## LISTENING AND SPEAKING

Engaging in conversation, dialogue, talks, group or panel discussions, arguments, explanations, debates, seminars.....

Listening to and producing commentaries, anecdotes, speeches, instructions, announcements, news bulletins, directions, lectures, sermons, oratory, propaganda, advertisements.....

Listening to and telling or reading stories, poems, plays.....

Listening to and talking about sound tracks, singing, chants, folk music, pop music, rhythms, sound pictures, mood music, natural sounds, jazz.....

Listening sensitively to others, expressing feelings and meeting social needs.

# Language modes

## READING AND WRITING

stories  
poems  
plays  
novels

text books  
directories  
instructions  
explanations  
dictionaries  
study notes

scripts  
dialogues  
newspapers  
magazines  
comics  
advertisements

diaries  
essays  
directions  
regulations  
reports  
memos  
telegrams  
official forms  
letters

recipes  
timetables  
signs  
charts  
graphs  
maps  
diagrams

## WATCHING AND MOVING

Developing an appreciation of the dramatic power of movement

Developing the ability to communicate through movement

Becoming aware of and using gesture, movements, facial expressions, posture, grouping

Watching and participating in plays, creative drama, mime, improvisations, movement, conversations, role-playing, interviews

## VIEWING AND SHAPING

Observing and using visual effects such as colour, shape, texture, typography, focus, juxtaposition, sequence, angle and duration of shot, spatial relationships.....

Developing an appreciation of the use of visual effects by viewing and producing films, television programmes, videotapes, posters, slides, photographs, paintings, comics, cartoons, signs, charts, collages, models, dioramas, crosswords.....

# Evaluation

## PURPOSES

EVALUATION is an essential part of the teaching-learning process. It should be based on the language aims and undertaken for the benefit of:

- |          |   |
|----------|---|
| students | to show appreciation of and concern for their work<br>to identify their strengths and weaknesses<br>to measure changes in their achievements<br>to assess changes in their interests and attitudes<br>to help them to recognise the present value and future usefulness of their learning<br>to help them to realise the directions that learning might take.   |
| teachers | to help them, with their students, to plan and modify programmes and methods so that these allow for individual student development<br><br>to determine the balance of the language programme in relation to the students' needs<br>to check the consistency of the programme with the language aims<br>to assess the effectiveness of teaching methods<br><br>to provide a basis, both objective and subjective, for reporting students' achievements. |

REPORTING\* should reflect the purposes of evaluation. It is for the benefit of students, parents, teachers and interested members of the community. In order to communicate the nature of the individual student's development in language, reporting should

- be understood by all
- be the result of continuing assessments
- show a wide range of the student's language achievements
- comprise a number of useful and constructive statements.

\*This can be in written or oral form.

## ASSESSMENT OF LANGUAGE GROWTH

### THE SINGLE MARK OR GRADE

The mastery of language is a complex combination of cultural and social learning, and performance in various language modes depends on different bases of experience and different skills. A single mark or grade therefore is of little value. It disguises individual growth within the different language modes and cannot effectively represent total language achievement. If it relates to a written examination only, it provides a limited assessment of a narrow range of reading and writing skills.

### PURPOSE AND AUDIENCE

The appropriateness and effectiveness of language can be judged only in relation to the purpose for which it is used and the audience for whom it is intended. Any assessment should include not only the student's proficiency at the time, but also an indication of his potential achievement. Comprehensive assessment of students' speaking and writing abilities must be based on a wide range of samples from different situations. A formal, external examination provides, in effect, only one audience - the examiner - and one purpose, demonstrating the ability to respond to the examiner's demands.

### GROWTH IN LANGUAGE

Because students' linguistic responses to an increasing range of experience are often varied and sometimes slow, and because they relate closely to their experience outside the school, growth in language can be reliably assessed only over a considerable period. Recent research findings\* suggest that sometimes there is little or no measurable growth over a considerable period.

*\*Loban, Walter, "Language Development: Kindergarten Through Grade Twelve", National Council of Teachers of English, Illinois, 1976.*

# Evaluation

## OBJECTIVE ASSESSMENT

Some aspects of language, such as knowledge of conventional spelling and punctuation, can be assessed objectively. Other aspects, such as reading and listening comprehension, can also be partially assessed by the use of standardised tests. These are based however only on the agreed subjective judgements of test designers, not on any absolute criteria.

Many aspects of language, such as speaking and writing, can often be assessed only by the subjective response of a listener or reader. Procedures which can improve both the validity and the reliability of these assessments are the use of rapid-impression marking and the use of multiple marking associated with the precise defining of the language skills involved.

Many ways of assessing students' language development may be considered

- the keeping of logs, folders, and tapes of work produced for comment
- records of teacher-student conferences about the work
- careful and continued observation and comment by the teacher and other students on activities such as role-playing, group discussion, making collages and sound pictures

- formal as well as informal tests

- assessment, by an audience, of class plays, debates and similar activities.

Self evaluation by students should be encouraged wherever appropriate.

The co-operation of teacher and students in setting goals and in determining the criteria for assessment is an important aspect of evaluation.

The above methods of evaluation are related to the language aims and reflect the wide range of purposes for which language is used.

# Historical Background

## GUIDELINES FOR REVISION

In August 1969, a group of teachers of English was invited by the Department of Education to meet at Lopdell House in Auckland, to consider the existing syllabus - unchanged since 1944. Their report, *English Syllabus, Forms 3-5: Guidelines for Revision*, listed weaknesses in the existing syllabus, commented on its form of presentation, and noted serious omissions and questionable assumptions.

Although the Guidelines report did not advocate a highly prescriptive or restrictive statement, it suggested a clearer declaration of objectives, and the provision of more detailed suggestions on suitable activities, topics and methods. It emphasised the need for national guidelines, and for a handbook that translated theory into practice.

The National English Syllabus Committee, which was established by the Minister of Education in 1970 on the recommendation of the Lopdell House meeting, was given the following responsibilities

- to revise the English syllabus for Forms 3-5

- to begin work on the preparation of a handbook of practical suggestions

- to revise the prescription for English in the School Certificate examination.

## Historical background

The Committee took the following points from the *Guidelines* report as a basis for developing the *Statement of Aims*

- 1 the dissatisfaction expressed by many teachers with the 1944 syllabus
- 2 a growing belief among teachers, students, and the community at large, that many traditional aspects of the 1944 syllabus do not satisfy the personal and social needs of the students
- 3 a greater acceptance of the idea that education should be centred on the student rather than on the subject matter
- 4 a change in ideas, based on recent research, about the nature of the teaching and learning processes
- 5 advances in knowledge of the nature of language and its importance to personal growth, brought about by research in educational psychology and linguistics
- 6 the need for an increased emphasis on creative work
- 7 acceptance of the fact that there are different registers of language appropriate to different situations, and that there is no one "correct" form.

## THE THOMAS REPORT

The report of the committee appointed by the Minister of Education in 1942, *The Post-Primary School Curriculum* (The Thomas Report), made recommendations about English teaching which have continued to find support both in the judgements of teachers and from research studies. Linguistic and educational research over the last ten years has, however, meant that some of its suggestions needed to be re-thought.

New findings\* on the relationship between personal and impersonal writing have led to the questioning of such statements as "Those who wish to do so should be allowed to try their hand at imaginative writing....." (p.20). Recent work on the nature of spoken language reveals the limiting view of the section entitled *Oral Work* (pp.23-24). Similarly, the purpose of written exercises, as stated on page 24, can now be seen as revealing a rather narrow understanding of the place of writing in the total language programme. In addition, the influence of the mass media in our society could not have been taken into account at the time the report was written.

The Thomas Report included a section called *Syllabus*, with its separate headings such as *oral work, written exercises, grammar, dramatic work, vocabulary exercises* and *reading*. This and the external, written examination had a prescriptive effect on the teaching of English.

\*Refer to "Resource Book" - Research bibliography

# The National English Syllabus Committee

The Committee has comprised representatives of:

the New Zealand Post-Primary Teachers Association

the Association of the Heads of Independent Secondary Schools

the New Zealand Education Institute

the Department of Education

The following people have served on the Committee at various times since its inception in 1970.

Russell Aitken  
Cath Arscott  
Graeme Botting  
Bob Bruce  
Peter Bull  
Kath Cherney  
Enid Christie  
John Fletcher  
Peter Goddard  
Peter Goodwin  
Gae Griffiths  
Sue Harlen

Joan Holland  
Garry Jeffery  
Gordon McDonald  
Harvey McQueen  
Roger Mainwaring  
Ron Martin  
Noel Matheson  
Des Morrison  
Corallyn Newman  
Anne O'Rourke  
John Osborn  
Ed Palmer

Charmaine Pountney  
Peter Quin  
David Rathbone  
Graham Robinson  
Leila Reece  
Harry Reeves  
Jim Ross  
John Ryan  
Karen Sewell  
Graham Taylor  
Peter Timmins  
John Wehipeihana

The Department of Education gratefully acknowledges the contribution made to this process of revision by the many teachers who responded to the questionnaires and who evaluated units of work sent out during the five-year trial period. It also recognises the invaluable assistance given by the teachers who attended in-service courses on the teaching of English in Forms 3-5 during the same period.

T.O.A. 10-3-4-2

TRANSVAAL EDUCATION DEPARTMENT  
 SYLLABUS EVALUATION PROJECT IN ENGLISH FIRST LANGUAGE (HIGHER  
 GRADE)

PROPOSED SYLLABUS FOR STANDARDS 8, 9 AND 10  
 (English First Language, Higher Grade)

INCORPORATING

THE CLASSROOM EXPERIENCE OF THE MEMBERS OF THE WORKING  
 GROUP AND THE RECOMMENDATIONS OF MEMBERS OF THE  
 WORKING COMMITTEE

FEBRUARY 1980

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## 1. INTRODUCTION

The syllabus has been set out in terms of the four modes: Listening, Reading, Speaking and Writing. All these have intrinsic value as personal experience for the pupil.

A listing of aims, activities and skills such as a syllabus provides cannot effectively suggest the sort of integrated experience that is desirable in the teaching of English.

Integration is achieved in the process of teaching by ensuring that lessons, or series of lessons, whatever the topic, involve the pupils in a range of learning experiences - talking, listening, writing, reading, perceptual or motor activity, and, above all, thinking.

Teaching must never become mechanical. Teachers should be very clear as to how the subject of each lesson contributes to the linguistic and personal growth mentioned in the general as well as the specific aims of this syllabus.

The teacher should not expect pupils to practise particular skills in their speech and writing until enough examples of those skills have been introduced and discussed in class.

In each of the tables given on pages 5 to 13 the minimal syllabus requirements for each of Standards 8, 9 and 10 are set out under "Aims" and "Syllabus Content". Obviously there can be no watertight division: items listed under Std 9 or 10 may well require discussion in Std 8, and it will be up to the teacher to decide how much time and attention should be given to each.

The "Suggestions" appended to Tables 1 to 5 list materials and activities which teachers may find helpful: they are not part of the syllabus.

A systematised use of Libraries, Media or Resource centres is important.

## 2. GENERAL AIMS

To instruct and to delight.

To promote the pupils' intellectual, emotional, cultural and social development by improving and extending their understanding, command and appreciation of English.

Growth in all these respects is the end of education as a whole, but the relationship between skill in language and personal development is a unique one.

## 3. SPECIFIC AIMS

The specific aims set for each of the four modes of activity should all have been realised at the end of the standard ten year.

### 3.1 FORMAL LANGUAGE SKILLS

The aim of the syllabus cannot be realized unless the pupil is made aware of how language works. Pupils will

be expected to become more fully familiar with the parts of speech as well as with other basic terms pertaining to grammar and syntax. This understanding must not be regarded as an end in itself: in mastering the skills of reading, listening, speaking and writing, the pupil will constantly be applying what he has learnt, for example, in identifying and remedying faults of expression and in describing qualities of language and style.

### 3.2 THE RECEPTIVE MODES: AIMS

To extend and refine the pupils' ability to assimilate accurately, with intelligence and with their full sensibility, what they hear, read and see.

#### 3.2.1 DEVELOPING THE POWER OF PERCEIVING

To develop the pupils' capacity to observe, discriminate, see relationships and order their perceptions of the world around them.

#### 3.2.2 DEVELOPING COMPREHENSION OF THE SPOKEN AND WRITTEN LANGUAGE

Among the most important uses of language are exposition, persuasion and imaginative expression. In each of these modes it is extremely important to develop the pupils' capacity to recognise the main intention or import of a particular piece of speech or writing, and to be receptive to its details.

#### 3.2.3 DEVELOPING RESPONSIVENESS TO LITERATURE

To develop the pupils' capacity

- . to take possession of what is read (comprehension of the work in its own terms is primary)
- . to relate what is read to their own experience
- . to enjoy a variety of literary forms and modes
- . to read widely on their own for pleasure
- . to respond sensitively and intelligently to the texture of a writer's language, especially to the use of metaphor, the connotations of words as these are controlled by the context, and to important stylistic features such as the use of imagery and rhythm
- . to be sensitive to feeling, tone and the use of irony
- . to become critically aware of what makes for the quality of a piece of writing.

#### 3.2.4 DEVELOPING AWARENESS OF THE WAYS IN WHICH THE CULTURAL ENVIRONMENT INFLUENCES PEOPLE

This includes developing a judicious responsiveness

to newspapers and magazines, and also to communications in other media, such as radio, television and film, and to advertising.

### 3.3 THE COMMUNICATIVE MODES: AIMS

To extend and refine the pupils' ability to convey their perceptions, sensations, experiences and thoughts in speech and writing.

#### 3.3.1 DEVELOPING ORAL COMMUNICATION

To develop the pupils' capacity

- . to achieve confidence in delivering a set or informal speech to a group
- . to convey ideas and attitudes clearly and coherently in open discussion
- . to recount experience compellingly in speech.

#### 3.3.2 DEVELOPING WRITTEN COMMUNICATION

To develop the pupils' capacity

- . to produce a clear and orderly exposition of ideas, information or attitudes
- . to produce a forceful and well-substantiated argument
- . to render actual or imagined experience vividly in words
- . to produce written communication appropriate to its nature, purpose and intended audience
- . to achieve an adequate standard of correctness.

### 3.4 THINKING

Common to all linguistic activity is "thinking". Hence the continual need to extend and refine the pupils' ability to assess what has been assimilated on a basis of reasoned thought and in relation to their own ideas, feelings, and values.

#### 3.4.1 DEVELOPING THINKING

To develop the pupils' capacity

- . to order their thoughts in a coherent and methodical way
- . to pursue convergent and divergent thinking
- . to engage in logical argument and debate, and be aware of some of the pitfalls in thinking.

To provide opportunities for new intuitions and the release of creative insights.

3.4.2 DEVELOPING SELF-AWARENESS

To develop the pupils' capacity to observe, explore and discuss states of mind, emotional reactions, and moral values, in the context of personal experience and reading.

SYLLABUS REQUIREMENTS

STD 8

STD 9

STD 10

1. AIMS

See Item 3.1 on page 1

2. SYLLABUS CONTENT

2.1 Attention should be given to spelling, the use of the apostrophe, and punctuation →

2.2 Syntax:

The pupils must be acquainted with the following forms of grammatical terminology:

the parts of speech, subject, predicate and object; concord, passive voice, indirect speech, tenses; paragraphing →

NOTE: Once pupils have mastered the necessary terms and usages, practice in developing language skills should be based on materials and integrated with activities listed under the syllabus requirements for the four major receptive and communicative modes. (Tables 2 - 5). Suggestions as to how language study can be applied in the acquisition and consolidation of the basic skills, will be found appended to the relevant tables.

and finite and transitive verbs; phrases and clauses; sentence construction (simple, compound and complex sentences).

SUGGESTIONS

Pupils should be made aware of the relationship between the structure of language and its effect, e.g., how

• adjective, nouns and verbs contribute to establish tone →

• direct speech suggests immediacy and depicts character →

and how punctuation, paragraph and sentence length, and the use of conjunctions determine the style of a passage.

and how the use of passive voice, or the third person distances material and suggests impersonality or formality..

5. TABLE 2 : MODE OF ACTIVITY : LISTENING, THE FIRST RECEPTIVE MODE  
SYLLABUS REQUIREMENTS

STD 8	STD 9	STD 10
<p>1. AIMS (See also item 3.2 on pages 2 and 3) The pupils must be trained in listening by developing their ability to</p> <ul style="list-style-type: none"> <li>1.1 be courteous in listening</li> <li>1.2 listen to and carry out oral instructions</li> <li>1.3 grasp the crucial intention or main import of what they have heard</li> <li>1.4 respond sensitively and perceptively to mood or to feeling and to the quality of what is heard</li> </ul>	<p>and to tone</p> <p>1.5 grasp the general outline of an exposition and be receptive to its details.</p>	<p>and to form, irony</p>
<p>2. SYLLABUS CONTENT Listening skills : The pupils must have practice in listening to</p> <ul style="list-style-type: none"> <li>2.1 Instructions, explanations, requests, summaries, radio plays, newsbroadcasts</li> <li>2.2 Narratives and descriptions in prose and poetry</li> </ul>	<p>and reports, radio magazine programmes, commercials</p> <p>and also prose and poetry of a reflective/discursive type</p>	<p>and reviews, drama, speeches panel discussions, interviews, commercials.</p>

STD 8	SUGGESTIONS	STD 9	STD 10
<ul style="list-style-type: none"> <li>1. The aims can in part be achieved by paying attention to note-taking and précis writing, with emphasis on the recognition of key-words</li> <li>2. The effectiveness of the communication can be determined by some of the following:               <ul style="list-style-type: none"> <li>2.1 Voice quality, pace, clarity</li> <li>2.2 Body language, comprising facial expression, gesture, dress, movement, stance.</li> </ul> </li> </ul>	<p>and theme sentences, and to paraphrase.</p>		<p>7/.....</p>

SYLLABUS REQUIREMENTS

STD 8

STD 9

STD 10

1. AIMS (See also item 3.2 on pages 2 and 3)

1.1 Pupils must be trained to develop or extend their skill in the following activities:

1.1.1 The PRE-READING of works of fiction (including literature) and non-fiction; of brochures, magazines, journals and newspapers to familiarise the reader with the format, layout and general contents of a publication.

1.1.2 The SCANNING of telephone directories, dictionaries, advertisements, catalogues and reference material to find specific information.

1.1.4 ATTENTIVE READING directed to the following activities:

analysis of plot, statement of theme, statement of main ideas, précis, summary, analysis of mood

1.1.5 Reading aloud to a variety of audiences, increasing reading speed, word attack skills, phrasing

1.1.6 Silent reading with enjoyment, stimulating a desire to read more widely, should be encouraged.

1.2 The pupils' ability to read with discrimination, understanding and appreciation should be developed.

—————→

—————→

1.1.3 The SKIMMING of articles, news reports, chapters to gain the gist of a piece of writing.

and analysis of structure, analysis of major conflict and its resolution, paraphrase, analysis of tone

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and analysis of stylistic devices

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—————→

STD 8

STD 9

STD 10

## 2. SYLLABUS CONTENT

The following should be dealt with in the course of the year's study: (These sources comprise prescribed works, other works of literature, popular reading, newspapers, magazines, television, cinema.)

