

THE "BIG E": THE ENGLISH (FIRST LANGUAGE) ENDORSEMENT ON
THE TEACHER'S BILINGUALISM CERTIFICATE

AN INVESTIGATION INTO THE BACKGROUND TO AND ORIGIN OF THIS
REQUIREMENT, AN EVALUATION OF PAST AND CURRENT EXAMINING
PRACTICES AND STANDARDS AND CRITERIA, A NEEDS ASSESSMENT,
AND SUGGESTIONS AND RECOMMENDATIONS FOR SOUND PRACTICE

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ABSTRACT

South African education authorities demand of teachers a high degree of competency in both official languages. In the Cape Province in particular, teachers are not considered eligible for promotion posts unless they possess the so-called Higher Bilingualism Certificate, signifying their command of both official languages at "First Language" level. In view of the fact that the overwhelming majority of schools nowadays are single-medium institutions, this requirement may strike the objective observer as an anomaly. An attempt was made, therefore, first of all to investigate the historical background to this requirement.

The "language question", a problematic feature of South African education since the beginning of the nineteenth century, was not resolved when legislators chose "bilingualism and language equality" for the Union of South Africa in 1910. The available evidence suggests, however, that bilingualism was actively pursued as an educational ideal at least until the end of the 1940s, and for this reason education authorities placed a high premium on teachers who were "fully bilingual". Nowadays the typical (White) school is a single-medium institution where the second language is rarely if ever heard outside the classroom where it is taught as a subject. The present policy, to demand a high degree of proficiency in both official languages of teachers occupying promotion posts at such a school, may then be described not only as an anomaly, but as an anachronism.

A further problem is the fact that the various educational institutions (specifically teachers' colleges and universities) that set examinations leading to the Higher Bilingualism Certificate rarely communicate with one another, and are therefore unable to agree on uniform standards and criteria, or to ensure that such standards are maintained. That this is indeed the case, was confirmed by examination of "Big E" test

papers set at three teachers' colleges, two Colleges for Continued Training, and four universities in the Cape Province.

In an attempt to establish what assistance and support might be needed by a "second language" user of English in order for him to improve to the point where he resembled a "first language" user of English in his "terminal language behaviour", a comparison (by means of error analysis) of the responses of two groups (an L1 and an L2 group) to the same test paper was undertaken. The available evidence suggests that L2 users may need to be helped to acquire a more extensive vocabulary, but, above all, that they need to improve their ability to handle two crucially important aspects of usage: idiom and grammar.

The final chapter attempts to establish pedagogic and linguistic bases for a course intended for "Big E" candidates, and makes recommendations with regard to

- (i) the content and the form of the course, and
- (ii) sound examination practice.

The concluding thoughts offer the view that such a course could remain useful even in a future South Africa where the emphasis may shift from a demand for teachers who are "fully bilingual" to teachers who have a good command of English.

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English lacks an epicene third person singular pronoun, and in the chapters that follow, an examination candidate is consistently referred to as "he". It is common knowledge that many examination candidates are women.

INTRODUCTION

BACKGROUND

Education authorities in South Africa do not consider a teacher fit for permanent appointment - in fact, do not consider him properly (or fully) qualified - unless he has passed examinations which are accepted as evidence of his competent command of at least one of the official languages of the country, in speech and in writing, at "First Language" level. (In the other official language the teacher needs to be competent at least at "Second Language" level). A teacher appointed to a permanent post at a (White) government school in South Africa - the typical school will be a single-medium school, where the medium of instruction is either English or Afrikaans - is required, therefore, to be in possession of at least the "Lower Bilingualism Certificate". (This term is in many ways preferable to the official designation ("Lower (or Higher) Bilingual Certificate"), and will be used throughout this dissertation.) This certificate does not necessarily exist as a separate document: a teacher's professional certificate (or diploma) generally carries an "endorsement" giving information concerning his language competence. "E/a", for instance, signifies a command of English at "First Language" level and Afrikaans at "Second Language" level, suggesting that the teacher is capable of teaching his subject through the medium of English, but may find it difficult to teach it through the medium of Afrikaans.

In addition to this, some Education Authorities - the Cape Education Department (C.E.D.), for instance - demand that teachers appointed to posts at parallel medium schools, where both official languages are employed as medium of instruction, should be in possession of the "Higher Bilingualism Certificate". This Certificate is also regarded as a "prerequisite" for a teacher's permanent appointment to a promotion post (Head of

Department / Deputy Headmaster / Headmaster) - though the Director of Education may waive this requirement in "exceptional circumstances". (Cape Ordinance, Article 83; C.E.D., 1982, *Guide for Headmasters*, pp. 54, 59).

Somewhat less stringent demands are made by the Transvaal Education Department, where a teacher with an A/- or E/- "language endorsement" may, for instance, be appointed to a permanent post at a parallel medium school. The language endorsement A/e may be considered adequate even for promotion posts; in each instance the recommendations of the management committee of a school are taken into account. (T.E.D., 1990).

The majority of educational institutions undertaking teacher training in South Africa therefore conduct examinations, the purpose of which is to offer proof of a teacher-trainee's competence in spoken and written English (or Afrikaans, for that matter) at First Language level. In the Cape Province some of these institutions, particularly some of the universities and one teachers' college, also conduct examinations for the benefit of teachers who wish to "upgrade" their bilingualism qualifications (e.g. Afrikaans-speaking teachers requiring the so-called "Big E" endorsement on their Bilingualism Certificate).

Up to the end of 1984 examinations for this purpose were conducted by the C.E.D. . A notice in the *Education Gazette* of 8 November 1984, however, announced that the Department of Education would no longer be responsible for this examining. Teachers wishing to improve their bilingualism qualifications were advised, as from the beginning of 1985, to "approach" a university or any one of the teachers' colleges in the Cape Province in this regard. Candidates for the Higher Bilingualism examinations were promised "instructions and guidance from the colleges to enable them to prepare for the examination", and the importance of completing "assignments" was emphasised (par. 3.10). Finally, candidates were "urged" (p. 639, par. 3) to address their applications to one of the institutions

considered particularly well-equipped to give such guidance and tuition: the two "Colleges for Continued Training" - Graaff-Reinet and Denneoord, Stellenbosch. What happened, in the event, was that the majority of teachers who wished to have their bilingual status upgraded, enrolled for part-time courses at the two Colleges for Continued Training, a much smaller number approached the universities, and none the "residential" teachers' colleges - with the exception of a handful of candidates who (in 1985) enrolled for this purpose at one of the teachers' colleges. This is illustrated in the Tables below.

TABLE A						
TEACHERS ENROLLED SINCE 1985 AS PART-TIME STUDENTS AT INSTITUTIONS FOR TERTIARY EDUCATION IN THE CAPE PROVINCE FOR COURSES LEADING TO THE "BIG E" ENDORSEMENT ON THE TEACHER'S BILINGUALISM CERTIFICATE						
	1985	1986	1987	1988	1989	1990
Graaff-Reinet CCT	110	152	178	122	151	227
Denneoord CCT	(?)	245	249	205	247	-
University I	7	13	21	17	22	19
University II	-	-	-	-	-	-
University III	(10)	(10)	(10)	(10)	(10)	10
University IV	4	16	14	32	22	30
Teachers' Colleges	(20)	-	-	-	-	-

Table B suggests that the number of teachers approaching universities with a view to having their "Big E" competence (spoken and written English) assessed, is increasing steadily. It needs to be noted that the figures were "rounded off", since few educational institutions were in fact able to furnish exact figures.

TABLE B						
COMPARISON OF ENROLMENTS (EXPRESSED AS %) OF PART-TIME "BIG E" CANDIDATES AT UNIVERSITIES AND COLLEGES FOR CONTINUED TRAINING						
	1985	1986	1987	1988	1989	1990
Universities	9	10	10,5	18	15,5	26
CCTs	91	90	89,5	82	85,5	74

As a result of subsequent moves towards "rationalisation" on the part of the education authorities, the English Department at Denneoord College was phased out (and did in fact cease operating as a Department) at the end of 1988, though a single remaining lecturer was granted the concession of being allowed still to present a course intended to prepare candidates for Higher Bilingualism examinations (oral and written), and to conduct these examinations, until the end of 1989. In 1990 the Graaff-Reinet College for Continued Training was the only institution offering a teletuition course specifically devised for the benefit of teachers (in the Cape Province) who wished to acquire the "Big E" endorsement on their Bilingualism Certificate. In the course of 1990, however, the C.E.D. announced their decision to close down the Graaff-Reinet College; all teletuition courses offered at Graaff-Reinet (including the English Higher Bilingualism course) were transferred to an Afrikaans-medium College of Education.

Though the various educational institutions at which teachers are trained in the Cape Province (universities, colleges of education, technikons) are all represented on the "Sub-Committee (Bilingualism)" of the "Provincial Advisory Committee for Teacher Training" of the Cape Education Department, communication among the institutions is in fact minimal. The Sub-Committee (Bilingualism) meets infrequently, and the available evidence suggests that specific recommendations are not necessarily implemented. According to the Minutes of the Sub-Committee

meeting of 8 September 1989, for instance, it was decided (inter alia)

- (i) that members would submit to the Chairman information with regard to criteria for testing oral proficiency that they considered valid, in order that a document reflecting this information, and capable of generating further comment and discussion, might be prepared for circulation among members;
- (ii) that an effort would be made to establish a "resources bank" to which teacher-trainers concerned with bilingualism testing would contribute material (question papers, material suitable for comprehension testing), which could subsequently be drawn upon; this, it was hoped, might help ensure uniformity of standards.

However, by the end of 1990, when both the Chairman and the Secretary of the Sub-Committee (Bilingualism) retired from service, no attempt had been made to implement either of these recommendations; nor had there been another meeting of the Sub-Committee.

RESEARCH ISSUES

1.1 The education authorities' insistence on a fairly high degree of competence in both official languages in teachers appointed to permanent posts in government schools must be seen as a necessary concomitant of the bilingualism which legislators chose for South Africa at the time of Union in 1910, as a possible solution to the vexed "language question" which had featured so prominently in South African politics throughout the nineteenth century. A brief resumé of this history - with particular reference to the way in which it affected (and was in turn influenced by) education and educationists - may therefore be necessary.

1.2 At the same time, it needs to be recognised that South Africa is not the only country where the heterogeneous composition of the population has made it necessary for legislators to recognise two (or more) languages as official languages - languages that will not only be taught as subjects in the schools, but, more significantly, be used as *media of instruction*. For the sake of obtaining a wider perspective, then, it may be useful to review the situation in other bilingual (or multilingual) countries - particularly to establish the extent to which education authorities demand a high degree of bilingualism of teachers working in an educational system that uses two languages, the equality of which is recognised and guaranteed.

In the context of this dissertation, however, such an investigation cannot be treated as a central issue . It will therefore be given the status merely of a Supplement.

2. Past and current examination practices (spoken English and written English) need to be examined and evaluated, in order to establish the extent to which the Higher Bilingualism endorsement on a teacher's bilingualism certificate ever reflected (and currently reflects) his true competence in English.

3. Since examinations testing "First Language" competence in written English present a problem even to some English-speaking teacher-trainees - some of them may barely pass - it can be accepted that Afrikaans-speaking teachers who attempt the same tests / examinations (because they wish to acquire the "Big E" endorsement on their bilingualism certificate in order to qualify for promotion posts) may view such examinations (in some instances) as insurmountable obstacles. It may be useful, therefore, to attempt answering the following questions:

- (i) What does "First Language" competence signify, particularly with regard to written English?

- (ii) Where, when and why does "Second Language competence" turn into "First Language proficiency"?
- (iii) What are the essential qualities characterising the different levels of language competence of a candidate who fails to qualify for the "Big E" and one who does qualify?

In order to arrive at possible answers to these questions, a comparison may be attempted, by means of error analysis, of the language competence of two different groups, as revealed in their response to the same written English examination:

- (i) Afrikaans-speaking teachers seeking the "Big E" endorsement on their bilingualism certificates in order to qualify for promotion posts;
- (ii) English-speaking teacher-trainees requiring the bilingualism endorsement (E/a or E/A) on their teacher's certificates in order to qualify for permanent appointment to a teaching post.

4. Information gained in the course of the investigation referred to in (3) above

4.1 may be helpful in suggesting what content needs to be given to courses (particularly teletuition courses) intended to help "Big E" candidates improve their ability in written English - from "Second Language competence" to "First Language proficiency";

4.2 may be applied in an attempt at formulating valid criteria to be observed when testing candidates for the "Big E" (spoken and written English), in order to ensure (i) that uniformly high (but realistic) standards are maintained; (ii) that the "Big E" endorsement on a teacher's Bilingualism Certificate is a fair and meaningful assessment of, and comment on, his competence in spoken and written English.

CHAPTER 1

AN INVESTIGATION INTO THE HISTORICAL BACKGROUND OF THE DEMAND BY EDUCATION AUTHORITIES IN SOUTH AFRICA FOR A HIGH DEGREE OF PROFICIENCY IN BOTH OFFICIAL LANGUAGES IN TEACHERS APPOINTED TO PERMANENT POSTS, AND SPECIFICALLY TO PROMOTION POSTS, AT GOVERNMENT SCHOOLS.

1.1 THE "LANGUAGE QUESTION" AND EDUCATION IN SOUTH AFRICA

One of the corner-stones of nineteenth century British policy towards "foreign White elements in British colonial acquisitions" (Kotzé, 1988, p. 123) - the French in Canada and the Dutch in South Africa provide obvious examples - was the policy of *anglicisation*. At the Cape this policy was not pursued vigorously before 1820, chiefly because the second occupation of the Cape was initially regarded as temporary, and also because of "the absence of any significant British population group" (Kotzé, 1988, p. 125). Cradock nevertheless made provision in 1812 for the payment of "100 *rijksdaalders* per annum" as "extra reward" for teachers capable of teaching English (Van Wyk, 1947, p. 196).

The arrival of the 1820 Settlers made it possible for the authorities to implement the policy of anglicisation more purposefully, and in 1822, with the publication of Somerset's Language Proclamation, English became the sole official language at the Cape. Education was recognised as an effective means of implementing anglicisation, and (according to Kotzé, 1988, p. 129) it was a combination of two factors - the "thirst" of the Cape Dutch for knowledge, and a shortage of teachers at the Cape - that "provided the authorities with their opportunity". As early as 1829 one commentator claimed (facetiously and superciliously) that "... though the elder Afrianders keep a sore and sullen distance, yet their sons and daughters move with

the march of events (if not of intellect) and make an attempt at imitation (of English society) not always unsuccessful ..."

(Cowper Rose: "Four Years in Southern Africa", quoted in Van Wyk, 1947, p. 201). The truth of the matter, however, is that the policy never really achieved the desired result - the complete anglicisation of the Cape Dutch. Kotzé (1988, p. 130) points out that though many Cape Dutch "became bilingual in the course of time, (they) retained their allegiance to their own language" - chiefly, it would seem, because this was the language of their church, to which they were strongly attached. Other Cape Dutch colonists, however, particularly the frontiersmen, resented the policy of anglicisation so strongly that it is generally recognised as having been at least a contributory factor among the many circumstances that led to the "mass emigration" (Muller, 1988, p. 157) from the Cape Colony in the 1830s - the "Great Trek".

The history of the English, Dutch and Afrikaans languages in South Africa becomes fragmented in the years between the Great Trek and Union in 1910, and developments in the different regions are best treated separately.

In the **Cape Colony** the policy of anglicisation - viewed superficially - appeared to have been fairly successful by the 1870s: English was the language not only of Government, the law courts, and commerce, but also of education and religion, and a number of Cape Dutch families had in fact become completely anglicised. They were the exceptions, however: the majority of members of the Cape Dutch community became more sharply aware of their cultural identity because of the (at times insensitive) denial of their language rights by the British authorities (Van Zyl, 1988, p. 311). Groups such as the "Genootschap van Rechte Afrikaners" and the "Afrikaner Bond" not only created a feeling of solidarity among all Cape "Afrikaners", but also concerned themselves with cultural and educational matters, specifically with the reinstatement of Dutch as an official language. Their efforts bore fruit in 1882, when Dutch was recognised as the

second official language in the Cape parliament, and local authorities were granted the right to choose what the medium of instruction in a particular school would be (Proclamation No. 113, 1882) (Van Wyk, 1947, p. 198). However, the language struggle was not over yet: in fact, it intensified, with the "Zuid-Afrikaansche Taalbond" demanding "equal rights for Dutch and English at school" in 1890 (Scholtz, 1988, pp. 189, 210). In 1891 the Barry Commission, appointed to investigate various aspects of education, including the "language question", recommended that *parents* should be allowed to choose the medium of instruction, and that steps should be taken to ensure that there would be teachers capable of teaching through the medium of Dutch as well as English (Nel, 1959, p. 18). Throughout, the education authorities had been less than enthusiastic about the Dutch cause. Langham Dale (Cape Superintendent-General of Education, 1859-1892), for instance, revealed his unsympathetic attitude to Dutch in his evidence to the Barry Commission, which included views to the effect that teachers in the Cape had reached consensus in favour of English as medium of instruction, and his conviction that the teaching of Dutch would adversely affect the accent of English in Cape schools (!) (Van Wyk, 1947, p. 199). It needs to be noted, though, that not all Afrikaners were in favour of Dutch as a medium of instruction. Thomas Muir (Langham Dale's successor), quoting from inspectors' reports in 1892, made the point that "there exist(ed), even in the most unlikely places, no small amount of resistance to the systematic teaching and study of Dutch" (Van Wyk, 1947, p. 200). The reason for this (according to Van Wyk, 1947, p. 200, quoting C.J. Langenhoven) was that "High Dutch" was for all practical purposes a "dead language" in nineteenth century South Africa.

In the **Free State Republic** legislators had, throughout, displayed an open-minded, positive attitude towards English (Nel, 1959, p. 19; Malherbe, 1925, p. 370). The capital, Bloemfontein, had been developed chiefly by English-speaking immigrants, and the English presence in Bloemfontein was so strong towards the end of

the nineteenth century that Anthony Trollope described it as "the most English town in South Africa", where relations between "Boer and Briton" were characterised by "harmonious co-operation". The authorities made it compulsory for all Free State children to learn English, though they also took steps "to prevent Dutch from being ousted from the schools" (Van Schoor, 1988, pp. 252-3).

According to Malherbe (1925, p. 370), the Free State Republic achieved bilingualism earlier than any of the other states. Evidence of a remarkable degree of bilingualism in the school classroom can be found in a report (1874) by the then Superintendent of Education, J. Brebner, where mention is made of schools where Dutch was the medium of instruction for three days of the school week, and English for the remaining two days. (Brebner condemned this practice as educationally unsound, and recommended its abolition) (Nel, 1959, p. 19).

In the **Transvaal** (later known as the **South African Republic**), the English presence was significant enough in the 1870s for the law of 1874 to allow parents the option of choosing the medium of instruction (English or Dutch) for their children. In 1876 some state subsidised schools were "entirely English schools", and in at least one school "instruction was given both in English and in Dutch" (Malherbe, 1925, p. 255; vide also Nel, 1959, p. 21). Later, however, particularly during Kruger's term of office, education was "completely reorganised on a Christian National 1) basis" (Du Plessis, 1988, p. 276), and the Education Act of 1882 made Dutch the only medium of instruction. At first this stipulation was not enforced strictly; it was "insisted upon" only after 1892 (Malherbe, 1925, p. 255). It is interesting to note that this legislation was in fact unpopular with many Afrikaans parents, who sometimes sent their children to schools in the Cape, in order that they might learn English as well as

1) No capitals in the original.

Dutch. One problem, as Nel (1959, p. 23) points out, was that by the end of the nineteenth century Dutch had become virtually a foreign language, particularly among rural Afrikaners: "many Afrikaner children found Dutch as a school subject in some ways just as difficult as English".

The lack of recognition for English was one of the many grievances that united the so-called "Uitlanders" in the Transvaal. A spirit of reasonableness, rather than militancy, however, characterises many of the reforms suggested in the *Manifesto* published in 1895 by the "National Union", notably the suggestion that there should be "equal rights for the Dutch and English languages" (Du Plessis, 1988, p. 289).

No such problems troubled the administrators of Natal in the late nineteenth century. Dutch as a medium of instruction simply never became an issue in education in nineteenth century Natal. Speakers of "Dutch" (or, more precisely, nineteenth century Afrikaans) were a minority group, and although some "Boer" organisations and particularly the "Dutch" Church demanded the introduction of Dutch as an optional school subject, few children made use of this concession when the language was in fact admitted as a subject in 1894. The reason for this, according to Coetzee (1963, p. 252), was the familiar one: that as a school subject Dutch was considered "just as difficult as English"; furthermore, it was perceived as having "no practical value".

