A PILOT STUDY FOR A LANGUAGE EXPERIENCE PROJECT ACROSS THE CURRICULUM AT THE CAPE COLLEGE OF EDUCATION

THESIS

Submitted in fulfilment of the

Requirements for the Degree of

MASTER OF EDUCATION

Of Rhodes University

by

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JANUARY 1985

"Each school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling."

(Bullock Report, 1975, Chapter 12)

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INTRODUCTION

The intention of this thesis is not the legitimising of a language across the curriculum project, but will rather attempt to illustrate that a language experience project across the curriculum is essential at the Cape College of Education.

The Cape College of Education is currently the only black teacher training college in the Cape Province. This young college, which opened in 1981, is situated on the outskirts of Fort Beaufort and fills the vacuum left by the closure of Lovedale College. Students are drawn from the black population of the Cape Province, which is almost exclusively Xhosa-speaking. There is an equal mixture of male and female students and a similar number of students from both rural and urban environments. The ages of 1st-year students range from 18 years to 44 years, with a predominance of 25 - 27 year olds. All students are in full residence.

The College offers 3-year courses leading to diplomas in Primary and Secondary school teaching.

In the ensuing sections an attempt will be made to show why a language across the curriculum (LAC) project is recommended for the Cape College of Education and what form it should take. However, as a 'cross curriculum' project has never been officially attempted amongst the Xhosa, very little 'proven' material and empirical evidence exists. Consequently, this discourse may at times appear to lean rather heavily on the support of 'what has happened in England'.

To overcome this shortcoming, the opinions of the English Language Teaching Centre (ELTIC), which consists of a number of very active and

involved black, English teachers, was consulted.

The paper delivered by this group of teachers at the 1982 Conference of the Institute of English in Africa, in Grahamstown, provides much support for the arguments presented in this thesis. Extensive use has been made of it to reveal the nature of the situation against which the language department at the Cape College of Education (henceforth referred to as CCE) is attempting to successfully teach English to students who are aspiring to eventually teach through the medium of English themselves.

Copious use of quotations has been made in this presentation in an attempt to support many of the 'unmeasurable' arguments presented.

This has been necessary as very little substantiated data relating to the matters under discussion exist at this stage. For example,

> "The claim that exposure to literature enhances English language competence has not, to our knowledge, been tested, nor have the categories of a new linguistic knowledge been defined."
>
> (Institute of English in Africa Paper, 1982)

CHAPTER 1

DEVELOPMENTS IN SOUTH AFRICA WHICH HAVE LED TO THE NEED FOR A LANGUAGE EXPERIENCE PROJECT ACROSS THE CURRICULUM AT THE CAPE COLLEGE OF EDUCATION

1.1. Introduction

Before a complete understanding of the background to the pilot project can be achieved, it is essential that a very brief look be taken at the history of English teaching at black schools in the Eastern Cape.

The early missionaries conducted their education amongst the Xhosa through the medium of English. Thus it became the vehicle for education, even though it was not the mother tongue of the Xhosa. During the period prior to the report of the Eiselen Commission (UG 53/1951), Xhosa pupils in the Eastern Cape were from the very first day of school attendance exposed to English. The majority of pupils received their tuition at missionary schools such as St Mathews, situated near Alice.

In 1953, the Bantu Education Act (No 47 of 1953) was passed, based on the findings of the Eiselen Commission. In terms of this act the control and administration of all educational services for blacks, including mission schools, was placed under the auspices of the Central Government. In 1954 the Department of Bantu Education was created. The effects of this department's implementation and interpretations of the Eiselen Commission's findings are blamed by many black teachers today for the poor state of English amongst black pupils. (Behr A L, 1978, p. 167-171)

My findings, at the CCE, and subsequent review of the situation in local black schools in Grahamstown and Fort Beaufort, have led me to believe that these teachers are correct in their views and that until the effects of the implementation of the Bantu Education Act of 1953 are

perceived by the present educational authority for blacks, very little improvement of the standard of English amongst black pupils will take place.

In brief, the implementation of the aforementioned Act led to the replacement of English as a medium of instruction in the Primary school by the mother tongue (Xhosa). Legislation in terms of the medium of instruction, implied the following:

> "The medium of instruction in the primary classes (Substandard A to standard 4) is the mother tongue, i.e. an African language. In the post-primary classes, i.e. Standard 5 and beyond, the medium of instruction is either English or Afrikaans; if so desired both English and Afrikaans may be used on a '50-50' basis. If English or Afrikaans is used as a medium of instruction, then the language not being used as medium should be allotted two periods per week more in teaching time on the time-table than is given to language arts in the first language."
>
> (Behr A L, 1978, p. 177)

What happened in practice was very different from what the legislation implied. Students currently registering at the CCE as well as those who registered four years ago all unanimously agree that they received their Primary education, including Standard 5, through the medium of Xhosa. Moreover, many only officially began receiving instruction in the medium of English in Standard 7. The bit of English taught to them in their Primary school years in no way equipped them for their Secondary education, let alone for study towards a post-matriculation through the medium of English.

The findings of the Cingo Commission of 1962, which was appointed to investigate the question of mother tongue instruction in Transkeian Primary schools resulted in the Transkei and many of the other homelands instituting English as the medium of instruction from Standard 3, as

from 1965. (Behr A L, 1978, p. 177) It took the Soweto riots of 1976 to achieve the same result for those black schools under the authority of what today is known as the Department of Education and Training.

Thus, in essence, what happened was that in keeping with the theory that the black child would cope better if he received his initial education via the mother tongue, black pupils encountered English as a medium of instruction in Standard 6 (Form 1), for the first time.

Theoretically this decision was, and has subsequently proved to be, impractical and unsound. Black pupils have not been able to switch over from Xhosa to English - the summer vacation being the only transition period allowed.

The replacement of the mother tongue by English meant, and still means, that English gains the status of the mother tongue but with only a second and in some cases a third language background. Moreover, in Standard 6 the pupil is for the first time exposed to a number of new subjects. It is unreasonable to even hope that the pupil will be able to cope with these new subjects if he or she cannot understand and communicate in the language in which the lessons are presented and in which the textbooks are written.

The Department of Education and Training has fortunately realized the shortcomings of the aforementioned decision and thus, since the findings of the Cillie Commission (1980) on the causes of the 1976 Soweto riots have been made public, steps have been taken to rectify the situation. In terms of the Education and Training Act of 1979 (No 90) the situation is as follows:

> "The medium of instruction shall be the mother tongue up to and including standard 2. Thereafter one of

the official languages may be used as medium of instruction."

(Behr A L, 1978, p. 329)

To date it is difficult to tell if this change, in itself, is the answer to the problem. The implementation of the legislation quoted above also does not seem to be applied in a uniform manner in all black schools, largely because of inadequately trained and qualified teachers. Thus it is common in black schools for teachers not only to set examinations in the medium of English, but also to teach in the Standards 3 to 8 levels and sometimes even up to the matriculation level in Xhosa or a combination of English and Xhosa.

It is against this historical background, and the effects of it, that the findings of this thesis and pilot project must be understood and appreciated.

1.2. The state of English at schools and colleges for the Xhosa in the Eastern Cape and Ciskei.

1.2.1. Problems experienced at school level and the origins of these problems.

In September 1975, Mr Victor Rodseth, the first MOLTENO Fellow, presented a report on the Current state of English teaching in black Primary schools. Four important findings and conclusions emerge from his report.

(a) "The most conspicuous of failures with the most serious consequences is the failure to learn to read."

(b) "The failure of the primary school to lay an effective foundation in the early stages of learning English, is the source of the failure to learn English for education and learning."

(c) "Black children fail to master English reading because they have in fact failed to acquire basic reading skills in the mother tongue."

(d) "The successful teaching of English reading carries the highest promise of pay-off under the peculiar conditions and inseparable odds of learning English entirely in the school situation."

(ISEA Report, PHG, 15/82)

These four points briefly summarise the situation to date; they, however, tend to do so in a very unemotional way and do not reflect the heartache and frustration experienced by English teachers at black schools, or the feelings of the black pupils. If we are to appreciate the significance of Rodseth's findings, it is essential that we review the approach and philosophy which has so unsuccessfully guided and controlled the teaching of English in black schools over the past 30 years.

Without necessarily getting involved in a political evaluation of black education, it becomes apparent at a cursory glance that the policies of the South African government have dealt the teaching of English at black schools a death blow. It is only now, faced with the terrifying reality that nothing can be done to improve the standard of the present pupil generation's English language ability, and very little for the following generation, that teachers are beginning to take cognisance of the rôle of English amongst the Xhosa. Black consciousness and the importance of the mother tongue has also had to be considered and it is only now that it would appear that the Xhosas as a nation, have accepted that English must serve together with Xhosa as a first language; although this point may be contested by the die-hards. Thus, I hasten to point out that as early as 1973, black teachers, at their annual conference, stated that although they did not dispute the pedagogical fact that mother tongue instruction was desirable and that it was best understood by the pupils, they felt that because of the nature of "their circumstances,

they declare that after Std 2, English is their undisputed choice as the medium through which education should proceed at school. They motivated their decision in a memorandum dated 30 July 1971 in reply to a questionnaire from the Advisory Board for Black Education." (Luthuli P C, 1982, p. 85)

The acceptance of English by the Xhosa people would make one think that the standard of English would have improved; however, this has not been the case. Faced by the necessity of having to pin-point the actual problems, black teachers become overwhelmed by the futility of their position and the task allotted to them.

Many of the black English teachers are today attempting to establish how this deterioration of English amongst the pupils has taken place. The general consensus amongst them appears to be that the government policy of Black Education implemented since 1953, has undermined the philosophy which until that stage motivated the acquisition of English.

> "Who does not know that ideally, black children should not be stiving to study English literature, in the first place, because according to a statement made in the House of Assembly in 1953 in support of the system of Bantu Education introduced a year later, 'there was no place for the Bantu in the European community above the level of certain forms of labour'."
>
> (ELTIC, unpublished paper, 1982, p. 1) (Appendix 1)

Basically, therefore, the problems that are experienced in the teaching of English in black schools have their roots in the recommendations of the Eiselen Commission which was appointed in 1949, to consider inter alia:

> "The extent to which the existing primary, secondary and vocational education system for Natives and the training of Native teachers should be modified in

> respect of the content and form of the syllabuses in order to conform to the proposed principles and aims and to prepare Natives more effectively for their future occupations."
>
> (ELTIC, unpublished paper, 1982)
> (Appendix 1, p. 73)

It is not the aim of this discourse to become involved in a curriculum debate, but we must recognise the fact that 'English' is enslaved to the curriculum which is implemented at black schools and colleges. Until such time as this curriculum is re-evaluated, subject to a black philosophy of life, the rôle of the English teacher is going to remain an enigma at black schools.

The problem in black schools is threefold:

(a) The teaching of English is without clear direction.

(b) Most black teachers do not have the basic knowledge necessary to teach English.

(c) Most pupils do not have the basic knowledge necessary to continue their education through the medium of English.

> (ELTIC, unpublished paper, 1982)
> (Appendix 1, p. 80)

The tragedy of the 'syllabus' is that it requires the pupil to become proficient in English so that the pupil may be able to study through the medium of English, yet all the requirements which are needed to ensure that the pupil becomes proficient are subverted by the very same curriculum and syllabus requirements.

> "Proficiency in language is the key to literature, that is, language at its best; and ability to read intelligently, therefore brings us into contact with the finest human minds. This widens our experience of life and develops in us tastes and discrimination - the capacity to like and appreciate great books...since all language exists

> to express and convey meaning, there is not one kind of language for everyday life and another for literature."
>
> (ELTIC, unpublished paper, 1982)
> (Appendix 1, p. 73)

Until such time as the importance of literature, and its true place in a black English classroom context is recognised, English will not be fulfilling its true rôle and very little improvement will take place. English at present is being given 'like doses of castor oil' and the black pupil is choking on it.

Jane Reid's thesis, English literature in South African senior schools, clearly reflects the necessity for a more sensible attitude to the selection of prescribed literature and the examination of this material.

More to the point, however, the Alice ELTIC group has identified ten factors which they regard as having contributed to the deterioration of the standard of English at black schools:

(a) Structure of the syllabi.
(b) 'Underqualified' teachers.
(c) Grades.
(d) Lack of reading opportunities.
(e) Inadequate grammar books.
(f) Political isolation.
(g) Importance of Afrikaans.
(h) Examinations.
(i) Black consciousness.
(j) Prescribed books.

(ELTIC, unpublished paper, 1982)
(Appendix 1, p. 73)

The origins of all these ten problem areas can be directly traced back to the implementation of the 1953 policy. The tragedy today lies in the fact that English for the Xhosa and for that matter, the whole of South Africa, 'is not only the common language for large areas of life and business but also, possibly, the vehicle for a future common South

Africanness' (Reid J, 1982, p. 7), and unless a drastic change takes place in black schools, the consequences could be disastrous, for it is essential that the pupil masters English, not as a second language subject, but as a 'way of life', because all his education is presented through the medium of English. Moreover, at college and university, it is taken for granted that the student is competent in this language. Unfortunately this is not the case and until such time that it is, the progress of the student and pupil respectively, will be inhibited in ALL subjects.

English cannot be taught and treated as a second or third language and yet be expected to fulfil the expectations of the Xhosa people. They regard Afrikaans as a third language and are, therefore, not concerned about it as they have no expectations of it as a language for life.

In contrast with this, they are extremely concerned about the deterioration of the standard of English amongst both pupils and at black schools. This is largely because the Xhosa perceive the relevance of English language as a tool for survival.

1.2.2. Problems experienced at college level and the origins of these problems.

1.2.2.1. Attitudes of subject lecturers.

Subject lecturers at colleges and universities tend to assume that prospective teachers are capable speakers of English. Their interest lies with their specialist subject and the language of instruction merely serves as a vehicle to transmit their subject knowledge.

Many of them recognise the student's poor language ability as an inhibiting factor, but do not see it as their task to assist the student in any way in improving his use of the language (English). That is re-

garded as the task of the English Department which is required to solve the problem by means of a Special English course, consisting of 5 periods per week.

1.2.2.2. Attitudes of the student teacher.

The student teacher is the product of the school system described under 1.2. The student is in no way equipped to face any prospective college course as his or her ability to communicate effectively in English is very poor as a result of the vicious circle which exists in black schools.

(i) The pupil learning via a second language who in turn is largely dependent on the English language ability of his teachers.

(ii) As a result of the teacher's inadequate language ability and own English language limitations, the pupil is often victim to inaccurate concept formulation.

(iii) The result is that the pupils resort to 'parrot fashion' learning and reproduction for examination purposes. The minimum requirements are satisfied along these lines and the student is ultimately promoted and eventually becomes a teacher.

(iv) Most current teachers are products of this system and are consequently unable to express themselves effectively in English, let alone teach through it.

(v) Pupils dependent on these teachers are forced, once again, to resort to rote learning and the vicious circle is perpetuated.

Each time this circle is completed, the standard of English in black schools spirals further downwards.

To complicate matters, the attitude of the prospective teachers is rather defiant. They feel that as they have been issued with a matriculation certificate, with English as a major subject, they are capable

users of the language. This attitude has placed the College in a rather awkward position. On the one hand the student has a matriculation certificate, but on the other hand, he is not capable of passing a basic College English Communication course. The Department's dilemma is that it either has to recognise and admit that the matriculation certificate is worthless, or accept the student's argument that 'too much' is being expected of him.

1.2.2.3. The problem of meeting existing and future needs.

A further complicating factor is that of 'supply and demand'. The Department of Education and Training is currently placed in the frightening position of having to meet the country's needs in terms of qualified black teachers for the many schools which will be opened in the near future. The pressure being placed on colleges in general can clearly be seen in the attached Minutes of the 1983 College Rector's meeting.

"DEPARTEMENT VAN ONDERWYS EN OPLEIDING

NOTULE VAN VERGADERING VAN REKTORE VAN ONDERWYSKOLLEGES GEHOU IN DIE KONFERENSIEKAMER, EDUCAMUSGEBOU OP 23 AUGUSTUS OM 08H00

Bywoning van vergadering

Mnr I.J. Bingle	Transvaal
Mnr H. Breet	Mphohadi
Mnr J.H. Cameron	Indumiso
Mnr B.G. Lubbe	Oos-Rand
Mnr M.M. Morapeli	Soweto
Mnr J.P. Redelinghuys	Sebokeng
Dr H.J. van Deventer	Kaapland
Mnr A.J. Burger	HOB : OO (Voorsitter)
Prof C.P. van der Walt	EOB
Mev J.M. Hofmeyer	SOB
Mnr J. Brand	EOB

1. Opening en verwelkoming

1.1. Mnr Burger verwelkom almal wat teenwoordig is en vra Mnr Lubbe om die vergadering met skriflesing en gebed te open.

1.2. Ter opening van die verrigtinge wys Mnr Burger op die openingswoorde van die Direkteur-generaal by die 1982 vergadering, nl. hoe word die onderwyser voorberei vir die taak wat op hom wag. Die volgende apsekte sluit daarby aan :

* Die Departement se globale strategie sluit in die opleiding van plus-minus 5 000 onderwysers jaarliks.
* VISTA kan in die toekoms sowat 500 tot 1 000 onderwysers oplei. Ander universiteite lewer nog nie hulle volle kwota nie, maar vanaf 1985 sal sowat 1 500 per jaar gelewer word en daarna sowat 2 000 + onderwysers per jaar.
* In die lig van hierdie syfers is dit duidelik dat Kolleges 'n groot bydrae lewer. Daarom is dit nodig dat Kolleges deur 'n empiriese ondersoek beter insig moet kry oor die studente self en wat hulle behoeftes is. Sonder gesistematiseerde kennis van hierdie studente, sal ons moeilik ons doel bereik: wie is hierdie mense? Het ons betroubare meting om die student en sy vordering te meet? Hoe gebruik ons tegniese hulpmiddels, die biblioteek, ens?
* Die vraag is verder hoe is ons verslag van die student se kollege-prestasies? Hou ons 'n kumulatiewe kaart by om sy prestasies aan te dui?"

What this document means is that the seven colleges incorporated under the auspices of the Department of Education and Training have to 'produce' 5 000 teachers yearly from 1985 onwards if the current situation in terms of student/teacher ratio is not to deteriorate. However, as all seven colleges are geared, more or less, to take a maximum of 1 000 students over a three-year cycle, each college can at maximum produce 300 teachers each year, giving a total of 2 100 teachers, should there be no failures. The future looks ominous and one cannot help but wonder about the capability of the teachers graduating at these colleges. In terms of the above needs, it becomes apparent that to meet statistical needs, student failures cannot be afforded by the Department.

1.2.2.4. What is expected of the prospective student at college.

Theoretically, everything that is expected of a white, English speaking matriculant is expected of a black student. In terms of the Spens Report

this would mean that:

(i) The tuition which the student has received should enable the student to 'express clearly in speech or writing, his own thoughts, and to understand clearly expressed thoughts of others.'

(ii) Having achieved the first aim, the second aim 'is the development of the power thus acquired to benefit the child as a social being, and to help him to take his place as a thinking individual and as a wise citizen.'

(iii) The last objective is the training in appreciation of literature. 'Love of reading, joy in the discovering of literary beauty, enlargement of imaginative experience, these are amongst the most treasured fruits of a sound English education.'

(Spens Report HMSO, 1939, p. 219)

It is debatable whether white matriculants ever achieve all three of these objectives; in contrast, however, black matriculants currently do not achieve any of them. Couple this language 'failure' to the fact that it is the medium through which subjects like History, Mathematics, Biology, etc. are taught to the pupil and it is understandable that his subject knowledge is usually minimal.

At college the language department is aware of this problem but has yet to convince other subject lecturers that black students' poor performance in a specific subject could possibly be improved if language played a relevant part in the subject lesson.

The syllabus requirements are such that it is taken for granted that the prospective teacher has achieved the three objectives mentioned previously. The subject lecturer is aware that this is not the case but feels powerless to do anything about it as he has to get through the syllabus in the given time.

1.2.2.5. What is expected of subject lecturers?

The subject lecturer is required to achieve the objectives set out in the syllabus within the required period of one year. During that year he may see the particular class for ten periods per week, during which time he must impart the required subject knowledge to the student. In short, the product he produces must be equal to that which is produced at white teacher training colleges.

1.2.2.6. Is the student and the lecturer equipped to achieve the aims of the syllabus? (Not specifically referring to English)

A. The student.

Skills which the black student has been taught in English while at school are generally totally unrelated to achieving the control of language elements necessary in communication settings. This to a large extent applies to first language English speakers as well; however, they have gained this control largely through informal and social use and not necessarily through formal instruction. In the case of the black student, the social and informal channels for gaining the necessary language competency and fluency do not exist. His acquisition of English is largely dependent upon formal instruction. This formal instruction at school, as pointed out, is not up to the task. The student is supposed to be competent in English as a first language but in fact has only experience of it as a second language.

Coupled to this problem is that of, what I call, 'limited world view'.

The average white, English speaking student is exposed to a host of things, places and people by the time he arrives at school. He has experienced things which many black pupils will never experience in their lifetimes. This experience is something which the education system in

South Africa takes for granted. It is expected that the black pupil must be able to cope with the same set of requirements as the white pupil, yet the black pupil does not have the very basic experiences and exposures which are so essential in creating and developing his world view.

Example: In 1981, first year candidates for a Primary School Teachers Certificate, specialising in two of the following subjects:

Mathematics, Commerce, Xhosa and English,

were asked to do a comprehension test. The extract they were tested on dealt with sharks. The following sentence proved to be a great stumbling block:

> "The pilot fish peeled off its station next to the shark and briefly butterflied in front of Duma's mask."

The comprehension test had been selected out of a Standard 6 textbook (for white schools) and thus it was established with alarm that out of the 28 students, 3 felt that they knew what a shark was, i.e. "a fish that ate people." Only 10 students had actually visited the sea. The concept of a pilot fish "peeling off" from a station - in the water - was not understandable. As for a fish "butterflying" - that sounded totally absurd. Needless to say, the rest of the lesson was spent explaining the sentence.

This incident is typical of what happens, not only in a language lesson, but in all subjects.

The implications of this incident are that:

(i) The lesson was poorly prepared. It did not consider the background of the students.

(ii) Some kind of preparation should have been made to ensure that the students could establish what a shark was, where it lives, etc.

(iii) Black students were expected to have the necessary background.

One could go on listing possible mistakes which the lecturer could have avoided, but the fact remains that if the comprehension had been given to an average white Standard 6 class, that particular sentence would not have presented a problem. The pupils would have had to draw on their own knowledge and experience and they would have been able to cope. (See Appendix 2)

B. The lecturer.

Although the lecturer may have the necessary education and experience to help him present his subject, he seldom has the same life experience as the students he is lecturing to. (The majority of lecturers are white; qualified black staff are very rare).

I am not referring to the problem of differing cultural values and backgrounds, but to the absolute lack of experience in the wider world which the black student suffers from. Although the lecturer may not have experienced things personally, his own social life and upbringing is bound to have brought him into contact with things which he can appreciate and expects his pupils to be able to appreciate, e.g. in an extract from G M Hopkins Journal 1866-75 in Poems and Prose, selected by W H Gardner, Hopkins describes the withdrawal of waves from a stony beach as follows:

> "...then I saw it run browner, the foam dwindling and twitched into long chains of suds, while the strength of the back-draught shrugged the stones together and clocked them one against another."

Generally, South African beaches are not packed with stones, particularly not of the kind being referred to in this extract. Although the lecturer may not himself have seen and experienced this sort of scene, his knowledge and experience of the sea and of England, enables him to appreciate the beautiful image in the last line - 'and clocked them one against another' - even though he may never have been in England. Black students with their limited knowledge of the sea and total lack of exposure to something like an English beach scene, or even a South African beach, as whites know it, are unable to appreciate these lines. They become totally meaningless.

Jane Reid cites Professor Lindfors in her thesis on this matter, when discussing poetry:

> "To answer these questions, the student must have crammed a number of cultural facts into his head which are necessary as background information to the poem but are totally foreign to his cultural experience. Moreover, these facts are extrinsic to the poem itself; to learn them the student must go beyond the words on the page and seek explanations from his teacher, from an encyclopaedia or from an annotated text book... To him an English poem is not a song but an obscure riddle, every mystifying nuance of which must be laboriously interpreted and committed to memory."
>
> (Reid J, 1982, p. 99)

The problem, as pointed out before, does not only affect English as a subject, but all the other subjects taught at the college. In the November, Special English examination of 1982, students were given a newspaper article and were asked to comment and explain extracts from it. In the article, a rugby player who was involved in a fight during a match between England and Australia, is asked why the fight began and which side was responsible for it. His reply was - "it takes two to tango." Out of a class of 34 students, who also study English as one of their major

subjects, only one student could explain the implication of the statement! Three others were aware that a tango is 'some kind of dance'.

1.3. The confrontation between the reality of the situation and the expectations.

The aims of the various syllabi cannot be achieved within the confines of the existing curriculum unless 'English' regains its rightful place in the curriculum. This can only be achieved if the existing 'powers that be' recognise that although English is not the home language of the Xhosa, it is the medium which they have chosen through which to receive their education.