2.1 PROSE, which must include fable, short story, novel, biography →

2.2 DRAMA, which must include tragedy or comedy →

2.3 POETRY, with particular attention to: narrative, dramatic →

2.4 VISUAL MATERIAL, which must include film, photographs (this material to be used as a stimulus for writing) →

## 3. PRESCRIBED WORKS (Please consult the Appendix)

3.1 In Std 8 the school shall prescribe internally at least 5 books of literary merit and one film, to represent each of the categories 2.1 to 2.4 above.

Teachers should ensure that their internal selection of prescribed reading provides their pupils with a representative and balanced reading course.

allegory, essay, a work of non-fiction, advertisements →

comedy or tragedy →

lyrical, reflective →

drawings, cartoons, diagrams.

3.2 In Std 9, in addition to Departmentally prescribed works, the school shall prescribe at least 3 other books of literary merit and one film, so that each of the categories 2.1 to 2.4 above is represented, as well as 800 lines of verse.

Teachers should ensure that their internal selection of prescribed reading supplements the Departmental prescription to provide their pupils with a representative and balanced reading course in each standard. Some of the genres, such as the novel, prescribed for Std 8, e.g., are certainly to be studied again in Std 9 or 10.

article, review, written compositions by other pupils, legal documents.

satirical, humorous verse.

3.3 In Std 10, in addition to the Departmentally prescribed books and film, the school shall prescribe at least two other books of literary merit so that each of the categories 2.1 to 2.4 is represented.

SUGGESTIONS

STD 8

STD 9

STD 10

1. Qualities or aspects of writing which might be considered include:

1.1 INTENTION

Pupils are to consider whether the writer intended to persuade, entertain, inform or enlighten his reader; whether to explore his own responses, or to extend the awareness of his reader.

1.2 STYLE

An appreciation of style involves a response to the writer's vocabulary, to the use of figurative language (particularly of metaphor) and literal language; the writer's mood (his attitude to his subject) →

and to the denotation and connotation of words, emotive language, the writer's tone (his attitude to his audience) →

and diction, lucidity, syntax (including characteristic linguistic features or sentence structures).

TABLE 3 : MODE-OF ACTIVITY : READING, THE SECOND RECEPTIVE MODE

STD 8

STD 9

STD 10

<p>1.3 LITERARY ASPECTS to be considered are structure, story, plot, event, change of fortune, parallel movement in plot, setting and detail →</p>	<p>and thematic and symbolic meaning, the significance of character, image →</p>	<p>and point of view.</p>
<p>1.4 VISUAL MATERIAL is to be considered in terms of theme and context, the use of colour and space, and editing in film →</p>	<p>and the composition of the material, i.e. aspects of photography.</p>	<p>→</p>
<p>2. Attentive Reading will involve some consideration of the following:</p>		
<p>Formal elements and logical order: cause and result; question and answer →</p>	<p>and opinion and reason; problem and solution →</p>	<p>and irony; hypothesis and proof; case and counter-case</p>
<p>Function of specific paragraphs in whole passage →</p>	<p>and structure of paragraph: topic sentence →</p>	<p>and assertion; illustration; hypothesis; conclusion.</p>
<p>Language usage and punctuation: What makes sentences effective? →</p>	<p>and characteristic speech by characters →</p>	<p>and co-ordination and subordination; formal repetition.</p>
<p>Rhetorical patterns: sequence of events, figurative language →</p>	<p>and logical sequence of ideas →</p>	<p>and devices of style.</p>

SYLLABUS REQUIREMENTS

STD 8

STD 9

STD 10

1. AIMS (See also item 3.3 on page 3.)

- 1.1 To encourage pupils to speak fluently, clearly and with ease to a variety of audiences comprising both small and large groups, and individuals.
- 1.2 To provide speech situations which will help pupils to acquire poise and confidence.
- 1.3 To give pupils the opportunity to speak expressively and personally.
- 1.4 To develop in pupils the ability to convey to others their ideas and attitudes clearly and coherently in open discussion and set speech.

- 1.5 To train pupils to think logically
- 1.6 To make pupils aware of the social aspects and the functions of spoken English.

2. SYLLABUS CONTENT

2.1 Pupils should be trained to develop their skill in the following types of speech: \_\_\_\_\_

2.1.1 Expressive personal language, in which pupils explore their responses, ideas and information; the reading or speaking of appropriate drama and poetry.

2.1.2 Transactional speech, which includes the following two main categories:

2.1.2.1 Informational speech, the purpose of which is to record, report, narrate \_\_\_\_\_

2.1.2.2 Conative speech, the purpose of which is to regulate (commands, requests) \_\_\_\_\_

and in addressing a variety of audiences \_\_\_\_\_

and to generalise, speculate, theorise. \_\_\_\_\_

and to persuade. \_\_\_\_\_

2.2 Classroom Drama

This includes mime, choral productions, microphone speaking \_\_\_\_\_

and improvised classroom drama \_\_\_\_\_

and dramatised readings. \_\_\_\_\_

SUGGESTIONS

STD 8

STD 9

STD 10

The qualities of effective speech listed below are, in part, contained in the corresponding column on the preceding Listening Table. It is suggested that pupils be introduced to these concepts in the course of their listening activities, before practising them in their own speaking exercises. (This section could also serve as a guide to teachers in their assessment of the pupil's speech).

The effectiveness of speech is determined by the three aspects listed below, as well as by the degree to which a speaker blends these skills: (There should be a progressive emphasis on this interrelationship.)

1. Its appropriateness to intention in terms of style, which, in turn, is determined by the speaker's vocabulary, idiomatic competence, →
2. Voice control, which is dependent on pronunciation, on clear enunciation and articulation, and on phrasing, →
3. Body language, which comprises facial expression, gesture, movement, stance and dress. →

and by his deployment of figurative language and imagery →

quality of voice, audibility, pace, variation of tone and emphasis. →

and by the speaker's diction, and his control of syntax. →



STD 8

STD 9

STD 10

<p>2.1.2 Persuasion</p> <ul style="list-style-type: none"> <li>. arguing a point →</li> </ul> <p>Skills of persuasion, e.g.</p> <ul style="list-style-type: none"> <li>. appeals to expertise, authority, popularity</li> <li>. trading on fears and desires →</li> </ul>	<p>→</p>	<p>and exercising emotional pressure on the reader</p>
<p>2.1.3 Imaginative expression</p> <p>describing something, telling a story or recounting experience in such a way as to express feelings →</p> <p>Skills of imaginative expression</p> <ul style="list-style-type: none"> <li>. ability to achieve vividness and concreteness</li> <li>the use of metaphor and images;</li> <li>. some attempt should be made to write verse →</li> </ul>	<p>. logical reasoning, awareness of some of the main fallacies in thinking (e.g. all or some), use and abuse of emotive language</p> <p>and desires →</p> <p>ability to handle structural devices such as suspense and climax →</p>	<p>→</p> <p>and an insight into experience</p> <p>→</p> <p>and varying of sentence structure</p>
<p>2.2 Pupils must have practice in:</p> <p>2.2.1 Addressing a variety of readers:</p> <ul style="list-style-type: none"> <li>. pupil to peers</li> <li>. pupil to general audience</li> <li>. pupil to teacher as examiner →</li> </ul>	<p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>. pupil to self</li> <li>. pupil to teacher (professional relationship)</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p>2.2.2 Spelling, punctuation, the construction of sentences and paragraphs →</p>	<p>and complex and compound sentences.</p> <p>→</p>	<p>→</p>

STD 8	STD 9	STD 10
<p>2.2.3 The writing of verse and letters, diaries, reports, instructions, notes (and expansion of notes), summaries, précis, playlets, reviews; objective descriptions, and the filling-in of forms and questionnaires →</p>	<p>and paraphrase, analysis (based on the interpretation of tables, diagrams, figures) →</p>	<p>and minutes, memoranda, articles, commentaries.</p>
<p style="text-align: center;">SUGGESTIONS</p> <p style="text-align: center;">STD 8</p> <p>THE QUALITIES OF EFFECTIVE WRITING</p> <p>The qualities of effective writing listed below are, in part, contained in the corresponding column in the Reading Table. It is suggested that pupils be introduced to these concepts in the course of their reading activities, before practising them in their own writing exercises.</p> <p>Good writing is dependent on a writer's ability to control style, which is governed by its subject, its purpose and audience →</p> <p>1. INTENTION</p> <p>The pupil-writer should be conscious of whether he intends persuading, entertaining or informing/enlightening his audience; whether he is writing to explore his own responses, and/or to extend awareness in others.</p> <p>2. STYLE</p> <p>The pupil-writer should be aware of the following elements of style: vocabulary, punctuation, the use of literal and figurative language →</p> <p>3. LITERARY ASPECTS which should be considered by the writer in planning his writing are: structure, story, plot, event and setting →</p>	<p style="text-align: center;">STD 9</p> <p>and by the writer's ability to control tone.</p> <p>the denotation and connotation of words, emotive language, paragraphing →</p> <p>thematic and symbolic meaning, the significance of character, image →</p>	<p style="text-align: center;">STD 10</p> <p>diction, lucidity, syntax, including variation of sentence structure</p> <p>point of view.</p>

10. EXAMINING

10.1 STANDARDS 8&9 (HG)

10.1.1 Record Mark Ratio of Marks

Year mark, composed at the discretion of the school, but including at least 10 marks for oral work, which must include reading. The year mark may include marks awarded for a portfolio of the pupils' own writing, evaluated and collected in the course of the year: 100

10.1.2 End-of-year examination marks

10.1.2.1 INTEGRATED PAPER I  
(1½ to 2 hours) 40

10.1.2.2 INTEGRATED PAPER II  
(1½ to 2 hours) 40

A question or questions on poetry and on at least two of the internally prescribed books or on one of the books and a film must be included in one of the papers, but can be included in both.

Film screening time is not to be included in the examination time.

10.1.2.3 Examination: listening 10

10.1.2.4 Examination: speaking 10 20

10.1.3 Promotion mark 200

10.2 STANDARD 10

10.2.1 Record Mark

Oral, record mark, to include reading 30

Oral, examination mark, to include listening and speaking 60

Written record mark, which may include marks awarded for a portfolio of the pupils' own writing, evaluated and collected in the course of the year 170 260

10.2.2 End-of-year examination marks

		Ratio of marks	
10.2.2.1	Integrated Paper I (2 hours)	100	
10.2.2.2	Integrated Paper II (2 hours)	100	
	NOTE: A question, or ques- tions, on at least one of the prescribed works will be included in each of these papers.		
10.2.2.3	Integrated Paper III (3 hours)	<u>140</u>	<u>340</u>
	NOTE: A question, or questions, involving at least one of the modes of writing pre- scribed in the syllabus, and questions on film study, will be included in this paper.		
10.2.3	Promotion mark (subject to final adjust- ment by the TED)		600
	NOTE: Comprehension, language work and other aspects of the Std 10 syllabus will directly or in- directly be tested in all three papers. In the course of the examination, questions will be set on all the Departmentally prescribed works.		
	In the assessment of all passages of sustained writing (of a para- graph or longer), faulty grammar or idiom will be heavily penalised as the ability to write accep- table English is paramount.		

## APPENDIX

### CRITERIA FOR THE SELECTION OF INTERNALLY PRESCRIBED BOOKS IN SCHOOLS

#### 1. INTRODUCTION

The purpose of this appendix is to assist schools in the selection of more consistently good and suitable works for internal prescription. The criteria for selection have, for convenience, been arranged under the headings "Academic", "Educational", "Social" and "Practical". Obviously all these factors have to be taken into account: a book may be "academically" sound but have to be rejected on "educational" grounds, and one that may be acceptable on both these counts cannot be prescribed if, for instance, it is available only in a de luxe edition. Obviously, too, very few books would meet all the criteria listed under each heading; however, a teacher who has made his selection in the light of these norms, can be reasonably certain that his choice is in accordance with the aims of the syllabus and that he is offering his pupils books which will prove enriching and a source of delight.

#### 2. ACADEMIC CRITERIA

These criteria are concerned with the literary merit of the prescribed reading.

- 2.1 The language and style should be examples of good writing for its time and of its type.
- 2.2 The language should be apt, or appropriate to the theme or topic.
- 2.3 Content, theme and ideas should be worthy of study.
- 2.4 The reputation of the work should be such that it merits study.

#### 3. EDUCATIONAL CRITERIA

- 3.1 The selection should accord with the general aims of this syllabus, and should meet its specific aims and requirements with regard to
  - 3.1.1 the genres to be studied
  - 3.1.2 the number of books to be prescribed
  - 3.1.3 examination requirements.
- 3.2 Selections should be balanced and show a meaningful correlation,
  - 3.2.1 EXTERNALLY, by promoting a useful progression of reading from the primary school level up to matric, and
  - 3.2.2 INTERNALLY, to ensure a progressive programme to cater for various levels of ability and interest, and to achieve a balance within each year of work in relation to subject matter or theme, level of difficulty and genre.

- 3.3 The work should prepare the pupil for the world which he is growing into; it should afford a vicarious experience that contributes to his becoming adult.
- 3.4 Form, structure and technique should not be too complex for the age group concerned.
- 3.5 The work should meet the intellectual and emotional needs of the pupil at this stage of his development.
- 3.6 The work should appeal to the pupil and provide him with enjoyment.
- 3.7 The language and style of the work should provide the pupil with examples of good writing.
- 3.8 The work should lend itself to successful teaching and learning.
- 3.9 The work should be amenable to examination at the required level.

#### 4. SOCIAL CRITERIA

The work should not offend social norms and the norms of acceptability and decency.

#### 5. PRACTICAL CRITERIA

- 5.1 The best available works should be selected in terms of the above criteria, without undue interference on extra-academic or extra-educational grounds. The following considerations should, however, be borne in mind:
  - . price, binding, type of print and paper, length;
  - . administrative requirements and selection procedures.

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2½ hours

SENIOR CERTIFICATE

ENGLISH FIRST LANGUAGE HIGHER GRADE

(SECOND PAPER)

1980

ADMINISTRATION OF COLOURED AFFAIRS

SENIOR CERTIFICATE EXAMINATION

ENGLISH FIRST LANGUAGE HIGHER GRADE

(SECOND PAPER)

Answer all questions.

Above each answer write the correct number of the question.

Candidates are reminded that marks will be deducted for bad English usage and slovenly presentation.

1. Read the following passage carefully and answer the questions set on it:

It was in a Surrey churchyard on a grey, damp afternoon - all very solitary and quiet with no alien spectators and only a very few mourners; and no desolating sense of loss, although a very true and kindly friend was passing from us. A football match was in progress in a field adjoining the churchyard, and I wondered, as I stood by the grave, if, were I the schoolmaster, I would stop the game just for a few minutes during which a body was committed to the earth; and I decided that I would not. In the midst of death we are in life just as in the midst of life we are in death; it is all as it should be in this bizarre, jostling world. And he whom we had come to bury would have been the first to wish the boys to go on with their sport.

He was an old scholar - not so very old, either - whom I had known for some five years, and had many a long walk with: a short and sturdy Irish gentlemen, with a large, genial grey head stored with odd lore and the best literature; and the heart of a child. I never knew a man of so transparent a character. He showed you

all his thoughts: as some one once said, his brain was like a beehive under glass - you could watch all its workings. And the honey in it! To walk with him at any season of the year was to be reminded or newly told of the best that the English poets have said on all the phenomena of wood and hedgerow, meadow and sky. He had the more lyrical passages of Shakespeare at his tongue's end, and he had read everything that has the true rapturous note, and had forgotten none of its spirit.

His life was divided between his books, his friends, and long walks. A solitary man, he worked at all hours without much method, and probably courted his fatal illness in this way. To his own name there is not much to show; but such was his liberality that he was continually helping others, and the fruits of his erudition are widely scattered, and have gone to increase many a comparative stranger's reputation. His own magnum opus he left unfinished; he had worked at it for years, until to his friends it had come to be something of a joke. But though still shapeless, it was a great feast, as the world, I hope, will one day know. If, however, this treasure does not reach the world, it will not be because its worth was insufficient, but because no one can be found to decipher the manuscript; for I may say incidentally that our old friend wrote the worst hand in London, and it was not an uncommon experience of his correspondents to carry his missives from one pair of eyes to another, seeking a clue; and I remember on one occasion two such inquirers meeting unexpectedly, and each simultaneously drawing a letter from his pocket and uttering the request that the other should put everything else on one side in order to solve the enigma.

Lack of method and a haphazard and unlimited generosity were not his only Irish qualities. He had a quick, chivalrous temper, too, and I remember the difficulty I once had in restraining him from leaping the counter of a small tobacconist's in Great Portland Street, to give the man a good dressing down for an imagined rudeness - not to himself, but to me. And there is more than one

bus conductor in London who has cause to remember this sturdy Quixotic passenger's championship of a poor woman to whom insufficient courtesy seemed to him to have been shown. Normally kindly and tolerant, his indignation on hearing of injustice was red hot. He burned at a story of meanness. It would haunt him all the evening. 'Can it really be true?' he would ask, and burst forth again to flame.

Abstemious himself in all things, save reading and writing and helping his friends and correspondents, he mixed excellent whisky punch, as he called it. He brought to this office all the concentration which he lacked in his literary labours. It was a ritual to him; nothing might be hurried or left undone, and the result, I might say, justified the means. His death reduces the number of such convivial alchemists to one only, and he is in Tasmania, and, so far as I am concerned, useless.

His avidity as a reader - his desire to master his subject - led to some charming eccentricities, as when, for a daily journey between Earl's Court Road and Addison Road stations, he would carry a heavy hand-bag filled with books, 'to read on the train'. This was no satire on the railway system, but pure zeal. He had indeed no satire in him; he spoke his mind and it was over.

from "A Funeral" by E.V. Lucas.

- (a) Why would the author allow the football match to continue?  
Give two reasons. (4)
- (b) The dead man had two main preoccupations. Without using the words in the passage, state them. (4)
- (c) What is a "magnum opus"? Why might it not reach the world? (4)
- (d) What were the nationality and occupation of the dead man? (4)
- (e) To what does the phrase "and the honey in it" refer? (4)
- (f) What is meant by a "convivial alchemist"? (4)

- (g) Explain why the heavy hand-bag was "no satire on the railway system". (4)
- (h) What is meant by "Quixotic"? What roused him to this state? (4)
- (i) Find words in the passage that have the same meaning as:
1. sparing, not self-indulgent
  2. grotesque, strange
  3. procedure
  4. merely by chance
  5. learning
  6. puzzle
  7. whimsicalities
  8. at the same time (8) /40/

2. In not more than 70 words make a précis of the following passage. Write down the number of words used. Cross out any rough drafts.

The eighteenth century produced a galaxy of essayists and here we should note a factor which so often determines the form literature shall take. Thus, the complex shape of a Shakespearean play, with its alternating intimate and crowd scenes, was prescribed by the peculiar architecture of the Elizabethan stage - with its balconies, alcoves, and platforms. In a similar way, the length and tone of that spate of Essays which appeared in the eighteenth century were determined by the swift contemporary development of the Press. It was the eighteenth-century periodical and newspaper which made the eighteenth-century Essay. By the end of that century there were sixty daily or weekly papers published in London. Most of them supplemented the news with an article of comment upon literature, manners or politics; some of them, like the famous Spectator, left the news to others and concentrated upon the job of criticism. In these periodicals, then, the Essay found a new scope; and such masters as Addison and Steele gave the Essay a new charter. Henceforth it was free to air any topic of public interest; and as the Press developed into the

many forms we know today, the Essay found many lengths and many levels for its business of comment and criticism. In our modern dailies, weeklies, monthlies or quarterlies we can find so many moods, themes, styles, and sizes of the Essay that we realize how broad any definition of that form must be nowadays.