The Anglo-Boer War brought about the collapse of the education system in the two Boer republics. Funds from the Netherlands enabled some Boer communities in parts of the country less affected by the war to establish private schools, the so-called Christian National Education schools, in which the medium of instruction was Dutch. Other children attended schools established by the British in a number of towns in the Free State and the Transvaal. The great majority of children of school-going age, however, found themselves, particularly towards the end of the war, in concentration camps, where they attended

schools established and administered by the British authorities. (According to Nel, 1959, p. 24, there were 17000 children in camp schools in the Transvaal, and 12000 in the Free State). In his first report on these schools, E.B. Sargant, the then acting Director of Education for the Free State and the Transvaal, expressed the view that they offered a "unique opportunity for the anglicisation of future members of the Boer nation, on a scale that would have been impossible to achieve in other circumstances" (Nel, 1959, p. 24). The medium of instruction in all these schools was English (though Dutch was allowed as the medium in Religious Instruction).

After the war, Milner, the High Commissioner for South Africa, and Governor of the Orange River and Transvaal Colonies, embarked on a comprehensive programme of anglicisation. Not only was the British population of South Africa to be increased by immigration "until the majority of the White inhabitants of the country were of British stock", but education, too, was to serve this policy. Milner's view was that "Dutch should only be used to teach English, and English to teach everything else" (Spies, 1988, p. 362, quoting from the *Milner Papers*, II, p. 243). Education Ordinances Nos 7 and 27 of 1903, which applied to both "Crown Colonies", stipulated that the medium of instruction was to be English, though Dutch could in fact be taught as a subject, for not more than three hours a week, - but only where parents specifically requested it. (This was also stipulated in Article Five of the "Treaty of Vereeniging" (vide De Kock, 1988, p. 360)). Petitions (e.g. from Dutch Churchmen) requesting a more reasonable time allocation for the teaching of Dutch were rejected (Nel, 1959, p. 25).

One result of this was the resurgence and further development of the "Christian National Education" schools that had been started during the Anglo-Boer War. Though never truly self-supporting - they depended on funds from the Netherlands - the schools enjoyed the support of many Afrikaners, and apparently did good work. Evidence of this can be found in a comment by Warre

Cornish (acting Superintendent of Education at the time), who in 1905 referred to a C.N.E. school in Pretoria as "in every essential a model of what the Department itself makes its aim" :

... As regards language, the curriculum and methods secure all that the government have ever wished to secure, viz. that the scholar, on leaving school, should be thoroughly proficient in the English language, and if he is of Dutch birth, properly furnished with a ... knowledge of Grammatical Dutch

(Quoted in Nel, 1959, p. 26).

Malherbe (1925, pp. 323, 333) echoes these words. He credits the C.N.E. schools with having done "practically the same and just as efficient work as the Government schools".

By 1905 it was clear that Milner's anglicisation policy was unlikely to succeed: he had been unable to attract British settlers in appreciable numbers, and the figures of the 1904 census suggested that his aim of establishing a South Africa in which the majority of Whites would be British would not be realised (Spies, 1988, p. 365). In the field of education, too, his anglicisation policy had had negative results: the growth and spread of the C.N.E. schools in the two former Boer republics may be attributed to a significant degree to Milner's unconcealed dislike for and distrust of the Afrikaner (Spies, 1988, p. 366).

Lord Selborne, who succeeded Milner in 1905, formulated a language policy that made a distinction between English as a *language to be studied* and English as a *medium of instruction*. He laid down the principle that a child's initial tuition should be through the medium of "the language which the child learns at his mother's knee". He was pragmatic enough to accept that Dutch, the language of an important segment of the population, had a place in education, and should "be taught thoroughly in all Government schools to the children of parents who desire it". Selborne had no doubts, however, about the superiority of

English. His view was that, as soon as "Dutch" children had mastered enough English to be able to understand it, English should become the medium of instruction for every subject (with the obvious exception of the Dutch language lesson) (Malherbe, 1925, pp. 328 - 239; Nel, 1959, p. 26).

Teachers were accordingly instructed that they would be

... allowed to use either the English or Dutch language as medium of instruction, so long as they make themselves understood to the children, provided that English shall be used as soon as the children are able to follow the teacher's instruction in that language ...

(Section 46, Government Notice No. 1117, December 1905).

This stipulation clearly required teachers who were speakers of Dutch / Afrikaans also to possess a high degree of proficiency in English. The practical implications of using English as the medium of instruction to children who were speakers of Dutch were spelt out in detail in another part of Selborne's *Minute*:

... when a phrase or point arises, which the child does not understand in English, the wise teacher will, for purposes of explanation, again revert to that form of Dutch which he and the child mutually best understand. Such reversion (, however,) should be exceptional ...

(Quoted in Malherbe, 1925, p. 329).

The importance of the Selborne *Minute* was that, by recognising "the principle of mother-tongue instruction in the lower school standards" (Malherbe, 1925, p. 331), it laid the foundation for subsequent legislation, that came when the two Crown Colonies were granted Responsible Government in 1906. In the Transvaal the Smuts Act of 1907 stipulated that English would be the medium of instruction after Std 3, but also allowed the use of Dutch as medium of instruction in not more than two subjects (Behr and

Macmillan, 1971, p. 59). Language equality had not yet been achieved, but (in the words of Nel, 1959, p. 27) there was progress now towards mother-tongue instruction throughout the school.

A more determined move towards language equality came with the promulgation of the Hertzog Education Act of 1908 in the Free State (known as the "Orange River Colony" at that stage). Spies (1988, p. 370), in fact, sees the significance of the Hertzog Act in its having given the Dutch language "equality with English" for the first time. The principle of mother-tongue instruction for initial tuition was upheld in the Hertzog Act; in addition to this, however, the second language was to be introduced gradually, and its use increased as pupils made progress in it, until it, too, could be used as a medium of instruction. In classrooms where pupils represented both language groups, the teacher was to use both languages as medium of instruction - in fact, he was required to "pass freely from one medium to the other in teaching his class" (Malherbe, 1925, p. 382). Both languages became compulsory subjects from Std 4 onwards, and provision was made, furthermore, for the use of both languages as medium of instruction from Std 5 onwards: three subjects were to be taught through the medium of English, and three through the medium of Dutch; in addition to this it was stipulated that "in the teaching of any principal subject the language which (was) not used as the medium (had), as far as possible, to be used as an additional medium" (Malherbe, 1925, p. 382).

These stipulations were (understandably) unpopular among speakers of English - and this included a "considerable number" of unilingual (English) teachers, many of them teachers who had been imported from Britain during the Boer War and immediately after. A very high degree of bilingualism was in fact demanded of teachers by the new legislation: in order to qualify for appointment to permanent posts, teachers were required to pass an examination in every subject, and in each paper half the questions were set in Dutch, and the other half in English

- and every question had to be answered in the language in which it had been set. As Malherbe (1925, p. 383) points out, this effectively excluded "all British born teachers, who, with a few exceptions, seldom managed to gain more than a bowing acquaintance with the Dutch language".

In the event, the Hertzog Education Act proved to be difficult to implement, chiefly because the language clauses were "so intricate that they were liable to different interpretations by different people" (Malherbe, 1925, p. 383). Problems were experienced particularly at schools where pupils represented both language groups. Malherbe (1925, p. 383) lists some of the strange practices that arose: sometimes a mixture of the two languages was used as medium, the first half of the lesson, for instance, being taught through the medium of Dutch, and the second half through the medium of English; other teachers taught a lesson in one language, and then repeated it in the other language; at still other schools teachers attempted "a mathematical apportionment of time between English and Dutch according to the number of Dutch-speaking and English-speaking children in the class".

An attempt was made in 1910 to amend the Hertzog Act, but Section 62 of the *Classification of Schools and Teachers Act* still demanded of teachers an exceptionally high degree of bilingualism and caused "another storm of protest on the part of the English teachers" (Malherbe, 1925, p. 384). Examinations for professional teaching qualifications were still to be conducted through the medium of both Dutch and English, but teachers sitting these examinations now had the choice of answering questions by using both languages on an equal footing, or of using one language only. If they exercised the second option, they were required to prove, by means of a supplementary examination, their ability "to give through the medium of the other language the necessary instruction in the subject of every paper answered exclusively in ... one language" - a stipulation

that is remarkably reminiscent of the chief criterion for awarding the current Teachers' Higher Bilingualism qualification.

The "language question" was one of the many issues that needed to be addressed (if not solved) when the four "colonies" became the **Union of South Africa** in 1910. Initially, some prominent delegates were in favour of a simple, general statement to the effect that "English and Dutch would be the official languages of the Union of South Africa" (Spies, 1988, p. 378). This, however, failed to satisfy many delegates, and after much discussion and redrafting, Article 137 of the Act of Union finally stipulated: "Both the English and the Dutch languages shall be the official languages of the Union, and shall be treated on a footing of equality, and possess equal freedom, rights and privileges". One of the implications of this for education was (in the words of Malherbe, 1925, p. 414) that it paved the way "towards securing the advantages of bilingualism for every South African child".

However, (to quote Malherbe again, p. 415), the fact that the principles of bilingualism and mother-tongue instruction were "recognised on the Statute book was quite a different matter from their practical application in the schools". A committee appointed during the first session of the new Union Parliament to examine the education laws of the Provinces with regard to medium of instruction found that "language equality existed in the schools of one province only, namely the Free State", and that in the other three provinces "English was dominant". The Committee had difficulty in achieving unanimity, but eventually recommended that in all four Provinces tuition should be in the mother tongue up to Std 4, after which parents would have the right to choose the language medium in which their children were to be taught. Provision was also made for "minority groups" to be provided with parallel classes or with "teachers who could teach through the medium of both languages" (Behr and Macmillan, 1971, p. 59). Provincial authorities were requested to bring their education

acts into line with the Committee's recommendations (Liebenberg, 1988, p. 387).

"Language Ordinances" were duly framed in the Transvaal (1911), the Orange Free State (1912) and the Cape (1912), but the slow pace at which the recommendations were implemented is reflected in figures published by an "Education Language Commission" appointed in the Cape Province in 1915 "to enquire into the working of the Language Ordinance of 1912" (Malherbe, 1925, p. 415). Ordinance No. 11, for instance, had stipulated not only that the medium of instruction up to Std 4 had to be the pupil's home language, but also that the second official language was to be introduced gradually, until it could be used regularly as a second medium of instruction (Coetzee, 1963, p. 94). The Commission, however, found that (in 1915) 94,86% of English-speaking children in the Cape Province received their instruction wholly or principally through the medium of the home language, as opposed to 31% of "Dutch-speaking" children; conversely, only 0,61% of English-speaking children received their instruction wholly or principally through the other language, as opposed to 38,9% of "Dutch-speaking" children (Quoted in Malherbe, 1925, p. 415). The crux of the problem, in the words of Malherbe (1925, p. 416), "lay in the competence of the teaching force to use both media". In this connection the Commission expressed the view that "it is impossible to train someone to be a bilingual teacher if his previous education was unilingual", and "that it is impossible or very difficult to train bilingual teachers in a unilingual environment" (Nel, 1959, p. 38). One of the measures by means of which the (Cape) education authorities sought to address the problem was the institution, from 1916 onwards (Ordinance No. 3), of "bilingual teaching certificates of a higher and a lower grade" (Malherbe, 1925, p. 416).

Bilingualism in South Africa, particularly in an educational context, reached an important milestone during the first decade after Union with the official recognition by all education authorities of the fact that the language of the Afrikaner was

not Dutch but Afrikaans. Afrikaans consequently replaced Dutch as "language to be studied" and as medium of instruction in the Cape in 1914, in the Free State and the Transvaal in 1917, and in Natal in 1923 (Nel, 1959, pp. 29, 30, 39, 47; Coetzee, 1963, p. 253). Malherbe (1925, p. 417) observes in this context that the official adoption of Afrikaans as the second language together with English by all the administrations resulted in "a great deal of progress in the bilingualism of English children" - a view supported by Bot (1936, p. 113), according to whom "the vast majority" of the English-speaking population were in the mid-thirties "no longer hostile to the second language of the country". (Parliament formally recognised Afrikaans as one of the official languages of South Africa only in 1925.)

During the 1920s and 1930s a distinctive pattern started emerging in the organisation of South African schools according to language medium. The importance attached to mother-tongue instruction - by 1925 it had been made compulsory up to Std 6 level in the Cape Province (Nel, 1959, p. 39) - and the many (undoubtedly valid) educational arguments in its favour tended to lead to the establishment of *single-medium* schools. As long ago as 1920, for instance, a Transvaal Education Commission recommended that "where possible, separate schools should be the rule, and parallel classes for English and (Afrikaans) children the exception". This development was deeply regretted by some educationists, notably by that eloquent advocate of the *bilingual* school, E.G. Malherbe, who, while conceding that "it may be that until now more efficient instruction has been given, on the whole, in single than in dual medium schools", nevertheless was opposed to the establishment of single-medium schools as a matter of educational policy: in his view it was *not* "a far-sighted policy for South Africa" (Malherbe, 1925, p. 416). More recently Behr and Macmillan (1971, p. 65) have commented on the fact that though the single-medium school has much to commend it, "... the need for experimentation, especially in the developing

bilingual areas of urban complexes, should be kept constantly in mind".

Some notable bilingual schools did, of course, exist. Grey College Boys' School in Bloemfontein, for instance, is singled out by Malherbe (1977, p. 699: Appendix 7) for special mention in this regard. Vocational schools (for instance, technical high schools) had, perforce, to be bilingual, since pupils invariably represented both language groups. As a rule, however, the use of both English and Afrikaans as medium of instruction came to be associated with smaller schools (particularly in country towns) where pupils represented both language groups, and were entitled to tuition (particularly initial tuition) in their home language. Two different approaches were followed, depending on circumstances. The generally favoured approach was to place the two language groups in separate classes. However, where pupils speaking a particular language were a very small minority group, several classes of pupils were sometimes put together under one teacher, or "dual-medium instruction" had to be resorted to. In practice, this often meant that instruction became truly bilingual, and teachers found themselves called upon to demonstrate what had been demanded of Free State teachers by the Hertzog Act of 1908: the ability to "pass freely from one medium to the other in teaching (a) class". In bigger centres (as Nel, 1959, p. 39, and Coetzee, 1963, p. 95, point out) education authorities favoured the establishment of single-medium schools as soon as numbers justified it.

In the 1940s a number of educationists expressed their concern about what they perceived to be a low level of bilingualism among school leavers (Nel, 1959, p. 39) 1). They were successful in communicating this concern to the government of the day, who took note of the views of some educators on possible solutions to this

1) Nel says: "It became fashionable to complain about this ...".

problem. Particularly important in this context was a Report (1939) of the Transvaal Education Commission, in which the retention, and further extension, of the principle of dual-medium or parallel-medium instruction in all schools was strongly advocated (Botes, 1941, pp. 159 - 189; Malherbe, 1977, p. 40). (It may be noted that the Transvaal Commission had been unable to achieve unanimity: the Chairman himself had been a signatory to a dissenting "Minority Report").

In 1944 the House of Assembly passed a motion which sought to promote bilingualism by asking the various provincial authorities to amend education laws and regulations, and to revise the "educational machinery", so as to "give effect within a period of five years to the following principles" :

1. that the child should be instructed through its home language in the early stages of its educational career;
2. that the second language should be introduced gradually as a supplementary medium of instruction from the stage at which it is on educational grounds appropriate to do so; and
3. that such changes should be introduced in the system of training of teachers as are necessary to make the ideals of bilingualism and of national unity in the schools fully effective.

(Quoted in Behr and Macmillan, 1971, p. 64)

The provinces made an effort to implement these recommendations, in what were described variously as "controlled experiments involving methods of teaching the second language and its introduction at differing stages of a child's career" (Behr and Macmillan, 1971, p. 64), and "a comprehensive experiment to test the efficacy of dual medium instruction" (Pells, 1952, p. 100). It was hoped that "an appreciable improvement in the second language would result without damage to the standard attained in the subject-matter taught" (Pells, 1952, p. 100).

Malherbe (1977, pp. 98 - 99) gives a brief account of the implementation of the "dual-medium experiment" in the Cape Province in the years 1945 - 1946, the express purpose of which was to determine

1. what the effect would be of the use of the second language as a medium of instruction on pupils' first language and the other subjects;
 2. at what stage the second language could best be introduced as a medium of instruction without undue retardation of the progress of the pupils,
- and
3. to what extent the second language could be used as a medium of instruction in each class, with the least possible detriment.

Most of the schools participating in the experiment (which involved pupils from Standard 4 to Standard 6) chose to use English and Afrikaans as media of instruction on alternate days in teaching all the subjects. Other schools chose to teach particular subjects through the medium of the second language only. Malherbe admits that the results were "inconclusive", but in his view this was due to the fact that the "experiment" came to an end too soon. Most educationists evaluating the results of the "experiment" apparently agreed that "the biggest gains were obtained in the knowledge of the second language in environments that were unilingual"; it was also conceded, however, that "some adverse effects on the content subjects were recorded in unilingual environments" (Malherbe, 1977, p. 99).

Generally speaking, teachers appear to have found the ideal of dual-medium tuition to be unworkable. Pells (1952, pp. 106 - 107) discusses some of the problems that arose and were found to be insuperable. Not the least of these was the fact that teachers themselves were only rarely fluent and confident users of their "second language". In the words of Pells

... Few teachers are so thoroughly bilingual as to feel that they can teach their special subject with

credit to themselves through the other language. Bilingualism is always a matter of degree; as, for that matter, is command of even one's mother tongue. Still less do (teachers) relish the idea of teaching their special subject through a medium which is only the pupil's second best...

Where this happens, there is a strong likelihood that pupils will give less than a true account of themselves in public examinations, and (as Pells points out) "a teacher's prospects of advancement in his profession depend to a considerable extent on the examination successes of his pupils".

When the Dual-Medium Ordinance was promulgated in the Transvaal in 1945, one of the provisions suggested that by 1951 English and Afrikaans would be used more or less on an equal basis as media of instruction in every classroom (Pells, 1952, p. 106). At that stage only 0,5% of school children in the Transvaal were being taught through both media. By 1948 this had risen to a mere 2% - clear evidence (in Pells's view) of "how extremely difficult it was to implement the Ordinance, even with the best will in the world" (Pells, 1952, p. 107).

All four education departments abandoned the "dual-medium experiment" in the late 1940s or early 1950s, in favour of new language ordinances which emphasised the importance of having children taught through the medium of their home language - and sometimes (in the Transvaal, for instance) made this compulsory, at least up to Std 8 level.

1.2 THE TRAINING OF BILINGUAL TEACHERS FOR SOUTH AFRICAN SCHOOLS: A BRIEF REVIEW OF EFFORTS ON THE PART OF, AND METHODS EMPLOYED BY, THE VARIOUS EDUCATION AUTHORITIES IN PURSUIT OF THIS IDEAL: 1910 TO 1980

The "language question" has been inextricably part of the history of education in South Africa since the early nineteenth century. The Act of Union in 1910 entrenched the principle of *bilingualism*

(as opposed to mere *language equality*) in the Constitution, and one significant implication of this for education was the need for teachers to be suitably qualified, not only academically, but also in their ability to teach through the medium of English as well as Afrikaans. However, one notable feature of all Histories of Education in South Africa is the fact that the writers give scant attention to efforts on the part of the (various) education authorities to ensure that teacher-trainees were well grounded in both official languages by the time they embarked on their teaching careers. Reference was made earlier (p. 17) to demanding tests that teacher-trainees in the Orange River Colony had to pass, in order to prove that they had a fluent command of English as well as Dutch, and (p. 20) to the fact that in 1916 the education authorities in the Cape Province sought to address the problem of bilingualism in teachers by instituting "bilingual teaching certificates of a higher and a lower grade". Little information is available, however, about guidelines and criteria adopted and applied by the various education departments since then to ensure that newly qualified teachers were suitably proficient in both official languages. Pells (1938, p. 123) contents himself with an unsubstantiated statement to the effect that (in the late 1930s) teachers were becoming increasingly bilingual. Le Clus (1948, p. 240) notes (in passing, and without comment) that, according to an announcement in the Education Gazette of 10 February 1938, headmasters of schools in the Cape Province were required to be in possession of a "bilingual certificate" - except in the case of schools that had been formally declared single-medium schools. In the 1939 Report of the Transvaal Education Commission, the Commissioners expressed the view (Paragraph 798) - a view from which the Chairman, the Rev. Wm Nichol, distanced himself - that the ability of teacher-trainees to use both official languages effectively would be improved by the introduction of dual-medium instruction at all teachers' colleges (Botes, 1941, p. 168). In the event, all training colleges in the Transvaal remained unilingual - even during the years (1945 - 1949) when the "dual-medium experiment"

was being conducted in many schools. Pells (1952, p. 108) makes mention of an attempt (in the 1940s) on the part of the Pretoria Normal College to improve their (Afrikaans-speaking) students' command of English: the College "made it compulsory for all students to take a one-year course in English at the university as part of their academic training". The results (in the words of the then principal, Prof. J.S. van Heerden) were "disastrous: ... all that was achieved was to foster ... prejudice and antipathy to the subject". The course was therefore abandoned, though the College apparently continued to be "untiring in its efforts to establish a sympathetic atmosphere in which to foster an interest in (English)". No information is available about the form these "efforts" took, and whether they achieved the desired result.