This choice does not mean that the Xhosa want to escape from their culture into the West. The last thing they want is to become black Englishmen living in the limbo of South African 'apartheid'. They do, however, recognise that they cannot return to what once was. They cannot turn back the past. Their culture has been subverted by the white culture (whatever that may be) - in the words of the ELTIC group:

> "Our children may be failing hopelessly to master English at its best, but they are even more aware than their counterparts of thirty or sixty years ago that 'our culture' is minus the sea, T.V., Radio, Safari, Supermarkets, Space Missions, Shakespeare, Wilfred Owen, Inflation, the Middle East, to mention a few."
>
> "Will this conference arrive at some resolutions that will aim at modifying the syllabi further in order to improve the standard of English in black schools and save future generations from degeneration."
>
> (ELTIC, unpublished paper, 1982)
> (Appendix 1, p. 80)

Black schools are not meeting their educational objectives. Those students that do arrive at the CCE are not necessarily the top students of their

Standard 10 classes, but they must be accepted and trained because of the daunting shortage of teachers referred to earlier. However, the various aspects mentioned in the aforegoing passages clearly illustrate that unless something drastic happens, future generations of black pupils will continue on a downhill journey. White officials, having taught at black schools feel that they are equipped to decide on the future requirements of black pupils and students. But are they? Are the so-called needs of the country greater than those of the individual black pupil? Without true education, blacks will not be able to take their place in this society as adults, unless the three points outlined by the Spens Report are achieved. Further education will be valueless as it will merely be the transfer of knowledge into the hands of 'adult children'.

Without a basic language ability (in English), effective education and training at the CCE cannot take place. Furthermore, it is my contention that this language problem is indirectly to blame for the majority of matriculant failures amongst black school pupils each year.

With the school product not meeting the expectations of the curriculum, the blame immediately falls on the shoulders of the black teacher; but as a product of the system, is he really to blame and can he be expected to do anything about it on his own? The answer to both of these questions is a definite 'No'.

1.3.1. What can be done to alleviate this situation?

Ideally, a totally new curriculum should be structured, designed for the Xhosa, under the guidance of the Xhosa themselves. Unfortunately this will not materialise within the foreseeable future.

Thus we are faced with two possible ways of improving the situation:

(a) By means of in-service training, upgrade all teachers and make them aware of the importance of English in every subject, without threatening the cultural awareness and rôle of 'Xhosa'.

(b) By producing teachers who are equipped to cope with the expectations of the Xhosa people - teachers who in all ways meet the three aims of the Spens Report.

It is point (b) above which demands the attention of the CCE. It is expected of the College to produce these 'super teachers' who are going to solve the problems. Unfortunately, the students, our raw material, are generally not up to it, and it will be a long time before the situation will improve and that is only if points (a) and (b) are achieved.

1.3.2. Conclusion.

It is essential that the abovementioned problems are overcome during the students' three-year stay at the College.

If these problems are not overcome, the College will be assisting in perpetuating the vicious circle which is operating in the black education system. Moreover, it will not be fulfilling its rôle as a true institution of education. As the ultimate success of the College and its product is dependent on the students' effective command of English, it is essential that the English Language Department of the College recognises its important rôle and attempts to ensure that English does become a 'language for living' for the Xhosa.

After much reading, 'amateur' investigation and discussion, it is the opinion of the English Language Department at the Cape College of Education that a long-term solution to the problem is the implementation of an effective language experience project across the curriculum. It must be presented in such a way that the students become fully aware of its value and will themselves replicate it, to whatever degree possible, when

they go teaching. As the majority of black teachers are under-qualified, these students will be ensured of controlling positions in black schools within five years of completing their three-year diploma course.

On a short-term basis, it is felt that the Special English course should strive to achieve the noble aims of the Bullock Report. This should be achieved by developing a 'relevant' literature programme, complemented by a 'high impact' audio-visual component, the aim of this programme being to provide the student with an 'enriched world view' to recognise and understand the world he is living in, yet at the same time ensure that he retains his identity as a Xhosa. We do not want to produce survivors, but teachers who can effectively cope with the needs of the children of the 'new' Xhosa society.

CHAPTER 2

THE RATIONALE ON WHICH THE PROPOSED PROJECT IS BASED

2.1. Introduction.

Ideally, the College (CCE) requires 'a language across the curriculum' policy. However, as this would require changes in the existing curriculum, it is unlikely that the necessary departmental legislation will be evoked in the near future.

However, as the current situation requires immediate attention, it has been decided by the Language Department at the CCE to implement a langauge experience project across the curriculum, within the confines of the existing curriculum structure.

2.2. The concept in general.

2.2.1. The aims and emphasis of this policy.

Jane Reid focuses the feasibility of a common curriculum in a divided society. She concludes that unlike the rest of Africa, where a rejection of "White designed and orientated curriculums is taking place, Blacks in South Africa are striving towards a common core curriculum for all the inhabitants of South Africa."

> "It would seem, then, that many Africans are at present not interested in the radical reforms of the curriculum such as are being attempted in Tanzania and other African states where the whole eurocentric apparatus of knowledge and the dominance of the European language are being questioned (Thompson, 1979). Their present goal is undifferentiated schooling for all in South Africa and a common curriculum for all schools, to the standard of the present 'White' curriculum."
>
> (Reid J, 1982, p. 46)

This desire must not be interpreted as a desire to become 'white'. It is a desire to ensure that their children have all the opportunities which white students have, enabling them to cope in the general South African society.

English is an excellent medium to achieve these aims, provided it is done in the atmosphere of the Bullock Report! (See Appendix 5)

If the aims, as set out in the concluding paragraphs of Chapter 1, are to be achieved, the emphasis of the cross curriculum policy must be on English for Special Purposes (ESP) and General English. In this way the needs of the student teacher will be met on both fronts.

As all students take 'Special English' at CCE, (a type of communication course), it provides the ideal opportunity for the improvement of 'General English'. ESP can be implemented for specific subjects, e.g. Science, etc. The aims of the policy are thus, on the one hand, to make the student teacher proficient in the English language, yet on the other hand, to assist the subject lecturer in the sense that students are able to write English as required by the specific subject, e.g. in a Science lesson, writing must reflect a minimum of generalisations.

The fact that the Xhosa are technically second language users of English, means that a very limited known, common background exists on which the English teacher can draw; consequently, all that can be taken for granted, is that the student does have specialist knowledge related to his two major subjects. This familiarity with a subject must be exploited by the specific subject lecturer. This does not mean that the English lecturers must become lecturers of Maths, Science, etc. The current approach by subject lecturers of 'lecturing' to students will have to be discouraged as students do not really achieve the goals which the lecturers are

striving for.

> "This practice tends to break down efforts to foster the development of literate abilities in would-be teachers. Because the focus is on a 'quick' exhibition of knowledge rather than on asking the students to think about relationships, it becomes difficult for students to develop the feeling that society places a high value on the kinds of verbal thinking which are at the heart of literacy."
>
> (Davis F and Parker R, 1978, p. 101)

Apart from the normal aims of a cross curriculum language policy, the greatest contribution this project can possibly make at the Cape College of Education is by providing a means whereby the 'limited world view' of the black student teacher can be significantly overcome.

The acquisition of a first language is generally achieved by most children by the time they come to school. At Cape College we do not have this advantage; even at this advanced post-matric level. Furthermore, the College curriculum is not designed to cater for this shortcoming. On the contrary, the lecturer is subject to the problems which face the teacher of a second language, such as French or Latin. Moreover, we are not attempting to achieve second language proficiency, but first language proficiency. To do this, the student must gain all that which the white pupil achieved whilst a child. The language ability which he gained from his parents has to be instilled by the lecturer at CCE. It is also unlikely that any further language acquisition will take place outside the confines of the CCE boundaries until such time as the student is proficient in English. It is this lack of experience and consequently 'limited world view' which is currently the greatest stumbling block.

In terms of actual 'content', the general English course must not em-

phasise only one aspect, but all three, i.e. writing, oracy and literature. Sufficient 'debate' has taken place on this matter to stress the independent importance of each, yet at the same time stressing their dependence upon each other. However, as students have a very small control of either of these facets, it is essential that some common background is established from which lecturers can work towards establishing effective lessons relating to oracy, writing and literature.

D H Lawrence, whilst discussing Art-speech, sums up the situation perfectly:

> "It is in the potency of Art-speech for helping us to recognise who we are that we place our hopes. We oscillate between absorbing meanings from others in books or in speech and formulating our distinctive meanings, which are, in Art-speech, simultaneously public and private. That is, the productive modes of language, talk and writing, are dependent on the receptive modes, reading and listening, which in turn need the active elements of talk and writing if they are to yield their full merit."
>
> (Allen D, 1980, p. 101)

It is my belief that if we can provide the student teachers with an expanded 'world view', we will be able to proceed in General English along the lines expressed by Lawrence. Furthermore, by following an ESP approach where subject teachers are concerned, this 'world view' can be directed to cover background knowledge required in those subjects.

2.3. How will this 'expanded world view' be achieved within the confines of a 'general English course'?

This will be achieved by means of a 'liberally' constructed literature programme operating in conjunction with an audio-visual programme. The word 'liberal' is used here to refer to the choice of literature to be officially used and unofficially made available to students.

2.4. The philosophy underlying the selection of literature for the programme.

The selection of literature for black students and pupils is currently receiving much attention in South Africa. At the ISEA conference held in Grahamstown, June 1982, a number of authorities debated the nature of the situation and voiced opinions as to what the approach should be. However, until such time that the brief given to ISEA,

> 'Teaching literature in English to black pupils in secondary and high schools: an inquiry into means, ends and purposes',

has been completed, we are dependent on the opinions of those who concern themselves with the teaching of literature to black pupils and students.

The dominant question currently is, "should English literature be taught at all in places where so much of what students read seems to have so little relevance to their daily life?" (Munro J M, 1969, p. 321)

The problem which faces most current English teachers teaching black students English, is the justification and suitability of current literary choices. Teachers, in an attempt to compensate for the fact that the current choices are so far removed from the reality of the Xhosa student, compensate for the fact that the student cannot be expected to respond to English literature as 'English people' do, by providing them with the necessary information.

> "One paraphrases; one explains; one fills in the necessary cultural background. Inevitably classes become marathon note-taking sessions, and the literary texts one is supposed to be studying, gradually fade from sight, become mysterious and rather forbidding fortresses surrounded by thickets of linguistic and cultural information, faintly observable perhaps from the perspective of a literary historian, but almost unapproachable to all save a few who succeed in disguising themselves as Englishmen."
>
> (Munro J M, 1969, p. 323)

This definitely is not the aim of teaching literature; if it were we might as well stop teaching it.

The current selection of novels, plays, poetry, etc. is of such a nature that every lesson becomes what Munro calls 'a marathon session of note-taking'. If we continue in this manner, all the noble intentions of our language project will surely fail!

The selection emphasis of literature must therefore change.

Jane Reid voices another concern when looking at people such as the Xhosa who have to some degree adopted English culture as their own:

> "Some of these groups have strong cultural identities, while others are more dependent on the culture of their adoption. On the other hand, those groups who are learning English as a second language have no need to find their identity through English culture; their need is for access to world culture through English."
>
> (Reid J, 1982, p. 18)

She argues that in such a situation as the Xhosa finds themselves, the literature produced in the last fifty years may have more to say than that belonging to 'literary traditions of the mother country'. One needs only to look at the transcript of a tape recording of a poetry lesson with a Standard 8 class in a Soweto school in 1980, presented by J Reid at the ISEA conference, 1982, to see the implications of her and John Munro's views. (See Appendix 3)

Richard Rive, in an article titled The right to teach students indigenous literature, supports the above views and states categorically that he has no alternative but to support those 'supposedly muddled academics who dare to teach courses in African and South African literature.' This does not mean a total rejection of 'traditional literature' and the acceptance

of mediocre, propagandistic literature which is currently very prevalent in Africa.

His suggestion for an approach to literature is as follows:

> "I see three concentric circles moving from the known to the unknown, from the familiar to the less familiar. At the core would be the teaching of African and South African literature in English, assessed largely in terms of its own criteria. Then the next concentric circle: English literature from outside South Africa - British, American...and an assessment of South African literature against these. And then the outermost circle that takes in the best of world literature, that which is translated into English, whether Tolstoy and Kazantzakis or Cervantes and Kafka."
>
> (Rive R, 1978, pp. 8 and 9)

A further consideration is Munro's suggestion of a change in emphasis when teaching traditional English literature to black and second language students:

> "Would it not be better, to focus our attention on the literary works themselves, and encourage students to respond to them in terms of the familiar world of their own culture, rather than to train them to respond to literature as Englishmen would respond to it?"
>
> (Munro J M, 1969, p. 32)

He argues for more emphasis on the goals of literature than on the specific interpretation of something such as Jane Austen's Pride and Prejudice. He claims that,

> "what is important is that the student realises as soon as possible that foreign literature does have some relevance to him; that it tells him something about a culture, world, society which may be alien to him; and that having achieved the first two realizations he may in fact become aware of the importance of close literary analysis."
>
> (Munro J M, 1969, p. 327)

The views of these three authorities form the basis of our approach for the selection and teaching of literature in our suggested literature programme. Three years is, however, a very short time in which to achieve our goal. Our attitude is to teach literature because we hope that by studying it our students will become more proficient in their use of the English language and not because as Munro says, "because for better or for worse, the culture of English speaking peoples has spread over a vast area of the globe."

2.4.1. The actual selection of literature.

> "What do we study literature for? There is no point in studying a book - or any other work of literature - in a senior class in school unless it has certain basic qualities. It should have merit as literature and it should say something to - in some way be relevant to - the young people who study it. It should help students to enjoy and learn to appreciate books, and have the capacity to develop the power of critical thinking and a sense of values. It should provide various experiences of life and other people's lives, and help young people to understand others, and even themselves. And it should also provide them with some sort of introduction to the immense heritage of literature that has been created in - or even translated into - English. It should open doors and stimulate and whet the appetite for more."
>
> (Unpublished paper, Reid J, 1982)

The only prescribed book for Special English is a book of short stories which will be examined by external examiners at the end of the three years of the students' stay at the CCE. Any further 'reading' is to be done at the discretion of the lecturer. This provides us with a great deal of scope. At the recommendation of the English Language Department, it was decided to put aside a sum of twenty Rand from each student's book account, rather than purchase the grammar textbooks, etc., suggested by the Education Department. This money will be used to provide students with good reading material. Much use of photocopied anthologies will be made (with the permission of the relevant people, of

course).

The final selection of literature for a three-year period, will be done at the first language meeting in early February. The selection will be done from a 'recommended' list which was produced at the ISEA conference in June 1982. Lecturers are currently 'reading' their way through the list. (See Appendix 4)

Copies of the 'African Writers' series were ordered last year and will probably arrive in late February. They will be made available to students in the CCE library.

An attempt will be made to achieve or expose students to a bit of each of the three concentric circles - a circle per year. The second and third year selections will take place at a later stage and are partially dependent on the success of the first year of the programme. Final details are subject to the decisions of the Language Committee but a flexible approach will be maintained throughout. Any local literary material which becomes available will be used to stimulate students to realise that English can be made a part of their lives. I am thinking of something like the 'Anthology of Grahamstown Peoples Programme Writers', co-ordinated by Bill Blunt. The poems in this anthology are written largely by local black, underprivileged children. It is very close to the world of the black students' experiences and will thus provide much needed incentive and encouragement to black student teachers to write. The findings of the ISEA research project will be incorporated as they become available.

An attempt will be made by the Language Department to monitor whether the language policy is achieving its goals and whether the language ability of the students shows any improvement. This will be done

according to the language testing programmes suggested by Brendon J Carroll. (See Appendix 10)

As mentioned earlier, this reading programme will be complemented by an intense audio-visual programme which will provide much of the necessary background information lacking in the students' experience. These two mediums will generate sufficient impetus for effective oral work, written work and reading.

2.5. Motivation for an audio-visual programme for the purpose of ESP and general English upliftment at the Cape College of Education.

A large portion of every child's, and for that matter, adult's day, is occupied by various forms of audio-visual experiences of one kind or another. Exposure to:-

radios,
records, taped recordings,
newspapers,
picture magazines,
television,
films,
concerts, plays,
photographs,
slide shows,
etc.,

cause much planned and unplanned learning to take place. The result is that although this exposure to media is not consciously directed at 'learning', it does achieve it. Needless to say, a great deal of it may be negative learning and one may debate the validity of what is being learnt in this manner.

Nevertheless, this kind of exposure results in the learning of 'standards of taste', public opinion, loyalties, new information, old and new ways of doing things, etc.

2.5.1. What are the implications of this 'unplanned' learning for the teacher?

As was pointed out earlier, the child normally arrives at school with much of his language ability already formed; with a world experience which has been formulated by his family life and the society in which he and his family live and are products of. This is also true of Xhosa children. However, it is a 'Xhosa language ability' and not an 'English language ability' with which they arrive at school. The child's experiences are initially culture-bound and it is only at school and through mass media that he can hope to 'catch up' on a first language user of English.

To reject this mass media experience as 'crude and not part of education' is rather short sighted. 'Spiderman', pop stars, television heroes, etc., are part of the world in which children are growing up. It may at this stage be asked what this has to do with black education? Blacks, after all, do not really have free access to television, comics, etc. This is not the case! Most black pupils spend their last three or four years of education in a large centre, boarding with friends or family. In townships such as Fingo Village, Grahamstown, an unwritten rule exists that if anyone wishes to watch a T.V. programme, he only has to go to the nearest house which has a T.V. set and knock on the door. He will be allowed to watch the programme of his choice for 20 cents!

Ignoring that which the pupil is exposed to, does not help in the general improvement of the child's education.

It is imperative, especially in the field of black education, that this experience is capitalized upon rather than rejected, ignored, or, at worst, completely shut out.

At college level, mass media, particularly television, is one of the few common 'backgrounds' which black students have amongst themselves and with their lecturers, in particular.

2.5.2. The problem of population increase and a limited 'world view'.

The effect of a large and ever-increasing black population has resulted in classrooms being filled by large numbers of pupils with very divergent backgrounds. Even in small classes this divergence still exists, especially in the Standard 8, 9 and 10 classes. (It is normally at this point that most students move to large centres from the rural areas, e.g. Riebeeck East to Grahamstown; and in other circumstances, such as political unrest, or brimful classes in their own centres, pupils from cities, like Port Elizabeth, move to other educational centres, for example, schools in the Ciskei.)

Teachers at these centres cannot hope to cope with the divergence of experience, lack of experience and general knowledge, especially when their own life experiences are very limited. Consequently, they concentrate on textbook facts and very little else.

> "a direct result of such problems and developments (at College) is that teachers have special need for two types of instructional materials and techniques:
>
> (i) Those which are likely to prove effective for use with groups containing individuals of widely varying backgrounds and abilities, and
>
> (ii) those which can be used advantageously for individualized instruction with only a minimum of teacher assistance."
>
> (Brown J W, Lewis R B and Harclerode F F, 1959, p. 2)

2.5.3. Expansion of knowledge.

One of the great, if not the greatest, challenges to school curriculums and teachers in general, is current, continual, rapid expansion of knowledge in many areas; not just technological. As the application takes place around the student all the time, it is imperative that he becomes 'au fait' with it.

For example, my father was one of the 'fortunate' students who wrote matric Science in the year that the atom was split. Their text books stated categorically that this could not be done. The result was that no questions relating to the atom appeared in the Science examination that year. (Queens College, 1945)

It is obvious that it is essential that teachers should keep abreast with current 'new knowledge', but unfortunately, at black training colleges we are still attempting to 'catch up' on what has already passed, let alone keep abreast.

'New knowledge' has meant that the curriculum has had to be adjusted. In most cases it has just expanded to incorporate more information.

The direct result of this is less time for more work, consequently, less time is spent on individual aspects of the work and pupils; moreover, as the pressure increases on the teacher, the tendency amongst teachers is to take more and more for granted that the student has the basics.

Black students do not have the basics when they come to school or even when they arrive at training college. To internalize mass media, basic information and an expanded vocabulary at this 'late' stage in life, places a great demand on them. Without this knowledge all teaching becomes strained and painful for both student and tutor.

With the expansion of the curriculum,

> "the sheer volume of information to be analysed and studied tends to force teachers to 'cover ground'. Students become used to making repeated superficial surveys of topics and problems; there are too few opportunities and too little time to explore them in depth."
>
> (Brown J W, Lewis R B and Harclerode F F, 1964, p. 4)

2.6. Student background and necessary supplementation of that background.

In a questionnaire issued to English student teachers it became apparent that the background of the average prospective student teacher, in terms of language ability (in English) and general 'world view' was alarmingly limited.

The implications of the answers to some of the questions are many and reflect a number of inhibiting factors which white lecturers generally are not aware of. In fact, the questions which the questionnaires bring to mind, are disconcerting, to say the least.

For example, a typical interpretation and response to some questions would be:-

(i) Q. What did you do during your school holidays?
A. "Holidaying".

(ii) Q. Name any English books which you read while you were at school?
A. "Emil and detectives".
"Prisoner of Zenda".

This is a prospective student teacher, with a matriculation certificate.

As mentioned earlier, the backgrounds of black students are divergent, limited; experiences are restricted to large and small city or village townships; disrupted family experiences (in terms of white values); dis-

rupted schooling experiences; limited exposure beyond the township during school holidays; survival within a culture of poverty which is totally foreign to the average white lecturer. Unfortunately, the questionnaire did not test the effects of television in any way, but as explained earlier, it is known that blacks are exposed to this medium more than is generally thought. What the effects are on the individual, of what is shown on television, is still largely debatable. Obviously, in no way whatsoever can we equate the experience of the black student with that of the white pupil or student for fear of taking too much for granted. Furthermore, black students are exposed to many other experiences which the average 'white' will never be exposed to, e.g. many student teachers have spent one or two days and, in some cases, months, in jail or detention. They are not necessarily 'bitter and twisted' about this experience; it is 'just one of those things' that happens to one, just as white males have to accept their two-year military duty as the inevitable. An odious comparison, but the attitude is similar.

In short, nothing can be taken for granted and all forms of exposure necessary for the achievement of successful education and, by implication, the acquisition of a healthy English language ability and all that goes with it, must be attempted.

2.6.1. Resources available.

Ideally, cross curriculum work implies tours, excursions, fieldtrips, etc., combined with classroom activities. Unfortunately, financial limitations currently rule out this sort of activity outside the boundaries of the CCE. Furthermore, Fort Beaufort, a rather small rural town, has very little cultural and other educational attractions that can be used in a cross curriculum type project. Racial prejudices among

the local white community also restricts the presence of groups of black students at special times and places in the town.

For political reasons all external contact with other black students is currently limited to sports functions and is controlled very strictly. Thus, apart from teaching practicals and vacation periods, students are, for all intents and purposes, culturally restricted to the College grounds.

Weekend activities such as discos, society and sports activities are largely dependent on the initiative of student bodies, i.e. Students Representative Council, House Committees, etc.

Thus, under these circumstances, if any expansion of the students' experience and 'world view' is to take place, it is up to the lecturing staff to attempt to create situations within the College environment, which will provide students with the necessary exposure and setting to ensure a more developed 'world view'. As it is impossible to bring something such as the sea to the College, use has to be made of audio-visual aids and stimuli to ensure that the improved 'world view' which we are striving for, together with an improved linguistic ability, is achieved.

Faced with the aforementioned restrictions, the use of audio-visual media provides a very good substitute for the real thing.

2.6.1.1. Equipment and means to be used to achieve the aims of the project.

The type of facilities which are available at the CCE range from a small library, overhead projectors, tape recorders, mini-language laboratories, 16mm projectors to sophisticated video-recorders and television cameras. This type of physical equipment or hardware is not really a problem. Software is, however, very limited and commercially made software has

proved to be unsuited for black students.

The emphasis, in terms of equipment which will be used in the project, will be on television, film and slide shows and the Albany Museum, Grahamstown, loan service.

2.6.1.2. The use of authentic specimens and objects.

The Albany Museum in Grahamstown offers an excellent service to schools and colleges by providing, on loan, a large number of portable exhibits, featuring animals, birds, insects, etc., which can be used in the classroom. The motivation behind the loan service is similar to that which has motivated the formation of the project motivation, with a heavy emphasis on expanding the students' 'world view'.

> "Just the mere presence in a classroom of a well mounted bird, mammal or of a collection of invertebrates or a series of rocks or fossils will create an awareness among the pupils of the existence of these things and importantly it will allow the pupil to scrutinize it closely and even touch it. No photograph can substitute his visual and tactile experience.
>
> Visual awareness can cultivate a clearer understanding and appreciation of things..."
>
> (Killian S, 1980, p. 3)

Using authentic material or 'real' objects in subject teaching is undeniably superior to the use of only the spoken word or the simple reference to a picture or poster. The complete truth about the animal or object is present and the misunderstandings resulting so often from classroom descriptions, are eliminated.

Beyond the biological facts - the real thing also provides the language learner with the stimulus from which to speak. In the language lesson the student will be asked to describe what he sees. In the case of an owl, the student can compare size, shape and colour of this bird with

that of other birds. The specific adaptations of the bird are a visual presence, acting out the words that the student can use in his description. The ability to touch the feathers, beak, talons, etc., stimulates the student not only to speak of what he sees but also of what he feels and experiences.

The ability then for students to learn and speak within the classroom from the basis of a common and shared experience, e.g. the owl, makes learning effective, lasting and stimulating.

2.6.1.3. Audio-visual programmes.

To appreciate the rôle of authentic specimens and objects combined with audio-visual programmes, it is necessary to look at the ultimate aim of the lessons.

In brief, the aim of all the aforementioned equipment and aids is to achieve a setting in the classroom in which students find themselves using real English as opposed to realistic English.