It is an agreeable exercise to compare the varieties of the Essay during the eighteenth, nineteenth, and twentieth centuries. Addison, for instance: meticulous and elaborate. His paragraphing is a model of precision, the balance and antithesis of his sentences are as carefully contrived as a stonemason's or a carpenter's. His diction, again, is as formal as the costume of his day: never relapsing into a full-blooded colloquialism, never robust in its humour. Yet his is a style to be analysed and respected - absorbed and forgotten - by anyone who wishes to master the mechanics of good English. Goldsmith, too, can make sentences as elegant and correct as a peruke, but his favourite manner is more supple and coloured; and although he is as willing as Addison to comment on social behaviour, he does it less pontifically, more humanely. Addison does not 'receive' until he is dressed and powdered; Goldsmith will talk to you in his dressing-gown.

A Book of English Essays Edited by W.E. Williams - Introduction

/20/

3. (a) Explain the difference in meaning each of the following words would suggest to the persons indicated in brackets.

- |                 |                              |
|-----------------|------------------------------|
| (i) run         | (actor; sportsman)           |
| (ii) cell       | (scientist; monk)            |
| (iii) summit    | (politician; topographer)    |
| (iv) cataract   | (ophthalmologist; geologist) |
| (v) concentrate | (scholar; miner)             |

(20)

- (b) The following sentences contain examples of a cliché, euphemism, malapropism, neologism, slang, tautology, split infinitive or archaism. Write down the number of the sentence and then select the grammatical term applicable.
- (i) The boys did that just for kicks.
  - (ii) The guest speaker said it was a pleasure and privilege to be present.
  - (iii) I shall find it easy to simply ignore the child.
  - (iv) My cat was put to sleep.
  - (v) She has joined the jet-set and now neglects those at home. (10) /30/

4. (a) Give five verbs ending in -ate which are defined as follows:

- (i) to renounce all right to a throne.
- (ii) to protest strongly against.
- (iii) to make movements with the hands while speaking.
- (iv) to gain in value.
- (v) to cease to flow. (10)

- (b) Use FIVE of the following pairs of words in sentences to illustrate the difference in meaning.

discover/invent

liberty/freedom

verbal/oral

temporal/temporary

delightful/delicious

practise/practice

continual/continuous (15)

- (c) Rewrite the following emotive piece of prose as a purely factual report.

I was driving carefully along that impossibly narrow road when out of the blue that enormous black car came hurtling down a side street. The driver must have been out of his tiny mind not to stop there for everyone knows it is a death trap. My innocent little car was crushed in a vice-like grip as the black monster devoured it, flattened it, demolished it. (5) /30/

TOTAL: 120

ENGLISH FIRST LANGUAGE HG  
(THIRD PAPER)

23

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1982

DEPARTMENT OF EDUCATION  
CAPE OF GOOD HOPE

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SENIOR CERTIFICATE EXAMINATION

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*Write on the front cover of your answer-book, after the word "Subject"-*

ENGLISH FIRST LANGUAGE HIGHER GRADE  
(THIRD PAPER)

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This examination paper consists of 6 pages, plus  
a Supplement (stapled separately) containing the  
two Addenda and consisting of 5 pages.

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PLEASE TURN OVER

Time : Two and a half hours

Marks: 130

Answer ALL questions.

Start each question on a new page.

Above each answer write the correct number of the question.

Answer the questions in the order in which they appear on the question paper.

(Candidates are reminded that correct use of language and neatness in presentation will be to their advantage.)

### QUESTION 1

The following questions are based on ADDENDUM A. The passage is an adapted version of an article on the development of children's literature taken from *TIME* Magazine.

Read the passage carefully and then answer the questions below using, where possible, your own words:

1. The *title* of the passage uses the informal phrase 'kid lit'.
  - (a) Write down a more *formal* word from paragraph 4 (starts line 14) which means the same as this phrase. (2)
  - (b) Why do you think the author chose the phrase 'kid lit' rather than the word you have quoted? (2)
2. Read the *sub-title* of the passage carefully.
  - (a) Which section of the reading public, is the writer suggesting, *does* 'fake laughs and suppress yawns'? (1)
  - (b) What exactly does this mean? (2)
3. Why does the author begin paragraph 3 with the phrase 'Once upon a time' rather than, say, 'Some time in the past'? (2)
4. Identify and explain the *metaphor* at the beginning of paragraph 4. (3)
5.
  - (a) Why, according to the author, are so *many* manuscripts of children's literature submitted to publishers today? (2)
  - (b) How can one deduce from the passage that Harper and Row is one of the *leading* publishers today? (Give *two* reasons.) (4)
  - (c) What does Barbara Lucas mean by 'the knack of being able to go back to childhood, not just look back'? (lines 25-6) (2)
6. Explain how the sub-title of the book mentioned in paragraph 1 is typical of the type of children's literature described in paragraph 5. (2)

7. (a) Is the following statement TRUE or FALSE?  
*John Newberry (line 38) was one of the early American publishers.*
- (b) Quote from the text to support your answer. (3)
8. In line 50, the author speaks of 'the treacle that threatened to drown juvenile literature'.
- (a) Explain the metaphor. (4)
- (b) Which word in the *previous* paragraph does this metaphor recall? (1)
- (c) Why does the writer call the Alice books an *antidote* to the 'treacle'? (2)
9. (a) Explain the *meaning* of the following as used in the passage:
- (i) *intervening* (line 5) (2)
- (ii) *... the cult of childhood ... became endemic* (lines 43-4) (4)
- (b) Give a *synonym* for each of the following words as used in the passage:
- (i) *jubilation* (line 6)
- (ii) *liberated* (line 52) (2)
10. In the passage, the writer traces the changes in children's literature over the years in the following five periods:
1. 1700 - 1750
  2. 1750 - 1840
  3. 1840 - 1860
  4. 1860 - beginning of modern era
  5. Modern era
- (a) Below are a number of points from the passage mentioned in random order (which means that relationships between points are obviously not shown). Using these points, write a *numbered POINT-FORM summary* of the five periods mentioned above.
- Idealisation of childhood
  - Nonsense verse of Lewis Carroll
  - Sweet, sentimental stories

- Stories of disaster and early death
- Dickens's *The Old Curiosity Shop*
- Laughter re-introduced into children's literature
- Stories with *real* emotions demanded - hate, love, etc.
- Moral training conveyed through illustrated stories of animals and adventure
- Stories meant to teach moral lessons - threats of damnation
- Sentimentality in children's literature counteracted (12)

- (b) Now write a *PROSE-FORM summary* of 55 words of the contrast between children's literature in the age of Dickens and the modern age, indicating also what literary events led to the change which brought about this contrast. (Select the relevant points from the list above for your summary.) (8)

TOTAL: 60

### SECTION 2

*The questions that follow are based on the passages in ADDENDUM B:*

#### *PUNCTUATION*

The following questions are based on passages A and D:

1. (a) On two occasions Iris Vaughan (passage D) omits an *apostrophe* from a word.
  - (i) Write down each of these words, filling in the apostrophe each time. (2)
  - (ii) Explain why an apostrophe is necessary in each case. (2)
- (b) Why would Mark Twain (*Huckleberry Finn*) have been wrong if he had written 'could'nt' instead of 'couldn't' in passage A? (2)
2. Re-write the section of D(2) from 'He said Missie' to the end, correcting the punctuation and paragraphing. (6)
3. What punctuation mark should follow 'terribel' in line 1 of D(1)? (2)

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## SENTENCE STRUCTURE AND STYLE

The following questions are based on passages A, B and C:

4. (a) Passage A is written in the type of sentence structure which is *typical of the narrations of young children*. What is the nature of this sentence structure? (2)
- (b) This type of sentence structure is normally regarded as *stylistically unacceptable*.
- (i) On what grounds? (2)
- (ii) Re-write the second sentence of passage A, altering the sentence structure in any ways you feel would make it stylistically more acceptable. (3)
- (c) It can, on the other hand, be argued that the narrator of A *achieves a certain desired effect* by means of his sentence structure.
- (i) What is the effect he is trying to achieve? (2)
- (ii) Comment *briefly* on how the type of sentence structure helps to achieve this effect. (2)
5. (a) (i) Passage B is written in *simple sentences* only. Why do you think this has been done? (2)
- (ii) Why is this type of writing normally regarded as unacceptable? (2)
- (b) In Passage C, the writer is *deliberately* using only simple sentences to achieve a desired effect.
- (i) What is the effect he is trying to achieve? (2)
- (ii) How does the sentence structure contribute to this effect? (2)

/19/

## THE VERB

The questions which follow are based on passages A and D:

6. Each writer breaks the rule of *concord* which dictates that a verb must agree in number with its subject. (The writer of A breaks the rule once, the writer of D twice.)
- (a) Write down each of these three verbs and then give the correct version. (Indicate clearly which verb comes from which passage.) (3)
- (b) Explain *each* correction in terms of the rule of concord. (3)

PLEASE TURN OVER

7. (a) What is unusual about the *tense* (and meaning) of 'is hating' in D(1)? (2)
- (b) *Re-write* this verb cluster according to normal rules. (2)
- (c) Quote a *further example* of this unusual tense usage from D. (2)
8. It is normally accepted that one should maintain the *same tense* throughout a piece of narration. On the other hand, there are good reasons for not always doing so. Why, in D(2), does Iris Vaughan not do so? Refer briefly to the text to illustrate your answer. (4)

/16/

## STANDARD ENGLISH

The questions which follow are based on passages D and E:

9. Dialects differ from one another at the level of *vocabulary*.
- (a) Give
- (i) *two* words of Dutch/Afrikaans origin from D which do not exist in Standard English; (2)
- (ii) *two* words of Dutch/Afrikaans origin from E which do not exist in Standard English. (2)
- (b) Give *one* word *not* of Dutch/Afrikaans Origin from E which exists in South African English but not in Standard English. (1)
10. Dialects also differ from one another at the *grammatical level*.
- (a) (i) What is the Standard English equivalent of 'Come with' (in the second last paragraph of E)? (2)
- (ii) On what *grammatical grounds* is this phrase normally rejected? (2)
- (b) (i) Re-write the question 'Is it?' (4th last paragraph of E) in a formally more acceptable way. (2)
- (ii) Why is the original question regarded as unacceptable? (2)

/13/

## AMBIGUITY

The following questions are based on D(3), F and G:

11. In each of these, there is an occurrence of *ambiguity*.
- (a) Give the *two possible meanings* in each case. (6)
- (b) Explain the *linguistic cause* of the ambiguity in D(3). (2)

/8/

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TOTAL: 70

## ADDENDUM A : QUESTION 1

# A Lively, Profitable World of Kid Lit

*Stories to please critics who neither fake laughs nor suppress yawns*

In 1700 a new kind of book appeared in New England: A Token for Children. The subtitle of America's first juvenile book was less inviting - Being an Exact Account of the Conversion, Holy and Exemplary Lives and Joyful Deaths of Several Young Children.

5 Since then, the very young have remained much the same: still struck with wonder, jubilation and fear. It is children's books that have changed.

10 Once upon a time, those works were below the eye level of publishers as well as buyers. They were all right in their place, but their place was the end of the book review section, the bottom of the shelf and the back of the catalogue. Today that illustrated literature has become a multimillion dollar business the profits of which are often handsome enough to compensate for the losses in the sales of adult books.

15 The financial potential of juvenilia is now so great that publishers are inundated with manuscripts - most of them destined for the return mail. 'At Harper and Row,' reports Vice President Charlotte Zolotow, 'we receive over 8 000 manuscripts a year, some of them from children. Out of the batch, only about 70 are published.' The ratio is not very different from those of other major firms, which can only advise their  
20 applicants to join what Zolotow calls 'the revolution. There used to be too much sweetness and light in children's books. Now we look for real emotion - love, hate, jealousy, loss, separation. A good writer gives shape and form to an experience that is otherwise baffling to a child.' Barbara Lucas, editor-in-chief of the children's book department of  
25 Harcourt, Brace, Jovanovich, looks for new authors with 'a knack of being able to go back to childhood; not just look back.'

If this consuming interest is recent, the effect of children's literature has always been there. Writers of the dread volumes of early America knew  
30 their readership well. Their puritanical tracts deliberately terrified the little colonials with warnings of disorder and early sorrow. With good reason. Plagues frequently carried off whole populations, and, as headstones in the old cemeteries testify, hardly an 18th century family was exempt from the fatal fevers of childhood and youth.

35 But by mid-century, children were looked upon as far more than short, and often short-lived, candidates for damnation. Education and moral training were conveyed through small pages designed for big eyes. The imagery of oral tradition found an outlet in the illustrations for Mother Goose and Aesop. In the 1750s John Newberry issued a Juvenile Library with  
40 pared-down versions of Robinson Crusoe and Gulliver's Travels. In due course, such works had made their way to the New World.

With Dickens's Little Nell, literature began to sentimentalize the child into something too good for this world. Notes William Feaver, the British Art Historian: 'After The Old Curiosity Shop (1840-41), the cult of childhood ... became endemic. If babies are cherubs, the theory went, then little girls are angels and angels are fairies and fantasy a form of spiritual rebirth. There was a great demand for paintings of fairies ...' The reverberations can still be seen in some saccharine books sold in gift shops, and obviously designed more for doting relatives than for children.

The Alice books, published about two decades later, proved an ideal antidote to the treacle that threatened to drown juvenile literature. Like all jokes, Carroll's nonsense verse, his encouragement to 'speak roughly to your little boy and beat him when he sneezes,' liberated children from the chains of cause and effect, and his Mad Hatter and March Hare, immortalized by Sir John Tenniel's illustrations, reintroduced literate laughter into the Victorian nursery. It has never stopped.

ADDENDUM B : QUESTION 2

- A. Extract from Mark Twain's The Adventures of Huckleberry Finn, a story narrated by a young boy:

I felt so lonesome I most wished I was dead. The stars was shining, and the leaves rustled in the woods ever so mournful; and I heard an owl, away off, who-whooping about somebody that was dead, and a whippowill and a dog crying about somebody that was going to die; and the wind was trying to whisper something to me and I couldn't make out what it was, and so it made the cold shivers run over me.

- B. Extract from a pre-school English Reader:

I can see my mummy. Look at my mummy. My mummy can see my daddy.

- C. Extract from the speech of a politician:

We must educate our children. We must prepare our children for life. Let us never forget our sacred duty.

- D. Three extracts from The Diary of Iris Vaughan, the nostalgic account of the author's life as a young girl in the South Africa of yesteryear as recorded in her diary at the time:

1. Charles is in a fury. He has to sing in the CHOIR. How terrible! He ran and kicked the door with savage rage and is hating Mr. Damp with a terrible hating.

2. Constabel used to take us every day to school. We took lemon syrup in bottles tied on with a cork and a string and some bath biskets to eat. Josef always had to hold my hand. He walks slow becoss he is fat. Charles also walks slow, but he is not fat. He is just not wanting to go to school. I cant walk slowly. That is why Josef hold me tightly on my hand. He said Missie, I know you, you are the small skelm. You will run away round the corner into the market and I will not find you soon. I said Josef it is my feet that are skelm. They go by themselves, before I know.

3. The nicest picnic we have are at this drift the willos are very big so big you can swing right over the water. The water is very deep here. Vinks nests hang all over the river. They look like little baskets and make a chatering noise.



*He has to sing in the Choir.*

- E. The story of 'Goldilocks and the Three Bears' re-told in a South African context by a school pupil:

Once upon a time, there were three dassies - mummy dassie, daddy dassie and baby Desmond. They all stayed in a nice little hole near Roggebaai. One night, they went to bioscope to see 'Dassie Pieterse's Last Stand.'

That same night, Gertie Geldenhuys, a pretty little boeremeisie, stumbled upon their home while walking in the veld. She crept inside and, being hungry, she was soon busy gobbling up their koeksusters and drinking their cooldrink. Then she lay down to sleep.

When the three dassies returned that night, they became suspicious.

'That's strange now,' said Desmond Dassie. 'My koeksusters are gone!'

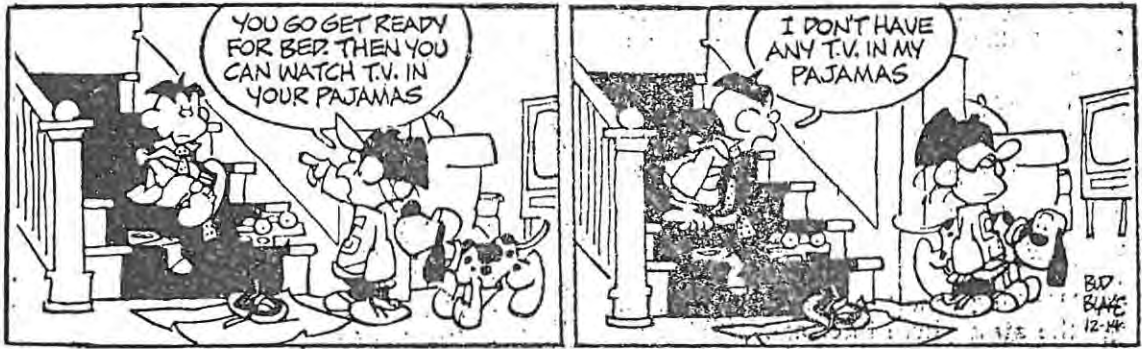
'Is it?' asked Mr Dassie. 'Didn't you eat them yet?'

'No. Somebody's taken them!'

'I'll search the house,' said Mr Dassie. 'You two come with.'

When they found Gertie, there was quite a gedoente. But they soon forgave her and all lived happily ever after.

F. 'TIGER' cartoon:



G. 'PEANUTS' cartoon:



SC

ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
PAPER TWO

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DEPARTMENT OF INTERNAL AFFAIRS  
DIVISION OF INDIAN EDUCATION  
SENIOR CERTIFICATE EXAMINATION

December 1982

ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
PAPER TWO

2½ HOURS

INSTRUCTIONS TO CANDIDATES

1. Write the number of the question above each answer.
2. Number your answers exactly as the questions have been numbered.
3. Answer all questions.

P.T.O. .... / QUESTION ONE

QUESTION ONE

Read the following passage and answer the questions set on it, using your own words as far as possible.

On the bridge of the Patna, Jim was penetrated by the great  
(certitude of unbounded safety and peace that could be read on  
the silent aspect of nature like the certitude of fostering  
love upon the placid tenderness of a mother's face. Below the  
5 roof of awnings, surrendered to the wisdom of white men and  
to their courage, trusting the power of their 'unbelief' and  
the iron shell of their fire-ship, the pilgrims of an exacting  
faith slept on mats, on blankets, on bare planks, on every  
deck, in all the dark corners, wrapped in dyed cloths, muffled  
10 in soiled rags, with their heads resting on small bundles, with  
their faces pressed to bare forearms: the men, the women, their  
children; the old with the young, the decrepit with the lusty -  
all equal before sleep, death's brother.