There can be no doubt about it that "the rise of Afrikaans" was accompanied by what Pells (1952, p. 108) calls "a decay in the command of the English language" in parts of the country where English was/is rarely spoken. However, none of the Afrikaans-medium teachers' colleges in the country apparently attempted anything resembling the rather drastic scheme adopted in 1944 at the (English-medium) Natal Training College in an effort to improve their students' bilingualism: it was decided to present certain subjects only through the medium of Afrikaans; other subjects would be presented in parallel through the media of English and Afrikaans. The Natal Education Department appeared determined in those years to enforce (rather than merely to encourage) bilingualism in teachers. As from 1 January 1944, for instance, teachers were required to be in a position to teach their subjects through the medium of their second language five years after their appointment to a post in the primary school (Coetzee, 1963, p. 266). (It may be noted that when the Natal Education Department, in line with other education departments, adopted a policy in favour of single-medium schools in 1950, this stringent requirement, for teachers to possess a high degree of proficiency in both official languages, could be relaxed).

According to Malherbe (1977, p. 107) the Cape Education Department also "introduced dual medium (instruction) in all their training colleges" in the mid-1940s. No information is offered, however, to explain why it was necessary for the education authorities in the Cape Province to take such a step - information which is needed, if one accepts as factually correct an earlier statement of Malherbe's to the effect that (in the 1920s) "the Cape Administration was ahead of the other provinces in so far as it insisted on bilingual-medium training in all the training colleges under the Cape Department..." - in contrast to the situation in the other provinces where "teacher-training drifted more and more on to a unilingual basis" (Malherbe, 1977, p. 31).

Though all the training colleges in the Transvaal were (and remained) single-medium institutions throughout the 1940s, the "New Consolidated Education Ordinance" of 1945 stipulated that the training of teachers should ensure that teachers "become bilingual as soon as possible" (Malherbe, 1977, p. 97). (Malherbe points out that this differed from earlier Ordinances, where "a high standard of proficiency was required in one language only".) In order to encourage bilingualism among teachers, the Transvaal Education Department granted what are variously described as "bursary concessions" (Coetzee, 1963, p. 340) or "monetary grants" to teachers who "satisfied the Director as to exceptional proficiency in the use of both official languages as media of instruction" - reminiscent of the "bilingual bonuses" which had apparently been awarded to teachers in Natal from the 1920s onwards in an effort to encourage them to acquire greater proficiency in the use of the second language (Malherbe, 1977, p. 112). Mention may also be made in this context of efforts on the part of the T.E.D. in the 1940s to attract linguistically gifted pupils (or at least pupils who displayed a fair degree of proficiency in both official languages) to the teaching profession: the Executive Committee of the Transvaal awarded "Bilingual Merit Grants" to such pupils

- on condition that, on completion of high school, they would train as teachers (Malherbe, 1977, p. 112).

Coetzee (1963, p. 117) records the fact that in 1957 the Cape Education Department granted each teacher's college an additional lecturer, for the express purpose of raising the teacher-trainees' level of bilingualism by means of "more intensive instruction in the second language, and more individual attention to students". It may be noted, finally, that in terms of a recommendation (August 1960) of the "Professional Examination Committee" of the Cape Education Department (a recommendation that was accepted by the Superintendent General of Education), lecturers appointed to permanent posts at teachers' colleges were required to be in possession of the "Higher Bilingualism" qualification (AE / EA) - though this requirement would not be "insisted on" in respect of lecturers teaching subjects such as Handwork, Art, Physical Education and Music (C.E.D., 1960(a) / 1960(b)).

1.3 THE TRAINING OF BILINGUAL TEACHERS FOR SOUTH AFRICAN SCHOOLS: THE SITUATION AT PRESENT, WITH SPECIAL REFERENCE TO THE CAPE PROVINCE

1.3.1 *Language competence training of teacher-trainees at teachers' colleges in the Cape Province*

In the Cape Province teacher-trainees who acquire their initial Junior Primary or Senior Primary teacher's qualification (the three-year D.E. or "Diploma in Education") at a teachers' college - the C.E.D. now refers to these institutions as "Colleges of Education" - are required to offer both official languages as subjects, at least one of them at "First Language" (L1) level. (Students who appear to have an aptitude for languages may be encouraged also to attempt their second language at L1 level.) In their final (3rd) year of study students are required to pass examinations in both languages. Since 1979, when Teachers' Colleges were linked to Universities, who

undertook to "moderate" all examinations, in order to ensure a suitably high standard, these examinations have been treated as operating at "1U" level, i.e. a level comparable to English I (or Afrikaans I) at university. 1)

These examinations in English 2) (at L1 and at L2 level) include a component which offers the teacher-trainee an opportunity to give evidence of his ability to express himself effectively in written English. (It is not customary to test and assess English L1 students' oral proficiency - it is generally assumed that such students have a fluent command of spoken English - though a mark for "oral proficiency" is required for English L2 students.) The importance of these "competency examinations" in written and spoken English is indicated by the fact that, in terms of Departmental regulations, a teacher-trainee is not entitled to a teacher's diploma - in short, is not considered suitably qualified - unless he has passed the examinations which entitle him to the "language competency" endorsement (Ea, Ae, EA or AE) on his diploma.

1.3.2 *Language competence training of teacher-trainees at universities in the Cape Province*

Education Departments at universities training graduate students whose degree courses may or may not have included English, also need to assess, and attest to, each teacher-trainee's language proficiency, but this is not necessarily done by requiring all

1) There are anomalies here. Though frequent communication and consultation between (for instance) the English Departments at a teachers' college and the "moderating" university may ensure that final-year D.E. English L1 examinations do indeed operate at "1U" level, the "1U" status is also conferred on a pass in English (Second Language).

2) Afrikaans operates and is treated in exactly the same way.

students to pass a written or oral examination. Approaches and practices obtaining at the various universities in the Cape Province where teachers are trained who are likely to apply for posts at schools administered by the Cape Education Department are briefly outlined in the notes that follow. 1)

At one university "language proficiency" does not exist as a separate course or examination component at all, but is viewed simply as part of the teacher's course (for instance, the (postgraduate) H.D.E. course, or the B. Prim. Ed. course): each individual student's "spoken and written production" is assessed throughout the year. High standards are demanded, and applied rigorously. As a result, students whose command of English operates at "Second Language" level *fail* their course. This university is also prepared to test the (spoken and/or written) language competence of "external" candidates for the "Big E", i.e. "in service" teachers who wish to acquire the Higher Bilingualism Certificate. However, there is no course to prepare candidates for the examination. Contact between the lecturers responsible and the candidates is limited solely to administering the oral and the written examination.

At another university, where teacher-trainees may include not only graduates as well as non-graduates, but possibly also as many speakers of Afrikaans as speakers of English, candidates for the Teacher's Bilingualism Certificate are required to sit an initial (written) "English competency" test early in the year. (Students who have passed English I are exempted from this test, but are advised that they still need to pass an oral examination, which usually takes the form of an interview). Candidates who

1) The reference is to the Universities of Cape Town, Port Elizabeth, Rhodes (Grahamstown) and Stellenbosch (listed alphabetically here, but not presented in alphabetical order in the text). Teachers trained at the Universities of the Western Cape and Fort Hare do not, as a rule, apply for posts at schools administered by the Cape Education Department.

score 60% and more in the "competency test" are exempted from the final written examination. Those with a lower score, and particularly those who are identified as being in need of assistance, are encouraged to enrol for an "English Competency Upgrading Course". This course, which seeks to promote competence in spoken and written English, is in fact intended for the general public, and is advertised in the press. Apparently it has never been over-subscribed, since it is *not* available free of charge, is presented at an "off-campus" venue, and attendance is *not* compulsory for full-time students. It is clear that a course such as this could be of great benefit to "in service" teachers wishing to acquire the English Higher Bilingualism qualification. In fact, however, this university does *not* enrol such teachers as part-time students: only bona fide registered students of the university are tested for the Higher Bilingualism qualification, and in practice this means that examination candidates are generally teacher-trainees in their final year of study. In the final examination, candidates who score 50%+ are awarded the "Higher" bilingualism qualification (the "Big E"); those with scores between 40% and 49% gain the "Lower" bilingualism qualification (the "small e").

At a third university, a somewhat different approach to testing teacher-trainees' competence in (written) English appears to be based on the (reasonable) assumption that speakers of English are more likely to have a competent command of English than speakers of Afrikaans. Consequently there are *three* separate examinations in the course of a year:

- (i) near the beginning of the academic year: a paper intended only for teacher-trainees in their final year of study (e.g. H.D.E. candidates) who are speakers of English;
- (ii) at the end of the first semester: a paper that may be attempted by teacher-trainees who are *not* speakers of English, and who wish to acquire either the "Big E" or the "small e"; (only one paper is set for all candidates; those who score 60% or more gain the "Big E"; in order to

gain the "small e", candidates are required to score at least 50%);

(iii) towards the end of the academic year: *two separate papers*, one for "E" candidates, the other for "e" candidates.

Full-time students registered for an "education" course (H.D.E., B. Prim. Ed., etc.) are prepared for the examination. The examination may also be attempted by qualified teachers wishing to acquire the "Big E". These teachers register for the examination, but are not prepared for it.

At the fourth university the H.D.E. and B. Prim. Ed. courses themselves are viewed as "catering for communicative competence". The language competence of (full-time) teacher-trainees is, therefore, assessed on the basis of their written and oral performance in regular course work, and further extra-curricular assessment is considered superfluous. Examinations (in written and spoken English) are, however, conducted for the benefit of candidates (usually practising teachers) who wish to improve their bilingualism qualifications. These candidates have the option of registering

- for the examination only, or
- for a twelve-week in-service course which prepares them for the examination.

The course takes the form of tutorials held on weekday afternoons. Candidates are divided into tutorial groups, with not more than eight students per group, and each group meets once a week. That the course was designed to meet a need seems obvious. Evidence of its popularity can be found in the fact that the number of teachers who are prepared (in some instances) to travel considerable distances - and even (in rarer instances) to take a term's leave - in order to attend it has quadrupled in the past five years. Significantly, too, the course-work plus examination option is favoured by the majority of candidates.

CHAPTER 2

MODES OF TESTING AND ASSESSING THE LANGUAGE COMPETENCE, IN SPEECH AND IN WRITING, OF CANDIDATES FOR THE HIGHER BILINGUALISM CERTIFICATE IN THE CAPE PROVINCE: PAST AND CURRENT PRACTICES

2.1 INTRODUCTION

In Chapter 1 of this dissertation mention was made of the fact that in the first decade after Union it became clear to education authorities that special measures would have to be taken in order to ensure that teachers appointed to posts at government schools were suitably bilingual, i.e. had a good command of at least one of the official languages of the country, and at least an adequate command of the other official language. One of these measures, according to Malherbe (1925, p. 416), was the institution, from 1916 onwards (Ordinance No. 3: Cape Province), of "bilingual teaching certificates of a higher and a lower grade". Though Malherbe offers no further information, it may be assumed that the reference is to certificates that teacher-trainees acquired at the end of their period of initial training, and that the information given on these certificates was based on tests or examinations conducted at each teachers' college. There may also have been a degree of Departmental control.

It may also be assumed that the education authorities responded at some stage to demands for "upgrading examinations" from teachers who wished to improve their bilingualism qualification. Unfortunately officials of the Cape Department of Education are unable to offer the contemporary researcher any documentation pertaining to these early "higher grade" language competency tests or examinations. No documentation is available for later examinations either, with regard to guidelines that were offered.

to examiners, or criteria that needed to be applied in order to ensure reasonable standards. It is not clear, therefore, *who* decided on the particular **form** that "Higher Bilingualism Certificate" examinations (written work) came to assume in the 1970s and early 1980s, or the **standard** (i.e. the level of competence) that would be demanded of candidates.

When the task of preparing practising teachers for the Higher Bilingualism qualification (and testing them) was transferred (from 1985 onwards) to the two Colleges for Continued Training (Graaff-Reinet and Denneoord) and the universities in the Cape Province, certain guidelines were in fact provided - though these were not necessarily adhered to by all educational institutions.

Teacher-trainees who were full-time students followed (and still follow) a somewhat different route in order to acquire their bilingualism qualification:

- (i) at teachers' colleges (and some universities): as a result of a formal test (with course work possibly also taken into account in assessing a candidate's level of language proficiency);
- (ii) at other universities: on the strength of language proficiency displayed in written assignments and through participation in seminar discussions.

For the sake of a clear overview, and in order to be able to deal with a variety of different approaches, it may be useful to treat the testing of proficiency in **written English** and **spoken English** separately, and also to differentiate between various types of educational institution.

2.2 WRITTEN ENGLISH: EXAMINATION AND EVALUATION OF THE TEST MATERIALS

For convenience' sake, these materials are classified according to their "source".

2.2.1 TEST PAPERS INTENDED FOR "IN SERVICE" TEACHERS WISHING TO ACQUIRE THE "BIG E", AND SET BY EXAMINERS APPOINTED BY THE CAPE DEPARTMENT OF EDUCATION

Examination papers set in the decade before 1985 - the 1983 paper reproduced as ADDENDUM A may be regarded as fairly representative - all followed the same basic pattern. Candidates were allowed three hours to complete five different written tasks. Each of these may be examined briefly:

2.2.1.1 Prose composition (referred to in the 1973 paper as "Essay" and from 1975 onwards (less felicitously) as "Written Work"):

In 1973 candidates had the choice of writing (for 60 marks) either *two* compositions of about 200 - 240 words each, or *one* composition of about 450 - 500 words. After 1975 candidates were required to write *three* short compositions of about 100 words each - for the same number of marks. Topics generally concerned themselves with aspects of teaching, school life, school administration, or matters of topical interest, as in

"The role creativity plays in the classroom" (1973)

or

"Irritating habits some of my colleagues have" (1977)

or

"Schools should be given full-time sports coaches" (1978)

or

"Should boys first go for their military duty or should they study first?" (1984)

- an example of regrettably inelegant encoding.

Occasionally there were dubious formulations resulting in ambiguity, with unintended humorous possibilities, as in

"Explain how you are able to use the overhead projector to good effect in your classroom. If you are not able to do this, explain why" (1975).

The earlier papers also included topics that seemed to encourage "creative" writing in the poetic mode, for instance by offering candidates as a "topic" (in 1973)

"`...The beauty of the morning; silent, bare...' - Wordsworth"

- a snatch of verse which, torn out of context in this manner, was likely to give rise to distinctly un-Wordsworthian trains of thought!

One also wonders how many candidates attempted the topic which offered as a starting point this cryptic clue:

"One day you exclaimed, 'There goes my pet aversion'.
What made you say this?" (1975).

More significantly, one wonders whether the examiner thought that his version was the erudite way of saying: "A person I dislike".

2.2.1.2 Comprehension Test

Prose passages considered suitable for the purpose of testing comprehension were drawn from a variety of sources by the examiners. It is worth noting, though, that all examiners scrupulously avoided material of the kind associated with "publication between hard covers" This suggests that there may

have been Departmental "Guidelines to Examiners" which included an embargo on the use of "belletristic" material (but which recommended the use of "neutral" material) for comprehension testing. 1) Earlier examiners tended to use extracts from news stories or "editorial comment" in South African newspapers. Later examiners favoured the more flowery prose of "Time Magazine" and "The Listener". Occasionally the source was not indicated (as in the 1984 paper - though the passage chosen, part of an article on the treatment of alcoholism, exhibits stylistic features reminiscent of "Reader's Digest").

Subject matter that examiners considered suitably "neutral" included the following: news stories of the day, specifically urban terrorism (1975/1977) and a collision between two "supertankers" (1978), weathertalk (1979), cancer "cures" (1980), TV violence (1982), censorship (1983), and the treatment of alcoholism (1984).

In order to assess the degree of difficulty of these comprehension tests, the exercise in the 1983 paper (Addendum A, pp. 119 - 120) may be examined briefly. It is fairly representative, though one accepts that different examiners could not possibly have maintained the same (uniformly high, or not particularly high) standard throughout. Comprehension tests set before 1985 do, however, have certain features in common:

Examiners clearly favoured material in which the writers used a fairly "advanced" vocabulary - specifically polysyllabic words. The passage chosen in 1983 is a case in point. It is generously

1) Evidence of the fact that (in the late 1980s) some teacher trainers still entertained similar views about what constituted material suitable for comprehension testing, can be found in the Minutes of the 1989 meeting of the Sub-Committee (Bilingualism) of the Provincial Advisory Committee for Teacher Training, where "belletristic" material was condemned as unsuitable, and the use of "neutral" material was recommended.

sprinkled with words likely to intimidate diffident "Big E" candidates, such as "philistine", "reactionary", "obscurantist", "despotic", "malignant", "bureaucracy", "heretical" - and the reason for this becomes clear when the test questions are examined. There is a heavy emphasis on vocabulary testing: 18 of the 30 marks that may be gained for "comprehension" concern themselves with vocabulary, even in questions that purport to test "insight", as in Question 2.6, which asks

How did the traditional censor take the views of the church into consideration while applying censorship?

The candidate's ability to answer this question depends entirely on whether he knows what the word "heretical" means.

Other questions suggest an awareness (on the examiner's part) of the need for testing comprehension at levels beyond the merely literal or explicit. Question 2.8, for instance, asks candidates to think not only about the meaning but also about the effectiveness (in the context of the passage) of the author's use of the expression "to see the light of day". Unfortunately the examiner's formulation of the question may be described as "less than felicitous":

By using the expression "to see the light of day", the author uses the figure of speech, personification which, in turn, is based on comparison. What does he compare and why is it effective?

Not only is this fussy and wordy (and poorly punctuated), but to label the figurative expression "personification" strikes one as at best dubious. The leading question at the end, furthermore, points the candidate firmly towards "the answer the examiner probably has in mind", instead of encouraging the kind of creative thinking that might have come in response to a rephrased version of the same question:

The expression "to see the light of day" is based on comparison. What does the author compare? Is this effective? (Justify your views.)

One also wonders what candidates made of the final question:

Give your opinion of the quality of writing, thought and style of the article above.

This is a daunting task for an examination candidate to undertake (for a mere 2 marks), quite apart from the time lost in pondering the question of how the examiner might differentiate between "quality of writing" and "quality of style", and what, precisely, constituted "quality of thought"!

Generally speaking, the "comprehension tests" in these papers may be characterised as operating at a "level of difficulty" comparable to or perhaps slightly below that of Standard 10 work at English L1 level; it may be assumed, then, that this was the level that the examining authority (i.e. the Cape Department of Education) considered appropriate for the "Big E".

2.2.1.3 Letter

Candidates were required to write a letter - there was a choice of three topics - of about 180 words in length. Topics always concerned themselves with school matters, and as a rule two of the topics required a "formal" approach, while the third topic offered material for a letter to a "teacher friend". Topics in the 1983 paper may be regarded as typical.

No information is available concerning criteria that examiners may have employed in evaluating candidates' prose compositions and letters.

2.2.1.4 Précis exercise

This exercise always referred candidates back to the passage set for comprehension testing in Question 2. The length of the required "summary", however, varied: from 100 words (in the

1970s) to 140 words in 1980 - for the same number of marks (15).

The wording of the "instructions to the candidate" remained fairly uniform throughout this period. Minor changes were effected possibly for the sake of

(i) avoiding unrealistic demands (changing "Preserving the character of the original, write a summary ..." (1975) to "Preserving the essential character of the original ..." (1978), and finally (1980s, and still leaving room for improvement, "While trying to preserve the character of the original ...");

(ii) improving on the imprecision and the brusque tone of "At the end of the summary write the exact number of words you have used" (1975), by changing it to "... write down the exact number of words..." (1978), and finally (1980s) "... indicate the exact number of words...".