> "The distinction between 'real' and 'realistic' English is important. Often teachers feel they are giving students 'real' English, when they are giving them 'realistic' practice. Real English is when you use language to say something. Realistic English is when you say something to use language. In the first case, you may ask the time because you're late for the dentist or rushing to buy some milk before the stores close. In the second case, you ask the time because telling the time is today's topic, there is a clock on the teacher's desk, and he is changing its hands and cueing you to ask your neighbor what the time is. You are saying something to use language. The language is of primary importance and the motivation of secondary. It may be realism, but it rarely reaches reality."
>
> (Pearce R, 1983, Forum Vol XXI No 3, p. 20)

It is with the intention of achieving 'real' English as opposed to 'realistic' English that audio-visual aids will be used. However, these aids in themselves do not provide the complete answer as they provide the student with an expanded knowledge but not necessarily with practice in 'real' English.

> "The problem with all aids is that they are over-protective and habit-forming. In a language laboratory, students become adept at talking to a tape recorder; with video they become adept at watching a TV screen. They gain experience in the setting as well as in the language. This setting, (e.g. staring at the spools of a tape recorder) may not be of much use later. They still have to make the transfer from the tape, video, or teacher, to the street."
>
> (Pearce R, 1983, Forum Vol XXI No 3, p. 20)

To ensure that 'real' English does take place in each lesson, audio-visual aids such as the video machine, will be used in conjunction with other aids in terms of which a lesson can take place which will attempt to place students in a realistic situation in which it becomes necessary for them to use real English. (See Appendix 8)

For practical purposes, all films, slides, commentaries, etc., will be edited onto video tape to ensure that during project lessons, the lecturer is not forced to rush around darkening the classroom, switching on tape machines, then slide projectors, etc. Moreover, with the use of a remote control infra-red scanner he is in position to operate both the video and the television from anywhere in the classroom. (For motivation with examples on the merits of audio-visual type programmes, see Appendix 6.)

2.6.2. A theoretical description of a project lesson planned for the duration of four periods.

Period one.

It is during this lesson that the necessary input will take place to ensure that students are exposed to a new concept or experience through

the aid of the aforementioned video programme. It will be rather one-sided in the sense that the lecturer will be concentrating on input and students will be filling a receptive rôle. This lesson will be monitored by a 'language' specialist to ensure that possible problem areas in terms of language are recorded for explanation purposes in the next three periods. Furthermore, he/she will observe student reaction to the input lesson to identify potential problem areas in the lesson itself.

What students see on the video monitor will take up at the most ten minutes of the actual lesson. However, it may be necessary to expose students on the same day to a full-length video programme or documentary to develop further on the input lesson. This will be done at an evening showing of the video.

The other twenty-five minutes of the lesson will consist of verbal explanations, anecdotes, stories, etc., on the input topic, by the lecturer conducting the input lesson. Students will be free to question and discuss these with the lecturer.

The intention of this lesson can be summed up as an attempt to provide students with the necessary 'world view' to equip them to handle/understand a problem situation in which they will have to debate, plan and decide on problems which are real and which will ensure that 'real' English takes place in the classroom.

Period two.

This lesson will consist of a report-back session by the students to a panel of specialists consisting of the project team specialists qualified to explain details handled in the input lesson. In other words, should the topic fall in areas of the Geography or History lecturer, they, together with the 'input lecturer' and a language specialist, will serve

on a panel whose task it will be to, in English, answer and explain all queries by the students in terms of the students' experiences and the knowledge they acquired during the input lesson.

The intention of this panel will not be to serve as a board of inquisition, but rather as a group whom the students can speak to about the topic and related matters, without feeling that they might be laughed at or scorned. The atmosphere during this period will be very relaxed and informal, to ensure that students feel free to raise all their queries.

At the end of the lesson, a worksheet, based on the lesson topic, will be handed out to the students to be partially completed in preparation for the next two periods, together with necessary literary hand-outs and references.

Periods three and four.

During the first fifteen minutes of these lessons, students, in groups of five, are to prepare their answer or view, as a group, in terms of the last question of the worksheet. Having had time to study the problem individually during the time elapsed between period two and three, they will not require much more than fifteen to twenty minutes to prepare as a team.

The rest of the period will be allocated to a debate situation with the various groups presenting their case to the class. The debate is to be chaired on an alternating basis by members from teams not currently presenting their case.

No lecturer involvement takes place during the debate. However, the debate is recorded or monitored by the lecturer, co-ordinating the four

lessons and a Language Department representative.

Worksheets are collected at the end of the period and marked in terms of their aspects by the subject specialists. Ultimately, they arrive with the Special English lecturer in charge of the specific group of students. Worksheets are returned to students during Special English lessons. Specialist subject lecturers are to comment on aspects of a general nature or in some cases, comment on the remarks made by students during lessons.

The lesson content in terms of problems and activities presented to the students will vary according to the lesson topic. Thus, periods three and four will not really have a pre-set pattern and will depend largely on the specific lesson. On the other hand, the basic plan set out for periods one and two will always be followed, unless the project team preparing the lessons finds it necessary to deviate for exceptional reasons. (I hasten to add that should the pilot project indicate a better or more suited approach, this aspect of the lesson plan will be modified accordingly.)

2.7. Conclusion: 'What do we hope to achieve?'

Through the medium of English and English teaching, in the widest sense of the term, with the use of the available audio-visual material, we hope to meet the aims of the Spens Report and to organise our teaching in such a way that it allows our students to 'learn more in less time', using 'real' English.

With the acceptance of this 'project proposal', the implementation of it will be preceded by a pilot language experience project across the curriculum upon which a full-time project could be based.

CHAPTER 3

AN OVERVIEW OF THE PROJECT AND ITS IMPLEMENTATION OVER A PERIOD OF FOUR MONTHS DURING 1983

3.1. Overview of the test period.

The project operated from 21 July to 20 October 1983, when the last report back meeting took place. During this period a team of 5 teachers actively participated in the implementation of a Language Experience Project across the curriculum at the Cape College of Education.

3.2. Staff and groups involved in the project.

The implementation of the project was subject to its fitting in with the existing time-table and the requirements of the various syllabi. Faced with these two restrictions it was decided to aim the project at those first-year students involved in the Senior Teachers' Diploma course.

Furthermore, as resistance amongst general staff members was alarmingly high it was decided to operate, initially, in the confines of those subjects whose lecturers indicated support and interest in the project. These were Science, Biology, English, History and, at a later stage, Geography.

The STD (Senior Teachers' Diploma) students had been allocated to 4 classes in terms of their subject combinations. All classes averaged in number between 22 and 31.

Apart from the various subject lecturers and myself (Senior English Lecturer), the actual implementation and co-ordination of the project rested with a staff member who was highly competent in the use of audio-visual material and equipment, Miss Brenda Kilian.

3.3. Areas of resistance.

3.3.1. Initial approval.

During a language conference of Heads of Departments held in Pretoria in May 1983, approval was expressed for the implementation of the project, by the Senior Subject Advisor for English (Department of Education and Training). However, this approval was subject to gaining the support of the Rector and Vice-Rector of the College. This was achieved at a meeting between the Language Department (English, Afrikaans and Xhosa) and the Rector's office, held at the beginning of the second semester. At this meeting the Head of Department for the Primary section strongly presented the case for the project, motivating that as time was of great importance and as staffing problems had resulted in an opportunity for the re-allocation of certain periods, the opportunity to implement the project for a trial period should not be missed. After much debate the necessary support for the project was gained with the understanding that Miss B Kilian would serve as co-ordinator of the project. Furthermore, her Guidance periods (Guidance being a semester course) would be re-allocated for the purpose of the project.

3.3.2. Staff reaction to the initial approval given by the Rector's office.

On Thursday 21 July 1983, the Language Department received a formal visit from the Vice-Rector. It was tactfully explained that due to further timetabling problems and staff complaints of heavy workloads, as well as petty internal staff disputes, pressure was being placed on the Rector to re-allocate the potential project staff to conventional subject courses. (Much debate, threats of resignation, accusations of incompetency levelled at the Audio-visual Department and Language De-

partment, followed.) The matter was tentatively resolved, pending a viewing of a trial lesson set for 25 July, by the Rector and the Vice-Rector.

Final approval for a pilot project was obtained on the afternoon of 25 July with the understanding that should the project prove successful it would be implemented on a fulltime basis in 1984. However, should problems occur during the pilot project, it would be terminated forthwith.

3.4. Counter strategies.

As mentioned earlier, staff were theoretically in favour of the project, but in practice many of them had reservations, based on the validity of the project in terms of the rôles that they would have to play. Many saw it as a 'new scheme' of the Language Department to get out of some of its responsibilities and to pass work onto other lecturers. Others felt if they were to participate in the project it would prevent them from completing their syllabi and would take up too much of their free time.

To overcome these misgivings it was decided by the project staff to confine the project to those subject fields where the lecturers had indicated interest in the project; in this way it was hoped that the project would not be threatened from within.

At the first report back session between all the lecturers concerned with the project, it was decided to throw the project open to other staff. Staff were invited to drop in to observe the project in progress at any time. Moreover, it was agreed that project staff should not attempt to convince other staff members of the merits of the project, but rather to discuss at teatime and other staff functions, what was currently happening in the project. In this way many die-hards began to show interest and eventually expressed support for the project.

By November 1983, total support amongst the staff had been obtained. (When it comes to individual involvement in 1984 this may prove to be different.)

3.5. Finances.

As the project was a pilot project, funding from College funds proved to be a problem. However, as the various departments at the College have their own budgets, initial costs and materials were funded from these budgets. This amounted to R150,00. But as this was technically College funds and thus only for the use of purchasing stock, this money had to be repaid at a later date. This was done at the end of November when the necessary funds had been generated by the Audio-visual Department.

The sum of R600,00 was raised in the last six months of the year, resulting from the sale of photographs taken at College functions and of local black personalities, requiring the services of a photographer at special functions. (The team of photographers consisted of the Audio-visual staff.)

3.5.1. List of expenditures.

1.	Video cassettes	R 120,00
2.	35mm film and processing	150,00
3.	Card and mounting board	20,00
4.	Posters	30,00
5.	Postage	18,00
6.	Transport	60,00
7.	Stationery	25,00
8.	Books	35,00
9.	Sundries	16,00
	Total	R 474,00

3.6. Modus operandi.

3.6.1. The theoretical planning of the Language Experience Project across the curriculum.

The aims and aspirations of the project, as explained in an earlier chapter, are the same as that of a 'language across the curriculum policy'. However, as practical problems prevent the implementation of such a policy, the pilot project was constructed as a means to achieve the same aims but within the confines of the College curriculum (Appendix 5). Furthermore, as the added problems of a 'limited world view' exists, it was decided that the emphasis of the project should initially be on the attainment of 'tangible results'. By this we meant that as the pilot project would be the criterion on which the future of 'a language across the curriculum policy' would depend, it was necessary to gain the support of the College as a whole and thus the results of the project had to reflect something which lecturers, other than language lecturers, could appreciate.

It was decided by the project team, which consisted of five lecturers respectively representing the departments of English, Biology, Science, Geography and Audio-visual, to work from the basis of a common topic which was selected for a two-week programme. This topic would be treated in such a way that all subjects would benefit in terms of background information, student experience, student perception and understanding of new information. Furthermore, the students' vocabulary would be improved in the aforementioned subject areas.

3.6.2. Theoretical planning of a lesson.

The following structure served as the initial plan according to which the project was to function:-

STEP 1 Team to meet one week in advance to discuss the topic to be prepared for the following two weeks (Monday afternoon).

* The topic to be selected in terms of the

needs of the respective subject lectures, e.g. the Biology department is currently involved with mammals, the Science department is involved with ecosystems, the Geography department is involved with oceans of the world and their effects on the world's food supply.

* The topic selected:- WHALES.

STEP 2 Project co-ordinator (Miss Kilian) to draw on the expertise of the subject lecturers and construct a lesson which:-

(i) Provides the students with a common experience relating to the programme;

(ii) Makes use of relevant teaching aids to enhance this experience;

(iii) Provides the students with as much background to the topic and its related areas as possible;

(iv) Provides the students with a problem to solve which is real and current.

STEP 3 Completed lesson plan to be presented to the Language Department to identify possible areas of misunderstanding in terms of students' ability to use 'English'.

STEP 4 Completed lesson to be passed on to the Audio-visual department to see what possible films, slides, videos, etc. are on hand or can be made for the lesson.

STEP 5 On the Thursday of the same week the team is to meet to evaluate the completed programme and make modifications if necessary. (Viewing of films to be shown as part of lesson, etc.)

STEP 6 The lesson is to be implemented by the co-ordinator according to the following chart:-

Week I	Lesson one and two Input lesson	
Week II	Lesson three	Panel discussion between subject specialist, project co-ordinator and students on the topic under the chairmanship of the Language Department representative. At the end of the period a worksheet on the topic is to be handed out.

Lesson four — Return marked worksheets to students.
Language lecturer to discuss language problems common to the class.
Project co-ordinator to discuss topic misconceptions, etc.

STEP 7 — The team to report back at the end of the two-week lesson period, at the next planning meeting, on their findings of the previous programme. All spin-offs and problems to be shared, discussed and recorded.

Should problems arise during the week, the co-ordinator is to consult the particular subject specialist involved and the language lecturer concerned with monitoring the lesson for the two week period.

3.6.2.1. Other details.

(i) Marking of worksheets to be shared by project team.

(ii) In the event of the co-ordinator being absent, her responsibilities will be shared by other members of the project team.

(iii) Project members will inform the project co-ordinator on the effects of the Language Experience Project in their own subject lectures during the two-week period.

(iv) Marks awarded in terms of student performance in the worksheets are to be used where applicable for year mark purposes in 'Special English'.

(v) Language lecturers monitoring the lessons, in consultation with the co-ordinator, are to prepare remedial lessons in Special English lessons, where necessary.

(vi) This plan is somewhat different from the plan presented in the motivation. These changes proved necessary when faced with the real situation.

3.6.2.2. Diagrammatic representation of lessons in terms of the project team.

(See Appendix 12)

3.7. The theoretical plan in action.

The logistics of the project appeared to be rather daunting, but in

practice the theoretical plan served as a basis according to which deadlines could be met.

Team co-operation and enthusiasm ensured that many of the meetings actually turned into workshop sessions with project members assisting in the preparation of the lesson material.

3.7.1. The Co-ordinator.

Preparation of lessons did not prove to be a problem as the Audio-visual Department and the College librarian went to great lengths to get the necessary information for the project.

Close co-operation between the co-ordinator and the Albany Museum education services, ensured that wherever possible three dimensional materials, specimens and models were made use of in the lessons. Team members ensured that specialist information and explanations were available to the students when they were exposed to this material.

Much use was made of SABC newscasts and actuality programmes, as well as documentaries and films relevant to the topics under discussion at the time. (See Appendix 8 : Whales)

As each lesson had to be given to four different classes, the co-ordinator was initially concerned that her own enthusiasm might wane by the time she presented the fourth lesson. This, fortunately, did not prove to be the case as the students, due to their different subject combinations, tended to react differently to all the input sessions.

In her search for stimulating information, as the project progressed, the co-ordinator drew on the expertise of staff outside the project team; this stimulated much interest and provided those staff members who were not initially interested in the project with an avenue to

become involved without having to lose face or commit themselves unconditionally to the project.

3.7.2. The Language Department.

The approach of the Language Department was that the project provided the lecturer with the opportunity of evaluating the students for the first time in terms of their language ability. In the English lesson proper the student's language performance is restricted by a lack of background to aspects of the literature. The Language Experience lesson provided the information and the background and then asked the student to perform.

The language lecturers knew what the input lesson consisted of and, therefore, felt that they could expect more of the students in terms of their linguistic development. 'Special English' lessons were used to look at common problem areas identified during the project lessons; rather than randomly approaching student language problems. Reading material, areas to be researched and essays which linked up with the project lesson being presented at the time, could be given to the students with the assurance that they were making use of 'real' English.

Typical problems identified in this manner were:-

(i) Use of tenses and concord.

(ii) Indiscriminate use of he, she.

(iii) Students do not know how to write essays. They know how to write an essay for an exercise in English, but fail horribly when writing an academic essay.

3.7.3. Other departments.

The Biology, Science and Geography Departments respectively participated in the formulation of the lessons and showed much interest in the diferences of language required for the specific subjects. The spin-offs

of the project in specific lessons (i.e. Biology), have been phenomenal and have ensured the continuation of the project at the College for 1984. For example, during the project lesson on Whales, the Special English lecturers identified that students tended to regard essay writing as something which belonged to the English classroom. Thus, they set about showing students how to approach an essay in their particular specialist subjects, paying special attention to the question of tense. Consequently, a marked improvement was noted in the Biology and Science essay presentations.

Furthermore, all departments stressed that the input lesson ensured that specialist subject matter could be dealt with more rapidly as students were not continually hampered by the problem of relating to the subject matter at hand and that input lessons often resulted in students asking more relevant questions in their respective lessons, outside the project.

Surprise was also expressed by subject lecturers at the overlap in terms of subject content. This proved to be very useful for those lecturers dealing in Academic English in the field of poetry and setwork. For example, during the project week dealing with volcanoes, the expression 'he erupted' was used in an Academic English lesson. No explanation of the word 'erupted' was required, as had been the case the previous year when dealing with the same short story.

The list of spin-offs in the various subject lessons proved to be endless. However, this did not mean that the project was without problems.

3.7.4. Problems encountered: the use of video tape recordings and films.
(See lesson plan on Whales, Appendix 8)

In terms of the potential of Audio-visual equipment, staff tended to ex-

pect that students who had viewed a particular programme understood what they had seen. This proved not to be the case. For example, during the whale lesson a video on whales was shown to the students. Many of the scenes were underwater scenes with the camera at times moving very close to the whales. The question which many students asked at the discussion session was, "Why do whales have so many pimples?" On reviewing the particular scene with the students, we established that the 'pimples' were in fact barnacles on the side and back of the whale.

A further problem encountered in terms of the use of video tapes and films was the limited concentration span revealed by some of the students when watching a video or film. As a test we allowed students to select a social video for a Thursday afternoon viewing. They selected 'Black Belt Jones', a martial arts film starring a negro as Black Belt Jones. During the screening of the film, we observed from an adjoining observation room, through one-way glass, the reactions of the students.

On average, one-third of the class was able to attend the film in one sitting. Other students tended to wander away and returned again in the middle of the next showing. Some were continually asking their friends to explain scenes. Even scenes of violent action did not seem to retain their attention. Quite often a student would ask the student operating the video machine to rewind and re-show a particular scene which he had just missed or not fully understood.

In formal class situations it became apparent that a film retained the attention of the students for about twelve minutes.

Thus, all films and videos had to be geared to this problem. Some obvious reasons for this problem are:-

(i) The difficulty with which some students follow the different English accents;

(ii) misunderstanding of and inability to appreciate the content of the film; and

(iii) students' inability to follow rapidly spoken commentary.

We do not as yet have all answers or the reasons for this problem, but it is hoped that more research will be done next year in this area. However, the use of video tapes and films in general, apart from this problem, has proved to be successful.

To test our aforementioned assumptions for the immediate use of the project, we showed the various classes two spectacular films on volcanoes at the start of the third two-week lesson programme, prior to the co-ordinator presenting the input lesson. These films were followed up with the normal report back sessions. All these sessions were a dismal failure. There was no discussion and the students asked very few questions. We concluded that the students found the concept of a volcano so remote that without an input lesson providing the initial background information and terminology, the students were not equipped to appreciate the concepts being presented and thus tended to 'switch off'.

After returning to the 'old formula' of input lesson (first) followed by the film and report back session (using the same films), the lesson proved successful.

This experience left the project team speculating for weeks and we feel that no single answer exists and that the whole matter will have to be investigated once the project is fully operative on a fulltime basis in 1984..

3.8. Potential advantages and disadvantages of the project.

The project achieved the general aims and advantages stressed in the

initial motivation for the project (Chapter 2). Furthermore, in the long run it provided staff with more time to concentrate on their subject material, rather than spending time providing background information and correcting scripts. Student essays improved in terms of language and presentation.

A complete package of the various lessons was filed in the library and served as a useful reference for students.

The only disadvantage experienced was that of the placing of an extra workload on the Audio-visual Department and the project team, in the sense that as this was a pilot project it could not always draw on all the staff expertise available at the College on a full-time basis. Moreover, as the College is currently understaffed, the project staff were at times pressed to meet the deadlines set for the project while at the same time meeting other commitments on the timetable. Fortunately, however, all deadlines for the pilot project were met on time and in good spirit.

CHAPTER 4

MONITORING AND EVALUATION OF THE FOUR MONTH TRIAL PERIOD

4.1. Participant observation.

This was conducted largely by myself and at discussion sessions, by the co-ordinator. One of the input lessons was observed through one-way glass, with the class unaware of the observer. Depending on other teaching obligations, all or at least two, of the other lesson programmes were also observed with the observer present in the class and at times participating in the lesson.

4.2. Report back sessions.

Although initially planned for every second week, these meetings tended to become weekly sessions, as the team met once a week to either report back or plan for the next week's programme, or to discuss immediate problems. Much information was also passed across the tearoom table by other lecturers who were not directly involved with the project, but who were noticing its effects and intrusion into their own fields of interest and classes.

4.3. Evaluation of the project.

The project proved to be exceedingly difficult to evaluate on the basis of a quantitative approach. From a practical point of view it was not feasible to apply Brendan Carrol's tests as time and the problem of linguistics would probably have prevented any sound data emerging. Nevertheless, following an anthropological approach all staff, and myself in particular, attempted to reconstruct for ourselves the merits of the project. As can be expected, our enthusiasm for the project often resulted in our criticism being aimed rather at the lesson structure and

at the co-ordinator's actual lesson, than at the shortcomings or successes of the project in its totality. However, once the Rector's office indicated approval for the implementation of the project on a fulltime basis in 1984, all members became more introspective and the evaluation of the last month of the project was much more frank and objective. Staff no longer regarded 'project' criticism as being aimed at themselves, but for the purpose of planning next year's project, 'free' of this year's shortcomings.

4.3.1. Personal observations.

A. The project in no way interfered in a detrimental way with the normal day-to-day running of the College.

B. Project lessons provided students with a common background. This encouraged them to attempt to solve problems, discuss new information, and do personal research.

C. Students found the lessons exciting and stimulating. This resulted in students who had never before participated in class discussions, openly participating, regardless of how poor their ability to speak English. They made use of 'real English'.

D. Students would often assist a friend in putting forward his argument in terms of presenting it more lucidly and couching it in more accurate and descriptive terminology.

E. Terminology obtained in these lessons was used freely in the conventional class lectures. For example, the concept of someone being a debtor - in the commerce class - eventually led to an understanding of the concept of 'one being indebted to somebody'.

This only happened once the type of terminology was freely used and explained in the project lessons.

F. Project lessons were regarded by students as 'fun lessons' in which they felt free to participate without having to perform for their subject lecturer and being under constant evaluation. (Comments reflecting this were passed on to project staff by non-participating staff who had discussed the project with students).

G. As students were aware that the project lessons were not directly examinable, they responded very naturally to them, indicating to the co-ordinators their true feelings of either boredom, interest or astonishment.

H. The project team's fear that as the project lessons were not examinable students might become apathetic, proved to be unfounded.

I. Although the initial input lesson given to all four classes was the same, the student reaction in terms of the separate classes was always different and often resulted in a different emphasis being placed on the lesson discussions and participation by the students. It would appear that this was largely dependent on their major subject choice. In other words, the experience and reading knowledge with which they came to the lesson influenced the way in which they responded to the new information. Similarly, the new information has stimulated new interests which will affect their future reading responses when exposed to aspects related to it.

J. Initially, students regarded the co-ordinator as a walking encyclopaedia, but once they became aware of the fact that the classroom situation provided material guidance but no definite answers, they began drawing on their own and their neighbour's resources to enable them to

complete the worksheets. For example, the project lesson on whales had a final question in the worksheet (see Appendix 9), which required that each student make a personal decision and to support it with a logical argument.

To answer the question the student had to draw on all the information presented in the input lesson, discussion lesson and relevant fields which he or she had personally read and researched.

As no definite answer or argument existed for the question, students (for the first time in some cases), realised that lessons at the College did not necessarily consist of 'guessing the correct answer'. Their school experience encouraged them to 'guess' the answer, irrespective of their own feelings on the matter. Students found it amazing, and some even expressed concern, that they should have to decide on a matter so weighty, without direct participation of the co-ordinator.

K. As student enthusiasm grew, lecturers found themselves being asked to forward topics selected by the students to the project team. These topics normally arose from the stimulation of the previous input lessons, e.g. the lesson on volcanoes led to requests for a two-week programme in the fields of Geology and Archaeology.

L. Students whose subject was not directly involved in the project, asked if their subject could be included in future programmes.

M. The worksheets provided the lecturers with an insight into the general shortcomings of the students' earlier education, experience and general knowledge.

N. Students and lecturers respectively showed more understanding towards their colleagues' subject interest.

O. Although initial input lessons relied heavily on data, visual and tactile aids, together with intensive explanations from the co-ordinator, subsequent input lessons achieved greater response when the students were allowed to draw on information provided by the co-ordinator on a more experimental basis, e.g. instead of explaining the topic and trying to teach it, students were presented with a problem, provided with a general background to the topic and given free access to reading materials which they had to draw on themselves and interpret in terms of their project experiences.

From an English lecturer's point of view, this proved very exciting as it led to a good deal of individual reading, talking and writing on behalf of the students. It also became apparent that students developed a more critical approach towards, and appreciation of mass media stimulation in general and of television commentaries in particular.