A draught of air, fanned from forward by the speed of the ship,  
15 passed steadily through the long gloom between the high bulwarks,  
swept over the rows of prone bodies; a few dim flames in globe-  
lamps were hung short here and there under the ridgepoles, and  
in the blurred circles of light thrown down and trembling  
slightly to the unceasing vibration of the ship appeared a  
20 chin upturned, two closed eyelids, a dark hand with silver  
rings, a meagre limb draped in a torn covering, a head bent  
back, a naked foot, a throat bared and stretched as if offering  
itself to the knife. The well-to-do had made for their families  
shelters with heavy boxes and dusty mats; the poor reposed side  
25 by side with all they had on earth tied up in a rag under their  
heads; the lone old men slept, with drawn-up legs, upon their  
prayer-carpets, with their hands over their ears and one elbow  
on each side of the face; a father, his shoulders up and his

P.T.O. .... /knees under

QUESTION THREE

- 3.1 Read through the following passage and then make a summary in point form of its contents. Be brief yet complete. Put each point on a separate line, numbering these systematically. (5)
- 3.2 Using the notes you have prepared, write out the essence of the passage in a fluent paragraph of not more than 100 words. Ensure that you use your own words wherever possible, and state the number of words used. (7)

In recent years many countries of the world have been faced with the problem of how to make their workers more productive. Some experts claim the answer is to make jobs more varied. But do more varied jobs lead to greater productivity? There is evidence to suggest that while variety certainly makes the worker's life more enjoyable, it does not actually make him work harder. As far as increasing productivity is concerned, then, variety is not an important factor.

Other experts feel that giving the worker freedom to do the job in his own way is important, and there is no doubt that this is true. The problem is that this kind of freedom cannot easily be given in the modern factory with its complicated machinery which must be used in a fixed way. 'Thus while freedom of choice may be important, there is usually very little that can be done to create it.

Another important consideration is how much each worker contributes to the product he is making. In most factories the worker sees only one small part of the product. Some car factories are now experimenting with having many small production lines rather than one large one, so that each worker contributes more to the production of cars on his line. It would seem that not only is degree of worker contribution an important factor, therefore, but it is also one we can do something about. Perhaps if we succeed in making workers' jobs more interesting, they will neither want more money, nor will shorter working hours be so important to them.

Total Marks : 12

P.T.O. ..../QUESTION FOUR

QUESTION FOUR

Rewrite the following paragraph, eliminating all words and expressions that are repetitive or unnecessary. Do not eliminate any facts, and do not change the meaning of any of the sentences. You are expected to write out five sentences.

Many laboratories here in this country and in other countries abroad are trying to improve techniques for culturing embryos. The goal they are working for is not particularly so much to produce test-tube babies as to understand what factors there are that are involved in control of the gestation process. It is probable, even likely, that this information would help to explain what sometimes goes wrong and in some cases leads to individuals who are born with birth defects. It would also allow researchers to test what effects certain drugs and food additives have on the development of unborn embryos and if they eventually lead to birth defects. Although the knowledge derived would surely be of undoubted benefit to mankind, however, it is predictable that there would be many moral objections to the idea of culturing human beings in so unnatural a way, outside the womb, with a view to carrying out experiments and other trials.

Total Marks : 8

P.T.O. ..../QUESTION FIVE

30 knees under his forehead, dozed dejectedly by a boy who slept  
on his back with tousled hair and one arm commandingly extended;  
a woman covered from head to foot, like a corpse, with a piece  
of white sheeting, had a naked child in the hollow of each arm;  
the Arab's belongings, piled right aft, made a heavy mound of  
broken outlines, with a cargo-lamp swung above, and a great  
35 confusion of vague forms behind: gleams of paunchy brass pots,  
the foot-rest of a deck-chair, blades of spears, the straight  
scabbard of an old sword leaning against a heap of pillows,  
the spout of a tin coffee-pot. The patent log on the taffrail  
periodically rang a single tinkling stroke for every mile  
40 traversed on an errand of faith. Above the mass of sleepers a  
faint and patient sigh at times floated, the exhalation of a  
troubled dream; and short metallic clangs bursting out  
suddenly in the depths of the ship, the harsh scrape of a  
shovel, the violent slam of a furnace-door, exploded brutally,  
45 as if the men handling the mysterious things below had their  
breasts full of fierce anger: while the slim high hull of the  
steamer went on evenly ahead, without a sway of her bare masts,  
cleaving continuously the great calm of the waters under the  
inaccessible serenity of the sky.

50 Jim paced about, and his footsteps in the vast silence were  
loud to his own ears, as if echoed by the watchful stars:  
his eyes, roaming about the line of the horizon, seemed to gaze  
into the unattainable, and did not see the shadow of the  
coming event.

from Conrad: Lord Jim

- 1.1 The passage describes Jim as being at peace with the world.
- 1.1.1 Explain why Jim was 'penetrated by the great certitude  
of unbounded safety and peace'. (2)
- 1.1.2 Explain why the simile in 'like the certitude of  
fostering love upon the placid tenderness of a  
mother's face' (lines 3-4) is effective. (2)

P.T.O. .... / 1.1.3 What can

- 1.1.3 What can you deduce about Jim's character from a reading of the first and last sentences of the passage? (2)
- 1.2 Conrad draws attention to some of the passengers on the ship, the Patna.
- 1.2.1 What was the purpose of their journey? Explain your answer. (2)
- 1.2.2 How were the passengers 'all equal before sleep?' (2)
- 1.2.3 In fact, there are differences among the passengers. How does Conrad inform us of this? (2)
- 1.2.4 Suggest what the role of 'the Arab' (line 33) was, and account for your suggestion. (2)
- 1.2.5 What does the writer mean by saying that the passengers were 'surrendered to the wisdom of white men and to their courage' (lines 5-6)? (2)
- 1.2.6 Why is 'unbelief' in inverted commas (line 6)? (2)
- 1.3 1.3.1 Explain the figurative meaning of 'the shadow of the coming event' (lines 53-54). (2)
- 1.3.2 How, in the style of the passage as a whole, is the suggestion conveyed that circumstances may soon change for the ship and its passengers? (2)
- 1.4 1.4.1 Why do the sounds mentioned in lines 40-44 seem louder than they actually are? (2)
- 1.4.2 Quote words from later in the passage which create the same impression. (1)
- 1.5 Why are the following excerpts effective in style?
- 1.5.1 'a meagre limb draped in a torn covering' (line 21). (2)
- 1.5.2 'like a corpse ... had a naked child in the hollow of each arm' (lines 31-32). (2)
- 1.5.3 'gleams of paunchy brass pots ... a tin coffee-pot' (lines 35-38, description of the Arab's belongings). (2)
- 1.6 Explain carefully the meanings of the following as used in the passage:
- 1.6.1 'exacting faith' (lines 7-8). (1)
- 1.6.2 'decrepit' (line 12) (1)
- 1.6.3 'inaccessible serenity' (line 49). (1)
- 1.6.4 'roaming' (line 52). (1)

Total Marks : 35

QUESTION TWO

Read the following passage and answer the questions below it, using your own words wherever possible.

Are your children safe at night? Are you happy to leave your wife alone in the house? Of course you're concerned - all thinking men in our town are, for life has become quite a risky affair.

But constant worry doesn't achieve much. You owe it to yourself and those dearest to you to do all you can to eliminate violence, robbery and danger. The best way you can help here is by ensuring that those who represent you put your interests first ...

John Smith is just such a person. A family man, his sole aim in standing for election as a local councillor is to improve your peace of mind, and the safety of those around you. His reward? Knowing that you're secure.

John stands for regular police patrols, harsher measures against wrongdoers, a more positive civil conscience. If you vote him in, he'll do all he can to persuade the authorities to follow his line of thinking - by locking up suspicious-looking characters, providing better street lighting, cleaning up our town!

Show your support for a more attractive environment by using your vote in favour of John. He has the ideas - all he needs is your support, and he'll be able to express his ideas where they really count. So do us all a favour - vote Smith.

For your children's sake, don't live to regret that you didn't choose correctly. VOTE SMITH!

- 2.1 In one sentence, sum up the intention of the passage. (1)
- 2.2 Suggest where or under what circumstances the passage could appear. (2)
- 2.3 The actual 'message' of the passage does not come through until about midway through. Why is this, and how is the reader's attention maintained up to that point? (3)
- 2.4 Does the passage indicate how or whether John Smith will actually be able to do what he has in mind? Explain your answer. (3)

- 2.5 Quote words from the passage which suggest that Smith is, in fact, authoritarian or prejudiced. (1)
- 2.6 Offer some comment on why the style of writing is likely to have success in some quarters. (2)
- 2.7 What claim is made which must be regarded with some suspicion, and why should we be suspicious? (2)

Total Marks : 14

QUESTION FIVE

Below are eight sentences, some of which are directly relevant to the topic sentence provided. Select those that are relevant and use them, together with the topic sentence, to construct a fluent paragraph. You are expected, where necessary, to use linking words or phrases:

Topic sentence: The main cause of sickness is the invasion of the body by germs.

Other sentences:

- 5.1 Nurses are trained to assist and comfort patients.
- 5.2 Germs are also carried by other living organisms.
- 5.3 They are in the air we breathe, in the water we drink, on the food we eat, and even in the soil.
- 5.4 Hospitals are in dire need of expansion because of the increasing numbers of patients.
- 5.5 Apart from germs, there are other kinds of minute plant and animal organisms that attack the human body.
- 5.6 Medical aid schemes nowadays help patients meet the costs of treatment.
- 5.7 By controlling the spread of germs we control the main cause of illness.
- 5.8 Bacteria enter our bodies through our noses and lungs, mouths and digestive systems, or through cuts in the skin.

Total Marks : 6

QUESTION SIX

Each sentence in 6.1 contains an unacceptable form of argument.

In 6.2 thereafter, five types of unacceptable arguments are listed.

Choose FOUR sentences from 6.1 and match each with one category from

6.2. Merely write the numbers of the sentences and, next to each, the selection from 6.2:

- 6.1 6.1.1 Nine out of ten doctors recommend SUPERGLOW.  
6.1.2 Do you want to protect your children from harm?  
6.1.3 Money is the root of all evil because it is the cause of all the miseries and wickedness of man.  
6.1.4 It was good enough for me; it's good enough for you.  
6.1.5 It must be so: the Pope has said it.
- 6.2 6.2.1 Inflexible thinking.  
6.2.2 Appeal to traditional authority.  
6.2.3 Uncheckable claim.  
6.2.4 Begging the question.  
6.2.5 Circular argument.

Total Marks : 4

P.T.O. .... / QUESTION SEVEN

QUESTION SEVEN

In the passage following, there are seven numbered gaps. From each group of possible words given, select the one which best fits each numbered gap. Write merely the numbers (7.1 to 7.7) and, next to each, the chosen word.

Possible words:

- 7.1 emblem indicator idea sign  
7.2 class means balance aspirations  
7.3 overestimated estimated underestimated evaluated  
7.4 fundamentally superficially evasively apparently  
7.5 emotion rhapsody manner charge  
7.6 wild imitative intrinsic infinite  
7.7 inert dynamic retrogressive acceptable.

Passage:

As pointed out in Pygmalion and My Fair Lady, the importance of speech as an (7.1) of social (7.2) is hardly (7.3) in England. The same situation is true in many other societies. Reactions to speech are (7.4) important, for certain sounds, words and rhythms carry for most of us a very deep (7.5) of feeling. The idea that we should speak like other members of our group is also very strong. In this (7.6) desire and capacity, the possibility of language as communication is centred. At the same time, all speech patterns are (7.7), because no living language is ever unchanging.

Total Marks : 7

P.T.O. ..../QUESTION EIGHT

QUESTION EIGHT

- 8.1 Rewrite the following, supplying and underlining the correct form of each verb in brackets:

When Anand (to tell) his English teacher that he (not do) the homework set for the previous night, the teacher merely (remark), "That's a pity. You (to do) double work tonight." The punishment was fair, for the boy (warn) before about not working at the required standard. (5)

- 8.2 Rewrite the following, adding all necessary punctuation marks and capital letters:

Im a marvel said donald I dont like cabbage but I eat it jane doesnt he added tauntingly the provocation blew over eat your food jane said mr brown after a suitable interval I want to see your plate looking emptier (5)

- 8.3 Examine carefully your answer to 8.2 above. Rewrite it in indirect (reported) speech. (4)

Total Marks : 14

TOTAL MARKS : 100

NATAL EDUCATION DEPARTMENT  
NATAL SENIOR CERTIFICATE EXAMINATION  
HIGHER GRADE

2

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HIGHER GRADE ENGLISH FIRST LANGUAGE : SECOND PAPER	

DECEMBER 1982

ENGLISH FIRST LANGUAGE : SECOND PAPER

Time: 2½ hours

N.B. Write the number of the question above each answer.  
Number your answers exactly as the questions have been numbered.

Answer all questions. Neatness, attention to detail and clear presentation will count in your favour.

Where you have to answer multiple choice questions give the letter of the best answer only. If more than one letter is given, the answer will be marked wrong.

- 1. Read the following passage carefully and answer the questions which follow. Unless questions specifically ask for quotations, attempt to answer questions in your own words, not by merely quoting sections of the set passage.

What we call society is a vast network of mutual agreements. We agree to refrain from murdering our fellow citizens, and they in turn agree to refrain from murdering us; we agree to drive on the left-hand side of the road, and others agree to do the same; we agree to deliver specified goods, and others agree to pay us for them; we agree to observe the rules of an organization, and the organization agrees to let us enjoy its privileges. This complicated network of agreements, into which almost every detail of our lives is woven and upon which most of our expectations in life are based, consists essentially of statements about future events which we are supposed, with our own efforts, to bring about. Without such agreements, there would be no such thing as society. We would all be huddling in miserable and lonely caves, not daring to trust anyone. With such agreements, and a will on the part of the vast majority of people to live by them, behavior begins to fall into relatively predictable patterns; co-operation becomes possible; peace and freedom are established.

Therefore, in order that we shall continue to exist as human beings, we must impose patterns of behavior on each other. We must make citizens conform to social and civic customs; we must make husbands dutiful to their wives; we must make soldiers courageous, judges just, priests pious, and teachers solicitous for the welfare of their pupils. In early stages of culture the principal means of imposing patterns of behavior was, of course, physical coercion. But such control can also be exercised, as human beings must have discovered extremely early in history, by words - that is, by directive language. Therefore, directives about matters which society as a whole regards as essential to its own safety are made specially powerful, so that no individual in that society will fail to be impressed with a sense of his obligations. To make doubly sure, society further reinforces the directives by the assurance that punishment, possibly including imprisonment and death, may be visited upon those who fail to heed the words.

Hayakawa: Language in Thought and Action

- (a) In one sentence state what this passage is about generally. (4)
- (b) Give the topic, or theme, of each paragraph. Use two separate sentences. (4)
- (c) Give the meaning of each of the following in the context of this passage:

mutual agreements	(line 1)	
impose	(line 19)	
civic customs	(line 20)	
solicitous	(line 22)	(8)

1. (d) Quote a noun and a verb which are used metaphorically in the sentence beginning 'This complicated .....' (lines 7 and 8)  
What comparison does the whole metaphor imply? (4)
- (e) Explain how 'directive language' is, in the author's opinion, essential to the survival of mankind. (4)
- (f) In answering this question you need only write the number of the question and the letter corresponding to the correct answer.
- (1) The tone of the words 'refrain from murdering our fellow citizens' (line 2) might best be described as:
- A sanctimonious
  - B horrified
  - C humorous
  - D pedantic
- (2) The phrase 'huddling in miserable and lonely caves' in this context evokes an image of :
- A a post-atomic holocaust
  - B a pre-civilized era
  - C an unspoilt world
  - D a wild and free life.
- (3) Which of the following words indicates by its spelling that the author is probably an American?
- A society
  - B citizens
  - C deliver
  - D behavior
  - E principal
- (4) Which of the following expressions might be said to remind one of the language of the Bible?
- A vast network (line 1)
  - B not daring to trust anyone (lines 13 and 14)
  - C visited upon (line 32)
  - D make doubly sure (line 30) (4)
- (g) From the last sentence of this extract quote:
- (1) a non-finite verb
  - (2) a finite verb
  - (3) an adverb
  - (4) the adjective clause which describes 'those'.
  - (5) the noun which might be said to form the subject of the sentence. (5)

2. Read the following passage and answer the questions which follow:

One startling feature of Natal in 1887 was that almost all its clergy of whatever denomination and almost all its teachers, whether of white or black, Government or private schools, came from overseas, the vast majority from Great Britain. The young Natal farmer, Charles Johnson, afterwards the famous Archdeacon Johnson of Zululand, was a nine days' wonder when he decided to become a missionary.

The effects of this cultural dependence on England were marked. It prevented the Natal accent from departing too widely from the speech of educated Englishmen. It provided able and devoted men to serve the community, men whose names will not soon be forgotten. Admittedly with these came some who were inefficient and some who are remembered chiefly for their eccentricities, but none the less the overseas contribution was great. On the other hand the dependence on British teachers and ministers fostered a 'colonial' mentality. It also introduced a certain unreality into education. A well-known Natalian, now in the late sixties, remembers having to learn in a hot summer in the Misses Archbell's school in Pietermaritzburg

January brings the snow,  
Makes our feet and fingers glow.

Professor E.G. Malherbe, in his Education in South Africa, mentions some of the English influences on the system of education in Natal. Robert Russell, who had become Superintendent of Education in 1875, introduced the notorious 'payment-by-results' system which, though adversely reported on by a Special Commission in 1887, remained in force long after it had been dropped in England. The pupil-teacher system was only modified in 1904. The semi-deification\* of the Inspector and extreme centralisation of schools under the Education Department were for long features of the Natal system: indeed the latter is still a characteristic differentiating Natal from the other Provinces.

Robert Russell served Natal well in many ways; but the system of payment by results meant that for long years reading, writing and arithmetic were stressed and in these subjects memory training and practical efficiency were over-stressed. The non-money-earning subjects such as history, scripture, art, needle-work and Dutch (where Dutch was taught at all) were neglected.

\* semi-deification = making almost god-like

Adapted from E.H. Brookes: A History of Natal

2. (a) Write a précis of the above passage in not more than 115 words. Ensure that your précis is in the form of a coherent passage that conveys the main thoughts of the original.

Please note:

A précis longer than 115 words will be penalized.  
Faulty construction and punctuation will be penalized.  
State in brackets at the end the number of words you have used. (15)

- (b) In about 80 words explain whether, on the evidence of this passage, overseas influence on education in Natal was predominantly positive or predominantly negative.  
You are expected to give your own opinion; answers will be judged on quality of language and logic. Head your answer either 'Positive' or 'Negative'.

(10)

25

3. In each of the following sets one word does not fit. Briefly explain which word is out of place and why.

- (a) supermarket, spaceship, honeycomb, flexitime, chairperson  
(b) innocent, taciturn, guileless, naive, unaffected  
(c) threaten, soft, beautiful, kind, lush  
(d) school, flock, span, petrol, gang  
(e) ledger, deposit, bullion, plant, bill

10

4. Show that you understand the meaning of the following words and expressions by using them in well-constructed sentences.