It is generally conceded that précis writing is a demanding and time-consuming exercise: Lennox-Short (1970, p. 148) calls it a "severe test of the capacity to read, to think and to write". To award the writer of an excellent summary of a long passage a maximum of 15 marks (as opposed to 30 marks for a mere "friendly letter") seems unfair, and did in fact give rise to criticism. When the Cape Education Department handed over responsibility for "Big E" testing to colleges and universities in 1985, one of the "Guidelines" decided on suggested that "exercises in précis (might be included) in the comprehension test" (C.E.D. 1985). In the event no-one appears to have pursued this possibility, i.e. recognised the fact that an effective précis of a given passage depends on (and gives evidence of) comprehension and insight, and that précis writing is therefore a valid substitute for answering comprehension test questions - and possibly a more reliable indicator of fairly advanced language skills.

2.2.1.5 Translation exercise (from Afrikaans into English).

The inclusion of this kind of exercise in "Big E" test papers set by Departmental examiners before 1985 was clearly based on a misconception: that the examination tested the extent of the candidates' bilingualism - whereas in fact it tested (or ought to have tested) no more than their ability to express themselves effectively in written English. Though the majority of candidates were undoubtedly Afrikaans-speaking, it is a fact that speakers of English (for instance, persons who turned to teaching belatedly, after having pursued another career for a number of years) also sometimes sat these examinations, and these candidates now found themselves in the anomalous position of having to prove their ability in English by translating from Afrikaans!

It must also be stated that, for the purpose of this translation exercise, examiners often devised strangely contorted, artificial Afrikaans sentences, sentences which (at their worst) were in fact unidiomatic. 1)

The 1985 "Guidelines" (C.E.D., 1985) indicated clearly that the translation exercise was not to be included in future "Big E" test papers.

1) The 1984 paper offers sentences such as these:

* Al die leerlinge wat in die koor sing mag onder geen omstandighede vanmiddag wegbly van die oefening nie tensy iets onvoorsiens plaasvind.

* Ons skool kan sowaar trots wees op ons eerste rugbyspan wat die afgelope agt jaar nog nie in 'n interskole wedstryd (sic) verloor het nie.

2.2.2 TEST PAPERS SET AT "RESIDENTIAL" TEACHERS' COLLEGES

Three teachers' colleges offered information with regard to approaches to language competency testing, and submitted copies of current and past test papers used for this purpose. (It is worth noting that, with regard to medium of instruction, the three colleges represent each of the three possibilities associated with White education in South Africa: English medium, Afrikaans medium and dual/parallel medium).

These papers are intended for third-year D.E. students offering English at First Language level, but at each college the examination is also attempted by a few H.D.E. candidates, invariably speakers of Afrikaans who wish to improve their bilingualism qualification.

Approaches are by no means uniform, and each college will be treated separately in the notes that follow.

2.2.2.1 COLLEGE A

Two recent test papers and an older one were submitted. Recent papers suggest that this college now considers three written exercises adequate for assessing a candidate's proficiency in written English: a prose composition, a letter, and a comprehension test. (The earlier paper also contained a précis exercise, as well as a question requiring critical analysis of an advertisement.)

The following features may be commented on:

- 2.2.2.1.1 **Composition** topics concerned themselves largely with "school matters", as in
- "Education for the space age"
- and (somewhat cryptically)

"A dedication of a novel/poem to my class".

Candidates were, however, also offered the choice of writing in the "poetic" mode, in response to topics such as

"Changing moods of the sea"

and

"If I were a poet, I would write about ..."

2.2.2.1.2 Letter topics

The older paper offered candidates a choice of six topics - some of them with an air of unreality about them, as in

"Your class has recently toured another country. Write a letter of appreciation/dissatisfaction to the travel bureau which arranged the travel details".

In more recent papers only three topics were offered. Examiners evidently sought (and found) inspiration in C.E.D. "Bilingual Examination" papers of yesteryear, for instance, by reproducing (verbatim) a topic from the 1980 paper:

"One of the pupils in your class lives on a farm. Write a letter to his/her parents asking them to make it possible for him to attend extra lessons twice a week. State your reasons for this request".

Political change in South Africa was another favourite topic in recent papers: for two years running, candidates were invited to elaborate on this in a letter to a "pen-friend in America".

2.2.2.1.3 **Comprehension** exercise: Passages chosen for the purpose of comprehension testing concerned themselves with topics of general, cultural interest, though passages were rarely as long as the example in the paper reproduced as Addendum B (pp. 180 - 183). Questions, generally, were fairly demanding and concentrated on higher levels of comprehension (inference and evaluation/appreciation). It may be noted, though, that in the

given example one-third of the total marks for comprehension concern themselves with vocabulary. (The earlier paper, by way of contrast, required close reading and analysis of a poem, to the point where the "comprehension test" became virtually an exercise in literary criticism).

2.2.2.1.4 Evaluation

No information is available with regard to criteria according to which lecturers at College A mark and assess candidates' written responses.

2.2.2.2 COLLEGE B

At this college, too, the "Teachers' Higher Bilingualism Examination (English)" consists of three written exercises: a prose composition, a letter, and a comprehension test. The most recent paper is reproduced as ADDENDUM C, pp. 184 - 186, and the three questions may be commented on briefly.

2.2.2.2.1 Composition

Candidates had the choice of attempting either

a piece of "creative writing" (by inventing "diary entries" reflecting one week in the life of a person, in response to "thumbnail obituaries" taken from "Time Magazine")

or

a piece of discursive writing (on "education in the 'new' South Africa" - though one wonders whether the examiner was not prompting trains of irrelevant thought by suggesting that the essay should concern itself with "options available to ensure the survival of our country in the modern world").

2.2.2.2.2 Comprehension

The "new" approach to comprehension testing illustrated in the appended paper (pp. 185 - 186), where the *candidate* is required to devise a number of questions "testing" comprehension of a given passage (and also to provide the answers), appears to be favoured currently by lecturers responsible for setting "Written English Competency" tests at this College. (Earlier papers all contained the conventional type of "comprehension test": a passage followed by questions devised by the examiner.)

This researcher has serious reservations about the appropriateness of this approach to comprehension testing in an examination paper intended for teacher-trainees who are, at best, what Adams and Pearce (1975, p. 4) call "non-specialist English teachers", and, at worst, teachers who should not attempt teaching English. The argument, that a reader may give a convincing demonstration of his insight into, or his total "comprehension" of, a given passage, by devising subtle and probing "inferential" questions on aspects of the passage, may be rejected as irrelevant and inappropriate in the context of "Big E" examinations. The true and valid place for this kind of exercise is in the English Method course and examination (known as "Subject Didactics" at some colleges and universities), where teacher-trainees who intend teaching English as a *subject* (as opposed to using it simply as a *medium of instruction*), need to be trained in, and given opportunities to practise (and demonstrate their mastery of) this "specialist" skill. (In this context it needs to be stated that in 1991 College B "inherited" the "Big E" teletuition course previously offered by the Graaff-Reinet College for Continued Training, and became responsible for examining the proficiency in written (and in spoken) English not only of internal candidates (full-time teacher-trainees) but also of the majority of "in service" teachers in the Cape Province who wished to improve their bilingualism qualification).

2.2.2.2.3 Letter

A choice of letter topics required candidates to think again about issues raised in the passage set for comprehension, and to respond to these (in a letter to the press, or by imaginatively putting themselves in the place of one of the characters referred to in the passage) - a taxing enough exercise, but totally divorced from the world of education.

2.2.2.2.4 Evaluation

At College B lecturers evaluate candidates' personal writing (composition/letter) by using the simple evaluation grid illustrated in ADDENDUM L (p. 222). No information is available with regard to criteria applied in evaluating candidates' responses to the comprehension test.

2.2.2.3 COLLEGE C

Until recently this college required third-year D.E. students to sit two separate examinations in order to demonstrate their proficiency in written English: a "Communication Studies" paper and a "Big E" paper. The college now accepts that such duplication is unnecessary, and the "Communication Studies" paper appended as ADDENDUM D (pp. 187 - 190) is (presumably) an example of the form currently favoured for this test by lecturers at this college. What distinguishes it from papers set at other Teachers' Colleges is the fact that

- * it has a central theme ("literacy")

- * it is based on (fairly) extensive reading matter - about 20 pages - covering various aspects of the theme, which is given to candidates several days before the examination. This material they are allowed to bring into the examination room. The instructions to candidates (on the examination paper) clearly

express the hope, however, that the reading matter might stimulate (and not stifle) original, creative thinking in the examination room.

Candidates were required to attempt five different written exercises, and each of these may be commented on briefly.

2.2.2.3.1 Minutes of a meeting

The intention here was, presumably, to test the candidate's ability to transform casual, sketchy jottings (presented in hand-written form) into the "formal" prose style generally associated with minutes of meetings. Despite the attempt at verisimilitude, however, the notes have a curiously false, "manufactured" look about them. It needs to be stated, too, that in "real life" it is easier for an "honorary secretary" to transform her own jottings into acceptable minutes than it is for an outsider to do this. Examination candidates, furthermore, need not have been burdened with more than Item 6 on the "Agenda" - the part that concerns itself with the theme or topic of the paper: literacy. There is much to be said in favour of reducing the *quantity* of writing demanded of examination candidates, in order to make it possible for them to attempt *quality* writing.

2.2.2.3.2 Text of "talk"

For a mere 40 marks candidates were required (in approximately 70 minutes) to produce the text of a 750-word "talk" on "Literacy", to be given to members of staff at a "Pro-Gro" seminar. Though such details are not spelt out, it may be assumed that the examiners had in mind discourse in the semi-formal "platform manner". Again, the additional task, requiring candidates to "design data for overhead transparencies (to be used) for this talk" strikes one as unnecessary: it is the text that matters - not the little frills dragged in for the sake of a dubious verisimilitude.

2.2.2.3.3 Formal letter

A letter (carrying 10 marks) in which the co-ordinator of an "Adult Basic Education Programme" is "invited" to come and address the staff of a school is presumably short.

2.2.2.3.4 Circular to parents

Such a letter, which summarises and reiterates ideas that might have come up at a PTA meeting on "the importance and value of reading", strikes one as reasonable and feasible - particularly as candidates would have been able to draw on information in the texts they had studied prior to the examination.

2.2.2.3.5 Explanation to child

This question presumably tests the candidates' ability to present information in an appropriately simple register. Unfortunately it is a little too open-ended, and one wonders whether a sensible, intelligent Sub. B teacher, a clear thinker and not a sufferer from logorrhoea, would indeed in "real life" spin out her explanation of "what literacy means" until she had reached the specified target: 150 words.

2.2.2.3.6 Evaluation

Candidates' responses are assessed "holistically", the "manner" as well as the "matter" being taken into account. "Criteria" which lecturers at this college consider helpful when having to judge whether a candidate displays true L1 proficiency in written English include the following:

- * the idiom should be "essentially English"
- * basic rules of concord, tense and structure should "mostly be observed"

- * there should not be too much "noise" from spelling and punctuation errors
- * the overall impression should be that the candidate is "handling English with some subtlety and aplomb".

2.2.3 TEST PAPERS SET AT THE COLLEGES FOR CONTINUED TRAINING

Between 1985 and 1990 the two Colleges for Continued Training, Denneoord (Stellenbosch) and Graaff-Reinet, were responsible for preparing and examining the majority of those candidates for the "Big E" who were qualified (and practising) teachers, usually, but not exclusively, Afrikaans-speaking, wishing to improve their bilingualism qualifications. As was pointed out earlier (pp. 3 - 4 above), moves towards "rationalisation" of (White) teacher-training in the Cape Province led to the demise of the CCTs in 1990 - 1991, and the last "Big E" candidates were examined at Denneoord in 1989 and at Graaff-Reinet in 1990.

In view of the significant part played by these two colleges in "Big E" testing in the Cape Province between 1985 and 1990, comparison of test papers set at the CCTs is of particular interest. In the notes that follow the colleges will be afforded the same protective anonymity granted to other educational institutions featuring in this chapter.

2.2.3.1 COLLEGE FOR CONTINUED TRAINING (I)

The test paper reproduced as ADDENDUM E (pp. 191 - 196) was the last ever set at this college, and may be regarded as representative. Earlier papers differed from it only in the number of marks allocated to the different sections (for instance: Comprehension test: 50; Essay: 70; Letter: 30 - as

against the mark allocation (40 / 80 / 30 respectively) in the paper reproduced as ADDENDUM E). Papers generally had a central "theme" (as a rule, the subject matter of the comprehension test, which also suggested topics for essay and letter writing). The three sections may be referred to briefly.

2.2.3.1.1 Comprehension test

The chosen passage strikes one as eminently suitable, since it offers a sane and commonsensical view on a topic (compulsory school sport) that is a perennial point of debate among educators. It cannot be denied, however, that the questions rarely rise above the explicit level of comprehension, and that about half of the marks that may be gained here depend on the candidate's knowledge of words and their meanings, and points of grammar (cf. references to *adjective*, *antonyms*, *past tense* and *anti-climax*).

2.2.3.1.2 Composition

Candidates were offered the choice of writing either one "essay" (about 500 words) or two shorter essays (about 250 words each). All but one of the five topics may be said to flow (very indirectly) from the "theme" of the comprehension test, in that they concern themselves with sport - but not sport in a school context. One topic, which asks for a "humorous account" of a wrestling match, requires narrative/descriptive (as opposed to discursive) writing.

2.2.3.1.3 Letter

Letter topics, too, draw on the comprehension test, and refer more directly to matters of concern to educators.

2.2.3.1.4 Evaluation

No information is available with regard to approaches to marking, or criteria applied in evaluating candidates' responses at CCT (I).

2.2.3.2 COLLEGE FOR CONTINUED TRAINING (II)

The test paper reproduced as ADDENDUM F (pp. 197 - 203) may also be regarded as representative. All papers set at this college for the purpose of testing the competence of "Big E" candidates in written English consisted of four sections:

2.2.3.2.1 Prose composition

Candidates were offered the choice of writing either one composition (about 300 words) or three shorter compositions (about 100 words each) for 60 marks. A wide range of topics (generally 7) concerned themselves chiefly with matters educational, though there were also references to matters of general cultural or topical interest.

2.2.3.2.2 Letter

Candidates had a choice of three topics for a letter of about 150 words carrying 30 marks. Topics concerned themselves with school matters and generally required a formal or semi-formal response.

2.2.3.2.3 Comprehension test

Lecturers responsible for setting "Big E" papers at this college introduced an innovative feature here: the first part of the

question (20 marks) had the traditional format (a prose passage followed by questions); in addition to this there was a section where the tone was more light-hearted; generally, candidates were asked (for 10 marks) to comment on (or to explain the "point" of) verbal jokes and/or cartoons with captions.

Examination of the formal comprehension test reveals that questions set on the passage concern themselves chiefly with higher levels of comprehension (inference and evaluation), and tend to avoid mere vocabulary testing. Question 5 may be referred to in this context: candidates are *told* that " 'desiccated' means 'dried out' ", and are then asked to consider the implications of a figurative phrase such as "desiccated words".

2.2.3.2.4 **Synthesis**

This kind of exercise was another innovative feature of papers set at CCT (II), and the example reproduced on pp. 202 - 203 strikes one as particularly attractive, even though one may have one's doubts about whether the three passages, which examination candidates were required to "synthesise", were in fact written by school children or by a witty examiner.

2.2.3.2.5 **Evaluation**

At CCT (II) candidates' responses were evaluated as follows:

All parts of the paper were evaluated "holistically":

* the prose composition and letter

- with the aid of a simple "evaluation grid", widely used throughout the Cape Education Department, and reproduced here as ADDENDUM L; its chief merit is the fact that, while avoiding the fussiness of a marking scheme that is too finely calibrated (in a dubious pursuit of

"precision"), it does require the evaluator to take into account the "manner" as well as the "matter";

* the comprehension tests

- with the aid of a detailed but (necessarily) open-ended memorandum, offering evaluators guidance by providing not only model answers, but also other possible answers that might be acceptable (or less acceptable).

* the synthesis exercise

- a model answer was provided, but since it was recognised that evaluators would need to exercise their discretion, they were asked to bear in mind the following criteria:
 - presentation of a clear, general picture, not clogged up by minor or irrelevant details
 - the logical flow of the answer
 - the use of a suitable register
 - correct usage.

2.2.4 TEST PAPERS SET AT UNIVERSITIES

Differences in approach to "Big E" testing among four universities in the Cape Province were referred to in Chapter 1. These differences are reflected in the test papers (Written English) set at each of these institutions.

(The four universities are presented here in the same order as in Chapter 1 (pp. 31 - 33)).

2.2.4.1 UNIVERSITY I

This university assesses teacher-trainees' proficiency in English on the strength of their course-work, and additional formal examinations (in written and spoken English) are considered superfluous. Such examinations are, however, conducted for the benefit of "external" candidates for the "Big E", i.e. "in service" teachers who wish to improve their bilingualism qualification (vide p. 32, above).

Though the form of the written test has varied somewhat in the past few years (some papers, for example, have included a comprehension test, and questions concerning themselves with correct usage), the paper appended as ADDENDUM G (pp. 204 - 205) may be regarded as characteristic, and the three questions may be commented on briefly.

2.2.4.1.1 Letter

The exercise is given a school setting, but the subject matter is not indicated directly; instead, the candidate is "prompted" by being given the opening words for each of the two paragraphs he is required to write.

2.2.4.1.2 Prose composition

Whether the given exercise may fairly be described as a "prose composition" is uncertain - except perhaps in the sense that any "memorandum" in which a person outlines his views and beliefs may be treated as an example of "discursive writing". Placed in a real-life context, the information offered in this question by way of giving examination candidates some essential guidance, leaves several questions unanswered. Do people really apply (by submitting "memoranda" to a group of philanthropists looking for co-workers) for the privilege of being allowed to sacrifice their leisure time and energy in order to perform acts of charity?

Uncertainty (in the minds of examination candidates) on issues such as these may well explain why (in the words of the lecturer responsible for setting the paper) this question was "not well accomplished".

2.2.4.1.3 **Synthesis exercise**

Though not described as such on the examination paper, this question does have something in common with the "synthesis exercise" that was a regular feature of "Big E" papers set at "College for Continued Training II" referred to above (p. 52), and also with the practice (at Teachers' College C, vide p. 46, above) of providing candidates for the "Written Communication" examination with reading matter to be adapted and transformed in a variety of ways in the examination.

It may be noted, finally, that in this paper candidates are given guidance with regard to the required length of each answer, but questions are not given a mark rating.

2.2.4.1.4 **Evaluation**

Assessment is by means of impression marking. The lecturer responsible for it views assessment as a matter of "instinct", but states that the standards which he considers valid were shaped by many years of work with (English-speaking) H.D.E. students.

2.2.4.2 **UNIVERSITY II**

It is worth noting that at this university "Big E" examination candidates are, without exception, teacher-trainees (full-time students) in their final year of study (vide pp. 31 - 32 above).

The paper reproduced as ADDENDUM H (pp. 206 - 209) does resemble other papers set at this university in recent years, but is not necessarily "representative", in that the lecturer responsible for assessing teacher-trainees' proficiency in written English tends to vary the format of test papers set for this purpose. Occasionally, for instance, a précis exercise is included. Generally speaking, however, "Written English Competency" tests at this university may be said to consist of a prose composition (*not* an "essay"), a letter, and a comprehension test. The questions in the paper chosen as an example may be commented on briefly.

2.2.4.2.1 Prose composition

One short piece of discursive writing (maximum length: 150 words) was required, and candidates had a fairly wide choice with regard to form and subject matter. Possibilities included a newspaper review (for example, of a play), a report (to a committee investigating the status of certain teaching subjects), and a (short) article suitable for publication in an educational journal.

2.2.4.2.2 Letter

Candidates had the choice of writing a letter to the press, or a letter to a friend (maximum length again 150 words), on topics of general or educational interest.

2.2.4.2.3 Comprehension test

Two points may be made concerning comprehension tests used in "Big E" examinations at this university in the past few years:

* standards fluctuated, in the sense that some comprehension tests were clearly more taxing than others, depending, generally,

on the extent to which they set out to test "higher" levels of comprehension, or contented themselves with the retrieval (sometimes in "adapted" form) of explicitly stated material - as is the case with the comprehension test reproduced on pp. 208 - 209

* the comprehension exercise was given an extraordinarily heavy weighting: it generally carried between 40% and 50% of the total marks.

2.2.4.2.4 Evaluation

No information is available with regard to criteria according to which candidates' written responses are assessed at University II.