P. At times the co-ordinator found herself tempted by class enthusiasm to allow a particular topic to flow over into a three-week programme. However, logistics prevented this from becoming a regular thing. In many senses this was a pity, but the team had to operate within the confines of the 'approved' theoretical plan. It is hoped, however, that some form of flexibility can be built into the 1984 fulltime project.

Q. In terms of the general aims of the project as outlined in Chapter 2, sufficient attention could not be given to 'literature' in general as the College library was closed for the purpose of restocking and cataloguing. This meant that students put pressure on the personal libraries of the College lecturing staff, as many students thirsted for more information once their interest was aroused. Block book loans negotiated between the co-ordinator and the librarian placed pressure on the former, who was held responsible for the safekeeping and return

thereof.

R. A donation of twelve year's worth of 'National Geographic' journals together with a supply of photographs from the 'Herald' daily newspaper (i.e. unpublished copies) helped to alleviate this problem to some extent.

S. The Audio-visual Department was heavily taxed to provide stimulating audio-visual aids of an original and current nature. Comments were made to the effect that our 'teaching' rôle had degenerated to a 'performing' rôle - filled with gimmickry.

Project staff, however, felt that this was not the case as 'exotic stimulation' did not at any stage exceed twenty minutes of the input lesson. Considering that the input lesson only took up one to one-and-a-half of the four lessons which took place in the two-week period, we believe this criticism is unfounded.

T. Although the lapse of time between lessons - over a two-week period - did not result in flagging enthusiasm, it did frustrate students who seemed to want to 'get on with the show'. As a result the co-ordinator was at times hard pressed to close a lesson when the period had expired.

U. It would appear, judging from the general staff and student approval of the project at this stage, that the expectations of the project have been met. General staff approval (other than project staff), has been given for a 1984 fulltime project.

V. The assistance given to the project team by the Albany Museum Education services has shown how valuable tactile as well as visual experience can be in education. (See Appendix 13)

W. The pilot project has resulted in staff attempting to implement a more cross curricular approach in their teaching of their specific subjects. (See Appendix 7 - last question)

CHAPTER 5

RECOMMENDATIONS AND CONCLUDING REMARKS

5.1. Recommendations.

The following recommendations are based upon the findings of the pilot project but are at the same time tempered to take account of the practical limitations and confines which the Cape College curriculum and its staffing problems place on a project of this nature.

5.1.1. Control of project.

A. The project should be implemented in 1984 on a fulltime basis and include as many subject areas as possible.

B. The project should be implemented in terms of the theoretical and practical modifications of the pilot project.

C. Staff from the pilot project team should serve together with new staff and a representative from the Rector's office on a controlling/evaluating/guiding committee. This committee should also include someone from an outside agency not involved in the project directly - preferably someone from ISEA, Rhodes University, Grahamstown.

The task of this committee must be to evaluate the project and ensure that the necessary authorities and participants are kept informed of its findings.

D. The Brendan Carroll tests not conducted in the pilot project must be conducted throughout the year under the guidance of the ISEA representative.

E. The literature component of the pilot project must be implemented.

F. The project should, as with the pilot project, be implemented under the auspices of the English language lecturers, in co-operation with other subject lecturers.

G. Closer co-operation between library staff and the project staff must be established.

H. At least one representative from each department should serve on the project team.

I. Audio-visual department staff must be freed of some of their teaching responsibilities to ensure that more time is available to them for the preparation of project materials. Moreover, contact with the Albany Museum Education Services must be maintained.

J. Research must be done by project staff and particularly by the Audio-visual department to establish the true effects and potential of video tapes and films in a project such as this. The potential of the equipment is quite clear, but its limitations and spin-offs are not fully realised.

K. The topics for the first three months of 1984 must be selected from areas where students will benefit most from the experience. Some degree of flexibility should be built in to accommodate unexpected needs, and changes in terms of lesson duration.

5.1.2. Selection of target groups.

The project should be aimed at all first-year students and current first-year students, who will be entering their second year at the College. For logistical and practical reasons it is not possible to include the prospective third-year students in the 1984 project. Furthermore, the project must not be aimed only at students training to teach Secondary

school classes, but also at Primary school student teachers.

5.1.3. Action strategy.

A. Staff are to be invited to join the project team for 1984 at the first staff meeting to be held on 20 January 1984.

B. By the second week of February the plans for the first three months must be completed.

C. The project must commence in the second week of February, after the first Brendan Carroll tests have been conducted.

D. The project must operate on the principles and logistics designed for the pilot project.

5.1.4. Project staff.

A. The project co-ordination must be done by a staff member who is not directly involved in the presentation of the lessons. Preferably, it should be someone from the English Department.

B. A member of the library staff must be drawn into the project team to ensure that students have the necessary support and co-operation from the library. Moreover, it will ensure that the project staff are appreciative of the problems experienced by library staff. A close link with the library will facilitate easier access to information.

C. A representative appointed from each subject department (Mathematics, Biology, History, Commerce, Teaching Science, Art and other interested departments), must work as members of the project team. All English lecturers are required to be involved in the project as the problems identified during the project lessons will have to be attended to in the conventional Special English lessons.

D. The co-ordinator who implemented the pilot project lessons, must be assisted by two other staff members, if the programmes are to be aimed at the new target group.

E. All members of the Audio-visual Department should serve on the project team.

5.1.5. Advisory groups.

It is essential that the project does not operate in isolation. Moreover, as the project team will not have the time and expertise to research all the spin-offs of the project, it is essential that contact is maintained with other bodies operating in similar fields. This will ensure a sharing of ideas and solutions to problems.

It is recommended that close contact be maintained with the following bodies :-

Institute for the Study of English in Africa, Grahamstown.
English Language Teaching Information Centre, Alice.
Rhodes University Education Department, Grahamstown.
Lennox Sebe Training College, King William's Town.
Mdantsane Training College, East London.
Fort Hare University, Alice.

5.2. Concluding remarks.

The pilot project did not unduly tax its meagre budget but if the 1984 project is to operate effectively, more funds will be required, for the purpose of bringing speakers in from other areas, video cassettes, research materials, other teaching materials and transport.

Fortunately the pilot project generated much interest in the immediate area and thus private sponsorship has been obtained for 1984. The Urban Foundation has made R4 500,00 available for the 1984 project, to ensure that the necessary infrastructure for the continuation of the project

can be established.

Furthermore, interest in the region is currently being shown towards the READ project (see Appendix 11), and it has been decided that the Urban Foundation will find the necessary private sponsorship to fund the READ scheme at the College, to the value of R20 000,00. The merits of the READ scheme for the project purposes lie in the fact that project staff will have a say in the contents of the mini-libraries and that these libraries will be geared to be used in project lessons. Thus the libraries will not be used strictly in the manner outlined by the READ project, but rather in terms of 're-modifiable' mini-libraries geared to specific topics and subject areas, for the purposes of the Language Experience Across the Curriculum Project.

The support given to the project by the Albany Museum Education Services in terms of loan specimens and displays (see Appendix 13), proved invaluable. This support will develop even further in 1984 in accordance with the Museum's proposed involvement in black education. The Museum hopes to appoint a black education officer who will present lessons to black pupils on museum-related topics, with a cross curricular emphasis. These lessons will be similar to those included in the pilot project but with a lesser emphasis on language. The plans for this programme depend on the decisions of the Urban Foundation as to whether it will provide the salary for the black education officer. Their support for the project has been obtained in principle. In the event of their funding the project, it will be on condition that the education officer be responsible to the College and the Museum jointly and that he or she be involved in the Language Experience Project at the College.

Much of the logistical success of the pilot project can largely be

attributed to the flexible relationship which existed within the team, regardless of the rigidity of the theoretical plan. It is essential that this be carried through to the 1984 project. Moreover, consideration will have to be given to the question of spacing the four lessons closer together and extending them to six periods, should the College curriculum allow for it. This would ensure greater flexibility in terms of lesson topics and provide a possible time slot to allow lesson projects to run to their full potential.

Although the project appears sound and currently enjoys much support, it remains essential that the Language Department of the College, guards against any stagnation or flagging of enthusiasm on behalf of any of the participants. Furthermore, it would be a pity if the noble intentions and early success of the pilot project and the prospective fulltime project are to remain within the confines of the Cape College of Education. It is essential that other black colleges, which have shown interest in the project, be allowed to share in its experiences and findings. If enough support can be generated in this manner, it may well be possible to restructure the curriculum of all colleges to enable them to accommodate this Language Experience Project which they so urgently need.

APPENDIX 1

PAPER PRESENTED BY ELTIC TEACHERS, ALICE.
PROBLEMS EXPERIENCED IN TEACHING ENGLISH
RHODES UNIVERSITY : 6 JULY 1982

This paper sets out to examine some of the problems encountered in the teaching of English as a language, of which literature forms an integral part. The problems are seen from the point of view of the black teacher who has the unenviable task of teaching English to black pupils today, and who feels more acutely than anyone else, the inappropriateness of the title of the subject under discussion. It is of profound significance that there should be need for an examination of problems experienced in the teaching of English to black children NOW, when the standard of English has deteriorated so much that the present generation cannot hope to pick up the threads, not in their lifetime, anyway. For the black teacher, it is a painful undertaking to have to pinpoint the problems, let alone to attempt to analyse them, because the futility of the exercise is overwhelming. The causes of the deterioration of standards obsess one far more than the problems associated with the actual teaching of the language.

Who does not know that, ideally, black children should not be striving to study English literature, in the first place, because, according to a statement made in the House of Assembly in 1953 in support of the system of Bantu Education, introduced a year later, "there was no place for the Bantu in the European community above the level of certain forms of labour."

Basically, therefore, the problems that are experienced in the teaching of English in black schools have their roots in the recommendations of the Eiselen Commission appointed in 1949, to consider, inter alia:

> "The extent to which the existing primary, secondary and vocational education system for Natives and the training of Native teachers should be modified in respect of the content and form of the syllabuses in order to conform to the proposed principles and aims, and to prepare Natives more effectively for their future occupations."

One then wonders what such a well-meaning conference hopes to achieve in the light of the statements which have just been quoted.

Simply, then, the chief problem encountered in the teaching of English is lack of a basic knowledge of English, on the part of most of the teachers on one hand, and on the part of the very children they undertake to teach. The content and form of the syllabi deny them an opportunity to become proficient in English, yet:-

> "Proficiency in language is the key to literature, that is language at its best; and ability to read intelligently, therefore brings us into contact with the finest human minds. This widens our experience of life and develops in us taste and discrimination - the capacity to like and appreciate great books...since all language exists to express and convey meaning, there is not one kind of language in everyday life and another for literature."

The following are listed as some of the factors that have contributed to the deterioration of the standard of English in black schools, and which create the problems encountered in teaching the language:-

(a) Structure of the syllabi.
(b) 'Underqualified' teachers.
(c) Grades.
(d) Lack of reading opportunities.
(e) Inadequate grammar books.
(f) Political isolation.
(g) Importance of Afrikaans.
(h) Examinations.
(i) Black consciousness.
(j) Prescribed books.

(a) Structure of the syllabi: As has already been implied, the syllabi

emphasise 'a dynamic, speech-orientated (functional) approach' throughout the Primary and High schools. That is quite acceptable insofar as it is essential for the assimilation of the various structures of a second language. It is the absence of stress upon INTERPRETATION or CRITICAL APPRECIATION of English as the basic requirement, that makes the syllabi of High schools unsatisfactory as they stand. One cannot see how a teacher who has not been trained in the INTERPRETATION of English can succeed in inspiring his pupils to appreciate poetry or drama, for example.

Side by side with this, no poetry teaching is prescribed for Form 1 (Std 6) in spite of the fact that children at that level have developed sufficiently to be able to appreciate simple poems that deal with adventure, fantasy, etc. The poems that the teacher is supposed to read to them 'from time to time', and the snatches of verse that they are expected to recite during the first year at Post-Primary school, are not a sound introduction to the understanding of literature, because, in most cases, the teacher himself cannot guide his pupils to the expected goal. He had contact with poetry in Stds 9 and 10 only, if he was fortunate, since schools are free to choose any two out of four books; thus it is common to find pupils whose schools never teach poetry in the Matriculation classes. When such pupils handle English later as teachers, they serve to kill the little enthusiasm Form 1 or Std 6 pupils might still have for poetry.

Special emphasis is laid on the need to teach poetry at all levels of the High school because it lends itself most easily to the interpretation of language, which in turn is vital to the understanding of literature as a whole. One is inclined to disagree strongly with the view that black children are by nature incapable of understanding English literature, hence the fewer books that they are required to study in the course of their Post-Primary years. If the syllabi were to allow for a more balanced approach to

the teaching of English, so that the pupils are equipped with a fundamental knowledge of critical appreciation of the language, love of reading and 'puzzling out' the situations presented by the various authors would be stimulated, and the problems would be minimised.

(b) 'Underqualified' teachers: Two categories may be distinguished in this regard, as summed up in the following statements made by Mr K B Hartshorne at a conference of the English Academy held in Johannesburg in July 1966. He

> "pointed out that in African schools, English, whether taught as a language or used as medium of instruction, was almost completely in the hands of non-mother-tongue speakers of English (Africans or Afrikaans-speaking White teachers). One out of every ten pupils in the first four years of schooling was taught by a professionaly unqualified teacher, and the great majority of the others by women who had only an eight-year primary education before receiving professional training. As a result, patterns of 'African English' - aberrant non-standard English - had evolved and were being perpetuated. It was important, Mr Hartshorne emphasised, that teachers be trained in the use of modern audio-visual aids."

This problem was highlighted in 1966; what does Conference hope to achieve in 1982, when, in addition to the situation revealed by Mr Hartshorne then, most English in the High schools is in the hands of teachers who either have no university course, or have Matriculation English (symbol F) to teach a class of Std 9/10, or NPTC to teach a Std 8 class with?

(c) Grades: The compilers of this paper will be grateful to anyone at this conference who can explain the significance of the term 'grade' insofar as the pupil's choice of subjects is concerned. What is apparent, however, is the fact that 'grading' has resulted in the relegating of English to a secondary place, since the pupil must take a Bantu language on the A

or Higher Grade. The same pupil fails the whole of Std 10 examination if he fails to obtain 40% in the Bantu language, even if he were to obtain 60% in English or Afrikaans. This has created a great deal of apathy in the pupils because they have a false impression that English is far less important than the Bantu language.

The intention behind 'grading' of subjects on the curriculum is clear when the following information is taken into account:-

> "All pupils are required to study three languages, taking their home language on the A grade. These subjects are a Bantu language on the A grade, and English and Afrikaans on the A or B grade, or the C grade in the case of Afrikaans. Schools wishing to offer an official language on the A grade must obtain the written approval of the circuit inspector. Many inspectors prefer the B grade, since the emphasis at this level (J.C.) falls upon the development of assurance in the use of the spoken and written language rather than on the basic structure of the language and upon literature, as at the higher level."

The question today, therefore, is: Since the ground was prepared more than twenty-five years ago for the teaching of English to stumble almost to a halt eventually, what suggestions can be made at this conference for the uprooting of all the evils created by the system of education set up for black children only in this country?

(d) Lack of reading opportunities: Right from Std 3 the syllabi intend the pupil to 'learn to read simple stories and books for pleasure', to be trained in the 'reading of English material for pleasure and profit': and in 'the use of the library and its resources'. It is common knowledge that most black schools do not have the semblance of a library. No reading discipline is cultivated in the pupils and, therefore, no successful teaching of any language, or any school subject, can be achieved in such circumstances.

(e) Inadequate grammar books: The grammar texts commonly in use are grossly inadequate insofar as they conform to the speech-orientated approach ONLY, whereas a textbook containing more comprehension exercises covering select prose and poetry exercises, and exercises on critical appreciation, formal grammar, would be more welcome as a beginning towards the understanding of the basic nature of the language.

(f) Political isolation: Without going deeper into this aspect, let it suffice to repeat Professor Lanham's remarks at the English Academy Conference (1966) that

> "social and political trends had served to isolate African children from others at the best age for learning a language. If present trends continued, he said, spoken English in various African territories might well be reduced to little more than local patois."

'Present trends' have continued and one wonders if Conference is faced with an examination of problems in the teaching of English in black High schools, or the refining of the 'local patois'.

(g) Importance of Afrikaans: To have to study three languages all at the same time, each with its own set of prescribed books, in the short span of a child's schooling period, is a factor that will continue to destroy all enthusiasm for the mastery of any one language. The experience of pupils is that a 'speaking' knowledge of Afrikaans earns one his bread and butter, and so, indifference to the study of English presents a serious problem to the teaching of English.

(h) Examinations: In conformity with the requirements of the syllabi, examiners set questions on content and understanding, and any effort on the part of the teacher to equip the pupil with more knowledge other than what the syllabus stipulates, is considered irrelevant and 'not for

examination purposes'.

(i) Black consciousness: This ideology may have a lot to do with the pupils' attitude to their studies in general, and to English in particular. Naturally, whatever 'other' literature that pupils resort to must be more interesting to them than a school subject in which they do badly the whole time. Their isolation serves to underline their 'blackness', and one is inclined to think that only an effective approach to the teaching of English can succeed in directing their interests towards a love of literature.

(j) Prescribed books: It may be argued that to a very large extent pupils cannot cope with the same type of prescribed book that was mastered with ease by a pupil of thirty years ago. For example, 'Macbeth', 'Romeo and Juliet', 'Silas Marner', may be cited. This fact is not to be disputed.

But the question arises: What criterion has been used over the last thirty years in the prescription of books for pupils at all levels?

Has it ever been considered that the teaching of English literature has been more successful in the past, that is prior to the system of Bantu Education, because prescribed books appeal to the imagination of the children insofar as their sense of adventure, intrigue, fantasy, humour were evoked at the various levels?

What happened to books like

A tale of two cities
The prisoner of Zenda (unabridged)
A midsummer night's dream
The tempest
As you like it
Pride and prejudice
Jane Eyre
Wuthering heights

The list is endless.

What harm is there in prescribing Shakespeare's 'Richards' and 'Henrys', for a realistic approach to the study of literature, since the reading of literature does indeed 'widen our experience of life'. What inspiration do books like 'Scruffy', 'No highway', 'Far from the madding crowd', 'Old Mali', 'Maseru', 'Stop thief' have for the average teenager, be he black or yellow?

There is no doubt that young black children who have been nurtured on stimulating nursery rhymes like 'Hickory-Dickory-Dock', 'Humpty Dumpty', 'Jack and Jill', 'There was an old woman who lived in a shoe', etc., would be entranced by 'The rime of the ancient mariner', 'The diverting history of John Gilpin', 'The listeners', (and most of Walter de la Mare's poetry), 'The donkey', etc., at Form 1 (Std 6) level, or Stds 4 and 5; 'Morte d'Arthur', extracts from Wordsworth's 'The prelude', Shakespearian love sonnets, at Std 8 level; and the longer poems and sonnets, among the poems prescribed for Stds 9 and 10.

However, the prescription of books has contributed very much to the problems experienced in the teaching of English literature. As things are today, it is inconsiderate to expect Std 7's to be plunged straight into the study of 'Julius Caesar' and poetry for the first time, with no prior preparation in the previous standards; or the Std 10's to have to battle through a play for the first time in their Post-Primary years.

In conclusion, the fact that the black children have lost all grip on the study of English causes concern, because the civilising influence of this language upon the black people of this country cannot be under-estimated. The march of civilisation cannot be halted, and it is paradoxical to attempt to harness the present generation to 'our culture and environment' because it has never yet emerged above the other cultures of long standing.

Our children may be failing hopelessly to master English at its best, but they are even more aware than their counterparts of thirty or sixty years ago that 'our culture' is minus the sea, TV, Radio, Safari, Supermarkets, Space missions, Shakespeare, Wilfred Owen, Inflation, the Middle East, to mention a few.

Will this Conference arrive at some resolutions that will aim at modifying the syllabi further in order to improve the standard of English in black schools, and save future generations from degeneration?

(Unpublished paper, ELTIC, 1982)

APPENDIX 2

THE COMPREHENSION TEST IN SECOND LANGUAGE TEACHING

BY

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Statistics play an important rôle in almost every facet of our lives and if my source of information is correct, then I can pass it on to the readers of this article, and this is matriculants answering a comprehension test in second language, fare badly. There can be various reasons for this and in this article, I wish to take a look at some likely reasons for matriculants scoring low marks when answering a comprehension test.

One should first take a look at the type of comprehensions that are given. In most cases these texts take too much for granted. Pupils are expected to read with interest topics that may be totally out of their sphere of interest. The impression should not be created that I am advocating that topics chosen for comprehension tests should always be easy and interesting. On the contrary, what I am saying is that a piece dealing with the baking of cakes can hardly claim to be relevant to Black pupils. This point brings to memory the comprehension test that I once came across wherein it was described at length how a newly-wed had to prepare food for her husband who had been spoiled by the good cookery of his mother. Now, that surely is something very rare with Blacks, because girls learn to cook at a very early stage in their lives. What purpose then, can a comprehension piece serve that totally ignores the cultural background of the candidates who must answer it?

Another factor that can contribute towards poor scoring is the way comprehension tests are dealt with in some schools. The tendency is to ask the pupils to answer the questions of a certain comprehension test and be

ready with the answers by tomorrow. This kind of approach not only leads to poor answers being given, but also creates in the children a negative attitude towards all forms of comprehension tests. Like essay writing, the children come to regard an exercise in comprehension as a burden. Pupils should be assisted in doing comprehensions and a positive attitude towards it must be developed. To do a comprehension test at home and still score a low mark can hardly contribute to the child enjoying comprehension test exercises.

Many comprehension tests require a fair amount of general knowledge. For Black pupils this is cause for concern, because they are not avid readers, not because they do not want to read, but because of a general lack of suitable reading material in our schools. Pupils who are properly guided into developing healthy reading habits, can achieve a lot and comprehension tests will not be regarded with so much vexation. In this regard readers are referred to some of the sterling work done by Sarah Murray with her standard sixes at Amabhele High School. She exposed them to so much reading that they could read intelligently and answer questions satisfactorily on any piece written in English. Readers can obtain from Amabhele High School examples of a question and answer sheet on "The Nightingale and the Rose" by Oscar Wilde. Children were able to answer questions easily without the assistance of the teacher, simply because they had developed good reading habits first.

APPENDIX 3

NOTES ON A TAPE RECORDING OF A POETRY LESSON WITH A STANDARD 8 CLASS IN A SOWETO SCHOOL IN 1980

(Jane Reid investigation, p. 94)

The poem was Bredon Hill by A E Housman

At the beginning of the lesson the teacher announced the name of the poem to be studied and the author ('Alfred Edward Housman'), and then read the poem through in a tone that was clear but both declamatory and monotonous. Throughout the lesson the word 'Bredon' was pronounced as if it were 'Brendon' or 'Brandon'. She said a few words about the poet being 'inspired' to write the poem and express his feelings in it. This was all there was by way of introduction.

The teacher then said she would read the poem again, and asked the class to note down unfamiliar words. She read it line by line, stopping for explanations and questions about words such as 'shires', 'steeple' and 'larks'. She asked what the sound of bells meant, and when she came to the word 'lie' asked, 'Now, lying in what sense?' Having obtained the answer 'relaxing' she went on to ask, 'Where are they relaxing?' and gave the answer herself, 'In some park or garden'. The word 'thyme' was explained, and the fact that 'in poetry "the loved one" refers to the lady, and "lover" to the gentleman'.

The line-by-line explication continued, with emphasis on the lover's promise that he and his love would go to church for their wedding in springtime. The teacher then read the verses about Christmas several times and then asked, 'What has happened to the loved one?' After a pause someone replied, 'She went to church alone', but another pupil gave the correct response, 'The loved one has died.'

During all these exchanges there was a good deal of background noise and the pupils' replies were inaudible unless repeated by the teacher for the benefit of the rest of the class.

At this point the teacher said, 'What is the theme of the poem?' and continued, 'I want one of you to give the summary of the poem in his or her own words'. There was an inaudible response and she continued, 'Did they go to church together? Was there any wedding at all?' and again had to supply her own answer: 'Now if you notice they both went to church, but one went to church as a human being and the other as a corpse'.

She then turned to the 'theme of the poem'. 'What is the theme, the chief or major idea? Poets do not write poems just for fun, they are trying to put over a message. What is the message in this poem?'

There were various responses: 'The theme of the poem is the breaking of promise for marriage'; 'If you want something, do it there and then'; 'A tragic end for two people who had promised to go to church on their wedding day'; 'Death can separate two lovers'; 'Nothing can prevent death'; 'Promises sometimes lead to tragedy'; 'Promises of marriage ruined by death'.

The teacher then turned to proverbs to express 'the theme of the poem'. The pupils immediatley became more responsive and contributed their own ideas with some enthusiasm - 'People ought not to count their chickens before they are hatched'; 'Make hay while the sun shines'; 'Don't build castles in the air'; 'Cross the bridge when you reach it'; 'Procrastination is the thief of time'.

The teacher repeated one of these proverbs with her interpretation:

'Make hay while the sun shines... Just go to church like the good people'. She then asked, 'Another theme please?' There was a long silence, with much background noise, before someone said, 'Promise of marriage ruined by death', and another, 'Noisy bells of the church will never be prevented'.

The teacher persisted, 'Should Christians go to church on their wedding day? Let's look at the whole poem from a Christian point of view ... (pause) The bells ring every Sunday inviting the faithful to go to church, but that particular bell that drew him to church was not to a service but to a funeral...' Someone responded, and the teacher repeated the words, 'You must go to church before you die'. She continued: 'Where two or three are gathered together in my name I am with them... What do we think the theme of the poem is? There was no response.