- (a) paradox  
(b) a wet blanket (used as an idiom)  
(c) universal franchise  
(d) demands his pound of flesh  
(e) render you liable

10

5. (a) The ship groped her way through the dark seas an hour before the first flush of dawn in the eastern sky.  
(b) It is a truth universally acknowledged that a single man in possession of a large fortune must be in want of a wife.  
(c) When you fly the world, you want an airline that knows the world.  
(d) There is nothing mysterious or inexplicable about the chemistry of the living organism.  
(e) Foul play is not suspected.

Say in each of the above instances whether the sentence would be most likely to be found in:

- (1) a clichéd adventure novel  
(2) a technical/scientific textbook  
(3) an advertisement  
(4) a classic novel  
(5) a newspaper report.

Simply write the appropriate number beside the letter of the extract.

5

6. Combine each of the following sets of sentences into one sentence. You may add or omit words and make minor changes, but make sure that your final product is a well formed, acceptable sentence.

(a) The arm of a seaman is decorated with a cobra.  
The arm is sweaty and muscular.  
The arm glistens with salt spray.  
The cobra is red and green.  
The cobra is coiled.  
The cobra is ready to strike.

(b) The practice of tattooing has appeal.  
It has appeal for various reasons.  
It apparently derives much of its appeal from an aura.  
Its aura is of mystery.  
Its aura is of evil.

(c) A well dressed gentleman slyly raises his shirt sleeve.  
He is in a smoke-filled room.  
A trumpet moans in the background.  
He reveals a blue infinity sign.  
The sign identifies him as a member of a secret society.

9
---

7. Explain what makes each of these two sentences ambiguous. Then provide an improved version of each.

(a) A counselling service has been established by Mr Smink for any one who wants to talk over his problems.

(4)
-----

(b) The wind was cold and laden with dust which blew from the South.

(4)
-----

8
---

TOTAL : 100

REPUBLIC OF SOUTH AFRICA  
DEPARTMENT OF NATIONAL EDUCATION

N41(N11)S  
NOVEMBER 1982

**National Examinations**

NATIONAL SENIOR CERTIFICATE

ENGLISH FIRST LANGUAGE: HIGHER GRADE  
THIRD PAPER

11 November) (Y-Paper) (14h00-16h30

Answer all questions, keeping the sub-sections of questions together. Where a word-limit is laid down, do not exceed it. Please number your answers exactly as the questions are numbered. Answer the questions in the order in which they appear on the question paper. The passage for comprehension is on a separate sheet.

1. Read the passage set for comprehension (on separate pages at the end of the question paper) and answer the questions below. Please remember to use mainly your own words unless you are required to quote directly from the passage.
  - (a) Assuming that this passage is biographical, what is the attitude of the biographer to his subject? (3)
  - (b) The biographer has reason to believe that Herman can easily be involved in a fight. Give his reason for this. (2)
  - (c) In your own words, describe Herman's method of silencing opposition at public meetings. (3)
  - (d) (i) When did this method fail? (1)
  - (ii) Why did it fail? (1) (2)
  - (e) (i) What do you think 'would-be Al Capones' means? (2)
  - (ii) Why did the pair involved with the typewriter not take revenge for being punched? (2) (4)
  - (f) State whether each statement below is true, false or not stated, according to your understanding of the passage:
    - (i) The lawyer promised to help the pair. (1)
    - (ii) The lawyer reacted with anger. (1)
    - (iii) The events in the passage take place in early Kimberley. (1) (3)
  - (g) Explain what you think the writer means when he says:
    - (i) 'not from a parvenu wish to outshine others' (line 50). (3)
    - (ii) 'was an artist with panache that defied imitation' (line 67). (3) (6)

P.T.O.

- (h) The following are definitions or meanings of words that occur in the passage. Find the words.
- |       |  |     |     |
|-------|--|-----|-----|
| (i)   | showing delight, rejoicing               | (1) |     |
| (ii)  | determination to act in a particular way | (1) |     |
| (iii) | went up and spoke to                     | (1) |     |
| (iv)  | troubled, worried                        | (1) |     |
| (v)   | always ready to quarrel or attack        | (1) | (5) |
- (i) Explain briefly the meaning of each of the following as they are used in the passage:
- |       |  |     |      |
|-------|--|-----|------|
| (i)   | 'the common run' (line 5)              | (2) |      |
| (ii)  | 'under the aegis of humour' (line 5)   | (2) |      |
| (iii) | 'out of countenance' (line 18)         | (2) |      |
| (iv)  | 'were put to the worse' (line 25)      | (2) |      |
| (v)   | 'reciprocating a favour' (line 49)     | (2) |      |
| (vi)  | 'castigating his tormentors' (line 48) | (2) | (12) |
- (j) Write down the letter of the word(s) nearest in meaning (in the context of the passage) to each of the words below:
- (i) 'dunning' (line 70)
- |   |                     |     |
|---|---------------------|-----|
| A | dull, greyish brown |     |
| B | demanding payment   |     |
| C | alleviating pain    |     |
| D | dark, dusky         | (1) |
- (ii) 'hoisted' (line 16)
- |   |                       |     |
|---|-----------------------|-----|
| A | ran away              |     |
| B | roused by clamour     |     |
| C | raised aloft          |     |
| D | ruined by own devices | (1) |
- (iii) 'inveigled' (line 17)
- |   |                                |     |
|---|--------------------------------|-----|
| A | enticed into doing something   |     |
| B | closely connected to something |     |
| C | invited to do something        |     |
| D | solemnly made to do something  | (1) |
- (iv) 'trenchant' (line 7)
- |   |   |     |
|---|---|-----|
| A | in accordance with fact, actual, true       |     |
| B | of little worth, of no importance, ordinary |     |
| C | to the point, forceful, effective, sharp    |     |
| D | of a tribe, tribal, related to a tribe      | (1) |
- (v) 'relegated' (line 46)
- |   |                       |     |
|---|-----------------------|-----|
| A | left, used            |     |
| B | trusted, depended     |     |
| C | felt, showed          |     |
| D | banished, transferred | (1) |

(vi) 'presently' (line 20)

- |   |       |     |     |
|---|-------|-----|-----|
| A | now   |     |     |
| B | soon  |     |     |
| C | then  |     |     |
| D | later | (1) | (6) |

(k) Provide a suitable title for the passage in no more than six words. Remember that a good title should be not merely descriptive but interpretative.

(3)

/49/

2. The following questions are based on the passage set for comprehension in Question 1. Please refer to the passage to answer each question.

(a) 'Ruffianly' (line 65) comes from 'ruffian'. Find a word in the passage having much the same meaning as 'ruffian'.

(1)

(b) Write down in column form a word opposite in meaning to each of the following:

- |       |                        |     |  |
|-------|------------------------|-----|--|
| (i)   | 'successful' (line 38) |     |  |
| (ii)  | 'fearless' (line 7)    |     |  |
| (iii) | 'frequent' (line 8)    |     |  |
| (iv)  | 'effective' (line 14)  | (4) |  |

(4)

(c) 'Catechism' (line 13) is not usual in the context of this passage.

(i) Say in which context it is usually used.

(ii) Suggest a word to replace it in the passage.

(2)

(d) In the context of the passage suggest a synonym for

- |       |                      |     |  |
|-------|----------------------|-----|--|
| (i)   | 'promptly' (line 29) |     |  |
| (ii)  | 'desisted' (line 11) |     |  |
| (iii) | 'requited' (line 48) | (3) |  |

(3)

(e) In no more than ten words explain briefly

(i) 'stormed' (line 38), here used metaphorically; and

(ii) give its literal meaning.

(3)

(f) Use the word 'weigh' (line 30) in a short sentence of no more than ten words to illustrate its literal meaning.

(2)

(g) Briefly describe the action in 'scooted' (line 20) in no more than ten words.

(2)

/17/

3. Below are short passages in which each writer's intention in writing is different.

In each case state

- (i) the writer's intention, e.g. to describe, sell, amuse, warn, argue, etc.
- (ii) where you would expect to find the piece of writing, e.g. in a novel, a letter to the press, a speech, etc.
- (iii) a reason for your answer in (ii).

(Where a passage has more than one intention, you should state the most obvious one.)

- (a) The parallels are, alas, all too real. Mrs Thatcher's Government has, indeed, been caught off-balance.

There is severe criticism in London of Mrs Thatcher's handling of the crisis, which, it seems, could have disastrous political repercussions for her.

In that there is cruel irony, for just as the Argentinian junta is massively wrong in doing what it has done, so does the full weight of justice in the case rest with Britain.

- (b) In order to produce full load torque the cage motor runs at a speed slightly below the synchronous speed of the ac supply frequency, synchronous speed being a design function of the number of poles and the alternating frequency of the input voltage. Within the motor rating, torque output is proportional to the slip speed. A four pole connected to a 50 Hz supply will have a synchronous speed of 1 500 r/min.
- (c) The reedbuck frequents thickly-grown patches of reed and vleis near the rivers of the Kruger Park. It utters a sharp whistle when alarmed, and when fleeing has a rolling rocking-horse gait thus showing the white underside of the tail. A single lamb is born, usually in August or September. (9)

4. Combine the following notes into one logically coherent paragraph of three sentences. You should vary the length of your sentences to achieve an effective representation of the topic. You may add, change, or omit words to achieve fluency, but keep such alterations to a minimum.

Surgeons perform operations.

Strong and delicate instruments. Sheffield; renowned for high quality steel. 'Made in Sheffield'; a knife-blade; guarantee of quality.

Cutting edge on blades for close on 600 years.

Manufacture of cutlery; special business.

Countryside provided: ore to smelt; trees for fuel; hard stone for grinding wheels. (12)

5. Choose two of the following pairs of words and briefly explain the difference in meaning between the words in each pair. You may, in addition, use the words in sentences to illustrate their distinctive meanings. Underline the words you choose.
- (i) pertinent, pertinacious  
(ii) remember, remind  
(iii) stimulus, stimulant  
(iv) attract, distract (10)
6. Answer the following questions:
- (a) Write down one word to complete the following sentence:  
I told them that if they took little Sammy away they would have to take me with. (2)
- (b) Write down two words redundant in the following sentence:  
This permeates right through his performance. (2)
- (c) Each of the following sentences contains one error. Rewrite the sentences correctly and underline the change you make in each sentence:
- (i) The cost of lessons are only R3,00.  
(ii) The aircraft's compliment of passengers is a 100.  
(iii) Office mechanization is not conductive to good office relationships.  
(iv) I came late due to an accident.  
(v) You must not answer less than three questions. (5)
- (d) A coin has an ... and a ... side but not an adverse side. (2)
- (e) Write down the correct word from those given in brackets for the following:  
(Who, whom) do you think is likely to be here? (1)
- (f) The following sentence can be improved:  
I have a 14-carat gold ladies' watch.  
Write: I have a ... 14-carat gold watch  
(underline the change). (1)

7. (a) Rewrite the following passage correctly punctuated:

I was found guilty The prosecutor looked at me with a near wink then told the court that for pointing a fire-arm unless life was in danger, the maximum penalty prescribed was seven years and one-thousand pounds. again the magistrate remained unmoved. 'there is no doubt who the aggressors were five pounds or a month he said

(5)

- (b) Provide the correct form of the verbs in brackets in the following passage. Write down only the number and the correct form.

We passed the tree and arrived at the door. 'Don't say anything to Ella about what you see inside,' Herman warned me, (1. lead) the way into the room. It was empty, except for the bed and the piano - he (2. pawn) the rest of the furniture to make up my bail ... Yet all he (3. say) when we were alone again (4. be) that he had had great fun describing the sumptuousness of the items on the list he drew up for the pawnbroker.

How do you match the need of the moment in word with such a staggering act? I have all but canonised Herman in my memory, but how far short that falls of the deed in glory. I felt truly humble that day before the unique token of friendship, and sad that my need (5. make) him give it.

(5)  
/10/

8. Write a summary (précis) of the passage below without unnecessarily changing the sequence of facts. Write your answer in a coherent paragraph of no more than 70 words. Please state in brackets at the end the exact number of words used.

When we arrived in China a year or two ago on an agricultural tour, we were told with pride, 'There are no flies in our country'; and the extraordinary thing is that it seemed to be true. In temperatures nearing 36°C we visited piggeries, walked through cowsheds and sauntered along water courses and never a fly appeared.

We constantly inquired of our guide how this miracle could have come about and learnt that it was the duty of primary school children to clear snow, plant trees and kill flies.

P.T.O.

When we pressed him about the ecological food chain and the effect of the absence of flies on spiders and birds, he seemed unable to explain. Clearly, there are considerable differences in their ecosystem. For example, neither dogs nor cats are permitted in towns and birds are also discouraged, save for those in cages that hang outside almost every house. We were told that birds were dispersed in the following manner; those with starling problems might care to note.

12c

A host of children was issued with rattles of the revolving sort seen at football matches. Whenever the birds came into roost, the children rattled alarmingly and the birds flew off - only to return and repeat the process again and again until they (the birds) fell to the ground in exhaustion, whereupon they were quickly caught and killed.

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PASSAGE FOR COMPREHENSION (QUESTION 1)

Although Herman knew chance for a jester, he still always moved quickly the better to profit by an opportunity on a friend's behalf.

5 On the whole, he was gentle, flying into a temper no more often than the common run and then usually under the aegis of humour. He was seldom physically embroiled in an argument, though his trenchant wit and fearless response to threats might have provided frequent occasion for violence.

10 At a public meeting, Herman and I questioned the speaker about his involvement in a controversy. Several people round us offered to shut us up unless we desisted; Herman singled out the smallest man from amongst them, and invited him to carry out his threat; then returned to the catechism.

15 Herman regarded this as the most effective method of silencing opposition of that sort. It worked when I tried it later. Herman had hoisted me on to a plinth at the City Hall after we had inveigled the audience into putting the Communist organisers out of countenance. A man shouted, 'Stow it or we'll pull you off'; I half turned towards  
20 him and promised to deal with him presently. He scooted while Herman led the jeering. However, the tactic failed when Herman walked through Solly Sachs's rowdy meeting at the same place and was set upon from all sides. He had faith in that method and had converted me. But we returned  
25 to that meeting, as you know, and were put to the worse.

At our Simmonds Street Press a man got into an argument with me; he threatened to have our newsprint supplies cut off. I laughed at his boast, but Herman took a sterner view of it and promptly frogmarched him into the street, advising  
30 him to weigh his words when he addressed me.

It was not long before I, too, was able to show that I would not brook impertinence to Herman. I met him in an agitated state in the street: he had just been threatened with  
35 arrest by two men in connection with a secondhand typewriter; one of them had posed as a bailiff. Only the final instalment had not been paid; but Herman had taken them to a lawyer's office where the machine was. They were still exulting over their successful dodge when Herman stormed  
40 back with me. I called them a pair of would-be Al Capones, punching the bum bailiff. With a threat of prosecution hanging over them for impersonation, they dared not retaliate. The lawyer was startled, but would not admit that he had witnessed an assault in his office. And Herman left triumphantly with his property. For a long time it sat on  
45 a chair by his bedside and became the midwife at the birth of 'Jesus, an Ode'. (The old Barlock had been relegated to a corner.)

P.T.O.

Herman requited me handsomely for having castigated his tormentors. He was always generous in reciprocating a favour or good intention, not from a parvenu wish to outshine others, but because he was kind and grateful. I was arrested for allegedly pointing a revolver at some hooligans who had accosted him and me in a back street, near Brill's Printing Works, a route through China Town we often took late at night. They were in shirt sleeves and there would have been no doubt about the aggressive intention even if they had not shouted that they intended teaching me a lesson for having criticised a man who had political aspirations in the area. Herman went bail for me.

My defence in court was that it was not a revolver but the water pistol, now glinting in the prosecutor's hand. Herman was asked in the witness box how I had produced it in a manner that had frightened the ringleader so much that he and his ruffianly gang had taken to their heels towards Marshall Square, the police headquarters. He could not do that, he said, because I was an artist with panache that defied imitation, even when whipping out a toy gun. Yes; he had used it once to squirt water at his dunning landlady, he admitted.

- from My Friend Herman Charles Bosman  
by Aegidius Jean Blignaut -

ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
(Second Paper -  
(Comprehension and Language)  
HG 12/2

THIS EXAMINATION PAPER CONSISTS OF 6 PAGES

HG 12/2	HG 12/2	HG 12/2	HG 12/2
HG 12/2	HG 12/2	HG 12/2	HG 12/2
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HG 12/2	HG 12/2	HG 12/2	HG 12/2

TRANSVAAL EDUCATION DEPARTMENT

SENIOR CERTIFICATE EXAMINATION 1982

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ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
(Second Paper -  
Comprehension and Language)  
HG 12/2

TRANSVAAL EDUCATION DEPARTMENT  
SENIOR CERTIFICATE EXAMINATION 1982

TIME: 2½ hours

*Answer ALL the questions.*

SECTION A

1. Read Passage A of the Passages for Comprehension carefully and then answer the following questions. Your answers must be based on information given in the passage, or inferences that can be drawn from it.
  - (a) What does the writer imply when he says that cultivated people 'are a drop of ink in the ocean' (line 1)? (2)
  - (b) What is the meaning of becoming 'tongue-tied' (line 4)? (2)
  - (c) What, according to the writer, was the purpose for which culture was used before the last war? Explain this, as far as possible, in your own words. (3)
  - (d) What do you think the 'other noises' referred to in line 13 are? (3)
  - (e) What are the tone and the implications of the writer's words, 'Come closer' (line 14)? (3)
  - (f) Why do the people of today who 'are coming to the top' 'refuse to pay for what they don't want' (lines 24 - 27)? (2)
  - (g) Explain why the word 'heavy' (line 34) could have both a literal and a figurative meaning. (2)
  - (h) State the source from which you think the passage was taken, giving your reasoning for saying this. Some examples of sources are: a novel; an autobiography; a short story; a review. (3)
  - (i) Respond to the question: 'Ought we to bother him?' (lines 29 - 30). (4)

(24)

2. Read Passage B of the Passages for Comprehension carefully and then answer the following questions. Your answers must be based on information given in the passage, or inferences that can be drawn from it.
- (a) Explain clearly the meaning of each of the following words or phrases as they are used in the passage:
- (i) season of reconciliation (lines 2 - 3) (2)
- (ii) his tongue loosened (lines 18 - 19) (2)
- (b) Who made the first move in reconciling the writer's father and the Sergeant? Explain your reasoning for naming the person you have. (2)
- (c) Explain why, in spite of their relationship, they could never call the Sergeant anything but 'Sarjeni' (lines 11 - 12). (2)
- (d) How do you know that Mzal'uJola had not always been law-abiding? (2)
- (e) What is the meaning of the word 'overtures' (lines 16 - 17) and its implications in the relationship between the two men? (3)
- (f) Write about four (4) lines on what the passage tells you about the character of the writer's father. (3)
- (16)
3. Write a summary (précis) of the following passage in not more than 95 words. Ensure that your summary is in the form of a coherent passage that clearly conveys the main thoughts of the original.

*Please note:*

*A summary or précis longer than 95 words will be penalized.*

*Faulty construction, punctuation and paragraphing will be penalized.*

*State in brackets at the end the number of words you have used.*

- 5 Most of us can learn to live in perfect comfort on higher levels of energy expenditure. Everyone knows that on any given day there are energies slumbering in him which the incitements of that day do not call forth. Compared with what we ought to be, we are only half awake. Our fires are dampened, our draughts are checked. We are making use of only a small part of our possible mental and physical resources.