2.2.4.3 UNIVERSITY III

At this university the "Big E" examination is intended for two groups of candidates: (i) teacher-trainees who are full-time students; (ii) teachers wishing to improve their bilingual status (vide pp. 32 - 33, above).

The paper reproduced as ADDENDUM I (pp. 210 - 212) may be regarded as representative, though minor changes are effected from time to time (particularly with regard to the number of marks carried by each question). Test papers usually consist of the following exercises:

2.2.4.3.1 Comprehension test

Lecturers responsible for setting these papers appear to favour "quality journalism" as sources of material for comprehension testing. The passage reproduced on pp. 211 - 212 is of interest, because it also appears in the "College B" paper (p. 185).

Questions are fairly taxing, and tend to operate at the inferential level. Unfortunately it needs to be noted that questions that test merely vocabulary account for about 45% of the maximum marks that may be gained in this test. The final question (carrying 15 marks), moreover, cannot be said to test comprehension in any way: the candidate's response may be viewed simply as a piece of discursive writing.

2.2.4.3.2 Letter

A single letter topic concerns itself with a "school issue".

2.2.4.3.3 Contextual question (literary text)

At University III teacher-trainees in their final year of study (for instance H.D.E. students) are required to study certain prescribed texts (usually works of fiction in which at least some of the central characters are children). Questions, generally, are fairly taxing, offering candidates an opportunity to demonstrate insight, and the extent to which they have grasped central issues. This question is answered only by "internal" candidates.

2.2.4.3.3 Prose composition

"External" candidates, who are exempted from the "literary studies" referred to above, are required to produce a piece of discursive writing (about 300 words, or 2 pages in length). Only one topic (invariably school-related) is offered.

2.2.4.3.4 Evaluation

Criteria which lecturers at University III bear in mind in evaluating candidates' responses include the following:

* Comprehension exercises:

Candidates should reveal an understanding of "nuances and subtleties of the writer's intent and tone in a fairly dense text". They should be able to "follow complex text organization and style and (should) know or be able to infer the meaning of a wide range of vocabulary and idiomatic English". They should, in short, "be able to read a variety of texts at the level of a well-educated but non-specialist native reader".

* Personal writing:

Candidates should be capable of presenting a "coherent" argument, and express themselves "accurately", "confidently", and "with some degree of sophistication". Their writing should "come close to that of an articulate, well-informed" L1 user of English.

2.2.4.4 UNIVERSITY IV

At this university the "Big E" examination is conducted for the benefit of "in service" teachers only, and comes at the end of a part-time course, which candidates may (but need not) attend. The language competence of teacher-trainees who are full-time students is assessed on the strength of written assignments completed by them in the course of the year (vide p. 33, above). It may be noted that whereas the "Big E" examination was initially known as an "English Proficiency" test, its official designation now is: "Written Test in English Communication Skills". The test paper appended as ADDENDUM J (pp. 213 - 215) may be regarded as representative of current approaches to "Big E" testing at this university. (Earlier papers also included items which may be described as vocabulary tests).

The various questions may be commented on briefly. (It is interesting to note that candidates are offered guidance with

regard to the number of minutes that may fairly be devoted to each section of the paper).

2.2.4.4.1 Comprehension test

At this university, too, "quality journalism" appears to be favoured as a source of materials for comprehension testing. Questions (at least in the given example) are not particularly taxing, but do test comprehension at the explicit as well as the inferential levels (for 6 and 5 marks respectively), while questions testing vocabulary carry 9 marks. (It was suggested to candidates that they could spend about 20 minutes on this 20-mark question).

2.2.4.4.2 Summary

Candidates were required to produce a 100-word summary of the article (about 500 words) used for comprehension testing. (30 minutes / 20 marks).

2.2.4.4.3 "Cloze" exercise

Candidates were presented with a passage in which every eighth word had been deleted fairly consistently, and were instructed to suggest not merely *suitable* words for filling the blanks, but "the word that ... was originally there". The passage appears fairly straightforward, however, and presents few problems - though one wonders whether *all* feasible suggestions would have been accepted by the examiner in a sentence such as "... drink two of water daily" (glasses/litres/pints/gallons ?). (10 minutes / 15 marks).

2.2.4.4.4 Letter

Candidates were required to write about 150 - 200 words in response to a single topic.

(30 minutes / 20 marks).

2.2.4.4.5 Prose composition

It is interesting to note that candidates were asked to respond to the single topic (requiring discussion of three related points) by producing "a *cohesive* text" of about 250 words.

(30 minutes / 25 marks).

2.2.4.4.6 Evaluation

The lecturer responsible for "Big E" testing at this university considers "coherence" particularly important in candidates' responses.

2.2.5 SUMMARY: WRITTEN ENGLISH

It may be noted that all examination papers discussed above require candidates to produce a **prose composition** and a **letter**, and all but two of them contain a **comprehension test**. These three types of written production may in fact be regarded as standard features of "Big E" tests in the Cape Province. There is, however, no uniformity with regard to the amount of writing candidates are required to do, and the apparent awards offered: at one educational institution a 300-word prose composition carries 70 marks; at another a 750-word composition can gain the candidate a maximum of only 40 marks. The required length for letters may vary from 150 and 200 words, and marks may range from 20 to 35. Marks for comprehension tests may range from 20 to 50. The table below compares salient features of "Big E" written

examination papers set at the various educational institutions referred to in this chapter.

TABLE: ASPECTS OF WRITTEN "BIG E" EXAMINATIONS SET AT VARIOUS EDUCATIONAL INSTITUTIONS COMPARED											
Institution:		Old C.E.D. Exams	College A	College B	College C	C.C.T. I	C.C.T. II	University I	University II	University III	University IV
Time allowed (Hours)		3	2½	3	3	3	3	2½	2	2	2
Total number of marks		150	130	150	100	150	150	?	100	100	100
Prose composition/essay	Length*	300	300	500	750	500	300	?	150	500	250
	Marks	60	70	70	40	80	60	?	30	30	25
Letter	Length*	180	150	?	?	200	150	20*	150	180	175
	Marks	30	30	30	35	30	30	?	30	30	20
Comprehension test	Marks	30	30	50	-	40	30	-	40	40	20
Précis	Length*	130	-	-	-	-	-	-	-	-	100
	Marks	15	-	-	-	-	-	-	-	-	20
Synthesis	Length*	-	-	-	?	-	150	30*	-	-	-
	Marks	-	-	-	15	-	30	?	-	-	-
Other: (Translation/ Register/ Vocabulary/ Usage/Cloze)	Marks	15	-	-	10	-	-	-	-	-	15

* Length = required number of words, or required number of lines

2.3 SPOKEN ENGLISH

2.3.1 Examinations conducted by Departmental Inspectors

In the years prior to 1985 the competence of "Big E" candidates in spoken English was assessed by Departmental Inspectors (later known as "Superintendents of Education"). No information is available to the modern researcher with regard to guidelines offered to (or criteria applied by) the testers.

2.3.2 Examinations conducted at colleges and universities

Approaches currently in use at colleges and universities in the Cape Province include the following:

2.3.2.1 The oral proficiency of teacher-trainees who are full-time students is sometimes evaluated in the course of their practice teaching.

2.3.2.2 Sometimes "Big E" candidates are evaluated in pairs or in small groups. They are invited to discuss a school-related topic, and each individual speaker is "observed" by the tester, and his contribution to the group interaction evaluated.

2.3.2.3 The most popular form of the "Big E" oral proficiency test is the *interview*: each individual candidate has the opportunity, for about 10 to 15 minutes, to interact with the evaluating lecturers (usually two in number) on school-related as well as general topics that are of interest to him.

2.4 NORMS, STANDARDS AND CRITERIA

The Minutes of the 1989 meeting of the Bilingualism Sub-Committee of the Provincial Advisory Committee for Teacher Training in the Cape Province reveal that the matter of norms, standards and criteria was discussed at some length - but only with regard to the oral examination. Evaluation of candidates' oral proficiency is invariably, it would seem, a matter of "impression marking".

Even where testers approach their task with a particular "scale" in mind (such as Carroll's "bands"), they do not necessarily adhere to it, or consciously apply specific criteria. Typically, the evaluation scheme "is resorted to only to confirm formally what the tester (feels) intuitively" (C.E.D., 1989, par. 4.2.2).

The extent to which an evaluation scheme can be effective in ensuring uniformity of standards was in fact discussed at the meeting. According to the Minutes

... it was felt that testers did not need (and possibly would not be prepared to accept) a prescribed, "compulsory" marking or assessment scheme, (but) members agreed that an effort should be made to bring about a situation where all teacher-training institutions (i) agreed on criteria to be applied in the evaluation of a candidate's oral proficiency, and therefore (ii) would maintain somewhat similar standards ...

Other points made by members of the sub-committee included references to the need for guarding against an approach that was purely error oriented and failed to recognise the truth that L1 speakers, too, occasionally made mistakes, and to the fact that testers themselves needed to be trained.

The available evidence suggests that it was only at one of the CCTs and at University III that "assessment schemes" for evaluating the oral proficiency of Big E candidates were devised and used purposefully. The CCT scheme was developed in an attempt to ensure uniformity of approach and standards, particularly where practical considerations demanded the use of two separate teams of testers. This assessment scheme (reproduced as ADDENDUM M on p. 223) is superficially reminiscent of schemes devised by Burniston (1969, p. 22) - at least in its "shape", which substitutes a semi-circle for the traditional grid. In fact, however, it focuses on a different kind of speech situation, and employs different criteria. It offers the evaluator five sets of possibilities (in a continuum from

"excellent" to "very poor") for each of three aspects of "oral language production": (i) Fluency (ii) Correctness / Usage (iii) Vocabulary. Evaluators who have used this scheme are of the opinion that it can be helpful because (i) the subjectivity of *mere* impression marking may be avoided, and (ii) uniform standards may be maintained.

The evaluation scheme used at University III (see ADDENDUM N, p. 224) is reminiscent of Carroll's "bands" (1982, p. 9), but was clearly devised specifically for testing "Big E" oral proficiency.

The "effectiveness" of such evaluation schemes may in fact be hard to demonstrate empirically. In practice examiners will tend to consult schemes merely "to confirm formally what the tester feels intuitively" (vide p. 64, above). The schemes do have value, however, in that they may encourage examiners to bear specific criteria in mind when testing candidates.

It needs to be noted, finally, that teacher-trainers responsible for "Big E" testing in the Cape Province regret the fact that there is so little communication among themselves. They are fully aware of the benefits that would flow from opportunities to meet colleagues and discuss problems. There are frequent references to this in the Minutes of the "Bilingualism Sub-Committee" meeting referred to above (C.E.D., 1989). Paragraph 4.2.2, for instance, records the view that

... a symposium could contribute significantly towards finding solutions to some of the problems that had been identified: it would generate discussion among experts, and afford participants opportunities to re-assess their own approach to evaluation, for instance by means of "workshops" ...

The need for such a symposium is referred to elsewhere in the minutes (par. 4.3.1.3; 5.2) and par. 4.6 recommends "strongly" to the C.E.D. "that such a symposium be held".

Two years later the Department had still not responded to this.

CHAPTER 3

THE LANGUAGE COMPETENCE OF "BIG E" CANDIDATES

A comparison, by means of error analysis, of

* errors committed by English (First Language) speakers of English

and

* errors committed by English (Second Language) speakers of English

in response to the same examination paper (Higher Bilingualism Certificate Examination, English (First Language), Written Communication)

3.1 PURPOSE OF THIS INVESTIGATION

Stern (1983, p. 341) draws attention to the fact that "the native speaker's 'competence' or 'proficiency' ... is a necessary point of reference for the second language proficiency concept". This chapter may be viewed as an attempt to find an answer to the question consequently posed by Stern: "What has the native speaker in the first language that the second language learner lacks and wants to develop?" Chomsky's definition of the "native speaker's competence" as "the intrinsic tacit knowledge ... that underlies actual performance", quoted by Stern (1983, p. 342) as a possible answer to this question, is too general and non-specific to be helpful in this context. It was decided, therefore, to attempt a comparison of the errors made by two groups of candidates (an L1 and an L2 group) in the same written examination. It was hoped that this investigation might

- (i) highlight special areas of weakness, particularly in the L2 group;

- (ii) help explain *why* the L2 group as a whole had fared rather badly in the examination.

This, in turn, it was hoped, might offer useful information with regard to problems that an L2 user of English needed to overcome in order to reach an L1 level of proficiency in written English.

3.2 BACKGROUND

It became possible to compare the language competence of the average "Big E" candidate with that of the average English-speaking teacher-trainee who is a candidate for the *Diploma in Education* (D.E.) in 1985. In that year the Cape Department of Education instructed two teachers' colleges offering full-time as well as teletuition courses leading to the *Diploma in Education* and the *Higher Diploma in Education* also to be responsible for preparing and testing candidates for the "Big E" endorsement on the Teacher's Bilingualism Certificate. Practical considerations, as well as the need for establishing and maintaining a good standard, suggested that "external" as well as "internal" candidates should be asked to prove their competence in written English, by responding to the same examination paper: the *Higher Bilingualism Certificate Examination, English (First Language): Written Communication* paper appended here as ADDENDUM K.

The composition of the two groups may be described briefly.

(i) "Internal" candidates:

This group consisted of 25 full-time D.E. students in their final year at a teachers' college, all but three of them English-speaking, and all of them pursuing an English (First Language) course devised in accordance with a syllabus of the Cape Education Department, and officially recognised as operating at a level (and maintaining a standard) to make it the equivalent of a University English I course. (This group will be referred to as the L1 group).

(ii) "External" candidates:

99 practising teachers (pre-primary, primary and high school), all of them seeking the "E" endorsement on the Teacher's Bilingualism Certificate, and all of them Afrikaans-speaking. (This group will be referred to as the L2 group).

Both groups were prepared for the examination.

(i) The L1 group had had a time-tabled weekly "Written Communication" period since their first year at College. A varied programme of written work afforded students opportunities to practise written English regularly, in a variety of modes and forms, and for a variety of purposes. Assignments were corrected, evaluated and commented on. A cumulative mark for Written Communication was part of the total mark for English at the end of the first and second years, and was treated as a "year mark" at the end of the third year.

(ii) The L2 group were given guidance (by means of a teletuition course and assignments) with regard to principles of good discursive writing, and had the opportunity to "practise" each of

the forms of writing that would feature in the final examination. Assignments were corrected and evaluated, and returned with detailed comments, which, it was hoped, would help candidates avoid errors of usage and style in the examination. Completion of assignments was optional, but the majority of candidates did, in fact, submit at least two written exercises.

Candidates sat the three-hour paper on the same afternoon at various centres throughout the Eastern and Northern Cape (Port Elizabeth, East London, Queenstown, Elliot, Aliwal-North, Kimberley, Kuruman, Upington, De Aar, Beaufort-West, Adelaide and Graaff-Reinet).

3.3 THE MATERIAL

Candidates were required to write three pieces of prose:

- (i) a piece of discursive writing; a choice of topics invited the expression of personal views on matters of current (and specifically *educational*) interest;
- (ii) a formal or semi-formal letter on a school-related topic;
- (iii) a "synthesis" exercise, i.e. writing in which material given in the form of key words and phrases had to be shaped and adapted, in order to create a piece of coherent prose.

In addition to this, candidates were required to answer "comprehension test" questions on a given prose passage.

3.4 PROCEDURE

In order to be able to make a fair and valid comparison between the two groups, it was necessary to select 25 L2 scripts. Care was taken to ensure that the selected group resembled the original group in terms of symbol distribution and the mean. (See Table A).

For the purpose of the investigation, the comprehension test was not taken into account; it was felt that this question tested more than merely the candidates' ability to write clear and correct English prose. It is worth noting that deletion of the comprehension test raised the mean of the L1 group by a little more than 1%, and the mean of the L2 group by about 4%. (See Tables B, C and D).

TABLE A

Composition of original L2 group in terms of symbol distribution			Composition of selected L2 group in terms of symbol distribution		
A	-	-	A	-	-
B	1	(1%)	B	1	(1%)
C	7	(7%)	C	1	(4%)
D	29	(29%)	D	7	(28%)
E	48	(48%)	E	12	(48%)
F	9	(9%)	F	2	(8%)
FF	4	(4%)	FF	1	(4%)
G	1	(1%)	G	1	(4%)

TABLE B

Symbol distribution of selected L2 group			
* before deletion of comprehension test		* after deletion of comprehension test	
A	-	A	-
B	1	B	1
C	1	C	5
D	7	D	8
E	12	E	12
F	2	F	1
FF	1	FF	-
G	1	G	1

TABLE C

Symbol distribution of L1 group			
* before deletion of comprehension test		* after deletion of comprehension test	
A	1	A	-
B	1	B	3
C	8	C	10
D	14	D	12
E	1	E	-

TABLE D

Comparison of the means (expressed as %) of the two groups:						
Group	Compos- ition	Letter	Compre- hension	Synthesis	Total	Total without Comprehension
L1	60,7	61,7	53,7	68,4	58,9	60
L2	52,8	52,2	30	49	47,5	51,3

3.5 ERRORS IDENTIFIED AND CATEGORISED

Candidates' written work was initially assessed with the aid of an evaluation scheme which took into consideration the *matter* as well as the *manner*. For the purpose of this investigation, the *content* of the work produced by the candidates was ignored, and only their *style of writing* was taken into consideration, i.e. their ability to construct sound, clear, error-free sentences. All errors were noted and categorised in terms of a simple taxonomy adapted from Fielding, 1976. It was decided, however, *not* to attempt any grading of errors according to their "gravity", as was done by Fielding (1976, pp. 22-23), although it was recognised that certain types of error could be regarded as "graver" or more significant than others. The three categories (and six types) of error that were considered adequate for the purpose of this investigation are briefly commented on below:

3.5.1 THE "GRAPHIC" ELEMENTS OF WRITING

3.5.1.1 *Spelling*

A "hierarchy" of spelling errors could be devised, but it was decided not to attempt this, because it was felt that any pseudo-scientific classification of spelling errors, categorising their "degree of gravity" (for instance, in "ascending order") would tend to be somewhat arbitrary. It was accepted, though, that one useful criterion in this regard might be the extent to which a misspelt word becomes an obstacle to fluent reading, or (more particularly) to comprehension. Bizarre misspellings, suggesting a lack of familiarity with or sensitivity to the written word ("appriated" for "appreciated", "dication" for "decision", "profecional" for "professional") possibly need to be considered more "serious" than spelling errors that may be mere slips. On the other hand, it cannot be denied that certain typographical errors which are probably "mere slips" (e.g. "the" for "they") can, in certain contexts, blur or distort the meaning of a sentence; it is doubtful, however, whether these can fairly be

regarded as "spelling errors" of some gravity. Such errors tend to occur, as Whitehead (1966, p. 213) points out, "if we are writing hurriedly or if our thoughts run ahead of our manipulative skill with pen or typewriter" - or they may be the result of mere inattentiveness. Fielding (1976, pp. 24 -25) is prepared to treat a misspelling such as "erradicated" as a "Gravity 2" error; if, on the other hand, the spelling error is so bad that "the words become incomprehensible or intelligibility is impaired", then it may be treated as a "Gravity 3" error. It may be noted that on the 5-point scale devised by Fielding to characterise the degree of gravity of an error, even the most bizarre misspellings - he lists examples such as "preforan" (= "preference") and "gaffau" (= "guffaw") (Fielding, 1976, p. 102) - are treated as no more serious than "Gravity 3".

The "conventions of English orthography" are accepted fairly universally (as Quirk, 1968, pp. 87 - 88, points out), and leave little room for debate. The same cannot, however, be said of the other important aspect of handling written language "graphically": punctuation.

3.5.1.2 *Punctuation*

With punctuation, as Adams and Pearce (1974, p. 110) put it, tongue firmly in cheek, "one mans (sic) habit is another mans (sic) anathema". (They are convinced that many readers would not notice the omitted apostrophes in their little witticism).

There is a tendency nowadays, as Lennox-Short (1970, p. 178) and Fielding (1976, p. 139) note, to be somewhat critical of heavy punctuation, though Lennox-Short feels that "the current fashion of under-punctuation sometimes goes too far and leads to uncertainty and confusion". In a deliberately under-punctuated sentence Adams and Pearce (1974, pp. 110 - 111) make the point that "there are many writers of very reputable English who use little punctuation and easily accustom their readers to very long sentences which have virtually no punctuation of any significance

between the full-stops 1) marking the boundaries between the sentences". They accept, though, that there are probably readers "who go through any lightly punctuated text mentally putting in the commas". The approach to punctuation advocated by Lennox-Short (1970, p. 188) may be considered sound and unexceptionable, and was, in fact, recommended to the examination candidates whose work provided the material for this investigation: that punctuation should be used "wherever it will aid understanding".