The teacher then turned briskly to the imagery of the poem, starting again on a line-by-line explication. 'In summertime on Brandon (sic)... What do you think of when someone says summertime?' Trees and flowers were suggested, and the teacher asked, 'Now, that appeals to the sense of...? To what sense does summertime appeal to (sic)? What are the five senses?' As with the proverbs, the students sensed that they were on familiar ground and answers came quickly. Various words were picked out - 'bells', 'sound', 'ring', 'the coloured counties' - and assigned to the appropriate sense.

At this point someone asked, 'Where is Brandon Hill?' The teacher replied, with initial hesitation but growing confidence: 'Brandon Hill is a place in England. It is a park or garden...a place near the hill called Brandon... No, I did not read about a park... Brandon Hill is named after the hill in that area, that's it. It's a township or an area named

after a hill in England. That's it. It is a park or a garden. The area is built on a hill. It's an area named after a hill in that area...'

She then returned to the senses and the 'imagery'. She explained Christmas and snow and reminded the students that in England Christmas is in winter. 'This poem may be divided into two, summertime and wintertime...'

'In the last stanza there is a note of regret. He remembers his past life with his loved one.'

At this point the tape ended.

APPENDIX 4

RECOMMENDED BOOKS FOR 'ALTERNATIVE' SYLLABUSES

List compiled by teachers attending the ISEA Conference held in Grahamstown, 1982

Author	Title	Std
Achebe	No longer at ease	10
	(the others)	10
Amrah A K	The beautiful ones are not yet born	
	2000 Seasons	9,10
Asare B	The rebel	
Beti M	Mission to Kala	10
Carey J	Mr Johnson	
Clark J P	The raft	9,10
Dikobe M	The Marabi dance	8,9,10
Essop A	The Hajji and other stories	9,10
Fugard A	The blood knot	9,10
Gallico P	The snow goose	8,9,10
Golding W	Lord of the flies	9,10
Gray S (Ed)	Modern short stories of Southern Africa	8,9,10
Head B	Any novels and short stories, any level	
Holm	I am David	8
Houwana	We killed mangy dog	6
Huxley A	Brave new world	9,10
Kayira L	Jingala	
Laye C	The African child	7,8
	The radiance of the king	10
Lee H	To kill a mockingbird	9,10

Author	Title	Std
Malan R	Outridings (poetry)	
Mphahlele E	Down Second Avenue	8,9,10
Ngugi	A grain of wheat	9,10
	Petals of blood	9,10
	Weep not, child	10
Orwell G	Animal Farm	8
	1984	9,10
Owumare S	God's bits of wood	10
Paton A	Cry the beloved country	8,9,10
	Debbie go home	9,10
Petini R L	Hill of fools	9,10
Plaatjie S	Mhudie	9,10
Salinger I D	Catcher in the rye	
Serote	(Poems)	any level
Soyinka W	Aké (autobiography)	9,10
	The interpreters	9,10
	The jero plays	8
	The lion and the jewel	9
	Antigone	8,9,10
	Oedipus Rex	8,9,10

APPENDIX 5

LANGUAGE ACROSS THE CURRICULUM

A BRIEF OVERVIEW

Introduction:

On the 2nd May 1919, the President of the Board of Education (in England) approved a committee under the chairmanship of Sir Henry Newbolt, which was to

> "Inquire into the position occupied by English (language and literature) in the educational system of England, and to advise how its study may best be promoted in schools of all types, including Continuation Schools, and in universities and other Institutions of Higher Education, regard being had to the requirements of a liberal education, the needs of business, the professions, and public services, and the relation of English to other studies."
>
> (Newbolt H, 1921, p. 1)

The committee's point of departure was that the National Education policy depended upon 'English'. Without this basic commodity, further education could not effectively take place. Thus, although they did not set out to establish a national education policy - their findings were vitally important to such a policy - the state of English affects the state of education.

Being the first of its kind, this committee had no real field of reference or any scientific evidence from which to work and with which to support its recommendations. However, in the light of the findings of the Bullock Report (its official title being, A language for life, HMSO, 1975), some fifty years later, which builds onto the Newbolt Report (its official title being The teaching of English in England, HMSO, 1921), and which did have scientific support, the Newbolt Report must truly be regarded as a unique report.

Furthermore, we need only look at the title of the Bullock Report, A language for life, to see that the committee responsible for producing the report, wholeheartedly supported the viewpoints of the Newbolt Report.

The term 'Language Across the Curriculum' (from hereon referred to as LAC) has since the publication of the Bullock Report enjoyed much attention in England. Its roots stem from reports such as the Newbolt Report and other subsequent reports and publications by authorities in the field. However, the Bullock Report gave new impetus and support for the concept and thus many teachers, incorrectly tend to regard LAC as a 'new idea' voiced for the first time by the Bullock Report. What the Bullock Report has really done, is to provide legislation and guidance for the implementation of 'a language across the curriculum policy' at educational institutions. In this way it has brought together the ideas and opinions of various people on the matter.

The term LAC was probably used for the first time in 1908 in a manual written by Roberts and Barter, titled Teaching English. In this manual they devoted a chapter on the concept and titled it Language across the curriculum.

Although the views and ideas on LAC presented by G Sampson, M Marland, F L Leavis and many others, contributed to the 'LAC movement', it was only in the sixties that LAC as we know it today, grew out of the work done by the London Association for the Teaching of English (LATE).

> "In 1966 a Schools' Council and Writing Research team under the leadership of James Britton (who was to exert great influence on the whole LAC movement), was established to look into the issue of 'talk' in English in the secondary schools. Because they found it impossible to confine such a study to English alone, they decided to widen their examination to include other subjects. The result was Language,

> the learner, and the school in which there was noted the growing awareness among language teachers that their work had to involve the entire curriculum if it was to have any meaning at all."
>
> (Weiman A, unpublished paper, 1983)

The LATE conference held in May 1968, together with a document drafted on its proceedings by Harold Rosen, ensured that the LAC movement gained further impetus. Moreover, the setting up of the Schools Councils' Writing Across the curriculum project which resulted in the publication of Writing and learning across the curriculum 11-16 and later The development of writing abilities 11-18, brought the LAC movement into the staffroom of British schools.

It was publications of this nature which created the atmosphere in which the Bullock Report was finally produced and which ensured the place of LAC, in terms of government legislation, in Britain.

The actual implementation of LAC in British schools has, however, proved to be fraught with problems.

What is 'Language Across the Curriculum (LAC)?

The report published on Curriculum and exams in secondary schools by HMSO in 1941, very coherently reflects the intention of LAC in British schools.

> "(1) By English we mean in the first instance training in the comprehension and arrangement and expression of ideas, and the chief objective of the training is clarity - clarity in presenting the idea to oneself, and in presenting it to others and in arranging it in relation to other ideas similarly presented. English in this sense lies behind all subjects, for in them the logical arrangement and the clear expression of ideas are demanded, in them and through them such training is given. For the most part such training properly takes place through the medium of the mother tongue, and English in the broad sense lies behind the exchange of question and answer in any lesson conducted orally, behind the history essay, the geography note, the description of a scientific experiment,

> the oral or written translation of a foreign language, behind acting and repetition, the reading of the 'lesson' and the debating and literary societies. The usual subjects of the curriculum offer ample material and opportunity for training in English in this sense, even if further and special opportunities were not provided in English lessons.
>
> (2) In addition, as a specific subject in the curriculum, English involves
>
> (a) further training in the use of the English language, usually undertaken by means of exercises in composition and essay-writing, the teaching of formal Grammar, and the study of prose and passages;
>
> (b) the study of English literature."
>
> (Curriculum and exams in Secondary Schools, HMSO, 1941, p. 92)

The intention of the abovementioned report and LAC in general, is to ensure that the teaching of English in schools gains its rightful place.

What has happened in practice is that as 'English' has developed as a subject in its own right, so the rôle of the English teacher, as perceived by other subject teachers, has developed. This view being that the teaching of English is the responsibility of the English teacher and has no place in any other classroom situations. The result of this approach has been that English has not been taught as 'a language for life', but rather as a distinct subject, having very little bearing on what happens outside the English classrooms.

> "A pupil might then well feel that, since English was the special province of the English teacher, he was not called upon to expend the same effort upon the English of work submitted to other teachers. The further result has been a disposition to regard attention to English as something to be turned on when a specific limited purpose was in view, as, for example, an English essay, or the satisfaction of particular teachers who happened to be 'faddy' about English.

> English then becomes something to be added or withheld at will and not regarded as inherent and of the greatest moment in all expression of ideas, no matter what the subject."
>
> (Curriculum and exams in Secondary Schools, HMSO, 1941, p. 92)

The intention of LAC is to remedy the situation and ensure that English does become 'a language for life' rather than a specialist subject as the pupils' ability to use and understand English in a meaningful way, is dependent on what he learns in every lesson he attends. This means that every teacher must regard himself as a teacher of English, no matter what his/her subject speciality.

Reading, writing and talking, all have their place in every subject and thus offer an opportunity for real English to take place. In this manner the emphasis when reading books, etc., changes from 'the way in which they say it' to 'what they say'.

(Curriculum and exams in Secondary Schools, HMSO, 1941, p. 95)

This ensures that the language required by the pupil in life is used in the school situation where it can be improved. It implies that the language being used by the teacher and pupil is for the purpose of communicating desires, meanings and intentions, rather than the pupil rote-learning for the purposes of examinations and thus ensures optimum learning, not only in English, but in other areas of the curriculum as well.

Peter Doughty in Using language in use, reflects on the need for pupils to understand simple 'common language' rather than just the jargon related to every subject.

The example which he cites, supports the case for every teacher to regard himself/herself as a teacher of English, no matter what his/her subject

speciality.

In brief, what happened was that after preparing a group of 4th formers in the field of glaciation, he allowed them to present a discussion on glaciation to the 2nd formers. He was impressed with the ability of the 4th formers to handle the technical language of the topic. A written comment on the experience by a 4th former, however, reflected an alarming problem.

> "The second-formers did not have as much difficulty as I thought they would. They found the 'terms' easy to understand, because these were explained, but they had trouble with ordinary words. One girl asked me what a boulder was and I didn't know, and no one in our group really knew, so I had to ask people in the other groups till I found out..."
>
> (Doughty A and P, Using language in use, 1974, p. 101)

Doughty stresses that the word 'boulder' may appear to be a 'simple common word' but that if one takes a closer look at the girl's environment and linguistic experience, it is quite understandable that she could never have come across this 'simple common word'. This problem becomes even more apparent in Science classes where girls, as a result of the restrictions of 'society' pressure, had not had the opportunity to experience what boys had.

Thus, it becomes apparent that if the 'State of English' is to improve in British schools, the principal aims of a LAC policy will have to be instituted at every school. This is, in fact, one of the principal recommendations of the Bullock Report.

The above reflections on LAC are extremely brief, but have been selected to demonstrate the basic objectives for the establishment of LAC in schools.

The sources cited in this overview of LAC, together with other writings, have formed the basis of the formulation of the Pilot Project implemented

at the Cape College of Education in 1983.

The problem of implementing a LAC policy at the CCE has been compounded by the fact that English is a second, and in some cases, a third language for the Xhosa. The Bullock Report speaks of English as 'a way of life' - it is becoming that for the Xhosa, but not in the same sense as it has been for people in England. The spoken word for the Eastern Cape black people is English, but the thought is Xhosa.

It is for this reason that the pilot LAC experience project at the CCE has attempted to modify the principles of a LAC policy to suit the current needs of the students.

Considerations when planning a Language Across the Curriculum policy.
Although the Bullock Report stresses that every school should have a LAC policy, it correctly does not attempt to define the policy, but rather to provide guidelines according to which it could be formulated.

Each school situation is unique, and thus no uniform policy can exist for all schools. It is the 'school situation' which to a large extent determines the formulation of a LAC policy. Moreover, this policy must be seen more as a policy of intent which can be developed and modified according to the needs prevalent at the school (in terms of language), rather than as a rigid policy to be implemented at all costs.

It would appear that the biggest stumbling block experienced in England, in terms of the implementation of LAC policies at schools, has been from the staff of the schools. This has been my experience, as well, at the CCE. Thus, although LAC has been accepted in principle, its implementation is subject to staff acceptance. Thus, I suggest that the formulation of any LAC policy should be preceded by determining and achieving the

following four objectives:-

1. The support of the highest authority at the school be obtained for the policy.

2. The aims and objectives of LAC be very skilfully disseminated amongst all teachers on the staff.

3. That all teachers share their views on language problems.

4. That the staff concerned with the drawing up of the policy of intent, realise that it must not become a rigid structure, but rather a sharing of ideas and problems, with the intention of ensuring that the teaching of English will be conducted as 'a language for life'.

Concluding remarks.

The intention of this appendix has been to reflect something of the background against which the pilot language experience project across the curriculum, was formulated. Many of the experiences reflected in the findings of the pilot project can therefore be directly related to a language across the curriculum policy. However, as logistics of the CCE prevent the true implications of a LAC policy, the pilot project was established.

Much encouragement and support for the use of LAC has been gained from Alan Weiman of the CHLAZIYA IN-SERVICE TRAINING CENTRE in the Ciskei. In four unpublished papers on LAC, he has provided much guidance and motivation on the rôle of LAC for the purposes of the CCE.

APPENDIX 6

THE USE OF AUDIO-VISUAL TEACHING AIDS AT THE CAPE COLLEGE OF EDUCATION

Introduction.

Chapter two of this thesis reflects on the potential of audio-visual aids for the purpose of providing students with greater exposure to the world they live in. However, the potential of audio-visual aids is not limited to introducing new experiences. It can also modify and provide students with a common understanding or interpretation of a phenomenon.

The use of audio-visual equipment provides us at CCE with the opportunity to 'show' things to students, within the limitations of the situation. Seeing movement, colour, facial expressions, general body language, etc., is very important if students are to be made fully aware of how the language is used. Visual recordings of the students themselves, talking in class groups; at play rehearsals and in demonstration lessons, provide them with a true picture of themselves in action.

Included in this appendix are a few examples of how other teachers involved in second language teaching have made use of audio-visual aids to overcome the problem of 'world view'.

Films.

In our attempts to get as close as possible to the 'real thing', we have chosen to concentrate on the use of TV, films, slide shows and video recordings. In this way we hope to provide the student with some of the necessary exposure. The selection of 16mm films, available for education, is fairly wide and generally of a high standard, although accents and the rapid use of language is sometimes difficult to follow for a second

language user of English.

A typical film which has been used for the pilot project at CCE is:

Heartbeat of a volcano (US Encyclopaedia Brittanica)

"Kilanea, on the island of Hawaii, is one of the world's most studied active volcanoes. This film shows how scientists monitored and recorded the volcano's activities, following a two week build-up and an awesome nine-hour eruption. It discusses a number of scientific observations made at the time and includes some very impressive footage of the eruption."

(CPA Film Catalogue, 1980)

This type of film may sound rather 'exotic', but it is essential for the student teacher's education - that he is visually exposed to the concepts and language of the textbook. The cross curriculum potential of this film and similar ones, is endless.

The use of films and videos in pilot project lessons did not consist just of showing the film - the film merely provided the information, background and stimulus for Language and Subject teachers to proceed on.

The problems involved with second language speakers having to follow first language film commentary, normally very rich in imagery, have resulted in a general policy being followed by all staff when using films and videos. It is based on the experience of Dr S Novak, associate professor of English and Humanities at Abadon Institute of Technology, Iran.

"Let me make the following suggestions to those of you who have movie projectors with picture stop-hold provisions: use two different methods of presentations for two separate viewings; the second time show the film straight through. But the first viewing should best be done in about five minute sections with explanations and questions in the pauses."

(Novak S, 1979, p. 43)

It has been our experience that a well prepared commentary drawn up by the pilot project team, and presented instead of the film's commentary (the film's own commentary turned off), ensures a rapid understanding of the film by the students, and that they are then able to appreciate the actual film commentary during the second showing of the film.

Innovative use of video equipment by other 2nd language 'teachers'.

To illustrate the diverse use of video recordings, I have included an article presented in the American Embassy journal, FORUM, in 1983, which reflects how those teachers have made use of an English Language Teaching videotape in their classroom as well as some comments by Dusan Josef, of the Technical University, BRNO.

See: Using an English Language Teaching videotape in the Classroom, and the extract on 'Videotapes', see pages 101 and 100.

Concluding remarks.

Very little tested data exists currently to demonstrate whether the use of AV equipment contributes significantly to upgrading pupil and student understanding in the classroom. However, from my experiences in the pilot project, it would appear that it does have a significant impact when used effectively and with a specific purpose in mind.

Furthermore, it is ideally suited to, in the words of James Cass (as quoted by Ecroyd), no longer to be

> "beautifully preparing our children to live in the generation that has just passed!"
>
> (Davis F and Parker R, 1978, p. 120)

VIDEOTAPES

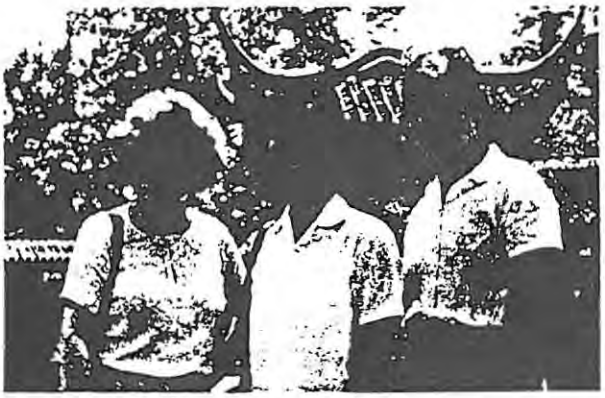
The introduction of some videotapes of TV English courses, used experimentally in our classes, has created a completely new atmosphere among our students. It is as though some new English teachers had been added to the classroom. One advantage of the tapes is that they enable the students to compare various pronunciations of English - that of America, Canada, younger and older speakers, and of a Czech singer.

Another advantage of this sort of lesson is the "visible speech". The students can listen, and at the same time see in print the English sentence and its Czech translation. Yet a third benefit of the TV is the opportunity it affords for a really close observation of the organs of speech - that is, of the positions of the lips, teeth, and tongue. I am thinking, in particular, of a helpful demonstration of the interdental position of the tongue to form the pronunciation of the fricative / θ /. The face and lips are enlarged several times on the TV screen, and I can stop the videotape and repeat the picture as many times as necessary. Models of housing districts, interiors of rooms, and sets of photographs of individual family members are shown much more usefully and easily on the TV than they could be without it. And, not least, the videotapes bring to the teacher as well as the students information on the latest developments in the language.

(Josef D, 1983, p. 36)

Using an English Language Teaching Videotape in the Classroom

JANET WOODBURY MILLER and
MOYA BRENNAN
Zhongshan University, Canton



Janet Miller (right) and Moya Brennan (left) with a fellow teacher at Zhongshan University.

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The English Language Teaching videotape is a recent addition to the resources of audiovisual centers around the world. Not only is it as easy and flexible to use as a cassette, but it has the added advantage of sound, picture, and motion combined. This is of particular interest to the language teacher, as it affords the opportunity to show the relationship of language and paralinguistics.

All too often films and videotapes are used solely for entertainment or language content, not for effective classroom teaching. This article deals with the effective use of videotape in the language classroom. With sufficient preparation, the English Language Teaching videotape can be a versatile instructional tool.

The ELT videotape can serve three basic functions when used in conjunction with a language unit. First, it can be used as an introduction and sample of authentic language use. Second, it can be used as an additional context to reinforce a language point. Finally, it can be used as a summary for a language unit. Consequently, the use of an ELT videotape can vary according to the specific requirements and level of the class.

Although the videotape itself might take only ten to fifteen minutes of class time, audio and print materials based on the videotape can generate exercises extending for several class periods. This applies not only to the class in which the videotape is shown, but also to other classes in which it has not been shown. Thus the videotape can provide coherence among different classes on the same level.

FORMAT FOR USING AN ELT VTR

The following is a format designed for utilizing an ELT videotape. (This format can also be used with conventional videotapes.)

I. Introduction
II. Prediction exercise
  A. Ask questions
  B. Show VTR
  C. Discuss questions
III. Show VTR a second time (Number of times depends on class level.)
IV. Subsequent exercises
  A. Comprehension questions
    1. General
    2. Specific
    3. Implication
  B. Grammatical structures
    1. Drills
      a. Mechanical
      b. Transformation
      c. Communicative
    2. Dialogues
      a. Pair work
      b. Group work

C. Vocabulary exercises
D. Note-taking exercises

V. Follow-up exercises
A. Discussions on cultural content
B. Roleplays
C. Audiotape exercises
D. Reading exercises
E. Writing exercises

The introduction

The introduction is a brief statement by the teacher, who announces the videotape and explains the purposes for watching it. It is important that the teacher indicate the *kind of listening* that is expected of the students. Are they to listen intensively for specific information, or extensively?

The prediction exercise

The prediction exercise prepares the students for what they are about to hear and view; it familiarizes them with the content of the videotape. This exercise is done orally and takes about eight minutes of class time. In the long run, this saves a lot of time and explanation for the teacher. Here is a sample of a prediction exercise for the videotape "Finding Your Way."[1]

Objective: to provide an authentic context for and examples of asking and giving directions

Procedures: 1. The teacher writes the title of the videotape on the overhead projector or blackboard and announces it. 2. The teacher asks the students questions about the title and probable content of the videotape. 3. The students answer the questions. 4. The teacher writes the answers on the overhead projector or blackboard.

Sample:

T: What do you think "Finding Your Way" is about?
S1: It is about getting lost.
S2: It is about looking for a place.
T: Where do you think this story takes place?
S3: In a big city.
S4: In a foreign country.
T: Who do you think you will see in this story?
S1: College students.
S2: Lost tourists.
T: Have you ever been lost?
S4: Yes, I have.
T: When? Where? What did you do?
S4: I . . . .
T: Has anyone ever asked you for directions?
S3: Yes, once when . . . .

After the teacher has led the students through this exercise, the videotape is shown. When the videotape is over, the teacher follows up the prediction exercise by asking questions related to the questions and answers in the prediction exercise.

Sample:

T: Was the story about getting lost?
S1: No.
T: What was it about?
S2: It was about a foreign student looking for a friend.

Subsequent exercises

After the students have seen the videotape once and have answered the follow-up questions, they are ready to view it again as many times as the teacher sees fit, and to do appropriate exercises. These exercises fall into two categories: complementary and follow-up. The first set of exercises complements the objectives of the lesson and the videotape. These exercises are both written and oral, and they focus on the skills the students are learning: reading, writing, grammar, oral, aural, and study skills.

Samples:

A. Comprehension questions
1. General questions
a. What is the story about?
b. Why did the foreigner come to the university?
c. Who was the foreigner looking for?
2. Specific questions
a. What was the first place the foreigner went to?
b. What did the foreigner ask the students at the gate?
c. What was their reply?
3. Implication/Inference questions
a. Why did the foreigner arrive by bus?
b. How do you think the foreigner feels?
c. Can she speak Chinese?[2]

B. Structures
1. T: elicits from the students different ways of asking for directions, e.g.: How did the foreigner ask for directions to the office?
S1: Excuse me, could you tell me the way to the office?
T: lists the different structures on the overhead projector or blackboard. This procedure is repeated for giving directions.
2. Substitution drills
T: Could you tell me the way to the office, please?

1. See the synopsis of "Finding Your Way" in the Appendix.

2. EDITOR'S NOTE: This videotape took place in a Chinese locale and was used with Chinese-speaking students.

S1: Yes, go straight ahead for two blocks, and the office is on your right.
T: library
S2: Could you tell me the way to the library, please?
S3: Yes, walk along the road to the corner. . . .

3. Transformation drills

C. Communicative exercises

1. *Pair work:* T asks the students to work in pairs to develop a dialogue based on the models in the videotape.

S1: Perhaps you can help me. I am looking for a teacher. Do you know where I can find her?
S2: She is probably in the office.
S1: Where is the office?
S2: Walk along this street for about 100 yards. The office is the second building on the left.

T (when the pairs are ready) brings the class back together and asks them to present their dialogue to the class.

2. *Group work:* T divides the class into groups and assigns a segment of the videotape to each group to present.

SS assign roles within the group and practice.
T shows the videotape without sound.
SS watch the film for their part.
T shows the videotape again and stops after each segment.
SS present their segment for the class. This procedure is repeated until the videotape is completed.

The second category of exercises is the follow-up set. These exercises differ from the complementary exercises in that the target is not necessarily the same as the specific target unit the students are studying or that the videotape is focusing on. Nor are these exercises necessarily done in the component that the videotape is shown in. Instead, the follow-up exercises can be used in corresponding components.

Discussion

The cultural content of any English Language Teaching videotape merits classroom discussion. The students and teacher can compare and contrast customs in an English-speaking culture with those of their own culture. For example, in the videotape "Finding Your Way," our Chinese students commented on the politeness of the foreigner's inquiries. They noted that the foreigner said "Excuse me" or "Please" and "Thank you" with each question. The students wanted to know whether this was typical and why the person was so polite. Another point brought up in the discussion was the independent nature of the foreigner. The students asked questions such as "Why was the foreigner alone?" and "Why did she come by bus?" The idea of traveling alone in an unfamiliar place was a new concept to these students, especially as foreigners are almost always accompanied by a guide in China and usually travel by car.