10 Only the very exceptional individuals push to their  
extremes. To what do these better men owe their escape  
from the habit to which the rest of us fall prey - the  
habit of inferiority to our full self? The answer is  
plain: either some unusual stimulus fills them with  
15 emotional excitement, or some unusual idea of necessity  
induces them to make an extra effort of will.

Our energy budget is like our nutritive budget. Physiologists  
say that a man is in nutritive equilibrium when day after  
day he neither gains nor loses weight. Just so, one can  
be in what I might call efficiency equilibrium on astonishingly  
20 different quantities of work, no matter in what direction  
the work may be measured. It may be physical work,  
intellectual work, moral work or spiritual work.

It is evident that our organism has stored-up reserves of  
energy that are usually not called upon - deeper and deeper  
25 strata of material, ready for use by anyone who probes so  
deeply. The human individual usually lives far within his  
limits. In rough terms, we may say that a man who energizes  
below his normal maximum fails by just so much to profit by  
his chance in life. (15)

Adapted from: 'HOW TO INCREASE YOUR ENERGY' by  
William James in *The Reader's Digest*.

SECTION B

4. The following questions are based on the passage for summary  
in question 3.
- (a) Criticise the way in which the writer presents his state-  
ments in the first two sentences of the passage (lines 1 - 4)  
to try to ensure that the reader will accept what he says. (2)
- (b) What technique does the writer use in the second paragraph  
(lines 9 - 15) to arouse the reader's interest in the point  
he wishes to make? (2)
- (c) In line 16 the word 'budget' is used, but not in the usual  
or accepted meaning of the word. Use the word 'budget'  
in a sentence that shows that you understand its accepted  
meaning. (2)
- (d) Nouns may be singular (one) or plural (more than one).
- (i) What is the plural form of 'stimulus' (line 13)?
- (ii) What is the singular form of 'strata' (line 25)? (2)
- (8)
5. Use each of the following words or phrases in a separate  
sentence that shows that you understand its meaning:
- (a) feedback (2)
- (b) matter-of-fact (2)
- (c) matter of fact (2)

6. Rewrite the following sentences so that they are free of errors of grammar and style:

- (a) The reason why the two children were not allowed to go to school was because there was a case of infectious disease in the house which was notifiable. (2)
- (b) There are less men in the armed forces than previously. (2)
- (c) Running up against my friend in the park, he told me the latest news. (2)
- (6)

7. Read the following extract from an advertisement, and then answer the questions set on it.

In America, Florida gives you  
an endless summer.

In Florida's Palm Beach, The Breakers  
gives you everything else.

Palm Beach is the most exclusive town on the sunny coast of Florida. It's just 96 km north of Miami to The Breakers, a grand hotel with old-world customs and elegant modern facilities for golf, tennis, swimming at our private beach or in the pool at the Beach Club.

- (a) The advertisement is intended to have emotional appeal. Quote from the first three sentences of the advertisement, and say to what emotion of the reader the advertiser wanted to appeal. (2)
- (b) Which TWO statements in the advertisement would you accept as factual? (2)
- (c) What TWO things are contrasted in the fourth sentence (starting: 'It's just 96 ...'), and what effect is the contrast intended to have on the reader? (2)
- (6)

8. In this question you have to do two things:

- (i) Combine the sentences in each group into one sentence ensuring that your punctuation is correct.
- (ii) Explain why you have used any additional punctuation.
- (a) This company will honour its guarantee.  
This company has a good reputation to maintain. (3)
- (b) This then is the problem that faces us.  
Are we to proceed without letting them know?  
Are we to let them into the secret? (3)

(6)

9. (a) Explain the humour in the following:

A definition of plastic flowers - hocus crocus. (2)

- (b) Say, giving your reasoning, whether you think what the magistrate said in the following is logical or illogical:

The magistrate said in reply that he would endeavour to administer justice fairly without leaning towards either partiality on the one hand or impartiality on the other. (2)

- (c) What purpose is served by the inverted commas ('...') in the following sentence?

These 'gentlemen' should learn how to behave. (2)

- (d) Read the following extract and then answer the questions set on it:

My viewing really kicked-off with 'Chainword' on Monday. I know it's not everyone's cup of tea, but I think this show is improving.

- (i) From what source do you think the extract was taken? (2)

- (ii) What criticism could be made of one aspect of the colloquial style? (2)

- (e) Rewrite the sentence below replacing the underlined words by simpler words that would be understood by the ordinary reader. Do not change the meaning of the sentence.

The excessive precipitation which has occurred in parts of the Republic has caused inundations resulting in the destruction of fixed property. (3)

(13)

TOTAL: 100

ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
(Second Paper -  
Comprehension and Language)  
HG 12/3

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TRANSVAAL EDUCATION DEPARTMENT

SENIOR CERTIFICATE EXAMINATION 1982

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ENGLISH FIRST LANGUAGE  
HIGHER GRADE  
(Second Paper -  
Comprehension and Language)

HG 12/3

## PASSAGES FOR COMPREHENSION

## PASSAGE A

5 Cultivated people are a drop of ink in the ocean. They mix easily and even genially with other drops, for those exclusive days are over when cultivated people made only cultivated friends, and became tongue-tied or terror-struck in the presence of anyone whose make-up was different from their own. Culture, thank goodness, is no longer a social asset, it can no longer be employed either as a barrier against the mob or as a ladder into the aristocracy. This is one of the few improvements that have occurred since the last war.

10 As cultivated people, let us put our heads together and consider for a moment our special problem, our special blessings, and our special woes. We whisper in the corner of a world which is full of other noises, and louder ones.

15 Come closer. Our problem, as I see it is this: is what we have got worth passing on? What we have got is (roughly speaking) a little knowledge about books, pictures, tunes and a little skill in their interpretation. Seated beneath our electric-bulbs, we inherit a tradition which has lasted for about three thousand years. The tradition was partly popular, but mainly dependent on patronage. In the past, culture has been paid for by the ruling classes; they often did not know why they paid, but they paid much as they went to church; it was the proper thing to do, it was a form of social snobbery, and so the artists and the authors lived, and the work of creation went on. To-day people are coming to the top who are, in some ways, more clear-sighted and honest than the ruling classes of the past, and they refuse to pay for what they don't want; judging by the noises through the ceiling, our neighbour in the flat above doesn't want books, pictures, tunes, anyhow not the sort which we recommend. Ought we to 25 bother him? When he is hurrying to lead his own life, ought we to get in his way like a maiden aunt, our arms, as it were full of parcels, and say to him: 'I was given these specially to hand to you ... Sophocles, Velasquez, Henry James ... I'm afraid they're a little heavy, but you'll get to love them in time.'?

35 His reply is unlikely to be favourable, but snubbing or no snubbing, what ought we to do?

Adapted from: 'DOES CULTURE REALLY MATTER?' by  
E.M. Forster

## PASSAGE B

It had become like a festive season. Mzal'uJola, my cousin, seemed like a man who had struck a fortune. It was a season of reconciliation, too, for we had discovered that Sergeant Mawulawula, the most dreaded policeman in our township, and previously an avowed enemy of my father, was a distant relation of ours. I have never been able to understand how he made it up with my father, who had always denounced him as an enemy to the bitter end. But then my father is not one to scoff at another's outstretched hand. So Sergeant Mawulawula regularly came to our house after work. Because he addressed us as his nephews we came to regard him as our uncle, although we could never call him anything but 'Sarjeni'.

Sergeant Mawulawula immediately developed an affection for Mzal'uJola, who felt very awkward at first, because he had never been on more than greeting terms with a policeman before. Gradually, however, he warmed up to Sergeant Mawulawula's overtures, and indeed came to value the relationship. Once he had grown used to being on the same side as the law, his tongue loosened. They usually talked of places they had known as children in the Transkei; they came to discuss mutual acquaintances and wondered at the efflux of people from the homeland; they argued at great length about the evils of city life.

My mother, to the general discomfiture of both, loudly claimed that no good could ever come of mating two dangerous beasts. She had always been hard on Mzal'uJola and hostile towards Mawulawula. Without my father's characteristic ability to mix oil and water my mother would have thrown the two out of the house.

Adapted from: 'MY COUSIN AND THE LAW' by Mbuelo Mzamane

FINAL

CORE SYLLABUS

ENGLISH FIRST LANGUAGE

PHASE 4 : HIGHER GRADE

(STDS 8, 9 AND 10)

MAY 1983

FINAL CORE SYLLABUS  
FOR  
ENGLISH FIRST LANGUAGE  
PHASE 4 : HIGHER GRADE  
(STDS 8, 9 AND 10)

1. INTRODUCTION

1.1 ASSUMPTION

The underlying assumption of the Syllabus is that the receptive skills (listening and reading) and the expressive skills (talking and writing) cannot be acquired in isolation but need to be developed in an integrated process including the pupils' own experience, the rest of their school experience (language across the curriculum) as well as their experience and needs beyond school.

1.2 GENERAL AIM

The general aim should be to promote the pupils' intellectual, emotional, social and cultural development through developing their competence in using the language and through enriching their experience and enjoyment of the language, as well as their understanding of more advanced concepts in literature and language study.

1.3 PROGRESSION

This Syllabus spans Standards 8, 9 and 10. Language development occurs at different rates and at different chronological ages for different pupils. Although pupils entering Phase 4 should have progressed to a level of language competence that will enable them to cope with the demands of the subject, it may be necessary to give fuller attention to certain language skills as they are applied in more complex situations. The teacher is the key factor in motivating and guiding the pupils to master the skills involved in effective listening, speaking, reading and writing. The teacher should build on the Phase 3 syllabus to ensure continuity in each pupil's language growth. The Global Aims, Goals and Commentary of the Phase 3 Syllabus remain of fundamental importance but an appropriate advance in level and ability is assumed throughout.

1.4 INTEGRATION

For convenience and clarity this syllabus is presented in four sections (Oral Communication, Reading and Literature Study, Written Communication, and Language) but it must be stressed that in practice the work should, wherever possible, be integrated. Language competence grows through interaction of listening, reading, talking, writing and experience, and through direct study of the language itself in both literary and non-literary contexts. The outcome of such study should form an organic whole. It follows that the teacher should use the periods allocated to English in a flexible manner, provided that these four sections of the work receive regular attention. Moreover, teachers should explore the fruitful possibilities of language across the curriculum.

The following Global Aims and associated Commentary indicate why the integration of the various aspects of English is important in the classroom. How the integration is implemented will depend upon the teacher's methods, approaches and emphases.

## 2. GLOBAL AIMS

- 2.1 To encourage the natural enthusiasm, vitality, spontaneity and originality of pupils through their active participation in meaningful language activities.
- 2.2 To enrich the pupils' ideas, to stimulate their thoughts and feelings and to develop their understanding of themselves and their own emotional and moral responses to life and the world around them, so that they may live more fully, more consciously and responsibly.

## COMMENTARY

Language development occurs through continual exposure to appropriate examples of language. In Phase 4 the pupils' own experiences and interests are crucial to their language development. They will respond readily to topics and situations that engage their curiosity and that they enjoy and care about. The teacher should be perceived as a genuinely receptive audience who responds with enthusiasm and encouragement to what the pupil says or writes, whether in the poetic, expressive or transactional mode. (See section 5.1.4, page 16)

The relationship between language competence and personal development is important. Observation and discussion of states of mind; of emotional responses; of human relationships, predicaments, crises and of moral values, particularly in the context of literature and all its forms (including television programmes, films, leisure reading) enjoyed by pupils can promote this global aim. Exploration of the pupils' own experiences, feelings, hopes, fears, attitudes and concerns is necessary through speech, discussion, writing and drama. The pupils' language experience outside the English classroom should be engaged: they should be awakened to the powers of persuasive language (e.g. in advertising, propaganda, reporting, the mass media) and learn to respond more critically and with deeper insight, not only to the world in general but to the rest of their school experience (language across the curriculum). In a relationship of trust and genuine concern the teacher will be able to guide pupils beyond personal experience and interests towards exploring and articulating new experiences.

## GLOBAL AIMS

2.3 To develop the pupils' ability to express their ideas, thoughts and feelings effectively through language.

2.4 To develop the pupils' ability to communicate ideas, thoughts and feelings effectively through language.

2.5 To help the pupils develop the language skills which contribute to effective expression and communication.

## COMMENTARY

Pupils are usually moved to discuss an issue which concerns them before they are ready to resort to written expression. The teacher must play a key role in promoting pupils' ability to express themselves, increasing their capacity to observe, to discriminate, to see relationships and to use language as a medium to express and to organize their thoughts and feelings logically, coherently and appropriately. The teacher should determine the richest and most effective context to stimulate the pupils' imagination.

All communication should be regarded as a two-way process involving not only the ability to express but also a willingness to respond: to listen, to speak, to read, to comprehend, to think, to evaluate, to infer, to observe and to participate. Pupils should learn to impart information, to express themselves with feeling and sensitivity and to persuade an audience. Communicative competence (both oral and written) should be developed in person-to-person, person-to-group and person-within-group situations. Each language situation is unique: pupils should discover the appropriateness and effectiveness of language in relation to audience, context and purpose. Through participation in a variety of language situations pupils should be led to draw conclusions about patterns of usage. Teaching should show pupils, through involvement with examples of English usage, how to improve their communicative competence.

Language study should not be seen as an end in itself. The focus should be on effective communication: if the purpose is achieved the language used will have been effective and appropriate to the particular context. Syntactical relationships, appropriateness of vocabulary and logical organisation of ideas are relevant to precision in communication.

Pupils must be given systematic help and constructive criticism and be encouraged to use language as effectively as possible, by continual attention to and practice in the development of the skills associated with effective listening, speaking, reading and writing in meaningful contexts.

The pupils should reach a level of language competence that will enable them to meet the demands on their language skills made by English and by other subjects across the curriculum.

### 3. ORAL COMMUNICATION

#### 3.1 INTRODUCTION

- 3.1.1 People are immersed in words which play upon issues that will affect their lives in a variety of ways. To an unprecedented extent, television and radio have brought these issues into the pupils' lives. As a consumer, a worker, a member of a community, each person has pressing reasons to listen with discrimination and equally pressing reasons to speak effectively.
- 3.1.2 The teacher's own speech, the model presented by, indeed, every teacher, of whatever subject is an important factor in developing the pupils' competence in spoken English. The teacher's example as a listener who concentrates and responds with sincere interest to the speaker, is equally important.
- 3.1.3 Suggested goals are given under separate headings, but it should be remembered that oral communication is an integral part of living and cannot be taught as isolated skills. Proficiency in oral communication, while in part dependent on specific abilities, is an important aspect of total personality development and social competence.

#### 3.2 GOALS

#### COMMENTARY

That pupils:

- 3.2.1 — speak fluently, distinctly, with ease and enjoyment and acquire poise and confidence in communicating;
- Speaking experiences should assist pupils to develop personally and socially, and they should find satisfaction through an increasing competence in the use of speech. The pupil must have a reason to communicate and have something to communicate to an interested audience. At times the practice of specific skills may be desirable.

## ORAL COMMUNICATION

## GOALS

That pupils:

3.2.2 — receive constructive advice on aspects such as articulation, breathing, posture, voice-projection and pitch;

3.2.3 — develop the ability to think independently and speak logically, and to convey to others their observations, feelings and thoughts in an orderly, convincing and coherent manner;

3.2.4 --- see that some ways of speaking are more acceptable and appropriate than others according to circumstances;

## COMMENTARY

The teacher should determine the richest and most effective contexts to stimulate the pupils' imagination. A speech context is created by a speaker, a listener, an environment and such behaviour - both verbal and non-verbal - as arises from their interaction.

By listening to others pupils should come to realise the need for audibility, clarity, meaningful phrasing, effective stressing, a sense of rhythm, an awareness of the use of pause, variety of pitch, pace and volume, acceptable pronunciation, and appropriate speed. They should strive for natural and fluent speech with a clear and easy delivery. Poor speech habits should be eliminated and appropriate ones substituted.

Pupils should learn to analyse their thoughts and subject matter and to organize their responses logically and coherently in speech. As their powers of discrimination improve, they should be able to select suitable vocabulary and idioms and communicate clearly in speech of appropriate register.

Audience, situation, purpose and content affect the role played by the speaker and the style of language used.

Within a sympathetic classroom atmosphere, the pupil can be helped to recognize many registers and then to select the language appropriate to a particular situation.

The pupils should learn to gain the interest and attention of an audience, to adjust their speech to the responses they receive and to use the forms appropriate to the people being addressed.

## ORAL COMMUNICATION

## GOALS

That pupils:

- 3.2.5 — realise that differences exist between speech and writing;
- 3.2.6 — show understanding of the meaning, feeling and tone of a passage in reading it to an audience;
- 3.2.7 — grow in ability to listen attentively, sensitively and critically;

## COMMENTARY

Communication of meaning depends not only on what is said, but on how it is said. Speakers use paralinguistic features which supplement the words used and govern the way in which a thing is said: tone of voice, pitch, intensity and timing facilitate expression; pauses and physical gestures may contribute to the speaker's message.

Written language requires a precision and complexity of linguistic structure not demanded of speech.

Teachers should bear in mind that reading aloud is an important part of oral communication and should provide guidance in and opportunities for reading aloud effectively. Successful reading aloud implies the reader's comprehension of the passage.

Listening is an art. It differs from hearing in that it requires effort and concentration. It involves comprehension and critical evaluation of what is heard. If pupils know why they are to listen and how to do so effectively, the improvement in their listening skills will facilitate communication and learning across the curriculum.

Concentration can be developed through attention to such factors as word discrimination, recognition of pace, pitch, stress and pause as they affect meaning and tone.

Teachers should encourage:

- . the development of responsible attitudes in the listener;
- . pupils to listen with concentration, discrimination and an open mind;
- . the extension of pupils' responses to form, style, feeling and intention by exposing them to a variety of situations and to materials from across the curriculum;

## ORAL COMMUNICATION

## GOALS

That pupils:

3.2.8 — experience oral activities as integral with other kinds of communication.

## COMMENTARY

- . pupils to develop their ability to listen critically to information, to understand meaning, and to recall accurately what has been heard.

Oral activities might well include some of the following and should be integrated with other aspects of the curriculum wherever possible;

- . Discussion of topics of interest in preparation for original writing assignments, of pupils' written work, of prescribed literature, and of the pupils' leisure reading and television and film viewing, and critical evaluation of the word as used in the mass media.
- . Oral delivery such as short talks to various types of audiences followed by questions and discussion, interviews, giving practical instructions, oral word games and story-chains, and varied dramatic activities.
- . Reading aloud of prose, poetry and drama followed by discussion.
- . Listening comprehension, involving recall and sensitive and perceptive response to tone, style, feeling and intention.

Participation in oral communication should be seen as an exercise in learning. Where appropriate, such exercise may be in response to materials from the four media identified in the literature component (4.4) of the syllabus: print, sound, screen and stage. Material from subjects across the curriculum may also be suitable.