It is worth noting that Fielding (1976) found that U.C.T. students tended to use punctuation marks very sparingly in the essays that provided the material for his investigation; unfortunately, as he points out (p. 139), "this economy was due largely to incompetence or ignorance, rather than to the sound construction of sentences that did not need a great deal of punctuation".

In this investigation, again, it was decided not to attempt devising any "hierarchy" of punctuation errors. The errors listed below were considered significant, in that they tend to blur or distort the intended meaning, or show an insensitivity to or ignorance of well-established conventions:

- * the use of a comma where a significant stop (full stop, question mark or colon) is required;
- * the omission of a comma where it is needed in order to convey meaning clearly, or where convention demands its use;
- * the incorrect, meaningless insertion of a comma;
- * the incorrect use of the apostrophe;
- * failure to use capital letters where they are required;

1) Adams and Pearce hyphenate what is usually written as two words.

- * failure to use significant stops such as colon, semi-colon or dash where they are required;
- * colon, semi-colon or dash used incorrectly.

3.5.2 PROBLEMS OF WORD-CHOICE / SEMANTICS

3.5.2.1 *Vocabulary*

The following errors of vocabulary - the list is an adaptation of that given by Fielding (1976, p. 103) - were identified:

- * wrong and inappropriate wording (including malapropism);
- * wrong register (including pretentious wording, circumlocution, redundancy, colloquial wording and slang in formal writing, and clichés);
- * words used ineptly, leading to vagueness, obscurity, or a breakdown in meaning.

3.5.2.2 *Idiom*

Fielding (1976, p. 127) finds it "extremely difficult" to define "idiom", and it is probably true that errors in this category may, in some instances, be viewed simply as examples of words used ineptly, without sensitivity to (or an awareness of) their meaning.

In this investigation "errors of idiom" were identified as errors signifying a lack of acquaintance with the "forms of expression, or grammatical construction, or of phrasing, which are peculiar to a language, and approved by ... usage" (Logan Pearsall Smith, quoted in Partridge, 1947, p. 148) - in short: errors indicative of a candidate's inability to express a thought, notion or idea in a manner that is recognisably "Standard English". The incorrect use of prepositions, for instance, was regarded as an aspect of *idiom*, and not of *grammar*, in this

investigation. Similarly, deviations from standard word order were treated as errors of idiom (very possibly direct translations from the Afrikaans), even though syntax is undoubtedly an aspect of grammar.

3.5.3 PROBLEMS OF HANDLING

3.5.3.1 *Sentence structure*

The importance of sound sentence structure in effective discursive writing is referred to by Fielding (1976, p. 158), who points out that the sentence is "one of the most important means of conveying logical thought, of advancing an argument and of providing information in a formal essay".

In this investigation the following were regarded as unacceptable:

- * verbless sentences, or sentences lacking a main clause;

(Lennox-Short (1970, p. 116) expresses the view that "whether verbless sentences should be used...should no longer be a matter for dispute", and points out that such sentences were used "most effectively" by Dickens and other novelists. He does admit, though, that verbless sentences should be handled with discretion, and that they are "out of place in all forms of written communication used by business and the professions". Even in literature and advertising, he feels, verbless sentences should be used "deliberately for effect, and not because of carelessness and bad judgment...").

- * clumsy, awkward, incoherent structures, where the parts of a sentence do not hang together.

3.5.3.2 Grammar

Candidates were encouraged (in guidance given to them prior to the examination) to adopt a conservative attitude to grammatical conventions. It was pointed out, for instance, that although the "split infinitive" could not be regarded as a grammatical error, "linguistic tact", as Quirk (1968, p. 72) calls it, might persuade one *not* to use it (except perhaps in the rare kind of sentence where an awkward, un-English structure might result from avoiding it in a narrow-mindedly pedantic manner). As a general guideline, candidates were made aware of the views held by modern linguists and educationists (cf. Quirk, 1968, pp. 109 - 110; Wilkinson, 1971, pp. 16 - 17 and 50 - 51): that a particular structure or piece of usage can legitimately be regarded as unacceptable, unsatisfactory, or (simply) "wrong" if it "does not conform with educated conventions" (Quirk, 1968, p. 109).

Candidates were asked to accept the advice offered by Robert Graves to anyone wishing to write in English: he "should master the rules of grammar before he attempts to bend or break them". (Quoted in Quirk, 1968, p. 231). (Quirk returns to Graves's words on p. 246, where he comments: "Before trying to write like Gertrude Stein, we have to school ourselves to observe the strictest conventions").

The following grammatical errors were considered significant for the purpose of this investigation:

- * errors involving *verbs* and *tense*
- * errors of concord
- * incorrect use of pronouns / wrong case
- * adjectives and adverbs used incorrectly
- * miscellaneous errors (*one / you; less / fewer; unrelated ("dangling") participial phrase*).

3.6 FINDINGS

Comparison of errors in the work of L1 candidates with errors in the work of L2 candidates shows, first of all, that L2 candidates made *more* errors in each category - particularly errors of usage (Idiom and Grammar). More significant, however, is the fact that L2 errors in each category also tended to be *more serious* than the L1 errors in the corresponding category. Each type of error will be considered briefly.

(Complete lists of L1 and L2 errors appear as Supplements I and II, pp. 118 - 152, below).

3.6.1 Spelling

It is interesting to note that certain misspellings occur in the work of both groups:

accomodation	carreer
colleague / colleque	
choise	definate
disipline	equiped / equipted
fasilities	humourous
hostle (= hostel)	possitive
program	realy
studing (= studying)	
therefor	

Misspellings occurring in either the L1 or the L2 list, and also listed in Fielding, 1976, include the following:

accomodation	advertisment
dissision	dispondant
equiped	humourous
neccessary	occurences
surprized	vacilities
wheather (= weather).	

It is worth noting in this context that Fielding identifies spelling as one of the "major weaknesses" of the students examined by him (Fielding, 1976, p. 203). There was, furthermore, "no improvement in spelling from the beginning to the end of each year examined" (p. 200). These findings do not come as a surprise. Indeed, what Lennox-Short says about "written English" in general can be applied most aptly to spelling in particular: it can be improved only "through a process of slow maturation" (Lennox-Short, 1970, p. 88).

Fielding expresses the view, however, that spelling errors, even somewhat illiterate ones, are "trivial" (p. 99) in comparison with certain grammatical errors (such as tense errors and errors of concord), vocabulary errors (such as malapropisms), faulty idiom (such as wrong prepositions) and even some punctuation errors (such as the use of commas to separate sentences). (The ease, incidentally, with which a printing or transcription error or "slip" can assume the appearance of a spelling error is illustrated by Fielding's text itself, which lists "different" (sic) as a "spelling error" (p. 96) and offers the following "corrections" of misspellings: "ceased" = "siezed" (sic!) (p. 101) and "preforan" = "preferance" (sic!) (p. 102)).

Quirk (1968, p. 88) makes the point that certain misspellings do not in fact "depart from the principles of English orthography": writing "thought" as "thort" is (in Quirk's view) a matter merely of "replacing one set of possibilities by another". If the L1 and L2 lists of spelling errors are reviewed in the light of this criterion, it must be admitted that the L1 spelling errors, regrettable though they undoubtedly are, do on the whole show a greater awareness of the principles of English orthography than do some of the spelling errors in the L2 scripts. An L1 candidate may write "collegue", but is unlikely to commit an illiteracy such as "colleque". "Choise" may occur among L1 scripts (and in the present investigation also in one L2 script); "choiche", however, is a misspelling likely to be created only by a writer not well acquainted with the principles of English orthography.

Spellings such as "prefere", "visite", "regardes" and "lessions" are more likely to occur among L2 than among L1 scripts, as are such naive pronunciation spellings as "coatching", "invertation" "indoctrionate" and "litriture".

The surprisingly large number of instances (10) in the L1 scripts of two words written as one word may be due to the influence of un-English (specifically Afrikaans) spelling conventions - a tribute perhaps to the thoroughness with which Afrikaans lecturers impressed on teacher-trainees the need for writing Afrikaans noun-compounds *as one word*. Even here, though, the L1 errors strike one as less "odd" than the L2 errors. A spelling such as "(a) nineteenyear old" (in the L1 list) possibly indicates merely uncertainty about a somewhat old-fashioned spelling/punctuation convention. (Indeed, one wonders how many teachers of Matric English could correct this example confidently and unhesitatingly). A more serious kind of error is exemplified by instances (in the L2 list) of words compounded in an Afrikaans (and decidedly un-English) manner, such as "drugadict" (sic), "crimerate" and "beacharea". (It is perhaps necessary to make the point that in this investigation the L1 picture is somewhat blurred by the fact that the two weakest members of the group, who contributed many of the listed errors (particularly such oddities as "oneday", "aswell" and "sodoing") were Afrikaans-speaking. Extensive exposure to English at "First Language" level had undoubtedly been of benefit to them, but their competence in English remained below true L1 *proficiency*).

The influence of Afrikaans is also evident in another kind of error, several instances of which occur in the L2 list: use of the apostrophe to denote a plural form. (In Supplements I and II this kind of error is listed under "Punctuation" (pp. 124 and 138). It can, however, also be treated as a departure from a generally accepted spelling convention). Whether this can, in fact, be ascribed to the influence of Afrikaans in examples such as "home's", "library's", "example's" and "partys'" is doubtful, since there is no equivalent spelling convention in Afrikaans.

The apostrophe *is*, however, used in a characteristically Afrikaans manner in "video's" and "disco's". (In Afrikaans the plural of a noun ending on a "long" vowel is formed by adding an *s* preceded by an apostrophe, e.g. *solo's*).

It is interesting to note, finally, that Fielding (1976, p. 24) places this, i.e. the use of "apostrophe *s*" to denote a plural form (in an ordinary noun), among the gravest errors of all (Gravity 5 on his 5-point scale). It is, in fact, an illiteracy that enjoys universal popularity (one remembers the "painted" garage sign in Kingsley Amis's *Lucky Jim* (1961, p. 135) which announces: "Car's for hire - Batesons - Repair's" (sic)).

3.6.2 Punctuation

Comparison of the L1 and L2 lists of punctuation errors reveals that L1 candidates are no more competent than L2 candidates in using punctuation marks in accordance with generally accepted conventions, and in order to convey meaning clearly and effectively. L1 candidates are as likely as L2 candidates to display "ignorance and incompetence" (Fielding, 1976, p. 139) - and, it may be added, insensitivity - in committing punctuation errors such as the following:

- * using a comma where a more significant stop is required - particularly a full stop, but also a question mark, colon or semi-colon, as in

"A school-day is constantly interrupted by guest speakers, meetings etc (sic), ... it does not matter that you have prepared a lesson for that period..." (1L14);

- * omitting a comma where convention requires it, as in

"So teacher forget your textbook..." (2L15);
- * omitting the apostrophe where it is required; (candidates guilty of this offence sometimes compound it by resorting, in

the same essay, to the compensatory malpractice of using the apostrophe *s* to denote the plural, or a verb-ending, as in

"He want`s (sic) to know...");

- * failure to use capital letters where required (as in names and titles); characteristic examples include:

"It will appear in the *g*azette..."

"... you have to take them for *g*uidance..." and

"...the christian way of life".

- * The only instance of the use of an accent mark used for the sake of emphasis - a practice that may be resorted to in Afrikaans, but is not permissible in English - occurs (ironically enough) in an L1 script:

"Political events *dó* (sic) affect childrens` (sic) lives." (1L5)

3.6.3 *Vocabulary*

A researcher setting up a null hypothesis (at the beginning of an investigation) which states that "there is no difference between English (First Language) examination candidates and English (Second Language) examination candidates in their ability to use words accurately and effectively in a written context - in short, L2 candidates command an extensive vocabulary as confidently, accurately and effectively as L1 candidates" - undoubtedly expects his findings to be such that the null hypothesis will need to be rejected. Comparison of the L1 and L2 lists of vocabulary errors in this investigation (pp. 124 - 129 and 138 - 142) does probably bear out such an expectation. Though the scripts of the L1 candidates reveal many instances of wrong and inappropriate wording, the errors of this group, generally, can be characterised as examples merely of words used somewhat imprecisely and/or carelessly; they tend to be "out of focus" rather than "off the mark" (e.g. "...a partial solution to the *question*..." where "problem" seems to be required; or confusing "persuade" and "convince", as in "I hope that I have

convinced you to apply for a post here"). Vocabulary errors committed by L2 candidates, by way of contrast, often appear to be "far off the mark", resulting in puzzling statements such as "Listening to all the *response* on television makes me nervous", or "It is an *abused* fact that we are living in a modern and changing world", and particularly in the creation of neologisms such as "misusing" (for "abuse"), "confrontated" (for "confronted"), "proudness" (for "pride"), and examples of incomprehensible word-coining such as "witchword" ("Television has become a *witchword* in South Africa"). Many more instances of malapropism occur in L2 than in L1 scripts (8 and 2 respectively), suggesting a lack of acquaintance particularly with the written word. Among these L2 malapropisms are such extreme examples as "substitute" for "supplement" (as in "He should *substitute* his lessons with (additional) material") and "rudeless" for "ruthless" (as in "*rudeless* competition").

Both groups show a misguided fondness for "abstract" words ("capacity", "principles", "totality"), and particularly for conventional metaphors such as "factor", "aspect(s)", "facet(s)" and "perspective"; again, it may be stated that where such usage generally constitutes little more than pretentious wording in L1 scripts, it is likely to be associated with an inability to convey meaning clearly, or with serious lapses in register when resorted to by L2 candidates, as in

"If the teacher does not have a natural philosical (sic) or psychological approach, he is damned"

or

"My principal has not to (sic) much nonsense on mutual aspects".

It is interesting to note that whereas the L1 scripts in this investigation are gratifyingly free from examples of circumlocution, several L2 candidates resort to phraseology such as "the teaching profession" where the reference is merely to "teaching" - a piece of verbiage that is particularly

ineffective in contexts where the pretentious, circumlocutory phrase is *wrong*, rather than merely inappropriate or "wordy", as in "She has an earnest approach to the teaching profession". (The reference, in context, is clearly to "teaching" in the sense of classroom practice).

Clichés and colloquial wording occur more frequently in the L1 than in the L2 scripts, and this may be interpreted as proof of the fact that L1 candidates are better acquainted with everyday (spoken) English than their L2 counterparts. Although both groups were encouraged, in the course of their being prepared for the examination, to avoid colloquial usage in formal or semi-formal contexts, and even the use of "can't", "don't", "I'll", (etc.) in essays was considered (and marked as) "unacceptable", it may perhaps be necessary to adopt a somewhat less severely critical attitude to such usage, particularly if one accepts that it is possible nowadays to find sentences such as the following in a scholarly article by an English academic: "Inadequate numbers of working-class kids get the chance to follow language courses" (Ager, 1983, p. 209).

The point needs to be made, finally, that although seven of the L1 scripts contain examples of sentences in which clumsy and inept encoding leads to vagueness or obscurity (as in: "The task of the teacher is to provide his pupils with a sound educational background and he can only implement such a situation according to his knowledge"(1L5) or: "Every non-teacher of English must do his utmost to foster good reading habits so that he has the necessary knowledge of the language to teach competently" (1L15)) - these sentences generally avoid the level of ineptitude where meaning breaks down, as in the following characteristic examples from L2 scripts:

"Every one (sic) knows that the teacher confronted the more intelligent child with problems correlating the child's intelligence"

and

"The advantages of a textbook can be seen as - it serving almost a starting point for lessons and then building on from it in order to expand on the lesson content"

and

"What presents to me urgent is the problem with our children future" (2L17).

3.6.4 *Idiom*

Comparison of the errors in the two groups in this category reveals that the L1 candidates have a much more competent command of the idiom of the language than their L2 counterparts. Only three instances of incorrectly used prepositions, for instance, occur in the L1 scripts, as opposed to at least twelve examples in the L2 scripts, including direct translations from the Afrikaans such as

"When I go to town everybody stops *at* me and talks *with* me"

and

"He should be of value *for* all around him".

Many instances of "unidiomatic usage" in the L2 scripts can in fact be ascribed to "home language interference":

"She *gives* her lessons..."

"He teaches with the syllabus in *his one hand*..."

"When he *becomes* eighteen..."

The influence of Afrikaans is also evident in many L2 scripts in the candidates'

* uncertainty with regard to the use of the definite and indefinite articles, as in

"*The* most teachers think that..."

"They (like violence) on *the* television..."

"She has a good pupil participation..."

"a Afrikaans area"

"a adult"

"a integrated part"

"a enthusiastic manner"

"a earnest teacher"

- * formulation of unidiomatic negative statements, such as
 - "A textbook has not to be a crutch..." and
 - "At this stage there are not textbooks available yet".

3.6.5 *Sentence structure*

In this category, too, L1 candidates revealed a marked superiority over their L2 counterparts. At worst, some L1 sentences may be criticised for their undisciplined scattiness, accompanied, sometimes, by a lapse in register (chattiness in formal discursive writing), as in

"If one thinks about it, don't you think we should discuss what life is really about outside those school doors?" (1L12)

By way of contrast, some L2 scripts offer examples of truly incoherent sentences, such as

"The advantage of a textbook can be seen as - it serving almost a starting point for lessons and then building on from it" (2L3)

and

"Considering your own school days and compare it with life at school these days then everyone will agree that their (sic) is a widening gap" (2L14).

Verbless sentences, regarded by Fielding (1976, p. 24) as belonging to the category of "serious errors" (Gravity 5), and sentences lacking a main clause, occur *only* in L2 scripts. The following may be regarded as characteristic examples:

"Just a few example's (sic) to show you." (2L9)

"Keep politics out of the classroom! A statement hard to achieve. More than ever in double medium schools."

"From your first period 'Bible' till the afternoon on the sportsfields." (2L22)

and

"The crimerate (sic) is up. Young people trying out what they have seen on T.V." (2L24).

The only example of false ellipsis also occurs in an L2 script:

"One has to compair (sic) what happened years ago with what will or has happened today"

- a sentence so poorly thought out that it verges on the incoherent.

3.6.6 *Grammar*

The errors in this category illustrate dramatically what is undoubtedly a significant difference between L1 and L2 users of written English: L1 users tend to have a much more competent command of English grammar - particularly of aspects of accidence (morphology).

An illuminating example is afforded by the fact that whereas there is only one example of a verb/tense error among the L1 scripts ("These mistakes could have been avoided if I was better informed by my teachers" (1L21) - an example that some progressive grammarians might characterise as "awkward" rather than "faulty"), at least 23 examples of errors in this sub-category can be found among the L2 scripts.

3.6.6.1 L2 errors of **verb and tense** include the following:

3.6.6.1.1 *Incorrect verb form*, as in

"It is *astonished* how much they know..." (2L8)

"You can (do it) without being *swear* at..." (2L15)

"...something that you must *experienced*..." (2L20)

"Here ... you are *admire* and *respect* ..." (2L20)

"He ought *to pass* and *left* school" (2L25).

3.6.6.1.2 *Wrong tense, particularly*

- * The impermissible use of the present continuous tense, as in

"Every where (sic) you are *walking* they are *greeting* you" (2L15)

"How different (sic) things would be (then) if I knew what I *am knowing* now" (2L21)

and

"These things is (sic) *being done* by many teachers" (2L24)
(= "Many teachers do this").

- * A general insensitivity to, or ignorance of, the use of the perfect tenses - an error that may be due to the influence of Afrikaans in the work of candidates who tend to translate from Afrikaans into English -, as in

"It is with mixed feelings that I *had read* your letter"
(2L12) (simple past tense required)

"I myself *live* in a city all my life" (2L20)
(present perfect tense required)

"I *am* here now for six years" (2L9)
(present perfect tense required).

- * Ignorance concerning the use of the simple present tense in general statements, as in

"A qualified technician (sic) *were* paid four times (as much as an unqualified person)" (2L25)

(general statement: simple present tense required).

- * The rule of the sequence of tenses ignored, or tenses mixed insensitively, as in

"I thought you *have left* the country" (2L21)

"Teachers *used* a textbook because they *knew* that the examination paper at the end of the year *is based* on a certain textbook" (2L17)

and

"When young people *left* school they *are placed* in different situations which they *had* to deal with" (2L17).