Roleplays

Roleplays provide a good opportunity for the students to express themselves in English and use their creative ability in a controlled situation. They are a useful activity in a spoken- or integrated-English class. The students might be given the following roleplay as a follow-up activity for "Finding Your Way."

Situation: You are a student in a strange city and have the address of an old friend, whom you want to look up. Since you do not have a map of the city, you must ask people on the street for directions.

Roles:

1. Student
2. Local resident No. 1 (knows the place you are talking about)
3. Local resident No. 2 (does not know the place you are looking for)
4. Local resident No. 3 (neighbor of your friend)

Useful language:

1. Student:
   Excuse me, could you tell me the way . . .?
   Where's . . . street?
   Do you know where . . . is?

2. Residents No. 1 and No. 3:
   Sure, go straight ahead until you . . .
   Yes, I think so.
   Take the first turn on your . . .
   Across the street . . .
   Next to . . .
   In front of . . .

3. Resident No. 2:
   I'm sorry, I can't help you.
   I don't know where . . . is.
   I'm not sure . . .
   Why don't you ask that policeman over there?

Audio activities

A variety of audiotapes will complement the unit on asking and giving directions. The teacher can develop a cloze exercise to be used with an audio copy of the videotape. Audiotapes with a restatement or narrative of the topic could supplement and reinforce the content and structures in the videotape. In short, audio exercises that accompany the videotape can be tailor-made to suit the objectives of the lesson.

Reading activities

Supplementary articles about the topic provide additional examples of authentic language use and generate further language exercises. For example, articles about travel or people getting lost, and tourist brochures could be used with the videotape "Finding Your Way." This is an excellent way to establish liaison with the other components and teachers.

Writing activities

As with the reading activities, the videotape provides an excellent springboard for composition topics, outlining, and note-taking skills. Writing activities can either accompany or complement the videotape topic and can be geared to the level of the class. Again they are a good means of integrating one component with another.

Integrated activities

There are an infinite number of activities that a teacher can develop to complement the videotape. Two activities that supplemented the videotape "Finding Your Way" were (1) a travel folder for the city the students live in and (2) a map exercise.

The first activity was a class project. The objective was to make a folder that contained helpful information for a newcomer to the city. The students collected and made maps of the university and downtown areas. They wrote directions to accompany the maps, telling how to get from point A to point B. In addition, the folder included relevant information about transportation, shopping, hotels, restaurants, etc.

The map exercise was done in pairs. Each student brought a map to class. Working in pairs, student A would direct student B to an unidentified place on the map. Student B would have to follow the directions and tell student A where he was. Another map exercise involved the same map with different buildings marked on it. A list of unmarked buildings was at the bottom of each map. Working in pairs, student A would ask student B how to get to a place. Student B would then direct student A to the place.

The English Language Teaching videotape is not just another gimmick to liven up a bored class or to use on a Friday afternoon. With creative input and ingenuity from the teacher, the English Language Teaching videotape is a catalyst for stimulating and effective language activities for any class.

Appendix: English Language Teaching Videotape "Finding Your Way"

Teaching Points: Asking for directions
Giving directions

Story:

A foreign teacher arrives at the university by bus and is looking for a friend of hers. She meets a group of students by the gate and asks for and receives directions to the Department office. From the office she is directed to the classroom building, and from there she is directed to a particular classroom upstairs. Finally, she is directed to her friend's house, but discovers that her friend is not there.

Format:

1. A map with different buildings identified on it and a dotted line showing the route.
2. Four different situations in four locations on the university campus.
3. A map with voice-over[3] asking for directions, with time for audience to respond.
4. Excerpts of film showing language in context.
5. A map with voice-over asking for and giving directions.

3. Editor's Note: *Voice-over* is the voice of an unseen narrator of a film, videotape, or television program. □

English Rhythmic Patterns continued from page 29

of syllable-timed languages) a command of English rhythm is imperative. An accent in the segments and in certain features of intonation does not seem to hinder the intelligibility of the student's speech if he follows closely the rhythmic patterns. (*b*) A student who is unable to *perceive* a phonetic aspect seems also unable to *reproduce* it in the spoken form. Therefore, correct production of rhythmic patterns would seem to require a prior teaching of the recognition of the patterns through adequate ear training. (*c*) The only effective way that I have found to teach aural discrimination of rhythmic patterns is to isolate these patterns from the lexical items so that the student is not concerned with the pronunciation of the segments or the meaning of the utterance until he is able to perceive and produce the correct rhythmic pattern.

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APPENDIX 7

Cape College of Education
S.P.T.D. 11. General Science
Part Two: Longer Questions
Examiner: A Kenyon

November 1983
Time : 3 hours
Marks: 300

Answer ALL Questions. These questions are to be answered on foolscap.

Question 1. This first question is worth 100 marks, i.e. one third of the examination.

Prepare a detailed, but point form, lesson plan on one of the following topics...

Water supply (std 3)
Static Electricity (std 4)
Magnetism (any aspect) (std 5)
Sources of Heat (std 3)

The marks for this question will be allocated as follows... Aims (5), Introduction (10), Aids - explain the use of (10), Presentation (20), Prepared questions (10), Pupil activities (10), Application/Conclusion (10) General Impression (25) based on feasibility, ideas, originality, etc.

(100)

Question 2. Work Cards.

a) Describe a work card in just a few short sentences (5)

b) What points must be considered when devising work cards. (10)

c) Devise an actual work card which could be used for some aspect of primary General Science. Your answer should take the form of an exact facsimile (copy) of what the work card would look like. (10)

Question 3. Multiple Choice Questions.

a) At least two of the multiple choice questions in part one of this paper have deliberately been included as bad examples of such questions. Identify the bad examples by writing down the numbers of the questions and then explain what is wrong with each one you have chosen. (6)

b) Devise a multiple choice question of your own, based on the content of your lesson, see question 1. (4)

Question 4. Electricity.

It is important that pupils should know the internal structure of a light bulb if they are to understand the circuit aspect of current electricity. By means of a careful diagram explain how a torch bulb works. (10)

Question 5. Flowering plants.

You plan to teach pupils about flowers. What important processes, or aspects will you emphasise in answering the question "What are flowers for?" (i.e. What goes on in flowers?)

Include a very simple diagram that shows the basic plan of a typical flower, in your answer. (15)

Question 6. Incidental Science.

A child in your class brings you a dead animal that he/she has found. It is a wild animal that you have never seen before. Explain how you would handle this and try to turn it into a useful science lesson. What would you do with the animal? (15)

Question 7. Magnetism.

Explain how you would demonstrate and make a record of Magnetic fields of force in a science class. Draw a simple diagram to illustrate what you would expect to find/show the pupils. (15)

Question 8. Heat.

A Flow diagram is a useful way of planning a topic. Draw a simple flow diagram that shows the various aspects of the topic Heat, as it would be dealt with in the primary school. (10)

Questions 2 to 8 total 100.

General Science Comprehension.

Question 9. Carefully read the attached compilation on the topic WATER. Then answer the following questions.

A. How long can a person survive without water? (2)
B. Why are the Algae in the Plankton of the sea so important? (2)
C. What is Transpiration? (2)
D. What do we call the circular diagram on the bottom of page one of the article on Water? (2)
E. What forms can Precipitation take? (4)
F. What fraction of the world's water is not salty? (2)
G. What volume of water is used to flush a toilet? (2)
H. Explain carefully, in your own words, the effect Phosphates can have when they wash into lakes and dams. (10)
I. It is calculated that on average a person living in a city uses about 250 l. of water per day. Estimate what fraction of this actually goes into his stomach. (4)
J. Explain the meaning of the word BIOCIDE. (2)
K. Explain two ways that you can demonstrate to pupils that plants give off water. (8)
L. Summarise in one sentence, what the article has to say about the misuse of flush toilets. (3)
M. What quantity of drinking water can be contaminated by one litre of oil? (2)

N. Describe, in a short paragraph of your own words, what you feel is the basic message of this extract. (5)

Grand total 300

CLEAN WATER

THE WATER CYCLE

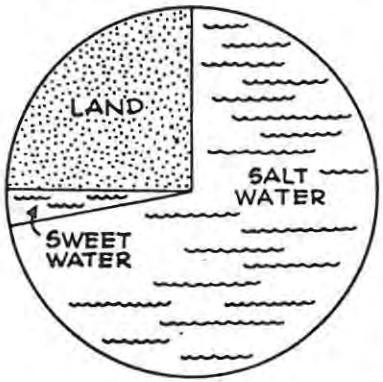
ANY DISTURBANCE IN THIS CYCLE IS A THREAT TO MAN

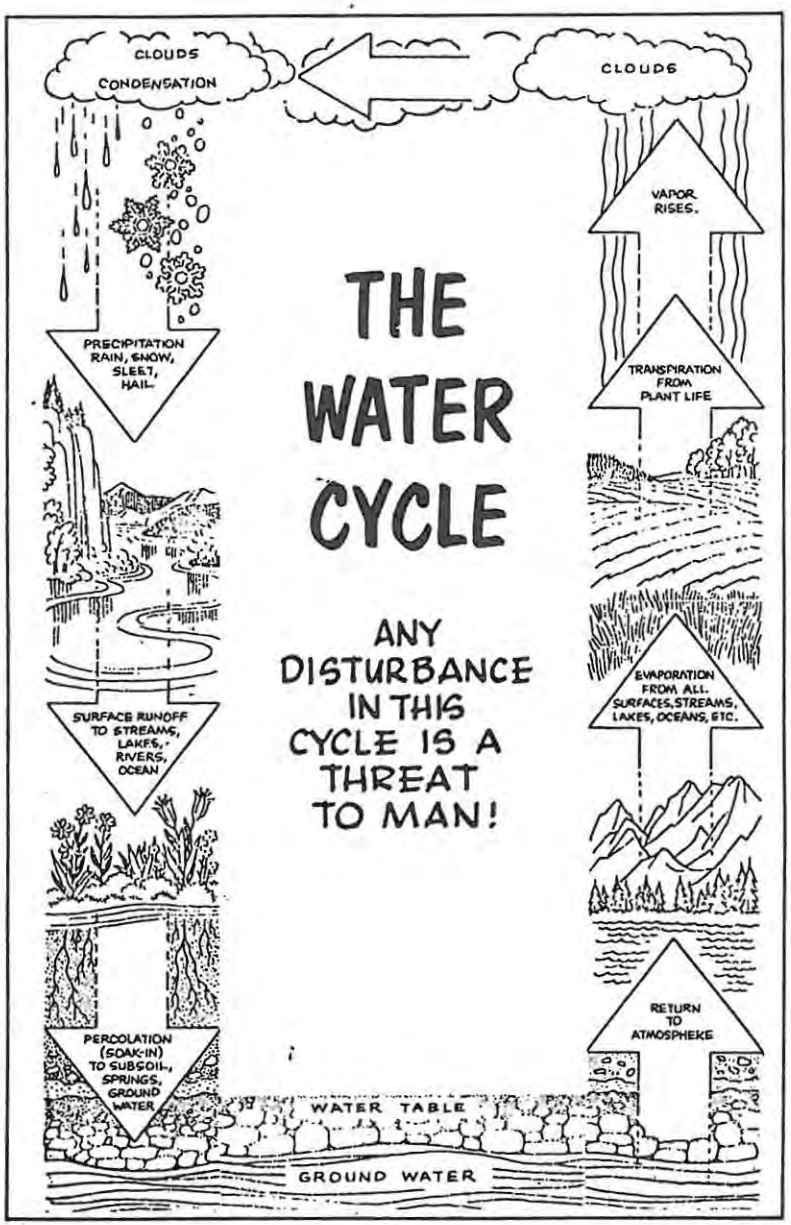
- Polluted air can change the precipitation.
- Destroyed vegetation or topsoil causes erosion.
- Ditching and draining may affect the water table.
- Polluted ground water causes lack of water.
- Destroyed plant life causes diminished transpiration.

FOR SHOW-AND-DO DEMONSTRATION PURPOSES photostat this chart (or re-draw an enlargement and colour it in!). Use it as an educational display piece at public Conservation events. Use it as a training pin-up in your Scout unit's HQ. You can also use it as a slide, for screen projection.

WATER'S IMPORTANCE!

- *At most, we can live without water for only 3 or 4 days* though we can live without food for up to 20 or 30 days. Clearly, water is very important.
- *Only 3% of the world's water is sweet! 97% of* the world's water is salty sea water — no use for people to drink; or for watering crops.





- *But the sea is important too.* For instance, Algae are small plants, and Plankton are small animal organisms, that both live in the sea and in lakes. They provide the basic food for sea animals. They produce about 75 % of the oxygen in the air.

ASK YOURSELF THESE QUESTIONS

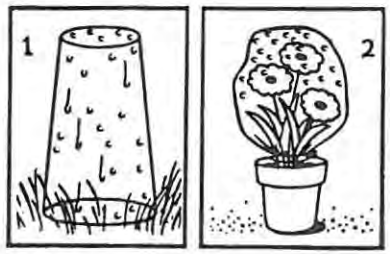
If the world's water became so polluted that the Algae and the Plankton were destroyed

1. What would happen to the sea animals — the fish, whales, birds? For instance, only a few mg of DDT per ton of water, reduces the ability of Algae to produce oxygen by half!
2. What, then, would happen to the oxygen content of the air we breathe?
3. What would happen to YOU?

THUS, THE SEA GIVES US FOOD . . . AND OXYGEN. It also gives us a comparatively even climate. It gives us beauty and pleasure, and much else.

PROVE THE IMPORTANCE OF PLANTS IN THE WATER CYCLE

TRANSPIRATION is a process in which plants send water vapour into the atmosphere. The roots absorb water from the soil. The water passes through the plant stem or trunk, through the branches, to the leaves, and evaporates into the air from the surface of the leaves. Stems, branches, and flowers also give off vapour, but most of it comes from the leaves. Thus, transpiration from plant life is one of Nature's ways of creating water vapour in the air, which rises to form clouds, which eventually provide rain and snow. This is just one of the marvellous jobs done by trees and all other plants. (See diagram, 'The Water Cycle' — Project 17).



CLEAN WATER

MODERN MAN USES 20 TIMES MORE WATER THAN HIS ANCESTORS

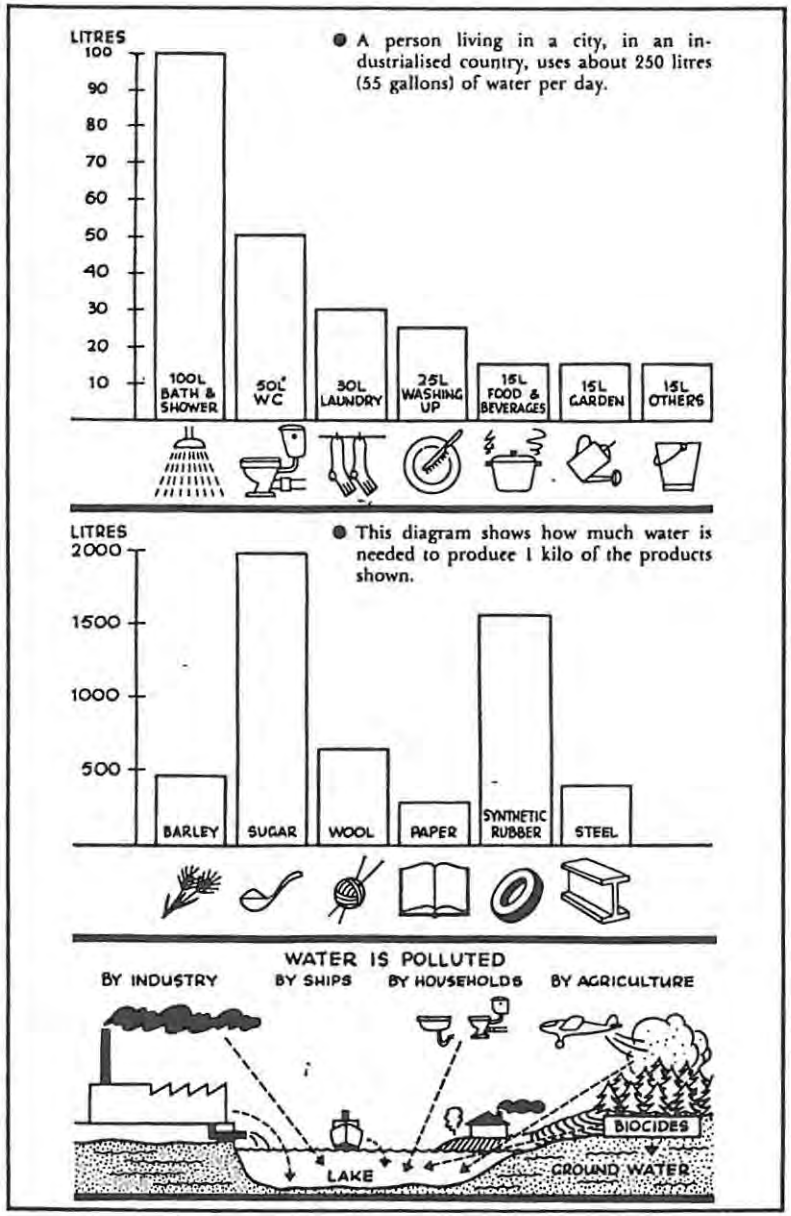
THE SWEET WATER NEEDS OF AGRICULTURE AND INDUSTRY are very great — and are increasing all the time. All over the world there's an ever-increasing need for sweet water — and the need is especially great in certain areas. In many of the poorer countries, the rainfall is not enough, and more sweet water is needed to water the farmlands. In many of the rich countries the need for water is great because industries, farmers and householders have polluted the water, and made it unfit for drinking and for other purposes.

WHAT MODERN MAN HAS DONE TO WATER

Modern man has harmed his water supply in many ways. He has changed its colour from sparkling blue to muddy brown . . .

- Accidentally or on purpose, he has dumped millions of tons of dirt into it.
- He has made it foam with detergent. The phosphate in detergents causes the algae and other water plants to grow so fast that they shrink the lakes to swamps, and add bad tastes, and odours, to the water.
- Through waste chemicals and oil spillage man has polluted the waters. He has dumped everything from cans and bottles to old motor cars into lakes, rivers, dams.
- Factory effluent, household effluent, have poured into rivers, lakes, and the sea — poisoning the waters in many ways.
- From household gardens and farmlands, pesticides have been washed into the waters, adding to the poisons.
- "Fall-out" from nuclear explosions has poisoned not only the air, and the lands, but also the waters.

ALL THIS MAN-MADE HARM TO WATER, which is still going on now, every day and night, is destroying fish, birds and many other kinds of wildlife. It has made many beaches and recreational waters and resorts so dirty and ugly that they have had to be closed. It is making vast amounts of water useless — and dangerous — to marine life, to birdlife, to animal life of all kinds . . . and to man himself.



SOME THINGS YOU CAN DO

- Make sure the detergent used in your home is low in phosphate content — or entirely free of phosphate.
- Don't flush toilets unnecessarily. (It's almost criminal, as some people do, to use 8 litres (2 gallons) of water to flush away, say, a tissue or a cigarette end!) And don't put heavy paper, cigarettes, foil, plastic bags, rags, grease, solvents, medicines or other chemical into toilets (or sinks). These substances reduce the effectiveness of your community sewage facilities.
- When changing the oil of a motorcar, motorcycle, or boat, lawnmower or other engine, make sure that none is spilled. *One litre of oil makes one million litres of water undrinkable!* (With the energy crisis, many countries are now collecting old engine oil, and re-refining it).
- Check all your tap washers - dripping taps waste vast quantities of water. Don't wash under a running tap — use the basin plug. Use less water for baths and other purposes. And always turn off the tap, tightly!
- When developing flower and vegetable gardens, remember — you need so much less water when your soil is rich in humus, or is mulched, or both.

KNOW HOW WATER IS FERTILISED TO DEATH

- Various nutrients in water that comes from factories, households, and farmlands — particularly phosphate — are 'food' for plants in lakes, dams, etc.
- An increase in the amount of phosphate increases the amount of plant life — especially the small plants called algae.
- When this underwater vegetation dies, and sinks to the bottom of the lake, the bacteria at the bottom start to decompose it. In order to cope with the increasing amount of vegetation, the bacteria need oxygen — which they take from the water. In time, the oxygen all gets consumed — and fish and other water inhabitants die, and the lake becomes a stinking mudhole.
- As the above process goes on, the dark and dirty water also prevents the sun's rays from penetrating the water, and helping the plants in the lake to produce new oxygen.

APPENDIX 8

EXTRACTS FROM THE PILOT PROJECT

A LANGUAGE EXPERIENCE ACROSS THE CURRICULUM

This appendix includes comments on, and aspects of, the two project lessons discussed in this thesis. They have been submitted to illustrate the basic approach used by the pilot project team and are accompanied by the unedited comments made by team members at various times.

Lesson 1 - Whales

Lesson 2 - Volcanoes

PROGRAMME 1 : WHALES

The input lessons.

The aim of this lesson was to establish what the students knew about whales and to introduce them to the topic of 'Whales' in a general way.

The co-ordinator conducted a very informal lesson with the respective classes during which she provided them with information on whales and told them a few interesting facts and stories relating to whales. She accompanied these with a show of pictures, diagrams and photographs of whales and related material.

Typical questions asked by the co-ordinator and student responses.

Co-ordinator	Students
(a) What is a whale?	(a) "a fish".
(b) Where do we find whales?	(b) "in water".
(c) What can you tell me about whales?	(c) "People kill them". No reason given.
(d) What is the length of a whale?	(d) "a metre or sometimes 8 ft".
(e) Are whales dangerous?	(e) No response
(f) What does a whale look like?	(f) Hesitant response - "like a fish".

Typical information imparted to the students during the input lessons.

Co-ordinator	Student reaction
(a) The longest whale ever caught measured over 30m (100 ft)	No response
(b) A tennis court is 78 ft in length	Much reaction and rapid class discussion amongst students (in Xhosa.)
(c) This whale weighed 136.4 metric tons.	No response or appeal for further clarification of the term 'metric ton'.

Co-ordinator	Student reaction
(d) One metric ton equals a 1000 Kg.	Students were impressed. Wanted to know the weight of a cow in order to make a comparison.
(e) There are different species of Whales, e.g. Gray, Blue, Bottlenose, Humpback, Killer (Orca), etc. There are 20 species of smaller whales, i.e. dolphins and porpoises.	No reaction from students until dolphins were mentioned. All wanted to know if dolphins were really whales.

As can be seen from these questions and reactions as well as the lack of reactions in some cases, the lesson plan could not ever be rigid. Further discussion took place in terms of a comparison of man and whales; the difference between warm blooded and cold blooded creatures; mammals in general; the enemies of whales; why man has killed so many whales and for what purposes; where whales are to be found; what they eat; how man kills them; the different species; etc.

The input lesson was ended with a reading of a story by Jack Derton Scott, describing the birth of a porpoise in a tank at an oceanarium. Students were then allowed to go through a selection of articles and stories on whales which were on display with posters and pictures in the classroom.

Typical questions raised by students during the input lesson.

(a) "Is it true that whales commit suicide?"

(b) "Is it true that dolphins are the most intelligent creatures on earth?"

(c) "What do whales do when they are injured?"

The co-ordinator had anticipated these types of questions and had been adequately briefed by project staff to enable her to explain these and other issues that arose.

The report back lesson.

Having seen various video extracts on whales, followed by a full length

video, entitled A day for the killing, students attended the report back lesson. During this lesson they could ask questions about what they had seen or did not understand in the video, and discuss anything about whales and related topics in general.

Present at this report back session were representatives from the English, Biology, Science and Geography departments.

Problem words and concepts which the team thought might arise from the showing of the video, were prepared on a checklist. This list was circulated amongst the panel of lecturers and was regarded as a means to start the session rolling should the initial response from the students not be forthcoming.

Checklist of words and phrases.

In the bag
Hit the sack
Mainlander
Shipshape
Just give me a holler
Barnacles
Phantom ship
Critter
Blowhole
Striking oil in their backyard
That could put this town on the map
Vesper service on Sunday
The capil will be running

Checklist of questions.

(i) What was the cause of the whale's death?
(ii) What is gangrene?
(iii) In which part of the world did this event take place?
(iv) Why did the whale not dive when the men shot at it?
etc...

At the end of this session the accompanying worksheet was handed to the students for completion.

Student participation during this lesson.

At no stage was it necessary for the project team to lead the students in discussion. In terms of the questions which they asked, all aspects of the prepared checklist of words, phrases and questions were covered, together with other interesting queries.

For example:

(i) Why and how do whales live in the Antarctic?

(ii) Is it true that whales are becoming extinct?

(iii) Do whales really not kill people?

(iv) Is it true that whale oil is used in the manufacture of lipstick, etc.?

(v) How do whales mate?

(vi) Is it true that whales feed their young with milk?

The lesson ended with a discussion on how whales are harpooned.

Questions which alarmed the project team in terms of what they had taken for granted.

(a) "Do all whales have pimples" (referring to the barnacles living on the whale.)

(b) "Why do whales sing when they swim?"

(c) "Why are whales so dirty?"

(d) "Surely if we don't kill whales, there will soon be no fish in the sea for us to eat?"

Comments on the worksheet.

Question 3 of the worksheet reflected the students' inability to interpret questions which were not set in a straight forward manner.

More than 80% of the students answered the question in terms of their personal view on the killing of whales. Very few realized that they were required to argue as if they were one of the inhabitants of the village and that this argument might differ from their personal view on the

question of killing whales.

Audio-visual material used for the purpose of this programme.