## ORAL COMMUNICATION /READING AND LITERATURE STUDY

### 3.3 EVALUATION OF ORAL COMMUNICATION

- 3.3.1 One cannot always prescribe in matters of accent and word usage; but pupils should be led to see that, according to circumstances, some ways of speaking are more appropriate than others. For this reason the method of assessment is of great importance. (See section 7, page 26, below).
- 3.3.2 The evaluation of oral communication should not be a test of elocution. The use of dialect or accent must not affect assessment, provided that the pupil can communicate effectively and without ambiguity with the audience concerned. Correction of pronunciation and word usage should be judicious so as not to inhibit the pupil.
- 3.4.3 The speaker's sense of audience, situation and purpose as reflected in the style of language used should be considered.
- 3.4.4 Oral assessment should be continuous and school-based, and arise from the teacher's knowledge of the pupil's development as revealed in normal classwork and speech situations such as (but not restricted to) prepared talks, conversation and reading aloud. The actual nature of speech situations, and how the pupils should be assessed, will depend on the individuals concerned. Evaluation should not involve an average of marks gained because the pupil is expected to show progress over the year.
- 3.4.5 Pupils should be evaluated on their performance as members of a group as well as on individual performance.

## 4. READING AND LITERATURE STUDY

### 4.1 INTRODUCTION

- 4.1.1 *Literature brings the child into an encounter with language in its most complex and varied forms. Through these complexities are presented the thoughts, experiences and feelings of people who exist outside and beyond the reader's daily awareness. This process of bringing them within that circle of consciousness is where the greatest value of literature lies. It provides imaginative insight into what another person is feeling; it allows the contemplation of possible human experience which the reader himself has not met. It has the capacity to develop that empathy of which Shelley was speaking when he said: "A man to be greatly good, must imagine intensively and comprehensively; he must put himself in the place of another and many others; the pains and pleasures of his species must become his own". Equally, it confronts the reader with problems similar to his own, and does it at the safety of one remove. He draws reassurance from realising that his personal difficulties and his feelings of deficiency are not unique to himself; that they are as likely to be the experience of others. (Eullock Report)*

## READING AND LITERATURE STUDY

- 4.1.2 Besides the intensely personal response to literature in which pupils see their own experiences reflected, they must be encouraged to extend their experience through facing ideas and feelings which are new to them, in order to develop an understanding of the world around them and an awareness of their own potential as human beings.
- 4.1.3 In the study of literature all aspects of the Syllabus (listening, speaking, reading, writing and language study) are engaged in a meaningful context.
- 4.1.4 Reading skills must continue to be developed to enable pupils to cope with the more sophisticated demands made by both literature and the text books in other subjects. It may be necessary for the teacher to refer to section 4.3 of the Phase 3 Syllabus.

## 4.2 GOALS

## COMMENTARY

That pupils:

- 4.2.1 — may gain enjoyment from and skill in reading;

If teachers can help pupils to find enjoyment from reading they will have done them a lasting service. Without some pleasure from and active participation in literature, the other goals cannot be achieved effectively. Enjoyment of and interest in reading (including literature, leisure reading, and other subjects across the curriculum) depend upon the teacher's guidance and the development of the pupils' reading ability: vocabulary, comprehension and study skills are particularly important. In this respect, the teacher's enthusiasm and example play a key role. The developing of comprehension and study skills as well as vocabulary enables pupils to read more effectively and heightens their enjoyment of reading.

- 4.2.2 — appreciate literature and read with discrimination;

Reading of novels, plays, poems and experience of the mass media should be seen within a continuum. The study of prescribed literature should give the pupils a frame of reference and a basis for judging their experience with other fiction and for responding to leisure reading and film viewing with greater insight and discrimination. Thus the gulf that so often separates the prescribed literature from voluntary reading and viewing may be bridged.

## READING AND LITERATURE STUDY

## GOALS

That pupils:

- 4.2.3 — develop the capacity for critical thinking and the ability to form and express their own views;

## COMMENTARY

Works which will help pupils to observe, to discriminate and to see relationships, should be studied. As pupils learn to think and to feel, so they will read more effectively. Frequent opportunities must be provided for pupils to discuss and evaluate ideas with each other and with the teacher. Personal responses and interpretations should be encouraged provided that opinions are substantiated by valid evidence from the text. The basic literary or technical terms that enable the pupils to describe with insight and to evaluate with cogent comment should be introduced when necessary.

Emphasis should be placed on the development of the pupil's ability to analyse, interpret and evaluate rather than on the mere reproduction of another person's response or opinion.

Through critical analysis of a high-quality text, pupils will learn the better to read and understand writing that exploits the resources of the language, to the benefit of their own writing.

Pupils must be acquainted with the techniques of quotation, and must be trained in the use of the present tense sequence conventionally used in English for such discussions and analyses.

The comprehension skills listed under 6.2.2 on page 22 are of particular relevance here as well.

## GOALS

That pupils:

- 4.2.4 — expand their experience of life, gain empathetic understanding of other people and develop moral awareness;

- 4.2.5 — increase their self-knowledge and self-understanding;

## COMMENTARY

Literature can arouse pupils to question and to re-define for themselves their assumptions, attitudes and values, open their minds and hearts to new ideas and sensations. They may, therefore, have opportunities to feel more profoundly and to perceive more fully the implications and possibilities of experience than the constricted and fragmented conditions of life permit.

Because literature explores people's lives and gives insight into their motives, values and feelings - insight not easily obtained from everyday encounters with other people - it can increase the pupils' awareness of their fellowmen. Cultures differ in values, customs and world view and acquaintance with the writings of members of other cultures around them can facilitate understanding of such differences.

Self-understanding may grow from an understanding of others (including fictitious characters); from examining and discussing their actions and responses to life. Self-knowledge is difficult for pupils to gain alone, but through interacting with fictitious experiences and through discussing such experiences with others, and guided by the teacher, they may begin to discover their own selves. Furthermore, the ordering of experience accomplished linguistically by a writer can produce in the readers some ordering of their own experiences and attitudes: as a result they may acquire more self-knowledge, a clearer perspective on and insight into their own situations, motivations and choices.

## GOALS

That pupils:

- 4.2.6 -- gain some knowledge of basic literary kinds and the techniques appropriate to each;

- 4.2.7 -- develop some understanding and appreciation of their literary and cultural heritage.

## COMMENTARY

Literary appreciation can be deepened through:

- . a study of figurative language
- . an awareness of different literary styles and techniques
- . the identification of types of literature (e.g. fables, myths, realistic fiction, historical novels and science fiction, ballad sonnet, short story, comedy, tragedy, satire etc.)
- . an awareness of literary features, such as structure, milieu, character, setting, style, theme, plot, point of view
- . some knowledge of conflict, suspense, climax, tone and irony.
- . some understanding of the elements of poetry: metre, rhyme, rhythm etc.

It must be emphasised that aspects and literary features such as those listed above should be studied in context. The knowledge gained should serve as a means to increasing the pupils' appreciation and understanding of literature.

British literature is a valued part of the culture of the educated person in South Africa, whatever their racial or linguistic origins. From it many other literatures have developed, all of them conscious to some extent of their source. Shakespeare, other English drama, poems and novels belong to all these literatures in English.

## COMMENTARY

Common understanding of different cultures and races is essential and can be fostered through literature. For this reason it is important that literary works from Southern Africa as well as the rest of the English speaking world should be studied by the pupils.

## 4.3 STUDY GUIDELINES

4.3.1 Wide reading, as well as the intensive study of a limited number of books, should be the basis of the course. In addition to the study of prescribed literature, every pupil should read as widely as possible (including some non-fiction) during the three-year course. Pupils should read an increasing range of material and acquire some knowledge of the distinctive features of major genres. The teacher must give guidance to the pupils in their choice of voluntary reading but encourage them to become increasingly independent in choosing books.

4.3.2 The poetry course should continue to provide pupils with a widening and deepening experience of poetry of different poetic forms from different poetic periods.

At this level it may be desirable to read a number of poems by one poet. However, the study of poetry, rather than of poets, should be the basis of the poetry course.

4.3.3 While consideration should continue to be given to dramatic presentation and audience participation, the study of plays based on their literary merit should become an increasingly important aspect of drama in standards 8, 9 and 10.

The emphasis should be on full-length plays, particularly Shakespeare, although extracts may be considered desirable to bring pupils into contact with a wide range of material. Whenever possible, pupils should see worthwhile stage productions.

Screen materials should be used where possible.

4.3.4 Through discussion and writing pupils should develop a critical and discerning attitude towards television and film and should be encouraged to explore ideas and make judgements in regular class discussion and in the writing of reviews and analyses. Whilst it may be valuable to introduce pupils to the language of filming and film criticism, this should be explored only in so far as it increases the pupils' understanding and appreciation of film.

## 4.4 PRESCRIBED WORK

The following works are prescribed as the minimum requirements in each year:

4.4.1 Standard 8

A. Poetry (25 to 30 poems or approximately 800 lines of poetry)

In addition, at least two of the following (one of which must be a novel):

B. a play by Shakespeare

C. a novel

D. a substantial work or body of work (see 4.4.4.2 below)

4.4.2 Standard 9

A. Poetry (25 to 30 poems) or approximately 800 lines of poetry, at least one-third of which should be pre-1914).

In addition, at least two of the following (one of which must be a novel):

B. a play by Shakespeare

C. a novel

D. a substantial work or body of work (see 4.4.4.2 below)

4.4.3 Standard 10

A. Poetry (25 to 30 poems or 500 to 600 lines of poetry at least two-thirds of which should be pre-1914. The poems prescribed for study in standard 10 must be different from those prescribed for standard 9 in the previous year.)

B. a play by Shakespeare

C. a major novel

D. a substantial work or body of work. (See 4.4.4.2 below)

## 4.4.4. NOTE

4.4.4.1 In at least one standard, work of Southern African origin (novels, short stories, plays, poems or films) must be studied.

4.4.4.2 Under Section D, in addition to the traditional genres (novels, short stories, plays etc.) work of a poet or poets, or films etc. may be studied.

4.4.4.3 Work prescribed for Std 8 and Std 9 must be examined internally.

## READING AND LITERATURE STUDY

### 4.4.4.4 Criteria for the selection of prescribed work:

- . Work prescribed for study should lend itself to the achievement of the stated goals.
- . The work should meet the intellectual and emotional needs of the age group concerned, broaden their horizons, increase their capacity for critical thinking and their moral awareness.
- . The work should be enjoyable.
- . The language, style, content, theme and intellectual quality should mark the work as worthy of study.
- . Form, structure and technique should not be too difficult for the age group concerned; although the work should be challenging enough to extend talented pupils.
- . The principle of progression should be taken into account to ensure continuity between year levels and adequate preparation for the following year.

## 4.5 THE EXAMINATION OF PRESCRIBED WORK

(See Section 7.4.1 page 26)

- 4.5.1 Examiners should look for honest, personal responses, founded on a workmanlike knowledge of the text.
- 4.5.2 Style and content must not be assessed separately; the language competence of pupils inevitably influences the quality of their answers.
- 4.5.3 The textual or contextual question tests the candidates' ability to express in good, clear language their understanding of or response to a poem or an important passage. In the case of an extract, questioning should not only refer to the extract itself but should call for interpretation in relationship to the work as a whole.
- 4.5.4 The essay question tests the ability to select relevant information from a knowledge of the work, to adopt a particular viewpoint on it, and to sustain an argument at length, using language effectively.
- 4.5.5 All questions on prescribed work should be so phrased as to discourage re-telling of the story.
- 4.5.6 The length of the test or examination paper should be reasonable.
- 4.5.7 If integrated English examination papers are set, the literature content must be comparable with that of a separate literature examination paper (see 7.5 page 28)

## READING AND LITERATURE STUDY/WRITTEN COMMUNICATION

- 4.5.7 Education departments may supplement or replace examinations by continuous assessment of prescribed work, voluntary reading and media studies.

5. WRITTEN COMMUNICATION

## 5.1 INTRODUCTION

- 5.1.1 In listening, talking, reading, observing and feeling, the pupil experiences a multitude of impressions. Writing is a very effective method of ordering this experience; of consolidating it and helping pupils to reflect upon it; of crystallizing their thoughts and feelings so that they become more aware and can enjoy communicating sincerely and competently. There is an intimate connection between this area of the syllabus and all the others; writing should continually flow from and support pupils' reading and language study as well as oral work.
- 5.1.2 Pupils must be assisted and guided in their writing to move outwards, towards extending their knowledge of the world and other human beings, and inwards into a deeper understanding of themselves. The teacher needs to provide a wide variety and spectrum of stimuli, situations and audiences which generate the urge to communicate. These should as far as possible be found in the pupils' personal experience and needs, and should also be drawn from the rest of the syllabus and the total curriculum.
- 5.1.3 Written communication needs to be taught. Although writing should arise out of real or simulated situations, it should be preceded and followed by appropriate discussion. The purpose, the audience and context must be kept in mind and the writing planned accordingly. Pupils should be given the opportunity of writing frequently for various purposes and audiences. The audience should be clearly defined for it is this concept which will determine style, tone and language and given direction to pupils' writing.
- 5.1.4 Informing this section of the syllabus is an assumption that there is a continuum of three basic functional categories of language: the expressive, transactional and poetic modes. Expressive language is closest to speech. It is informal, relying largely on implicit meaning, for it assumes that the listener shares the same situation as the author and so will understand. It is basic, forming the matrix from which the other functions develop. Transactional writing includes all writings dealing with facts, theories, information or persuasion - the writing of historians, scientists, journalists, advertisers and philosophers. Poetic writing includes creative writing - verse, poems, compositions, plays, stories etc.

## 5.2 GOALS

## COMMENTARY

That pupils:

- 5.2.1 — write for their own satisfaction and enjoyment;

The writing of prose, poetry, diaries, journals etc. should be encouraged. The pupils' experiences outside the classroom should be engaged to stimulate writing - newspapers, magazines, films, television and radio programmes, as well as personal, sporting and social activities provide numerous opportunities for writing.

- 5.2.2 — discover that fundamental differences exist between written and spoken communication;

Written communication needs to be more explicit in logic and tone and grammatically more carefully constructed than speech. For it to be efficient it must be correctly spelt; in addition to addressing the specified audience in the appropriate register it must make more explicit use of the aids to coherence and cohesion.

- 5.2.3 — gain insight into the demands, styles, conventions, technicalities and language of various kinds of writing;

A variety of oral activities e.g. reading aloud and the discussion of various topics can be used as stimuli to prepare for writing. Furthermore, in revising and editing drafts, group and class discussions are valuable. Pupils can be encouraged to read aloud and to evaluate what they and their fellow pupils have written.

This goal is inseparable from most of those listed under section 4. (Reading and Literature Study). The reading and study of good literature should play an integral part in any writing programme. Reading and literature study should suggest other appropriate writing situations and topics which pupils will be stimulated to explore. Furthermore, the discussion of prose, drama and poetry; film; television and book reviews; reports; advertisements and propaganda; editorials; letters to the editor; business letters; instructions; directions etc. should include the examination of their appropriate and distinctive use of language. Such examples should not necessarily be presented as perfect models for pupils to imitate: they should be read and discussed critically so that pupils may become more aware of how these kinds of writing function.

## WRITTEN COMMUNICATION

## GOALS

That pupils:

- 5.2.4 — learn to master the elements of style such as register, diction, tone, syntax, denotation and connotation and the use of literal and figurative language;

## COMMENTARY

Pupils' study of language should be closely related to their own writing, through which they should be led to explore:

- . different sentence and paragraph structures for different purposes;
- . logical reasoning, awareness of some of the main fallacies in thinking and logic; correct use of logical connectors (such as 'therefore', 'and' 'however'), and comparisons to link ideas;
- . the achievement of vividness and clarity by the use of imagery;
- . the handling of structural devices such as suspense and climax;
- . the vocabulary, phrasing and idiomatic expression appropriate to a given purpose;
- . the control of tone in written discourse;
- . the concept of appropriateness in grammar, expression, punctuation, and spelling as functionally important for clarity and acceptability;
- . the purpose and advantages of proper drafting, editing and polishing of written work;
- . the advantages of identifying purpose, audience, and context clearly;
- . usefulness of grammatical terminology and an understanding of grammatical principles in discussing and improving their writing.

## WRITTEN COMMUNICATION

## GOALS

That pupils:

5.2.5 — master some of the devices of cohesion and coherence appropriate to discourse (i.e. the grammar of the paragraph and longer composition);

5.2.6 — learn to handle effectively the variety of writing tasks to be faced both in and out of school.

## COMMENTARY

Pupils need to acquire not only the grammar of the sentence but also the principles of constructing paragraphs and of organizing paragraphs into coherent discourse by exploring the use of:

- the topic sentence and paragraph unity
- various ways of developing a paragraph (e.g. spatial, temporal, comparison and contrast, illustration, etc.)
- connectors and referents to achieve coherence (e.g. relative pronouns and words such as 'however', 'furthermore', 'thus', etc.)
- sentence variety, length and inversion to achieve flow
- logical and interesting sequence of and transition between paragraphs
- introductory and concluding paragraphs

The writing conventions, forms and techniques appropriate to different situations should be developed in the context of the pupils' own needs and experience as well as that of reading and discussion e.g. composition in the expressive and poetic modes - sketches, poems, paragraphs, stories, informal letters, essays; composition in the transactional mode - formal letters, reports, instructions, directions, notices, telegrams, summaries, essays in other subjects etc.

## WRITTEN COMMUNICATION

## 5.3 EVALUATION OF WRITTEN COMMUNICATION

5.3.1 In evaluation, teachers should take particular account of the pupil's sense of purpose and audience, and of the coherence and organization of the writing.

5.3.2 Writing should contain adequate relevant material, display some freshness of thoughts and be free of cant. There should be some evidence that the pupil is able to tackle the general and abstract as well as the specific and concrete, and be able to support opinion and to use illustrative material.

Form and content are inextricably connected: pupils must understand that what they write is affected by how they write it.

5.3.3 The content should be presented in a way that will engage the audience and fulfil the writer's purpose. Vocabulary should begin to approach mature standards and qualify or modify meaning appropriately. Style should suit the occasion and be clear.

5.3.4 The pupil's knowledge of the basic mechanics of writing must be taken into account - i.e. of spelling, vocabulary, grammar, punctuation, idiom, sentence structure, paragraphing and total structure.

5.3.5 The teacher's response to what the pupil writes is of vital importance in motivating the pupil, in stimulating delight and in encouraging the pupil's growth as a writer. In evaluating a pupil's writing the teacher should avoid destructive criticism and praise achievement. Pupils must be encouraged to explore, experiment and experience. Errors should be regarded as part of learning to write effectively (especially, in editing and polishing drafts). Analysis of errors made in writing can provide an indication of the pupil's progress.

## 5.4 NOTES ON CONTINUOUS ASSESSMENT OF WRITING

5.4.1 As far as possible, teachers need to take an overall view of the developing language competence explicit in their pupils' written work: progress made from one writing assignment to the next should be carefully noted. Continuous assessment of writing, based as it is on a fuller knowledge of the pupils' written work than can be obtained from a single, end of year examination, enables the teacher to develop those forms and aspects of writing that find no place in an examination paper.

5.4.2 Continuous assessment of writing not only enables a wider spectrum of types of writing to be evaluated, it also ensures that pupils work more consistently and take a keener interest in their progress; it enables them to revise and edit work, thus benefiting immediately from the teacher's guidance. Competence in writing should be demonstrated in a variety of contexts.

- 5.4.3 Where possible, the examination mark at the end of the year should include an evaluation of some of the pupils' best work written during the course of the year.