3.6.6.2 A feature of English grammar that may be treated as a touchstone of a language user's competence, sensitivity (and, sometimes, his acuity) is the convention known as **concord**: the need for maintaining *agreement* (in number, person, or simply in terms of logic) between or among various parts of a sentence. It sometimes happens that experienced language users commit errors of concord, particularly in sentences where the subject is a fairly complex nominal group containing two or more nouns; careless encoding may then give the verb the form (plural, for instance) dictated by the (plural) form of the noun preceding it - ignoring (perhaps) the fact that the operative noun in the subject-complex is in fact singular. It is this kind of carelessness that has given rise to three of the seven examples of faulty concord in the L1 scripts:

"The presentation of her lessons *are* always lively" (1L12)

"Her method of presenting her lessons *are* always lively" (1L21)

and

"Their *sence* (sic) of values *are* formed by what they see on television" (1L14).

Another kind of concord error in the L1 scripts, exemplified by a sentence such as "What parent has the time to communicate with *their* children?" (1L17) may be explained as resulting from the fact that English lacks an epicene 3rd person singular pronoun or possessive adjective; the plural form is resorted to by speakers

and writers who may wish to avoid the fussiness of "...*his or her* children..." and at the same time may be reluctant to accept the masculine singular pronoun ("his") as an adequate, non-sexist reference to "parent". (It is a well-known fact that militant feminists are *not* amused by the grammarians' little joke, that "man embraces woman".)

The phrase "...the presentation of her lessons..." also tripped up at least three L2 candidates. As a general rule, however, concord errors in the work of these candidates can be said to belong to a cruder variety, suggesting (frankly and unambiguously) the writers' ignorance of the conventions of Standard English, and their lack of experience in using the language - particularly in its written form. Significant, too, is the fact that *errors of concord* - there are more than 50 of them - occur in *virtually every L2 script*; (Candidate 2L1 is the only exception). Characteristically, L2 candidates who write

"the child *see*"
 "the headmaster *see*"
 "the teacher *are*"
 "housing *are*" (etc.)

tend also to write

"teachers *does*" and
 "children *tries*".

(These six examples occur in *one* script (2L6)).

Sentences starting with "there" also present these candidates with problems. Characteristic examples include:

"There *are* still more training to be done" (2L7)
 "There *are* a smaller staff" (2L11) and
 "There *are* nothing worth looking at" (2L21).

Concord errors involving pronouns (or possessive adjectives) tend to be equally crude:

"Her manner is *those* of a very positive person" (2L12)

"*This* programmes..." (2L9)

"No advise (sic) can be better than *those* that you get from (a certain kind of person)" (2L20)

"Schools that prepare a child for the world outside help *them* to develop into an independent child" (2L5).

3.6.6.3 The fact that there are few errors involving the incorrect use of **pronouns**, or use of the incorrect case form of certain pronouns (I / me, etc.), even among L2 scripts, suggests that this is not a particularly problematic area of usage. The incorrectly used relative pronoun in the sentence below is only one of several signals proclaiming its L2 status:

"She is a friendly person *which* takes a keen interest in making lessons (sic) interesting" (2L19).

3.6.6.4 The available evidence suggests (not surprisingly, perhaps) that L2 candidates are more likely than L1 candidates to confuse **adjectives and adverbs**, and to use them incorrectly. "I know it is *easier* said than done", which occurs in one L1 script (1L17), will probably be considered "acceptable" by progressive grammarians. The same kind of construction can be found in two L2 scripts:

"In a city a person can become lonely much *easier* than in a small town (2L2)

and

"One can live much *cheaper* here" (2L20).

Again, it is among the L2 scripts that there are examples of the incorrect use of adverbs and adjectives that are so jarring that there can be no doubt about the writers' inadequate command of Standard English:

"Her preparation is very *thoroughly*" (2L17);

"Her friendly and *sympatheticcaly* (sic) way of handling children..." (2L20)

and

"She teaches *enthusiastic*" (2L21).

3.6.6.5 The absence of examples of the **unrelated** (or "dangling") **participial phrase** in the L1 scripts is gratifying, but (frankly) surprising. Examples of this kind of error in the L2 scripts are characteristic of slack usage generally:

"*By doing this*, teaching can be enjoyed by the pupils and the teacher" (2L13)

and

"*As a christian* (sic), the programmes on Sundays are terrible for me" (2L21).

3.7 CONCLUSIONS

Comparison of the errors committed by L1 and L2 candidates in response to the same Written Communication test paper shows that L1 candidates generally display greater competence than L2 candidates in handling each of the aspects of usage (Spelling, Punctuation, Vocabulary, Sentence Structure, Idiom and Grammar) that were considered in this investigation. It is significant, however, that whereas the superiority of the L1 candidates is only marginal in *spelling*, and in fact hard to demonstrate in *punctuation*, it emerges fairly clearly and convincingly in the other aspects of usage: the scripts of the L1 candidates give evidence of their more extensive *vocabulary*, i.e. their greater ability to use words to convey meaning precisely and effectively, and their greater competence in *constructing* sound and coherent *sentences*; above all, they display a better acquaintance with

the *idiom* of the language, and show a marked superiority in their handling of *grammar*.

The evidence seems to suggest that a course designed to prepare L2 candidates for the Higher Bilingualism Certificate (Written Work) examination needs to include material that will afford candidates opportunities to practise and gain greater experience in the handling of each of the "skills" referred to above, with special emphasis on

- extending their **vocabulary**
- improving their ability to handle two crucially important aspects of usage: **idiom** and **grammar**.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 COMPETENCE? PROFICIENCY?

AN ATTEMPT TO ESTABLISH THE LEVEL AT WHICH A "BIG E"
CANDIDATE'S USE OF ENGLISH NEEDS TO OPERATE FOR HIM TO
ACQUIRE THE HIGHER BILINGUALISM CERTIFICATE.

The C.E.D. "defines" the "level of proficiency" of a teacher who is in possession of the Higher Bilingualism Certificate as "the ability to use both ... official languages fluently and correctly as media of instruction". The Lower Bilingualism Certificate is thought of as "indicating" that the teacher in question is capable of using his second language "as a medium of instruction" - though (at least by implication) it is accepted that such a teacher's discourse may be lacking in fluency, and marred by errors of usage (C.E.D., 1984, p. 694). This notion of "proficiency" (or the lack of it) appears to be underlying the views recorded in the Minutes of the 1989 meeting of the "Bilingualism Sub-Committee" (C.E.D., 1989, p. 2), where an attempt is made to differentiate between the terms "proficiency" and "competence". According to the Minutes

the view was expressed that the terms "proficiency" and "competence" were *not* synonymous (and need not, therefore, be considered confusing): "proficiency", it was felt, referred to a more advanced level of language ability than "competence"; the two terms could therefore be employed to refer to the language ability of, respectively, a successful "Big E" candidate, and an unsuccessful "Big E" candidate who nevertheless deserved the "small e".

This distinction may be characterised as arbitrary though probably useful. Equally arbitrary is Dommissive's distinction (1990, p. 71) between "competence" (always referred to as "communicative competence" and defined as the teacher's ability to use English as a medium of instruction) and "proficiency" (used in reference to the teacher's ability to teach English as a subject).

Dommissive quotes extensively from Widdowson (1978), and it is interesting in this context to find Widdowson (1978, pp. 57 - 67) first using the terms "skill" and "ability" interchangeably, and then deliberately distinguishing between *linguistic skills* ("the way in which the language system is manifested as usage") and *communicative abilities* ("the manner and mode in which the system is realised"). Given this precise definition of his terminology, Widdowson can make the point then that "communicative abilities embrace linguistic skills but not the reverse".

Van Els et al (1984, p. 330), too, make a distinction between linguistic competence ("knowledge of the rules of a language") and communicative competence ("knowledge of the rules of language use"). Cummins and Swain (1986, pp. 205 ff) content themselves with the term "language proficiency", though they point out that it is sometimes "related to the concept of communicative competence".

Appel and Muysken (1987, p. 103) use the term "proficiency" in their discussion of the problem of assessing the extent to which a bilingual has mastered each of the two languages he apparently commands. They express the view, however, that educators and researchers who speak of "bilingual proficiency" need to recognise that there are in fact no "really adequate measuring techniques".

Stern (1983, pp. 340, 341) uses the terms "competence", "proficiency", and even "knowledge of the language" as though they are interchangeable. He accepts that "the definition and

assessment of proficiency have presented problems (to) practitioners and researchers", and that "complete competence, whatever its definition, is hardly ever reached by second language learners". It is, nevertheless, in his view "an ideal goal to keep in mind". Stern is aware of the fact that many first language users may also fail to reach the ideal of "complete competence" (whatever its definition): "different first language users are likely to have competence to a different degree" (Stern, 1983, p. 345). The same point is made with reference to South African teachers by Pells (1952, p. 107) and Malherbe (1977, pp. 35 - 38).

Since this investigation seeks to identify the level of competence or proficiency in written and in spoken English that may be regarded by an examiner as evidence of the fact that a teacher who started out as a second language user of English has become a first language user of English, reference may again be made to a question posed by Stern (1983, p. 341) and quoted in an earlier chapter (vide p. 66, above): "What has the native speaker in the first language that the second language learner lacks and wants to develop?" As a possible answer to this question Stern quotes Chomsky's definition of the "native speaker's competence" as "the intrinsic tacit knowledge ... that underlies actual performance" (Stern, 1983, p. 342), a notion subsequently given "an essential pragmatic and sociocultural dimension" by sociolinguists who pointed out that "what the native speaker has is not merely *linguistic* competence, but sociolinguistic *communicative* competence" (Stern, 1983, p. 342).

Stern makes the point (p. 342) that the components of linguistic and communicative competence - he mentions phonology, lexis, syntax, semantics, and certain discourse features - should not be viewed simply as a "bundle of skills": this, in his view, "reduces the complexity of proficiency too drastically". It is important, instead, to be aware of "the relative importance of

the different aspects and the interaction between them as *psychological processes*".

Stern's "summary" of the various features that constitute competence or proficiency in a language is worth quoting. In his view it consists of the following (Stern, 1983, p. 346):

- (i) the intuitive mastery of the *forms* of the language
- (ii) the intuitive mastery of the linguistic, cognitive affective and sociocultural *meanings*, expressed by the language forms
- (iii) the capacity to use the language with maximum attention to *communication* and minimum attention to form
- (iv) the *creativity* of language use.

It is in the light of such criteria that one needs to evaluate the level of language competence (or proficiency) regarded by Malherbe (1977, p. 37) as a "minimum requirement" for a teacher: it is characterised not only by "correctness on paper" but also by "correctness of speech in which both accent and idiom are such that the teacher can serve as a fit model for children to imitate". Significantly, Malherbe fails to elaborate on his notion of "correctness on paper", and his comments on spoken English may be characterised as limited and dubious: it is now generally conceded that a particular *accent* (for instance, Received Pronunciation, or affected RP) is not a prerequisite for effective communication, but that *clear pronunciation* is (vide Wilkinson, 1971, p. 20). Finally, Malherbe's reference to "idiom" strikes one as inaccurate in a context where "register" might have been more appropriate.

4.2 DEVISING AN EFFECTIVE WORK PROGRAMME TO PROMOTE GROWTH IN LANGUAGE COMPETENCE, WITH PARTICULAR REFERENCE TO TEACHERS WHO ARE CANDIDATES FOR THE HIGHER BILINGUALISM CERTIFICATE EXAMINATION.

One popular assumption about language development is the notion that "massive exposure" to a language must have a beneficial effect on the learner, particularly if he is learning (or trying to achieve greater competence in) a second language (vide Malherbe, 1977, p. 60). Strevens (1968, pp. 218 ff) accepts that "sheer quantity of exposure to a language does help", but is convinced that it helps only "in an extremely inefficient and uncontrolled way". He therefore rejects the "rubbing-off" theory as unhelpful in devising a course the aim of which is to help L2 users of English improve their language competence. (Strevens's article concerns itself specifically with teachers who wish to improve their mastery of English). Such a course needs to be much more deliberately structured, if it is to achieve the "major aim (of improving) the teacher's English" (p. 220).

Strevens's suggestions with regard to the content that might possibly be given such a course are interesting, but not entirely relevant in the context of providing "Big E" candidates with material that may adequately prepare them for examinations in written and spoken English. Strevens's "course" clearly assumes that students are "in residence" at a college or university, and that they will be attending lectures, seminars and "workshops" on a regular basis (Strevens, 1968, pp. 220 - 224). Similar courses have in fact been conducted (and are still conducted) for the benefit of "Big E" candidates in some of the bigger centres in the Cape Province (vide p. 32, above). However, since the majority of teachers in the Cape Province who are candidates for the "Big E" tend to live in smaller centres where English is spoken rarely or not at all, it is necessary to concentrate, instead, on features that need to be built into a *teletuition*

course, i.e. a course that will enable the candidate to achieve the desired objective by means of self-study.

It may be useful, first of all, to look briefly at some pedagogic and psycholinguistic principles that may need to be borne in mind in order to create a course that will provide educationally valid learning experiences.

Bowen (1972, pp. 36 - 38) expresses the view that the desired "terminal behaviour" for a student pursuing a course in his second language is the ability to communicate within the same "relevant range of experience" that he commands in his first language. In order to achieve this, the course should be structured in such a way that the student may move "from manipulation to communication". It is important, therefore, to ensure that the course presents the student with opportunities to "express a thought of his own", and activities that require "independent action ... so that the student can operate effectively when eventually he is left to his own resources".

Interesting and relevant in this context are the comments of Rivers (1972, pp. 49 ff) who refers to Chomsky's view that language is not a "habit structure", that "linguistic behaviour characteristically involves innovation, the formation of new sentences and new patterns ...". It is for this reason that Chomsky so often speaks of the "'creative' aspects of language use".

Rivers points out (pp. 50 - 51) that Chomsky sees the essence of language use as "a question of performance based on competence", and suggests that methods appropriate to the type of learning that may lead to the effective acquisition of creative language use should be rooted in a *pedagogic* (as opposed to a *linguistic*) grammar - a grammar which can take into account factors such as "the objectives of the language course, the age and intellectual capacity of the students, and the length and intensity of the (course of) study...". Chomsky emphasises the link between the

student's mastery of "internalised rules" (rules of "great abstractness and intricacy" governing sentence-interpretation in the language) and his ability to use language "creatively" - in short (in the words of Rivers): "once the system of rules of the language has become an integral part of the student's store of knowledge he will be able to produce, to suit his purposes, an infinite variety of language sequences ... and these sentences will be grammatically acceptable, and therefore comprehensible...".

It is not enough, however, merely to state that one's aim is "to produce students who can communicate about anything and everything ..., creating at will novel utterances that conform to the grammatical system of the language" (Rivers, 1972, p. 52). A programme of work also needs to be mapped out.

Rivers believes that such a work programme needs to take into account two levels of language behaviour: (i) the level of "*manipulation* of language elements that occur in fixed relationships in clearly defined closed systems", and (ii) a level of "*expression* of personal meaning at which possible variations are infinite". A place must therefore be found in the work programme "for both habit formation and the understanding of a complex system with its infinite possibilities of expression" (p. 53). Rivers points out, for instance, that aspects of language such as idiom and grammar (she specifically mentions elements such as pronoun inflections, concord and tense) "do not require intellectual analysis: they exist and must be used in a certain way". In her view "lengthy explanation can in fact be a hindrance rather than a help because it is *how* these systems operate that matters, not *why*". Exercises and even drills are therefore viewed as "a very effective technique" to help the student "learn to manipulate elements in fixed relationships" (pp. 54 - 55). At the same time the student must be afforded opportunities to practise the second, more advanced level of language use: the pattern must become "a medium of

communication, (taking) its place in the communication system that the student is gradually beginning to control" (p. 55).

In the notes that follow reference is made to features that may usefully be included in a course intended for a student who wishes to improve his command of English by means of self-study, and who brings to it a degree of competence, and a high level of maturity and self-motivation - in short, a typical "Big E" candidate.

4.2.1 SPOKEN ENGLISH

A course that seeks to improve a student's ability to speak English fluently and correctly and that takes the form of a printed text may appear to be a contradiction in terms. It can, however, serve a useful purpose in a number of ways:

- (i) The dialogue that needs to take place between lecturer and student is initiated.

The student may be made aware, for instance, of the many ways in which he can improve his competence in spoken English through purposeful self-activity: by listening intelligently to programmes on radio and television in which different varieties of English are used for a variety of purposes, and by making a point of speaking English wherever such a possibility presents itself.

- (ii) The student can be made aware of features of spoken discourse that the examining authority (represented by the lecturer) regards as evidence of true communicative competence in a speaker; these features may then become for the student not only criteria by means of which his spoken discourse will be

evaluated, but (more importantly) "an ideal goal to keep in mind" (Stern, 1983, p. 341).

The student may be asked to accept, for instance, that effective L1 speech is characterised by

- * a fair degree of *fluency* (though L1 speakers, too, may occasionally hesitate and search for words);
- * a *vocabulary* extensive enough to enable the speaker to speak unhesitatingly about matters that interest him and with which he is well acquainted, such as a hobby or an aspect of his work;
- * a fair command of the *idiom* and *grammar* of Standard English (L1 speakers, too, may be guilty of the occasional slip, but errors of a fundamental nature (concord, tense, idiom) will not occur persistently);
- * clear diction, and an awareness of the generally preferred pronunciation of a word.

(iii) Exercises in spoken English may be set, for instance by offering the student a variety of talking points and asking him to tape-record his responses and to submit these tapes to the lecturer for comment. In this way genuine (spoken) dialogue between lecturer and student comes about. The point may be made that this is not an easy exercise. Unnerved by the knowledge that all his hesitations, pauses, repetitions and mispronunciations are being recorded, a student may decide not to submit his attempts at spoken discourse to his lecturer after all. One possible solution would be for this dialogue between lecturer and student to take the form of a telephone conversation, where the more frequent interchange between speakers will be found supportive by the student and make for more natural, spontaneous speaking.

A useful addition to such a course may be a component that Strevens (1968, p. 222) describes as "guided listening and

reading", where students are offered an opportunity to listen to recordings of a variety of texts, carefully selected to provide exposure to a variety of styles of English. Transcripts of the texts are provided too, and the student himself may be asked to read aloud the text that he has heard and has in front of him.

4.2.2 WRITTEN ENGLISH

4.2.2.1 ATTENDING TO THE BASICS

The point was made in Chapter 3 (p. 95, above) that a course designed to prepare L2 candidates for "Big E" (Written Work) examinations could usefully include material that would afford students opportunities to practise (and gain greater experience in the handling of) a number of essential language skills, with special emphasis on

- extending their **vocabulary**
- improving their ability to handle two crucially important aspects of usage: **idiom** and **grammar**.

The manner in which such material may be presented (or the form which it may be given) in the course envisaged is suggested by Anthony and Norris (1972, p. 47), who make the point that "mature" learners - and "Big E" candidates may be described as such - tend to benefit in language learning by "some sort of systematic organization, overtly presented". They emphasise particularly the value (to such a student group) of *explication* which "typically consists of linguistic comments about (a particular language) pattern or item, often elicited from the students..."

Such material may be viewed as representing the part of the course referred to as "manipulation" by Rivers and Bowen (vide pp. 99 - 100, above). Whether it should take the form of

"exercises and drills", however, is doubtful. Feedback which this researcher has had from "Big E" candidates suggests that they would not have spent much time on exercises designed to give them practice in the manipulation of forms of the language. However, they do appreciate information concerning aspects of usage, and a teletuition course designed for "Big E" candidates could therefore contain chapters (or sub-chapters) on the following:

* **Vocabulary building:**

In this connection reference may be made to what Twaddell (1972, pp. 268 - 276) considers a particularly problematic aspect of "vocabulary instruction" in a course of comparatively short duration: the fact that it is impossible to decide on the basis of some theory (for instance, by concentrating on "high frequency" words) which words may be more useful than other words for the student who needs to increase his vocabulary. Twaddell points out that "it is futile to select in advance the, say, 6000 words to be learned ... as being the most useful for (the student's) future reading and listening". The students who do acquire vocabulary successfully are in fact those who develop a sensitivity to words - "a skill in reading and listening", which enables them to arrive at the meaning even of low-frequency words in the context in which they are encountered.

That the acquisition of vocabulary is a long-term process is suggested by Higa (1972, pp. 297 / 300), who makes the (obvious) point that the teacher/instructor can help students increase their vocabulary if he "exposes unfamiliar words frequently to the learner". (He refers to studies which proved that "a relatively large number of repetitions is necessary to produce significant effects in verbal learning").