(a) Photographs and pictures of whales together with short documented notes pertaining to them.

(b) The video "A day for the killing".

(c) SABC Television news extracts on the international Whaling Commission, together with snippets of Japanese whaling ships in action.

(d) Each student received a handout on the Southern Right Whale, issued by the Cape Department of Nature Conservation.

Problem areas identified by the Language Department.

(a) Misinterpretation of questions.

(b) Incorrect use of the definite and indefinite article.

(c) Gross use of tautological language.

(d) Very little structure given to their arguments. (No significant use of paragraphing and punctuation.)

Point (d) alarmed the Language Department as the students who were guilty of these omissions were in many cases students who produced acceptable 'English essays', but here seemed unable to apply their method outside the context of the English lesson.

PROGRAMME 2 : VOLCANOES

The volcano lesson followed more or less the same plan as the preceding lesson on whales. However, it required a different response from the students in terms of the problems set to them by the project team.

It was also this lesson which drew the attention of the project team (once again) to the question of student perception as discussed in the thesis under point 3.7.4.

However, the reason for the inclusion of this lesson in the appendices is not for the above reason, but to illustrate how a situation was created by the project team to ensure that students had to make use of 'real' English.

The lesson problem.

After the necessary input lesson had taken place and a report back session had been held, students were provided with the necessary material to solve the following problem.

Students were required to, in groups of five, design an emergency escape plan to evacuate the 380 students from the College grounds within a limited time. The mountain towering over the College was 'in fact an active volcano' which had erupted that morning.

All students were issued with a relief map indicating the situation of the College in relation to the volcano. The route of the lava flow was also clearly marked on the map. (This was a dry river bed which almost entirely encircles the College.)

The area that was not cut off by the river of lava did not provide an escape route as the ground had opened up forming a large 'schism' which

was filling up with lava. The College was thus surrounded by lava that was rising at a rate of 1 ft per hour. It was estimated that the lava would reach the College buildings within 12 hours. The lava in the schism was rising at the same rate, but would overflow its edges much sooner.

Although the lava in the schism was rising at the same rate as that in the river bed, it had only 2 metres to go before it would begin to flow over.

Faced with this sitation, students were required to draw up an evacuation plan which would ensure the safety of all the students, using only the materials available in the College grounds.

The students were required to draw information from the films which they had been shown to enable them to anticipate the kind of problems they were likely to be faced with if the situation really did take place, e.g. no electricity, poisonous gases in the air, limited water supply, hysteria among people, injuries, etc.

When the students were issued with their relief maps, they were taken around the College grounds and shown where the schism was supposed to be, and where the river bed ran. They then returned to the classroom situation and drew up their plan. This plan was then presented in the next period and the groups that were able to defend their arguments, in the most convincing manner, were declared the winners.

The case for 'real' English.

The escape plan drawn up by the various teams served as a basis for their argument. However, as the opposing teams served as their audience, and needed to be convinced of the soundness of the plan, the performing

students were pressed to argue convincingly in English.

A typical problem was that of convincing the audience that a 12 metre bridge built out of staircase railings would not melt, before all the students were brought to safety. This particular team did not convert the 2 metre depth of the schism to feet and thus did not realise that the lava would rise more rapidly there than anywhere else.

The winning team was also hard pressed to convince the audience that a wooden structure soaked in water would serve more effectively as a bridge across the lava, than would a metal one. They proved their point by borrowing some pieces of steel from the science department and then taking pieces of wood, in proportion to the steel. With the aid of BIC lighters, they successfully demonstrated that the metal would bend and warp long before the wood caught fire.

This type of debate raged in all four classes with the chairperson controlling each debate having to repeatedly interject to maintain or restore order. For the Language Department these periods proved to of great inspiration and encouragement. The necessity of having to successfully present their arguments ensured that all team members aggressively participated in the presentation and defence of the escape plan.

When comparing the written escape plans with the recorded dialogue, which had taken place in these lessons, we were amazed at the disparity. (Yet another aspect which we hope to clarify in 1984.)

Concluding remarks.

I have chosen to highlight aspects of the two preceding lessons as they demonstrate something of the nature and scope of the pilot project.

It was impossible, however, to discuss each of them as a whole in this appendix, let alone discuss some of the other lessons which dealt with aspects of Geology and Archaeology, Birds of Prey, and the Eskimos.

APPENDIX 9

CROSS CURRICULUM PROJECT

Worksheet. The Whale.

Q. 1. Explain the meaning of the following words (vocabulary) and phrases:

(i) 'Hit the sack'
(ii) 'There she blows'
(iii) Harpoon
(iv) Mammal
(v) Oceanarium
(vi) How many kilograms in 1 ton? (approximately)
(vii) Gangrene

(10)

Q. 2. Read the following passage carefully, and then answer the questions given below. (comprehension)

One of the most impressive sights I have ever witnessed was the birth of a porpoise in a tank at an oceanarium. A biologist friend had invited me for the big moment, and as we watched the blue-gray, nine-foot mother near the bottom of the pool, the baby appeared, tail first - a position in which it cannot drown. The birth took just over a half-hour; then the mother made a sudden, strong twist, breaking the umbilical cord and releasing the three-foot youngster, who, without hesitation, swam to the top, stuck its head out of water, took a breath of air, then went back to its mother. The biologist told me, "The baby porpoise can see as soon as he is born; he hears clearly, recognizes his mother's call, and 'talks' in whistles and grunts." We saw the baby feed from two nipples set in grooves near the mother's tail; contracting her abdominal muscles, the mother actually squirted milk into her offspring's mouth.

"Now watch!" the biologist said. The newborn propoise was swimming near his mother when suddenly another adult porpoise appeared at his side and the three began swimming around the tank. "That's the assistant mother," my friend said. "Another female always joins an expectant mother during her pregnancy and for several weeks after the birth. She helps bring up the baby and fight off sharks." If attacked, the mother and her assistant whistle quickly to summon help, then circle around the shark. Suddenly

they drive in, striking the shark with powerful thrusts of their heads. Once while fishing I saw a big maki shark hurl itself from the water, then plop back. Moving closer, I saw that six porpoises had him surrounded. One by one they went in for a torpedo-like attack, punching just behind the gills and in the stomach. The shark finally collapsed, sinking to the bottom.

(i) Why are baby porpoises born 'tail first'?

(ii) The first thing the baby porpoise must do after birth is to swim to the surface. Why is this so?

(iii) How does the porpoise feed her baby?

(iv) Explain the rōle of the assistant mother?

(v) How do porpoises kill sharks?

(vi) What is the difference between a porpoise and a shark?

(15)

Q. 3. FILM: 'A day for the killing' (Audio-visual perception and understanding.)

(i) The film, 'A day for the killing' reflects a problem situation which requires that every individual living in the little village where the whale became stranded, is required to 'take sides' in the argument - either with those who want to save the whale, or with those who feel it should be killed.

In a paragraph, explain which side you support and for what reasons. (Not more than ten lines.)

(15)

TOTAL: 40

APPENDIX 10

PERGAMON (OXFORD) ENGLISH TESTS

Instructions for General English Tests

Contents

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2.	Description of the General Tests	1
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4.	The Interview	3
5.	Interpreting the Results	3
6.	Theoretical Considerations	4
7.	Converting to Standard Scores	5
8.	The Skills to be Tested	6
9.	The General, Interview and Writing Assessment Scales	7
10.	Writing Samples	11

Testing Consultant: B. J. CARROLL

ISBN 0 08 028659 3 (Instruction Booklet)
ISBN 0 08 029432 4 (GEL-1 Pack)
ISBN 0 08 029431 6 (GAD-1 Pack)

1. Introduction

The Pergamon General English Tests are part of a flexible test system consisting of two main types of test:

General – two General Tests, one at Elementary level (GEL) and one at Advanced level (GAD).

Specific – several Specific Purpose Tests to meet particular needs; in the first instance those of Business, Science/Technology and Everyday International English.

The test system is designed to be used flexibly to meet the many different situations in various parts of the world. For a quick, rough decision, one part of the system may be used on its own. For very special, detailed testing, several suitable parts may be chosen. All the results are expressed in a Band on a 1 to 9 scale and are shown either as a single figure, e.g. Band 5·5, or by a profile, e.g. Bands 5·5, 6·5, Average 6·0.

The General Tests described in this instruction book are useful all-purpose tests which are intended for the making of quick measurements of learners' performances for broad placement and progress decisions. For more detailed decisions, it is advised that you use the appropriate Specific Purpose Test.

2. Description of the General Tests

The two General Tests, Elementary and Advanced, are each made up of three parts:

Part One. "Reading" – a thirty-item multiple-choice test. Testees write their responses – A, B, C or D – in spaces given on the right-hand side of each page.

Part Two. "Writing" – a test of free writing based partly on the topics given in the first part of the tests. This consists of a letter, followed by sentence completion or a short composition.

Part Three (optional). "Interview" – a short person-to-person interview drawing on information given about himself by the testee and on one of the topics used in the writing test.

Before the test there is a short optional self-rating section which we believe should develop into a useful test aspect. The time allowance for Parts One and Two is 60 minutes. The interview should be a short one of about 5 to 7 minutes.

3. Administering the General Tests

3.1. Choosing the suitable level

The Elementary Test is the suitable choice for beginner to lower intermediate levels. If it is believed that a candidate has a good language learning background, then the Advanced Test is the appropriate choice. If in doubt, choose the easier Elementary Test, as a Band level can be given to any testee on either or both of the tests, but if the appropriate test level is chosen, accuracy of testing and motivation will be improved because if the level is too high for a testee, he may be discouraged; if it is too low, he may

become over-confident. [*Note*: In the 1 to 9 Band system, the Elementary Test is designed for Band 5 and below and the Advanced Test for Band 5 and above.]

3.2. Preparing the testees

Distribute the tests according to level as explained above, taking normal precautions about seating to minimise copying. Explain in simple English, or if feasible in the mother tongue of the testees, how to fill in their particulars on the front page of the test. Because many nationalities have very similar names which seem to change from time to time, you will probably find it most useful to give a *serial number* to each testee and to be sure that the *date* is entered in the space provided.

Go through the self-rating items one by one, helping if need be and explaining that we are interested in their own opinion of their level of English to see if it agrees with their actual test performance. Beginners may find this task difficult, but should not worry about losing marks as this section is for "warm-up", for your general information and for use in the interviews. It is not essential for the assessment. Then go over the method of recording answers to the multiple-choice items, and explain the two kinds of writing task: first, a letter requiring about 100 or more words; second, a sentence completion exercise or a short composition. Where appropriate, say that there will later be a short interview, based on the topics in the present test paper, to examine the testees' ability to understand and speak English. If time is short, omit the self-rating.

Then ask the testees to begin their test, on page 3.

3.3. Supervising the testing

As soon as the testees have started, go around checking that they are carrying out the instructions and are writing A, B, C or D in the boxes provided. Later, see that they are writing several words, not just one, in the sentence completion section and are doing a fair-sized letter or composition.

Announce the time every 20 minutes: "You have had 20 minutes. There are 20 minutes left", and so on. Also put the final time of finishing on a board for all to see. After the test, collect all test papers and rough papers. [*Note on timing*: with very unsophisticated testees an extra allowance of up to 10 minutes may be given as long as this extra time is noted on the front of the paper.]

3.4. Marking the tests

Part One. The multiple-choice answers are marked by lining up the marking card with the answers of the pages concerned and, as a check, entering the number of "correct" answers in the box at the bottom of each page. The total raw score is converted into a standard score using the conversion table given on the marking card. For example, a raw score of 15 may be a standard score of Band 3·5 and one of 27 a standard score of Band 7·5 and so on. This standard score is entered in the box marked RDG on page 1 of the test. (The half-band score may be referred to as 7·5 *or* 7+.) Please ensure that the correct Marking Cards and Conversion Tables are used.

Part Two. The writing section is marked on impression, using the Writing Assessment Scale descriptions and the photostats of writing samples described below. Note that the short answer questions are also marked on impression. The two writing marks are *not* averaged out. The basic rating is given on the first task, with a modification for the second task of half a Band up or down.

The overall Band performance level is entered on page 1 in the box marked WRT.

4. The Interview (*Optional*)

The interview is in two parts, the first based on the information given by the candidate on page 2, and is partly to set him or her at ease; the second is based on the writing done by the candidate on his test sheet. We list below certain topic areas with some emergency topics should they be needed.

Topic One

Aim: To put the candidate at ease and explore his/her own language background, standard and aspirations and to make an initial assessment of his/her oral ability.

- Use of English in own country
- Level of conversational ability
- Reading and reference skills
- Ability to write
- Personal uses of English
- Main needs and problems re English
- Standards in other languages

Topic Two

Aim: To make a final assessment by exploring oral skills at suitable levels.

Use the short-answer responses and/or the free writing response as the basis of discussion about the topic and the candidate's standard of writing. If possible, allow him/her to ask questions and make comments about the test.

Emergency Topics

- Life in Britain (or wherever)
- Value of learning English
- Interests and hobbies
- Job experience and expectations
- Pictures or photos to be discussed

The interview performance is given a single, overall mark based on the Interview Assessment Scale given in Section 9 below. (Taped samples at several levels may be available in due course.) The Band performance level is entered on page 1 in the box marked INT'V.

5. Interpreting the Results

The 1 to 9 Band system allows us to compare the present performance level (PL) of a testee with the target level (TL) of English mastery which he needs.

The two top Bands, 8 and 9, show native or near-native mastery, which in normal

circumstances is so obvious that it hardly requires testing; this level would be expected of a Professor of English or a high-level diplomat.

The two bottom Bands, 1 and 2, indicate either no performance or one so patchy as to be of little use for day-to-day purposes. At this level the testee would have basic difficulties in carrying out any test of the normal kind.

We find, then, that the focus of testing is from Band 3 to Band 7, and describe them in the General Rating Scale below (Section 9).

As a rule, the normal profile is fairly level, i.e. a testee averaging 5·5 (or 5+) may have individual scores such as: 5, 6, 5·5. One of Band average 3 may have individual scores of 2·5, 3·5 and 3. A markedly lower or higher score in any one part of the test will suggest that the use of the average mark alone may be misleading. Therefore, in later teaching, pay particular attention to any skill which is markedly different from the others.

6. Theoretical Considerations

Although the present General Tests are of a fairly conventional kind, they have a number of new features which broadly combine to introduce a communicative emphasis. A fully communicative test would contain interactive tasks, have authentic contexts and content, relate to the individual purposes of the testees and be in itself a worthwhile activity – clearly not features which can easily be built into a short, easy-to-apply test of a general nature. However, we list some of the communicative features we have paid attention to in our test development.

– The *design specification* has been based on descriptions of communicative micro-functions (comparison, quantity, degree, possibility, etc., see Section 8), rather than on linguistic descriptions (plurals, tenses, proper nouns, etc.).

– The *assessment criteria* for the writing and speaking sections start with broad features of the effectiveness of the message being handled and include the strategies used by the testees as well as the accuracy of grammatical usage, pronunciation and spelling.

– The *tasks*, both multiple-choice and open-ended, are connected to a meaningful focus such as the testee's own rating of his language mastery, a newspaper advertisement, a British Rail train schedule, and so on.

– There is a *mixture* of objectively-marked items and free response, subjectively-marked items, thus combining the needs of reliable measurement and the realistic use of language.

– *Self-rating*: the testees are given a chance to rate their own level of English mastery as a start towards helping them to judge and monitor their own performance by comparing, in due course, their own ratings with those of their testers or tutors.

– *Integration*: the elements of the test, section by section and item by item, are integrated in terms of design specification and themes, and focuses their expression in a common 1 to 9 Band system.

A final theoretical point, with great relevance to practical issues, centres on the interpretation of language ability as being *either* a general, monolithic trait *or* a system of interrelated specific abilities. There has in the past been a good deal of support for the

first "general" theory of ability which would suggest that all tests are highly correlated and that it is unnecessary to give specific tests devoted to particular skills or contexts. But recent research, especially the very detailed recent study by Palmer and Bachman, provides authoritative support for the existence of both "general" and "specific" factors in language ability. Palmer identifies specific factors: grammatical competence (accuracy, range), pragmatic competence (cohesion, organisation), and sociolinguistic competence (register, communication, cultural reference). Perhaps just as important is the existence of specific skills in handling the various test techniques – oral interaction, written presentation (including multiple-choice) and self-rating. The indications are thus that a *comprehensive assessment should take into account not only general language competence but also the specific skill areas required for the use of the language and the particular techniques demanded by different test types.* Thus the most recent research gives support to a diversified test system, such as is used in the Pergamon English Tests, with both general and specific elements. We also believe that, apart from this theoretical support, there are serious educational and practical reasons for the diversified approach.

7. Converting to Standard Scores

The multiple-choice part of the test provides a raw score of acceptable (or "correct") responses which in itself has little meaning – so many correct out of 30; the significance of the score, being closely related to level of difficulty of the items in the test, is not an easy thing to establish. We give meaning to these scores by relating them to the performances of a sample of testees on other items of language performance which have been assessed according to meaningful criteria such as those described in the General, Writing and Interview Rating Scales in Section 9. The assumption behind the conversion procedure is that, broadly speaking, the various facets of language competence are correlated with each other by virtue of the existence of a general factor. This relationship, person by person, may not be large, but in a sizeable testee sample a broad relationship would be expected. We thus devise a conversion table as follows, indicating the likely Band rating for any particular raw score on a particular test.

Sample Conversion Table (maximum score: 30)

Raw score	*Band*	*Raw score*	*Band*
29, 30	9		
28	8·5	14, 15	4·5
27	8	12, 13	4
25, 26	7·5	10, 11	3·5
23, 24	7	8, 9	3
21, 22	6·5	6, 7	2·5
19, 20	6	4, 5	2
18, 19	5·5	3	1·5
16, 17	5	2, 1, 0	1

As an example, a testee scoring 23 on the multiple-choice section would be given a Band of 7·0, one scoring 8 a Band of 3·0, and so on. In this way we express all scores and ratings in a comparable system of Bands.

[*Note*: a Band of 5·5 may be referred to as 5+.]

8. The Skills to be Tested

Elementary Test (GEL)

Part One (Multiple-choice)

Qs. 1-10, comparison, reference, degree, lexical collocation and set, causation, time, direction and contrast.
Qs. 11-20, pro-forms, time, degree, condition (+ and −), probability, reference, aspect, comparison.
Qs. 21-30, condition, reference, contrast, probability, possibility, aspect, comparison.

Part Two (Writing)

The first task requires a letter to be written adapting given information to personal circumstances and including personal news. Clarity, accuracy and completeness are especially needed.

The second task requires the understanding of the beginning of five sentences and the retrieval and transformation of given information to complete the sentences suitably.

Part Three (Interview)

This is essentially an interaction, as far as possible requiring contributions from the interviewee rather than static responses to questions. The main skills looked for are the ability to:

initiate – greet and return greetings, elaborate, explain, query, ask for clarification.
maintain – acknowledge, agree, disagree, amplify, justify, evaluate, handle interruptions, clarify and seek clarification, mark time, note topic change.
conclude – acknowledge termination, excuse, use term of good wishes and farewell.

Advanced Test (GAD)

Part One (Multiple-choice)

Qs. 1-10, as for the GEL questions 1-10 for comparative purposes.
Qs. 11-20, factual information, use of symbols, complex information, obligation, advice, condition, lexical set, distance, complex comparison.
Qs. 21-30, deduction, complaint, complex search, use of evidence, doubt, praise, complaint, convey attitude, contrast, result.

Part Two (Writing)

First task: the writing of a letter, based on a given model, to be adapted to personal circumstances and according to given instructions.

Second task: a short, factual and descriptive composition requiring a free response to given references.

Part Three (Interview)

As for the GEL interview described above, with more emphasis on advanced and sensitive interpersonal skills and handling of attitudes and interactive strategies.

9. The General, Interview and Writing Assessment Scales

For the subjective assessment of General Competence, Writing and Interview, guides are provided as an aid to consistency in assessing. These scales, on the face of it, appear to be rather vague, but they have been found to form a basis for meaningful and consistent marking by experienced markers briefed in applying the scales. Indeed, very detailed, logically-constructed scales have been found to be not so practical for the rapid, on-the-spot marking needed by busy teachers.

The main problem is really to boil down the various facets of performance into a single rating. For example, what do we do to assess a piece of writing if the spelling and handwriting are quite good but the treatment of the topic is inadequate? Alternatively, what if the handling of the topic is quite good but the spelling and handwriting greatly detract from the work? The answer is to go by intuition, guided by the principle that the value of the message conveyed is the crucial factor and that the various linguistic skills are contributory factors – certainly not to be ignored, but not the central purpose of the exercise. We cannot be dogmatic about subjective ratings, as different markers have different approaches to assessment; but by preparing suitable scales, by giving relevant examples and by monitoring the reliability of the marking, we can ensure that the subjective assessments make their due contribution within the measuring system. The three scales below are:

General Language Scale: for overall rating of language competence by persons who know the testee either as a teacher or work colleague.

Interview Scale: for rating the oral interaction skills of the testee as shown in the face-to-face interview. (Taped samples to be provided in due course.)

Writing Scale: to guide the marking of the written responses asked for in the test. Photostats of sample writing at various levels are provided with the scale.

GENERAL LANGUAGE SCALE

Band	*Descriptions*
9	EXPERT USER. Completely at home in all required areas.
8	VERY GOOD USER. Approaching bilingual competence.
7	GOOD USER. Can cope with most expected situations. No impediments to message. Strategies purposive and effective. Language mainly correct and appropriate even if there are a few slips and restrictions.
6	COMPETENT USER. Although coping with most expected situations, occasionally confuses the message. Strategies are mainly adequate. There will be some lack of fluency and there will be occasional errors or inaccuracies in using the language.
5	MODEST USER. There is a good deal of effective language use, but there is a lack of coping strategies, and fairly frequent occurrencies of inaccurate and inappropriate language.
4	MARGINAL USER. Although can get by without serious breakdown, his message is too often confused for comfort. Lacks style, fluency and accuracy with a good deal of native language interference in usage and pronunciation.
3	EXTREMELY LIMITED USER. Does not have an efficient working knowledge of the language for the purposes for which he needs it, but is above the level of beginner-learner. Both language usage and strategies are very deficient. There are many gaps in communication.
2	INTERMITTENT USER. Well below the level of a working knowledge of the language. Communication occurs only spasmodically. Requires a good deal of tolerance by speakers of the language.
1/0	NON-USER. Ranging from only having one or two catch phrases to being unable to recognise which language is being used.

INTERVIEW SCALE

Band	*Descriptions*
9	EXPERT SPEAKER. Speaks and interacts authoritatively. Completely competent in topics discussed. May have a very slight non-native accent.
8	VERY GOOD. Virtually complete mastery of language, able to keep up own side of dialogue very well. Some native language accent.
7	GOOD SPEAKER. Makes a positive contribution to the dialogue, using main strategies of effective interaction and can cover some lack of complete language mastery. Some hesitations and circumlocutions, but no real blockage in communication. Fairly obvious non-native accent, but no real unintelligibility.
6	COMPETENT SPEAKER. Interacts effectively on the whole, but fairly frequent hesitations, repetitions and circumlocutions with some errors and inappropriacies. Obvious non-native accent, but still communicates with reasonable impact and interest.
5	MODEST SPEAKER. Can answer questions and explain main points in a topic, but requires a fair degree of tolerance from interviewer and errors and inappropriacies impede communication. Usually gets the gist of the discussion and can be quite interesting at times.
4	MARGINAL SPEAKER. Although in touch with topics discussed, is very dependent on interviewer in the interaction. A considerable number of inaccuracies and inappropriacies. At times, accent impedes understanding. Major misunderstandings can be eventually cleared up. The interview is not a rewarding experience. Strong accent.
3	EXTREMELY LIMITED SPEAKER. Level of interaction just about as low a level as possible to be real communication. Many questions have to be repeated or rephrased and some responses not immediately intelligible. Does not develop points or use information-getting strategies. Too many misunderstandings for comfort. Very strong accent.
2	INTERMITTENT SPEAKER. Only partial and intermittent contribution to dialogue. Most questions have to be repeated, and the replies teased out. Could not carry out any but the simplest of communicative tasks.
1/0	NON-SPEAKER. Either has one or two routine phrases or does not know which language is being used.

[*Note*: see also tasks in Section 4 and skills in Section 8.]

WRITING SCALE

Band	*Descriptions*
9	EXPERT WRITER. Fully effective handling of written communication for all required tasks.
8	VERY GOOD WRITER. Very nearly at full competence level.
7	GOOD WRITER. Message effectively conveyed on suitable scale. Clear presentation, complete coverage of topic and logical outline. Layout is clear and flow maintained. Use of cohesive devices good and style appropriate. Accurate grammar, vocabulary and spelling apart from slips. Handwriting clear to read.
6	COMPETENT WRITER. Message broadly conveyed, with some gaps and/or redundancies. Flows reasonably well. Format and layout acceptable with only occasional inaccuracies and inappropriacies. Transitions not always smooth. Usage, spelling and handwriting conform fairly well to accepted norms.
5	MODEST WRITER. Although broadly conveying the message, the structure and flow of the work is somewhat lacking in coherence. Little use of effective idiom or suitable cohesive devices. The work lacks interest and style and has some errors in usage. Spelling and handwriting sometimes cause problems but still allow facts to emerge.
4	MARGINAL WRITER. A message of any length or complexity will not be fully conveyed and there will be gaps and deficiencies in treatment. Presentation lacking in fluency. Poor layout, use of paragraphs and use of cohesive devices. Little style or appropriate use of idiom. Several errors in usage, marginal standards in spelling and handwriting.
3	EXTREMELY LIMITED WRITER. Produces a string of sentences bearing on the topic, but little interest or logical structure. Poor layout, paragraphing and cohesion and lack of uniform style. Many lexical and grammatical errors. Poor spelling and handwriting. Main feature is that the topic under discussion can be just discerned.
2	INTERMITTENT WRITER. No working mastery of writing, much of it indecipherable or unintelligible. Can write several recognisable words and phrases. Very difficult to understand the message to be conveyed.
1/0	NON-WRITER. Able to produce a few letters or scrawls conveying no significant message or unable to write at all.