## 6. LANGUAGE STUDY

### 6.1 INTRODUCTION

- 6.1.1 A study of language in action should form an integral part of all aspects of English teaching - listening, speaking, reading, and writing. The continuum of expressive - transactional - poetic modes of language, described under 5.1.5 above, should be seen by the teacher as central to language study. Language activities must meet the needs of pupils and promote their language development effectively. The formal teaching of language concepts and skills developed in the third phase should be positively extended, bearing in mind the goals and principles outlined in this section. In focusing on the skills that promote language competence, the teacher must not lose sight of the need for the pupil's enjoyment of language activities: language is essentially creative and expressive and can only grow from this point.
- 6.1.2 Pupils' experience of language should be extended and developed to allow growth to an adult level of competence. Increasingly pupils should be led to discover that language is a means of abstraction, and that some understanding of how it works will help them to adapt it to circumstance and situation, and to develop the ability to formulate ideas and judge with insight the messages of others.
- 6.1.3 At Higher Grade level, the acquisition of some linguistic or grammatical terminology should be seen as part of the extension of communicative skills, as well as of the ability to learn more effectively how language works and to participate intellectually in responding to language in action.

### 6.2 GOALS

### COMMENTARY

That pupils:

- 6.2.1 --- gain understanding about the way language works;

The ability to use language appropriately is a complex process depending on the acquisition of many skills which should be developed through practice. Pupils may also benefit from the explicit study of rhetorical devices employed across a variety of styles language (transactional-expressive - poetic) at different levels of complexity.

## LANGUAGE

## GOALS

That pupils:

6.2.2 — improve their comprehension in reading;

6.2.3 — be able to extract the salient points from a text and summarize it for specific purposes;

## COMMENTARY

The ability to read with a high level of comprehension is fundamental to school achievement. Language and thought are inseparable, and different disciplines, contexts and purposes make different demands on the language. These intimate connections should be explored in the close study of texts taken from a wide range of sources. Pupils should develop the ability to:

- identify different registers used across the range of expressive, transactional, and poetic language, e.g. in informal discussions, talks, newspaper reports, business reports, legal contracts, literature, etc.
- judge the appropriateness or not of jargon, slang, colloquialism, idiomatic language, etc. in given contexts and to convert discourse from one register into another for a changed purpose (e.g. a casualty's account of an accident into a newspaper report).
- detect the use of emotive language and dishonesty in persuasion, propaganda etc.
- distinguish between fact and opinion, objectivity and bias, emotion and sentimentality, and to assess the function of such elements in given contexts.

Much of what is said under the sections on Reading and Writing is relevant here, but pupils should also be shown that the ability to follow main arguments, select relevant materials, evaluate bias, identify assumptions, etc., depends on the recognition of language cues. The writing of a summary must pre-suppose a specific purpose, which in turn demands a specific register of language.

## LANGUAGE

## GOALS

That pupils:

- 6.2.4 — acquire terminology to describe language and an ability to apply it in the analysis of language in a manner which reveals the communicative function of parts and the coherence of the whole;

## COMMENTARY

The study of grammar and formal language exercises should be seen as a means of making appropriate usage a habit and of improving communicative competence.

Grammar as employed here refers to rules which govern the formation of acceptable sentences. It should be seen as a branch of language study, not an end in itself.

Detached formal grammar exercises can be counter-productive: the emphasis must be on language in action, which implies an incidental approach based on the error analysis of pupils' written work. Nevertheless, pupils need to be shown that the ability to identify, name and use concepts such as the following will be an aid to their understanding of language as used by others and to the improvement of their own usage:

- functional concepts (parts of speech or word classes): noun phrase, verb phrase, subject, object, predicate, modifier, connective
- tense, mood, aspect and voice; concord and number
- main and subordinate clause; loose and periodic sentences
- lexical terms: denotation, connotation; synonym, antonym
- common figures of speech: image, imagery; simile, metaphor, personification
- direct and reported speech
- punctuation: full-stop, comma, colon, semi-colon, apostrophe; question, exclamation, and quotation marks; parentheses brackets, dashes; hyphens

## LANGUAGE

## GOALS

That pupils:

## COMMENTARY

The teacher should exercise great discretion in deciding on the amount of time to devote to these concepts. Difficult items should be stressed according to the needs and abilities of pupils. There should be a definite commitment on the part of the teacher to teach concepts which relate to how language works, but when grammatical terminology, latinate or other, is employed, it should be for convenience only. e.g. to assist pupils in proof-reading, editing and polishing their own writing.

- 6.2.5 ---- acquire a vocabulary which will enable them to communicate easily, appropriately and fluently in diverse situations;

Vocabulary should be enriched as part of a deliberate teaching policy. Pupils should acquire a vocabulary that enables them to cope with the demands made by their own writing, literature, other subjects in the curriculum, the media, and social situations.

Words should be explored in configurations or in context, e.g. in relation to literature or in 'word families'. Denotation, connotation, and the compatibility of vocabulary with register and context need attention. Knowledge of roots, prefixes and suffixes can provide clues and help pupils extend their vocabulary.

Pupils should be proficient in the use and conventions of the dictionary.

- 6.2.6 ---- learn to spell well;

A meticulous approach to the learning of spelling should be fostered. The teacher must identify and meet the needs of the individual pupils. The incidental way of learning spelling must be complemented, where appropriate, by attention to spelling rules. Suitable dictionaries should be used as a matter of course.

## LANGUAGE

## GOALS

That pupils:

- 6.2.7 — learn to punctuate accurately;
- 6.2.8 — learn to produce and understand the structures of acceptable sentences and of their component parts within a coherent whole;
- 6.2.9 — gain some understanding of the effect on English of historical, social and demographic developments.

## COMMENTARY

Accurate punctuation clarifies meaning and promotes effective communication; pupils should be aware that negligent or faulty punctuation interferes with communication. They should become completely proficient in the use of the items of punctuation listed under 6.2.4, above.

Although the acquisition of syntax is a natural process, practice and rhetorical analysis can produce insight into the nature of language and improvement in performance. Pupils should realize that a writer's choice of syntax is part of his intention and reflects decisions about audience and occasion. See also 5.2.5 and 6.2.4, above.

Language development for both the individual and society is organic and continuous. Changes in use and meaning take place over time and (particularly in the case of English) in different parts of the world because of different demands, different cultural contexts, and the proximity or interference of other languages. Pupils should

- be able to identify some of the basic differences in usage and idiom between South African, British, and American English
- have some understanding of the influences at work on the language they and others use
- have some knowledge of the historical development of English, particularly with reference to its vocabulary and its descent from an inflected language
- be able to distinguish between slang, jargon, colloquialism, dialect, and standard English as they function in context.

## 7. THE STD 10 EXAMINATION OF ENGLISH FIRST LANGUAGE (HIGHER GRADE)

- 7.1 The examinations must be designed to assess how far the stated aims and goals of the syllabus have been attained.
- 7.2 The written examination may take the form of either Mode I (Categories 2, 3 and 4) or Mode II (Categories 5 and 6). The oral examination (Category 1) is compulsory unless a pupil has been exempted by the Joint Matriculation Board. Some flexibility of mark allocation is allowed within each category.

### 7.2 CATEGORY 1 : ORAL COMMUNICATION (10 - 20 % of the total marks)

The final oral mark must be based on the continuous assessment of components such as the following during the course of the year:

Reading aloud  
Short talks  
Conversation/Interviews

### 7.4 MODE 1 : CATEGORIES 2, 3 AND 4

#### 7.4.1 CATEGORY 2 : PRESCRIBED WORK (2 $\frac{1}{4}$ - 3 hours, 30 - 40 % of the total marks)

Questions will be set in four sections, each carrying equal marks; however, Section D may be examined internally.

Candidates must answer at least one contextual question and at least one essay question, from the choices given in sections B and C and in D (if examined externally).

##### 7.4.1.1 Section A : POETRY

Questions will be set on at least two of the following, and all questions will be textual or contextual:

- a passage or passages of unseen verse (pre - 1914)
- a passage or passages of unseen verse (post - 1914)
- the prescribed poems

NOTE: On unseen passages, candidates may be offered a choice between writing a critical appreciation and answering detailed questions.

##### 7.4.1.2 Section B : DRAMA - a play by Shakespeare

Candidates will be given a choice between at least one essay question and one contextual question.

##### 7.4.1.3 Section C : NOVEL

Candidates will be given a choice between at least one essay question and one contextual question.

## THE STD 10 EXAMINATION (HIGHER GRADE)

7.4.1.4 Section D : OTHER PRESCRIBED WORK

This section may be examined internally.

If an examination is set, candidates will be given a choice between essay and contextual questions.

## 7.4.2 CATEGORY 3 : ORIGINAL WRITING (2 hours - 25 % of the total marks)

7.4.2.1 A composition of not fewer than 500 words on one of at least six topics. Pictorial or other stimuli may be provided. Topics should cover the expressive - transactional - poetic range.

(60 % of the marks for the paper)

7.4.2.2 One or more of the following (total 160 - 240 words):

letter, review, objective or subjective description, report, speech, dialogue, instructions, directions, memorandum, formal invitation and reply, agenda and minutes of a meeting, etc.

(40 % of marks for the paper)

NOTE: The continuous assessment of original writing (including the above assignments) may replace or supplement the final examination, i.e. the final mark may be derived entirely or in part from work done during the course of the year, provided that it meets with the requirements outlined above and that it includes an assessment of the various modes of writing.

## 7.4.3 CATEGORY 4 : LANGUAGE (2½ hours - 25 % of the total marks)

7.4.3.1 A comprehension test or tests on a given passage or passages of prose - in contemporary, expository language - approximately 450 to 600 words in length. (30 % - 40 % of total marks for paper)

7.4.3.2 A question or questions which require candidates to give the substance of a passage (i.e. to summarise). The text set in 7.4.3.1 must not be used. A variety of modes of summary may be tested. (15 % - 20 % of total marks for paper)

7.4.3.3 Questions requiring candidates to respond to or to use language in a way that reveals their language competence and tests their language skills in terms of the Syllabus. (40 % - 55 % of total marks for paper)

## THE STD 10 EXAMINATION (HIGHER GRADE)

## 7.5 MODE II : INTEGRATED PAPERS - Categories 5 and 6

- 7.5.1 INTEGRATED PAPERS (totalling at least 6 hours of examining) may be set as an alternative to categories 2, 3 and 4 above.
- 7.5.2 Together, the integrated papers must be comparable in range, standard and ratio of marks with the three papers outlined in Categories 2, 3 and 4 above.
- 7.5.3 In covering the same contents and mark allocation as for categories 2, 3 and 4, the INTEGRATED PAPERS must take cognizance of the stated aims and goals and other requirements of the Syllabus.
- 7.5.4 The setting of integrated papers will require considerable skill, insight, imagination and flexibility to ensure that all the aspects prescribed are tested effectively and meaningfully.
- 7.5.5 Examiners are referred to Section 4.5 (page 15), on the examination of prescribed work.

Two essays produced by first-year students in the June, 1984 examinations in the Department of Business Administration, Rhodes University.

"A business organization does not operate in a vacuum. It operates in a broader environment to which it must adapt if it is to survive and prosper". In the light of this statement discuss some of the implications which developments in computer technology can have, and have had, for some manufacturing firms.

Answer A. (80%)

The statement that "a business organization does not operate in a vacuum" is of particular relevance in today's economic climate of rapid change and inevitably strong competition.

The advent of computer technology has had a tremendous overall impact on business in general. However, some manufacturing firms have been subjected to high policy decisions with regard to whether or not to employ Computer Aided Manufacturing (known as CAM).

In this regard industry has been very much subjected to the "Adapt or Die" phenomena. For instance, the Swiss watch industry is a clear example of one who has all but been "eclipsed" by their competitors, whom they thought to be non-existent. With the advent of the electronic digital watch, the Swiss have been all but left out in the cold! This underlines the importance of being aware of ones competitors (present or future), and being up to date with changes in the environment, like technology.

With CAM a manufacturing firm is able to:

- lower production costs;
- increase efficiency dramatically;
- cut down on semi-skilled labour;
- increase quality control; and
- implement overall control fairly easily

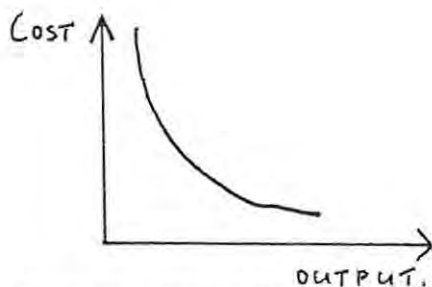
(to name but a few advantages).

Computer Aided Design (CAD) enables a manufacturing firm to design better products.

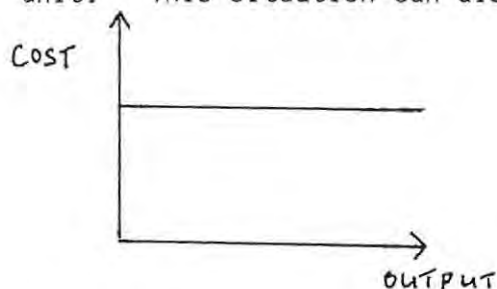
When CAM and CAD are combined, Computer Intergrated Manufacturing is the result (CIM). The use of CIM by manufacturing firms has had and will continue to have impact on numerous aspects. The following aspects warrant some explanation:

(1) Impact on Cost economics

Manufacturing firms have always gone along with the Traditional Theory of cost economics - up until now. This theory basically states that the more products which are produced and are the same (i.e. the higher the output), the lower will be the cost. This may be illustrated diagrammatically as follows:



However, this theory is now somewhat out dated as the relation of cost and output for the firm of the future which employs CIM will be vastly different. It will cost them the same to produce one unit, as to produce the thousandth unit. This situation can also be illustrated diagrammatically as follows:



A situation which has only been a manufacturers dream up until the advent of CIM!

(2) Impact on Location

Firms will be able to be spread out in different locations, and will be thus better able to cater to the particular regions needs. They will thus be far more sensitive to changes in the immediate environment. This will enable

them to adapt to that change far more quickly as well. Further, distribution costs will be cut dramatically and there will be less need for many and large warehouses!

### (3) Impact on Manufacturing

The traditional mode of manufacturing was towards mass production, namely manufacturing a high number of the same product. With CIM this will also be revolutionized. A firm will be able to produce many different products at whatever required volume. Plus, a firm will be able to change instantaneously to a new product! Naturally, any modification required of the existing product will also be accomplished instantaneously! This underlines the fact that firms will be better equipped to respond to the ever constant changes of the environment!

### (4) Impact on Marketing

If a particular firm is utilizing CIM, you can be sure there will be other firms who are as well. Thus CIM benefits almost turn into a disadvantage where competitors are concerned. As their products design, quality etc will almost be identical. Therefore the emphasis will switch from efficiency of product quality and design to customer service.

It will be increasingly difficult to dominate large sections of the market. Firms will look for small subsections and try to dominate this! The "I am King of the castle" attitude will definitely be hard placed!

### (5) Impact on Labour

With CIM, the semi-skilled worker will be able to be replaced by skilled technicians and unskilled labour. Thus rewards will be based on responsibility and not efficiency as in the past!

### (6) Impact on Finance

Obviously, the initial cost of implementation of this system will be high and it will thus take quite some time before financial benefits will be seen. However, most manufacturing firms will see this as a worthwhile long term

investment, considering all the advantages of this system!

In conclusion it can be said that computer technology is having the same "revolutionary" impact on business today, as the advent of power driven machinery and the Factory System during the Industrial Revolution.

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Answer B. (52%)

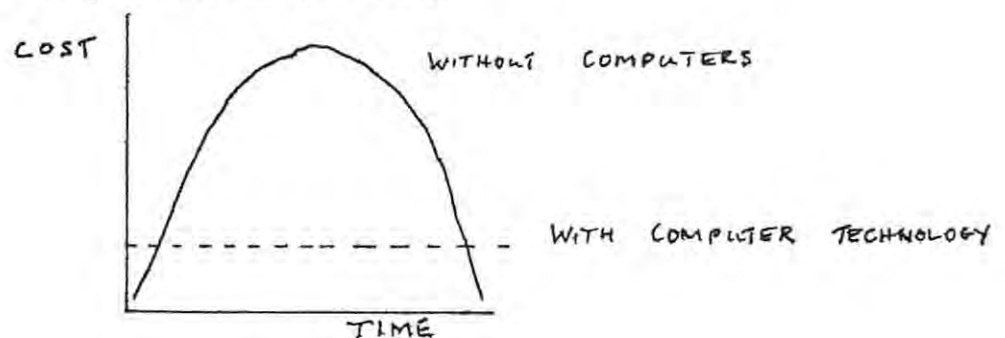
For a business today to survive, it must be aware of the environment around it. It must be able to forecast prospective situations which may occur, be ready to adapt its business accordingly. Otherwise the business may fail. The computer age a few years ago was just an idea and today it is becoming a vital part of any business. Hence any business must advance into computer technology to be able to survive.

The initial outlay of purchasing a computer is extreme - but it will readily pay itself off within a few years. The training of personnel to operate the computers is vital. It will enable more of the semi skilled labour to become more advanced - i.e. become technical skilled labour. The computers will also use a larger amount of unskilled labour which is abundant in South Africa at the present time.

Computers must operate within the environment and the environment will effect the business. Hence by planning what a business can manufacture and what the consumer wants, computers can be used to aid in the manufacture of the product.

Computers are a part of the current environment, therefore the competitors will also have one. Hence there will not be fierce competition in the pricing of products i.e. trying to undercut our competition since he can produce them at approximately the same price as we can. Competitors will also be able to produce the same products, hence new innovations will have to be thought of and designed. Here consumer surveys will be useful and the computer will be able to sift through the information and discover an area of 'need' in the environment. Hence the manufacturing firms will branch into a field different from his competitors.

With computers, the product that is produced will not have to be at an increased price initially used to recover the research and development outlay before the competitors start to produce the same product at a lower cost. The use of the computer will also help to decrease the length of time for which a certain product should be marketed before the initial outlay is recovered. Now with computer aided technology, it is better for a firm to produce many different product lines and market them for a short period. They should be marketed as soon as they are read and not wait for a certain time (i.e. Ready - Fire and then aim).



Once a product has been decided upon, and the manufacturing of it is about to commence, the production line should be linked up with a computer. This will enable the product to be made to the "tune" of the computer. It will decrease the production time of any product manufactured where manual or human intervention is needed. It will also eliminate most errors - these are usually man made and computers will increase the throughfare of products. Hence will be able to manufacture a greater quantity of the products.

If another product is wanted to be made by the firm it will have to just organise the computer. Once the computer has all the required information, it will be no problem to change anything within a certain product or to change to another product. Previously, it has taken years of research which is very

costly to produce an item.

Manufacturing firms have been using computed aided technology in the pharmaceutical field. They will provide the retailer with an estimated selling price, an ordering point (i.e. when the shelf stock reaches a certain level then it is time to order more of the product) and even an ordering quantity. Along with all this, a service has been offered where they have shelf and product labels printed by the computer.

Computers have also been used to divide goods sold in a firm into the quantity, the time of year (i.e. seasonal product like suntan lotion) etc and this could be useful to any manufacturing firm, especially when designing a new product or branching into a new field.

Hence overall, computer technology has made a great advance forward in the business world, and if a firm wants still to be in business in the future, it may have to take a serious view of computer technology otherwise its competitors may be ahead of him and he may not be there in the future.

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