[*Note*: see also skills in Section 8]

10. Writing Samples (Levels 9 to 2)

The first six samples are from letters replying to the complaints of rail travellers. The later samples are letters requesting information from a travel agency.

Level 9

It is with considerable regret that I read of your recent unfortunate experience while travelling with British Rail. I offer you my sincere apologies and hope that your experience will not be repeated.

I have investigated your first complaint, concerning the late departure of the train, and have been assured by my London staff that the reason for the delay, on the day in question, was purely technical. Faulty instruments had to be replaced and thoroughly checked before the train could depart. I am sure you will appreciate the necessity of maintaining equipment as we at BR are not only concerned with providing a good service but also with keeping a high standard of safety.

Level 8

Thank you for your letter of June 5. I would like to apologize sincerely for the inconvenience caused as a result of the faulty conditions of our service.

Due to ^the shortage of trains in our company, trains travelling from London often does not depart on time. However, we are now recruiting large numbers of new trains, and I am certain that trains will be on time in the near future.

At the same time, we are also negotiating with a bus company to provide bus service at the train stations. I am sure that you will have no troubles in finding transportation from the train stations.

I had examined the food sample you sent with your letter, & was most astonished to find its poor quality. I assure you that I will investigate into the matter immediately.

Please accept my sincere apologies. I assure you that you will not encounter such inconvenience in the near future

Level 7

Thank you for your letter of 16th February, concerning the complaint of our service. We are sorry that it had caused so much inconvenience to you

After receiving your letter, we have done a series of investigations on the complaint and taken the sample of food you enclosed for experiment. Now, we have enough information and also the report of your enclosed sample, therefore we can explain it to you right here.

For the delayed train, it is owing to ~~unexpect~~ something went wrong in the machine and we want to ensure the safty of every passenger, so we did a careful check before departure and caused the delay. For the food, we apologized for the careless check of the quality ~~when~~ it before using it them. Moreover,

Level 6

We are really sorry that you had such a bad journey on the 1145 ~~scotland~~ high-speed train from London to Oxford provided by B us. Thank you for your complaints on British Rail very much indeed.

After our deep ~~examination~~ investigation, we've found that there was an engine problem before taking off and there was a traffic-jammed at airport in Oxford on that day.

We feel ashamed of the food supplies in the restaurant and now it has already been reamanged and turned to a modernized ways of Amys instead.

We do hope you enjoy your next journey on British Rail ~~in the future~~ very comfortably

Level 5

I apreciate you letter very much. I think you are the only one who had sended us a letter complaining about the trains, but please believe us, we didn't realised that the trains were that bad.
We must apologise to you for having such a bad journey and also for the food, please do forgive us.
From moday we are sending people do supervise in all the stations and also in the trains, do see the service so that it will improve a little bit.
You can be certainly sure that you'll not have any more problems with the trains and the catering.

Level 4

Thanks for you letter which we received it recently. We should be greatful about your complaints in our services.

I would like to refer on your complaintments: and I am really apologise to yours, even our Consumer Tuo. I would like to make any suitable food and available cost where is necessary. Due to the our Rail Services I cannt do nothing, perhaps it caused by the engine or something else. Any way I think it could not be happened every our services later.

I should like to asked you to make any suitable or probitely letters to us even though we make any unavailable services.

Level 3

I'm very interesting in take one of your tours to Senya for to person.
I want to take the tour in Abril 3rd for space of two week a long. But I think is very expencib, maybe they cant ~~it~~ make a discount for to person.
I be pay with credit cards, Visa or Master Charge, what you prefeirs?.

Level 2

I and my friend desyded to go ESPAN. ~~Italy~~ pust
we would like some information about a trip
to ~~Ital~~ ESPAN
and we desyded to go nek-set week and
we are like to stay two weeks in SPAN.
Then please gine me more information about
when the trip to SPAN.
and How much the ticket to SPAN.

APPENDIX 11

THE READ PROJECT

Extracts from Read fundraising literature

Teacher Upgrading and Adult Study

READ believes that teacher upgrading is at the heart of the improvement of black education. For this reason it seeks sponsors to finance the provision of model libraries at teacher training colleges throughout South Africa and courses to train student teachers in subjects such as book education, effective classroom methodology and management and techniques of pupil and parent motivation. Once these courses are developed, READ would like to be able to offer them as part of its in-service training programmes. Again this will require sponsorship covering delegate transport and accommodation, course materials, etc.

Another very important type of teacher upgrading is intensive practical tuition in spoken English and Afrikaans leading to genuine fluency in language. READ would like to provide a range of literature, aids and courses to facilitate this process. Only when children hear fluent English and Afrikaans in the classroom can they hope to achieve fluency themselves.

Competitions and projects help to motivate students to study. READ organizes reading and research projects in fields such as science, maths, history, literature and geography.

READ hopes in the future, as soon as Departmental permission is granted to seek sponsors to finance the expansion of existing school library facilities so that they can be opened during the evenings and over weekends and used for adult study purposes. Such sponsorship will need to cover book stock relevant to commercial, technical and university studies and the fees of librarians who man the libraries during these periods. Another future adult development project for which sponsorship is needed is the creation of centralised or in-house libraries to support bridging education programmes being offered by companies to their employees. READ would like to provide such libraries to industrial training centres and in densely populated industrial areas to facilitate literacy programmes and the training of skilled and supervisory staff. Courses to train industrial instructors in the use of such facilities will also be necessary.

Careers Guidance and Work Preparedness

READ has already made a contribution to the improvement of careers guidance in black schools by providing a careers reference section in each of its high school libraries. Now it wants to go further by providing pamphlets and audio-visual programmes for use by teachers on a variety of topics such as how to apply for a job, what employers expect from their employees, basic office practice, an introduction to industrial processes, how a business works, basic money management and many more. Sponsors are needed to finance the production of these programmes and to finance the short courses at which guidance teachers will be trained to use them to best advantage.

Community Outreach

READ is conscious of the fact that behind many of the problems of black education lies the fact that parents play a minimal role in their children's schooling. Successful community outreach programmes in the United States and elsewhere indicate that it is possible to encourage parents to play a more dynamic role but the process is a complex one. To begin with, an awareness of the need for, and possibility of a greater involvement in the literary experience must be created. Then incentives for such involvement must be present. Thirdly, facilities must be provided in the way of guidelines and training to enable the willing parent to increase his or her participation. And finally, such participation must be recognised and rewarded in a meaningful way and supported through inter-action in community groups.

Community outreach programmes in working class communities often involve wide-scale use of the media - newspapers, radio and TV. READ is aware of the magnitude of the problem but feels that to delay tackling it will only make it worse. Sponsorship is needed for pilot programmes where field workers can begin experimenting with techniques of community outreach that will work in the South African context and lead to more constructive parental involvement in child education and hence to a more stimulating home environment and an increased likelihood of effective literacy.

The Literacy Crisis

It is a staggering fact that 74%of black children leave school before high school level. Of these more than half are illiterate in the sense that they cannot speak, read or write English or Afrikaans to a level acceptable to industry and commerce. This means in effect that they cannot hold down skilled jobs. With South Africa's over supply of semi-skilled labour they are destined to join the lengthening queues of the unemployed.

The literacy problem *must* be tackled at primary school level. If children do not learn to read before the age of 13 there is very little likelihood of their ever doing so. In the black community this places a particularly heavy burden on the teaching fraternity because of the home environment from which the pupils come. Most black homes contain no books and no toys. Parents are themselves illiterate and have neither the ability nor the time to coach their children. They do not see themselves as having a responsibility to provide an intellectually stimulating environment for their children - feeding and clothing them is effort enough. Asking questions and seeking knowledge is in fact discouraged. Children therefore grow up in a narrow world of limited objects and relationships which have no names. From this background they come to school.

The primary school environment is itself not without problems. High pupil-teacher ratios in the classrooms, very limited educational aids and inadequately trained teachers characterise the scene. Many teachers do not have an adequate command of English or Afrikaans. Most primary schools do not have rooms for libraries or positions for trained librarians. It is commonplace for children to study a single reader (often shared amongst two or three children) during the course of an entire year. There are over 10 000 schools like this in the Republic.

South Africa's economic future demands that this situation should change and change rapidly. The State has launched a massive school building project and teacher upgrading programme but it does not have the budget to do all that is required. In this situation private sector initiative is essential.

The READ Educational Trust has developed one solution to the literacy problem which is practical, comprehensive and cost effective - the Primary School Box Library.

Box Library Systems

Essentially the box library is a portable box containing a range of books and other educational resource materials selected so as to suit the needs of a particular age level. A well equipped primary school will have a box library for each class in the school. This means that with a variety of books and materials in each box, classes at the same level can exchange boxes and so increase their range of resource material ever further. Children can read over 200 books a year.

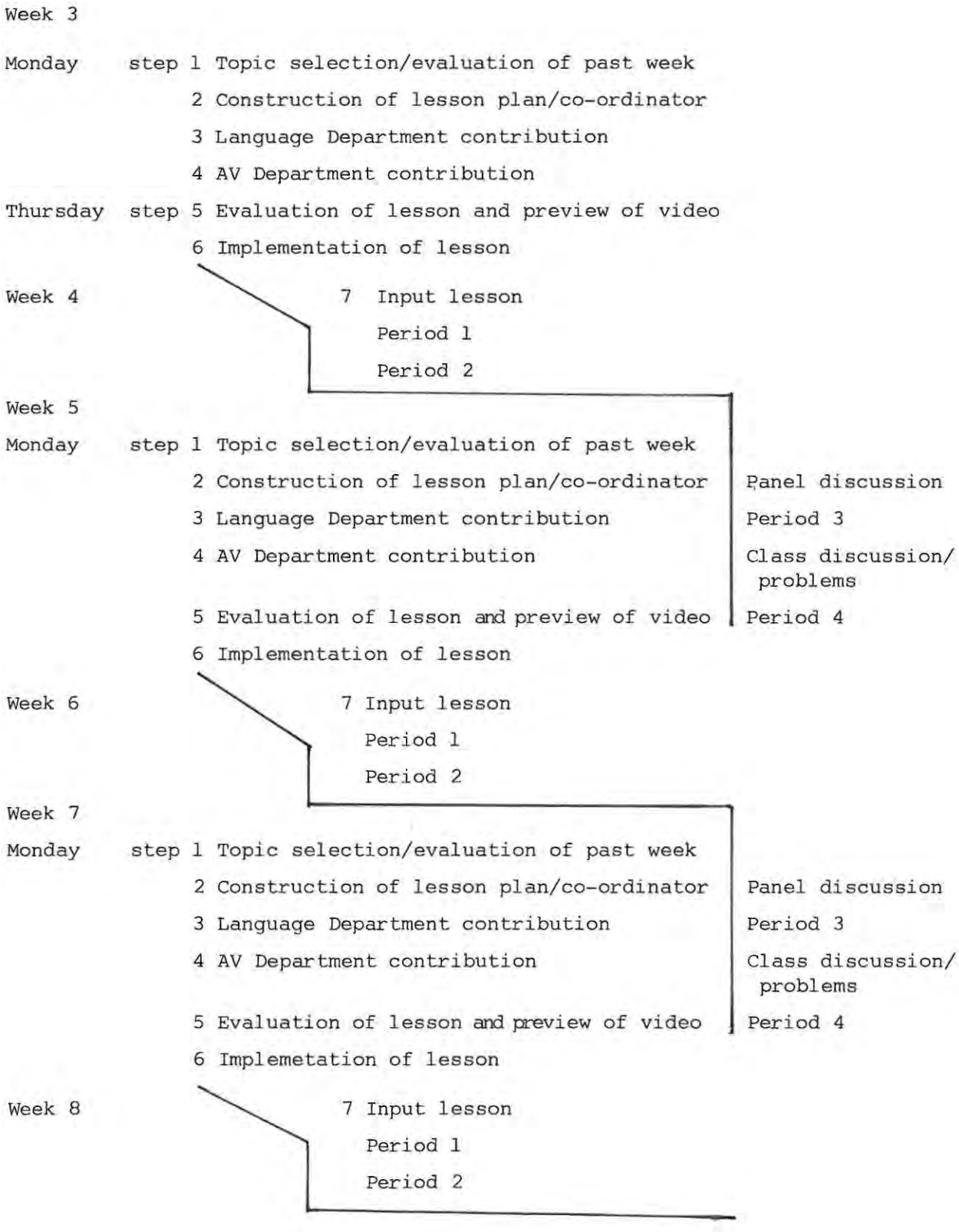
The READ Box Library System offers scholars the opportunity of self-paced learning and a range of books so interesting that they demand to be read.

Box libraries are easy to operate and enable the class teacher to have maximum control over the reading experience of her pupils. Each box contains approximately 60 books — one per child in the class. The books deal with the subjects in the syllabus such as vernacular language, English and Afrikaans grammar and literature, mathematics, science, history, geography, health, hygiene and careers guidance. Each box contains a dictionary and atlas together with books designed to introduce the child to the wider world, books to increase general knowledge and fiction to stimulate the imagination, provide excitement and broaden the emotional experience.

When not in use the box libraries can be locked and stacked like book shelves.

APPENDIX 12

A DIAGRAMMATIC REPRESENTATION OF LESSONS IN TERMS OF THE PROJECT TEAM INTERACTIONS



Interaction on the different aspects of the lesson occurred as illustrated in the aforegoing diagram, beginning from Step 1 and moving down to Step7.

Step 3 and 4 normally combined to ensure that language staff could evaluate film material being considered for the project.

APPENDIX 13

The Museum has over 200 loan cases (portable exhibits) which are available to teachers as teaching aids, for use in the classroom. A catalogue of these cases and a list of other specimens available on loan, can be obtained at the Museum education service section, off Lucas Avenue.

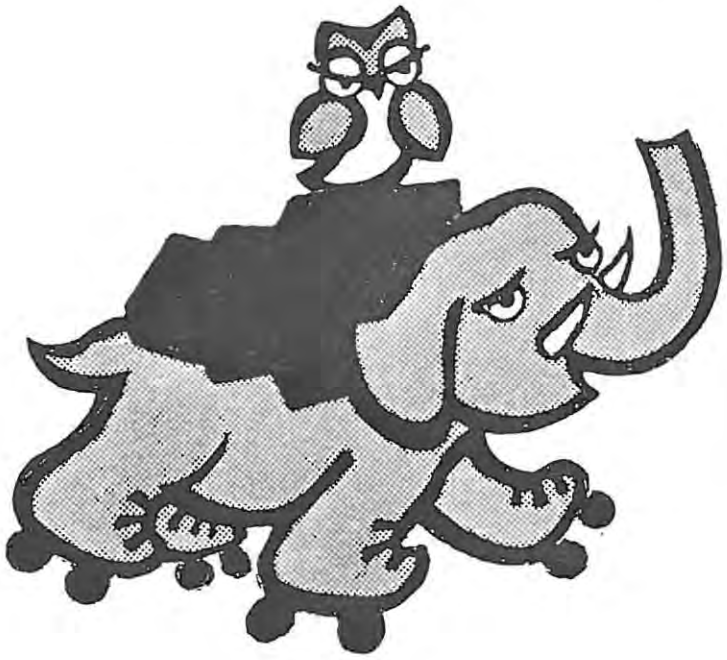
These cases are used by schools all over the Eastern, Southern and Northern Cape. Local teachers need to reserve specific cases well in advance.

If a local teacher has difficulty in transporting cases to and from their school, the Museum will assist whenever possible.

Enquiries regarding the loan of these cases and specimens should be directed to the Museum Education Secretary, Mrs A Franzsen.

Telephone: (0461) 2243.

Mobile Museum Service



EXTRACTS FROM AN UNPUBLISHED PAPER BY SYLVIA VAN ZYL, EDUCATION OFFICER, ALBANY MUSEUM, 1983

What does regular museum experience contribute?

The Museum can:

1. Expose children and their teachers to objects beyond their immediate, limited environment.	This exposure reinforces textbook learning and promotes clearer understanding and concept formulation in subjects like Biology, Geography, Science and History.
2. Encourage clear observation and logical deduction. 3. Assist in the development of formulating own ideas.	This moves away from the fruitless rote learning process and develops individual thinking and reasoning, which is important for all subjects including Science and Mathematics.
4. Explain visually the relationships between things in nature and demonstrate the importance of these relationships. 5. Appeal to the moral conscience of the individual.	Subjects like Geography and Biology are linked - showing, for example, that physical attributes of animals and the limitations of the environment can be correlated. Further, that there is no point in protecting the animal if its habitat is destroyed.
6. Present audio-visual back-up through slides, films and video presentations.	Many black schools do not have slide and film projectors. Access to films and slides is also limited. Museums do have this equipment as well as collections of slides and free access to films - which help to place the objects and specimens in their dynamic environment.

7.	Provide specialist information	Teachers cannot always keep up with recent developments in their subjects and benefit as much as the pupils from lessons prepared by the museum teacher.
8.	Stimulate the intellect.	Dramatic objects (both natural and cultural) make pupils wonder and think. To write good essays and compositions requires alive imagination. The multi-sensory museum experience provides the mental stimulus and material for creative writing.
9.	Foster appreciation of beauty and things of value.	
10.	Develop creativity.	

How does the Museum achieve this?

1. A Loan-Service - portable museum exhibits and specimens are loaned to schools where teachers may use them in the classrooms.

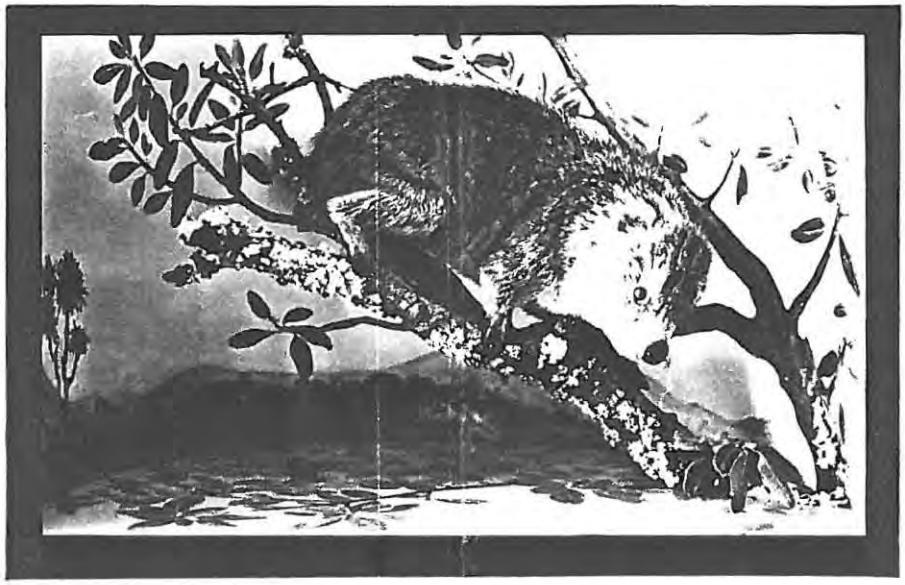
2. Museum lessons presented by a museum education officer either at the museum or at the schools in the pupil's own classroom. Real objects form the basis of the lesson.

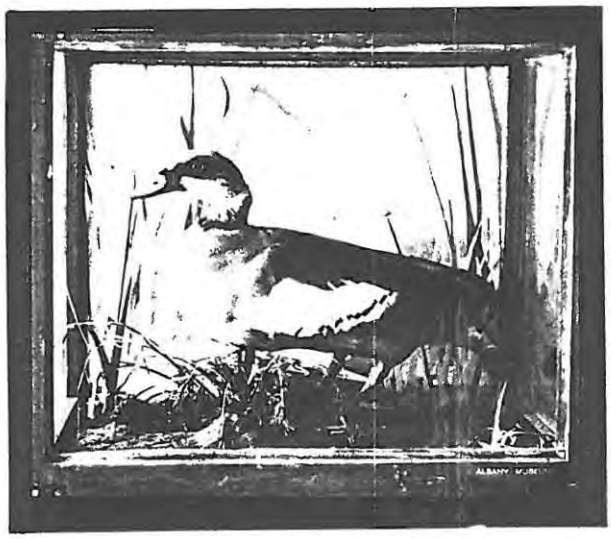
   The lesson not only enriches the pupil's knowledge but very often also that of the teacher. The museum has access to localized information that illustrates some of the concepts and descriptions of the text books.

   Exposure to museum objects reaps benefits for the pupil across the curriculum. The object visually and accurately demonstrates the biological make up of an animal. Its presence in the classroom allows for slow attention and a gradual process of logical deduction as to its survival patterns and adaptations to its particular habitat. Knowing the animal in this way, develops in the child a feeling for it that will influence the conscience of the individual, which leads to concern for its protection and conservation.

   The multi-sensory experience makes it easy to describe it in words - and even, if necessary, to become poetical about it - in the description of its feathers, talons, size, colour. Painting or

drawing a martial eagle from a mounted museum specimen is far more exhilirating than drawing an apple or a kitchen table.

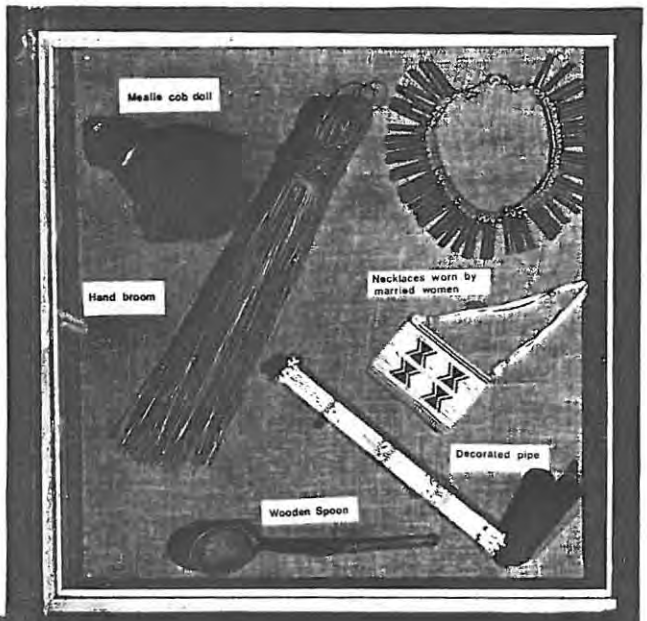


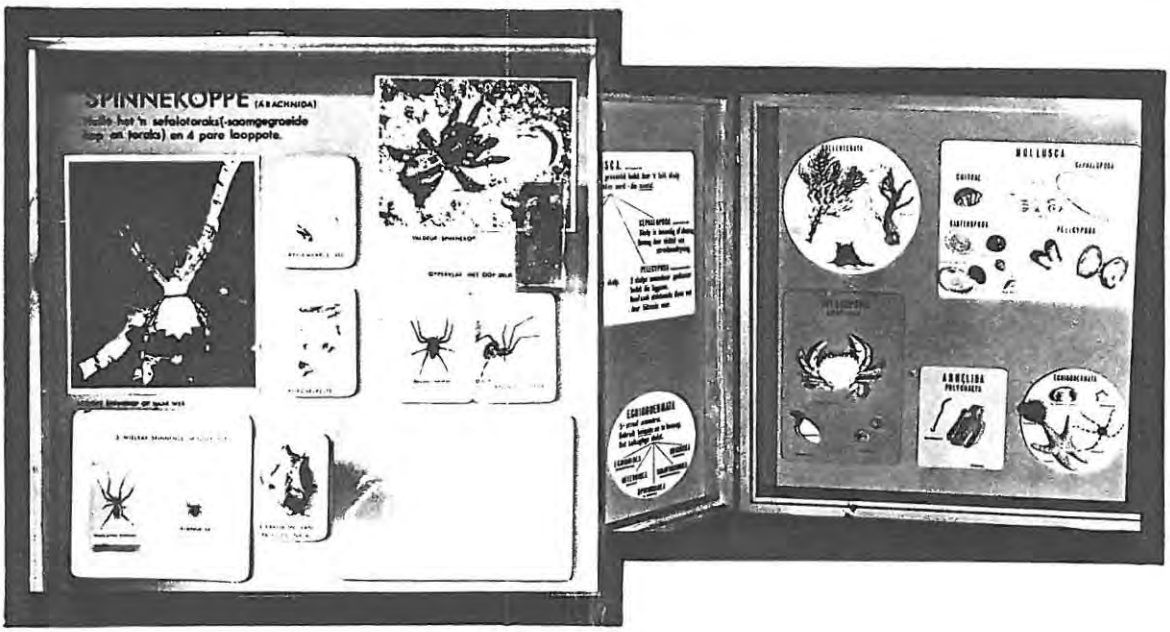


EXAMPLES OF MUSEUM EXHIBITS
BORROWED FOR LAC PROGRAMMES

(Extracted from Mobile
Museum Catalogue,
Albany Museum, 1984)

(Mobile Museum Catalogue, 1984)





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