The extent to which a teletuition student's active vocabulary grows, depends to a large extent on himself. The lecturer

devising a teletuition course can do little more than

- make students aware of the need for becoming "word conscious";
- emphasise the importance of reading widely and intelligently;
- draw attention to the potential of a good dictionary to enlighten, delight, surprise and entertain;
- encourage students always to contextualise words;
- draw attention to (i) the unfortunate lapse in tone or register that inevitably results from the use of colloquial wording or slang (*guys, hassles, way-out*); (ii) the extent to which instances of malapropism lead to a breakdown in meaning, or undermine the writer's authority (as in "It is *vividly* important", where *vitally* is evidently intended, or "We must *equate* ourselves with these problems" (*acquaint*)).

* **Spelling:**

Students may be made aware of the fact that English spelling can be mastered through repetition and memorising, and their attention may be drawn to

- so-called spelling errors which are in fact the result of careless confusion (*there/their; through/threw*);
- frequently misspelt words: these may be presented as a "check list" of correct spellings, with significant letters in each word highlighted, as in *definitely, professional, preference, separate, divide*, and many more.

* **Punctuation:**

Punctuation is particularly difficult to teach, since it is, as Frank Smith puts it, "a matter of convention rather than necessity" (Smith, 1982, p. 158). It may be useful,

nevertheless, to draw the students' attention to the fact that most writers do observe these conventions, and to *demonstrate* the use of, for instance

- full stops to separate sentences;
- the apostrophe to indicate possession.

* **Grammar:**

The most attractive, positive way of presenting relevant material is by means of examples in which the correct use of aspects of grammar is demonstrated. This approach ensures that the language item is contextualised, and the intimidating, deadening effect (in print) of a series of exercises is avoided.

Aspects of usage that evidently require attention include the following:

(i) **Tense / verbs**

The evidence set out in Chapter 3 (vide pp. 88 - 89, above) suggests that two tense forms in particular require attention:

- the simple present tense, also referred to as the "habitual" present, and even the "non-past" tense (vide Quirk, 1982, p. 197), in sentences such as "As a rule children who are keen readers also *write* well";
- the present perfect tense, frequently employed incorrectly by speakers of Afrikaans in contexts where the simple past tense is required.

(ii) **Concord:**

Students' attention may be drawn to examples of sentences where the subject of the sentence is a word complex, and care consequently needs to be taken to ensure that the verb agrees with the head of the group, as in

"The recommendations of the Commission of Enquiry are to be implemented".

The evidence suggests, however, that it is also necessary to remind students of the need for maintaining concord in simpler structures:

I *am* ...
 You *are* ...
 He *is* ...

and "he *lives* here" as opposed to "they *live* here".

(iii) **Adjectives/Adverbs:**

These are frequently confused, and it would be useful for students to be reminded of usage such as the following:

"He is *fluent* in English" / "He speaks *fluently*"
 "He is a *good* speaker" / "He is *good*" / He speaks *well*"

- and of the fact that there are adverbs that do not end on *-ly*:
seldom, often, enough, soon, fast, etc. .

4.2.2.2 BEYOND BASICS: COMMUNICATIVE COMPETENCE

The part of the course that offers students information about "manipulating" the "elements" of the language cannot be viewed as more than a background against which the second, more advanced level of language "work" must operate. The pattern, in the words of Rivers (1972, p. 55), must become "a medium of communication, (taking) its place in the communication system that the student is gradually beginning to control" (vide p. 100, above).

A teletuition course intended for "Big E" candidates will therefore offer students not only opportunities to practise writing for the purpose of communication, but also demonstrate to them how this may be done effectively. Relevant in this context is a comment by Kaplan (1972, p. 247), who speaks of the fallacy

of assuming "that because a student can write an adequate essay in his native language, he can necessarily write an adequate essay in a second language". The work produced by the student may give evidence of the fact that he has "mastered syntactic structures" and yet appear to lack "organization" or "cohesion". Kaplan suggests, as a possible solution, that students may benefit by exercises demonstrating in a practical manner how paragraphs are constructed either inductively or deductively in discursive writing in English. He adds: "The creativity and imagination which make the difference between competent writing and excellent writing are things which ... cannot be taught. The ... student is an adult in most cases. If these things are teachable, they will already have been taught to him". What matters, then, in Kaplan's view, is for a course to "provide the student with a form within which he may operate" (Kaplan, 1972, pp. 259 - 262).

It seems advisable, therefore, to ensure that a teletuition course devised with the express purpose of preparing "Big E" candidates for the written examination contains not only information on, and exercises in, the forms of writing that will be required in the examination, but also material such as the following:

- * information on, and examples of, sentences that may be considered "soundly constructed" in a formal written context (qualities worth stressing include: coherence; a structure or pattern that is recognisably "Standard English"; a length compatible with the subject matter; and evidence of competence in the handling of basic language skills, particularly grammar and spelling);
- * information, illustrated by suitable examples, with regard to different sentence types, particularly in order to demonstrate how writers bring variety to their writing by varying different sentence patterns;

- * information on sound paragraph construction, with suitable examples illustrating how a series of consecutive sentences may be used to build up a logical argument.

The question of whether it is possible to teach the art of discursive writing in a teletuition course needs to be addressed. A publication such as Lennox-Short's *Effective Expression: A Course in Communication* (1970) suggests that it can be done - by letting the student progress from a consideration of style, logical thought and vocabulary to the construction of sound sentences and paragraphs. Kaplan's views quoted above (p. 108) may suggest that it is futile for the lecturer conducting a writing course to attempt stimulating "creativity and imagination" in adult students. On the other hand, there is no reason why an effort should not be made to "stretch" students who evidently wish to improve their ability to write English, even if they are adults - and teachers. It may be useful, therefore, to take note of Strevens's reference (1968, pp. 222 - 223) to what he considers an important component in a course devised for the purpose of upgrading the written competence of teachers who are L2 users of English, a component that he calls "progressive exercises on written English". These exercises, he emphasises, will only rarely be "essays". Instead, there will be "creative" writing in a variety of modes, for a variety of purposes. In the words of Strevens "almost any deliberate exercise is justifiable if it tends towards the development of ability to handle English at will, and with understanding of its variety and variation".

In a teletuition course it is important for the lecturer to maintain contact with his students - particularly if the completion of assignments is optional. This can be achieved by means of **tutorial letters**, which should accompany not only assignments that are being returned, but should go also to students who have failed to submit assignments. In these tutorial letters the lecturer has an opportunity to indicate to students how he evaluates their work. He may also refer to

misunderstandings and weaknesses that appear to be general and need to be remedied. Most importantly, he may offer his students creative remedial exercises, for instance, by reproducing a piece of student's writing marred (perhaps) by awkwardness of style, a lack of coherence, and imperfections other than obvious spelling and grammar mistakes, and demonstrating how it can be improved. In this context it is interesting to find Strevens (1968, p. 223) referring to "remedial exercises" as "a type of instruction that should be available, almost as a right" to the student.

4.2.3 LIMITATIONS OF THE COURSE

Two problematic aspects of such a course need to be noted:

(i) It may be hard to demonstrate the effectiveness of even the most brilliantly designed teletuition course, if such a course is pursued in a desultory manner by examination candidates who have enrolled for it.

(ii) The course alone cannot offer adequate preparation for the examination: candidates should also bring to it a willingness to increase their personal involvement with English by exposing themselves - extensively and conscientiously - not only to the spoken word, but particularly to written English, for instance by embarking on a purposeful reading programme.

Experience has shown, unfortunately, that candidates for the Higher Bilingualism Certificate examination tend to pursue the course with less earnestness and diligence than they would, for instance, bring to a (component of a) degree course: they tend to overestimate their "native ability" and underestimate the value of self-activity, and of preparation (or "practice") for the examination. Above all, *teachers simply do not read enough.*

4.3 RECOMMENDATIONS WITH REGARD TO TESTING:

4.3.1 SPOKEN ENGLISH

With regard to "spoken production", it is necessary to identify the level of competence that may be accepted as representing a reasonable standard. It needs to be admitted that such competence is generally described "impressionistically" rather than measured scientifically. These descriptions cannot be dismissed as spurious, however, since they do offer criteria that may be valid. Useful in this connection is Strevens's description of what he considers an "internationally acceptable" level of competence in spoken English: the speaker may not sound like a "native speaker of English", but is "completely and immediately intelligible to other educated speakers of English" (Strevens, 1968, p. 212). This may be interpreted as a reference to a point made earlier (p. 97, above): that whereas clear, articulate, correct *pronunciation* is generally considered an important element in effective speech, *accent* is not.

Evaluation remains problematic. Teacher-trainers responsible for assessing the oral proficiency of "Big E" candidates rarely communicate with one another, and the ideal of "uniformity of standards" will not be achieved, unless experts are afforded an opportunity to meet, in order to discuss standards and criteria, and valid approaches to testing. The Minutes of the 1989 meeting of the Bilingualism Sub-Committee (C.E.D., 1989, p. 4) suggest that assessment generally is a matter of "impression marking", and that examiners only rarely "resort to" an evaluation scheme (or evaluation scales such as Carroll's "bands") - allegedly to "confirm formally what the tester felt intuitively".

This researcher is of the opinion that if teacher-trainers responsible for "Big E" testing can agree on standards and criteria which they accept as valid, then it should be possible

for these criteria to be incorporated in an assessment scheme. Irrespective of whether testers then apply the scheme deliberately or merely "bear it in mind" while assessing candidates' oral proficiency, it will go some way towards ensuring uniformity of standards.

4.3.2 WRITTEN ENGLISH

4.3.2.1 THE FORMAT OF THE TEST PAPER

The review of past and current "Big E" written examinations (vide Chapter 2, pp. 33 ff. above) revealed that the so-called comprehension test enjoys undiminished popularity among examiners, who presumably believe in its validity and efficacy as a test of a person's "ability" in a language. Further evidence of this belief can be found in the Minutes of the 1989 meeting of the Bilingualism Sub-Committee (C.E.D., 1989, p. 5), according to which

... a suggestion, that the "comprehension test" be removed from the Higher Bilingualism examination paper - it was contended that it tested *insight* or a *capacity for clear thinking*, rather than the ability to express thoughts in clear and correct sentences - gained very little support. The majority of members felt that the comprehension test remained a valid test of a candidate's general language ability, and wished to retain it as part of the examination...

This researcher contends that the "Big E" written examination does not (and should not attempt to) test the examination candidate's "general language ability": its scope is much more modest. However, since there appears to be some uncertainty here, at least in the minds of some teacher-trainers, this point may be demonstrated briefly.

In his discussion of the development of English as a (school) subject Michael (1987, p. 382) refers to a generally held view,

that English consists of "literary and linguistic components", with the linguistic component capable of further sub-division into "interpretation, expression and linguistic study". All aspects of English should undoubtedly find a place in any *general* English course. The "Big E" course, however, pursues a much more limited objective, and the written examination sets out to test no more than the examination candidate's ability to express a point of view in clear and correct English; it should not, therefore, concern itself with more than what Michael refers to as "expression". To this researcher it seems reasonable to argue that if "literature" and "linguistic studies" are (rightly) excluded from this examination, then the same should apply to "interpretation" - in short: the comprehension test. Lennox-Short (1970, p. 135) associates comprehension with "assessment" and "judgment", rather than with the ability to write "correct" English, and Terry (1964, p. 146/149) points out that (at its best) comprehension work will move from extracting basic meanings to "genuine literary criticism". That comprehension is a reading and thinking activity, which need not be associated with written output by the student, and which may in fact be impossible to measure accurately, is made clear by Frank Smith (1971, p. 186; 1978, pp. 78 - 88).

This researcher finds himself in agreement with the minority view recorded in the Minutes (C.E.D., 1989, p. 5) referred to above, and recommends that "comprehension test" exercises be excluded from "Big E" written examinations. Examiners who wish candidates to respond to (or more precisely, to *manipulate*) a given text may find in *précis* writing a suitable alternative to the traditional comprehension test. Support for this view comes from Terry (1964, p. 149) who is convinced that "some form of *précis* is the best exercise to ensure that the meaning of a whole passage has been grasped". Another, equally creative exercise in text-manipulation is the so-called synthesis exercise.

It is therefore recommended that "Big E" Written Work test papers consist of three sections only:

- (i) a piece of discursive writing in which the candidate has the opportunity to express a personal point of view - in other words, a piece of "expressive" writing, in terms of the categories in Britton's (1971) "Communications Model";
- (ii) a formal to semi-formal letter on a school related topic - possibly writing in the "transactional mode";
- (iii) another piece of writing, in which the candidate is required to manipulate or transform (rather than merely to "respond to") a given text; this may take the form of a *précis* or a *synthesis* exercise, but should *not* be a "comprehension test".

4.3.2.2 EVALUATION OF WRITTEN WORK

It needs to be conceded that the format for a written examination outlined above exemplifies the "traditional approach", which has been called a "pre-scientific, elitist and authoritarian method of examining" (as opposed to a valid "test") by a critic such as Spolsky (vide Van Els et al, 1984, pp. 324 - 325). Generally, the examiner is not required to justify his selection of test materials, and assessment tends to be subjective. Interestingly enough, Spolsky does not suggest that this is necessarily done in an irresponsible manner. In fact, he regards the acknowledgement of personal responsibility (on the part of the examiner) as a "major advantage" of this approach.

The point may also be made that "Big E" Written Work examiners are invariably experienced teacher-trainers who bring to their task a great deal of professional expertise and responsibility. Their "impression marking" may in fact be as fair an assessment of a candidate's ability to express himself through the medium of written English, as any other method that may be devised. It

does seem desirable, nonetheless, for examiners to be seen to be consciously applying valid criteria and pursuing specific standards while assessing a candidate's work, and it is for this reason that this researcher advocates the use here of a simple evaluation scheme which takes into account the "manner" as well as the "matter". Particularly where a large number of candidates makes it necessary for scripts to be shared among several examiners, the use of an evaluation scheme may help to ensure that a uniform standard is maintained. The merits of the evaluation scheme illustrated in ADDENDUM L have been referred to in an earlier chapter (vide pp. 52 -53, above). It may be noted that this evaluation scheme is in fact fairly widely used in schools and colleges in the Cape Province.

4.3.2.3 OTHER ASPECTS OF THE EXAMINATION

(i) This researcher is convinced of the need for examination candidates to be allowed enough time to think, to plan their work, to write with care, and finally to revise and edit what they have written. He therefore advocates a generous time allocation for "Big E" written examinations.

(ii) There is an innovative change to standard practice that is worth considering: allowing candidates to bring a dictionary into the examination room. This practice is unlikely to eliminate *all* spelling errors from the candidates' written work - Fielding (1976) found that students' essays written during term time (when they had access to dictionaries) did not exhibit significantly fewer spelling errors than essays written under examination conditions - but it will make it possible for the examiner to treat spelling errors in candidates' work as not merely "trivial". Access to a dictionary in the examination room may also (possibly) improve the candidates' chances of finding those words that convey the intended meaning accurately and

effectively - though this potentially beneficial effect of a dictionary in the examination room is easily overestimated.

4.4 CONCLUDING THOUGHTS

Bilingualism is undoubtedly a world-wide phenomenon. However (as is demonstrated in SUPPLEMENT III, pp. 153 - 174, below), comparison of bilingualism in other countries with that in South Africa suggests that the South African situation is "more or less unique" (MacNamara, 1967, quoted in Malherbe, 1977, p. 61). In theory every citizen is required to be bilingual - at least to the extent of having to "accommodate" a second language in his consciousness. More significantly, the two official languages are compulsory components of all school curricula, and teachers in particular are required to have at least a competent command of both official languages, while a *high* degree of proficiency in both languages is demanded of every teacher occupying a promotion post - even if this post is at a single-medium school (as the majority of schools are), where the other language is used rarely or not at all.

A review of the history of the "language question" in South African education suggests that the demand on the part of education authorities in South Africa for teachers to be "fully bilingual" might have been meaningful and necessary at a time when it seemed likely that all schools would be dual-medium or parallel medium institutions. In a system where the single-medium school is the rule rather than the exception, however, the requirement that a teacher should command both official languages at "First Language" level may be regarded as something of an anachronism - and an anomaly.

Any attempt at predicting what the future may hold for the languages currently in use in South Africa may be dismissed as pure speculation. There is reason to believe, however, that the

language policy which constitutional negotiators may choose for a future South Africa will resemble Fishman's "Type A" (vide pp. 154, below), with English becoming the sole official language, since it is the language which the majority of South Africans understand, which they command with varying degrees of fluency and competency, and which they accept as the most useful medium of international communication in the contemporary world. Other languages will undoubtedly be afforded some degree of recognition, possibly as national or as regional languages, and as such may also become (or remain) media of instruction in the educational system. In such a dispensation, however, the emphasis is likely to shift from a demand for teachers who are "fully bilingual" to teachers who have a **good command of English**.

It is possible, then, that in a future South African educational dispensation the Higher Bilingualism Certificate in its present form may fall away, and a teacher with English as his second language will no longer require the "Big E" in order to be considered eligible for a promotion post. It may be assumed, however, that there will always be a demand for a course that may help teachers improve and upgrade their competence in spoken and in written English. In order for such a course to be affordable, it may well have to take the form of "distance teaching" - an approach to education that is referred to repeatedly (and strongly advocated) in the "Educational Renewal Strategy" discussion document (June 1991) (vide par. 4.1; 22.4) of the Department of National Education.

The purport of this chapter has been to demonstrate that, provided such a course is based on sound educational and linguistic principles, it can help candidates prepare themselves for written and oral examinations in English, where a high level of proficiency is demanded. The central issues and concerns of this investigation are therefore unlikely to become irrelevant in the "new South Africa".

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SUPPLEMENT I.

LIST OF ERRORS MADE BY L1 CANDIDATES (vide Chapter 3, pp. 66 ff)

1. SPELLING

1.1 Words confused

too / to / two
 were / where
 been / being
 their / there
 affect / effect (verbs)
 naval / navel (academy/career)
 sole / soul
 air / heir
 principle / principal
 loose / lose

1.2 One word for two

afterall
 alot (for "a lot")
 aswell
 everyday (for "every day")
 netballcourts
 (a) nineteenyear (old)
 nolonger
 oneday
 sodoing
 sothat

1.3 Two words for one (or for a hyphenated word)

can not
 every day (for "everyday", as in "an everyday occurrence")
 grey suited (men)
 now days (for "nowadays")
 past time (for "pastime")
 text books
 where as

1.4 Adjective-forming affix *-ful* rendered as *-full*

helpfull

1.5 Uncertainty about use of *-c-*, *-s-* or *-ti-* in rendering the unvoiced palato-alveolar fricative [ʃ]

benefitial
 deviasion
 potensial
 profecional

1.6 Other spelling errors (listed alphabetically)

Accomodation (3 instances)

addapt

advertisment

againts (careless slip?)

altimate (for "ultimate")

Beatle (for "beetle")

begining

beneficiery (malapropism for "beneficial"!)

broading (for "broadening")

Carreer

cazzette (for "Gazette")

choise

cirriculum

collegue

conserned

contageous

currpt (for "corrupt")

curtesy (for "courtesy")

Definate(ly) (several instances)

deligent

derogotary

dilema

discission

discription

disiplinary

dispair

dispondant

dissipointing (variation on the more customary "dissapointing")

Ecceptable (for "acceptable")

envolvment (for "involvement")

equiped

ernest

excells

extrordinary (2 instances)

Factal (careless slip?)

fandalism (for "vandalism")

fasilities

Guizette (for "Gazette")

Handeling (2 instances)

heathy ("healthy" - careless slip?)

hostle ("hostel")

humourous

Independant (for "independent")
 imperitive
 interrested
 irratic (for "erratic")

Justifyable

Labeled

Maticulous

Neccessary / nessassary
 negetive
 nervesness

Oppertunities
 oppinion
 occurences (2 instances)

Passtime (cf. "past time", above)
 payed
 persuade / persaude
 possessions
 possitive
 program / programes
 promis (careless slip?)

Realy
 recieve (2 instances)
 recomend
 repitition
 responsibly
 ridgidly
 rythm

Sence
 strife (for "strive")
 studing (for "studying")
 surprized
 suseptable
 sylabus

Therefor (careless slip?)
 thru (mere silliness?)
 tommorrow (careless slip?)

Unfortunatly

Veivs
 verbatum

Wellcome
 women (used as singular)
 wereby

2. PUNCTUATION

2.1 Failure to use full stop / colon / semi-colon question mark where required

"What better place (to solve children's problems) than in the classroom." (Full stop used instead of question mark). (1L5)

"I don't think it is justifiable (sic) to scrap the topic totally, (sic) surely one must encourage a child to take an interest in politics. (sic)" (Full stop required before "surely"; question mark after "politics"). (1L8)

"I have good news for you, (sic) the needlework post at our school will soon be vacant ..." (Comma used where colon (or full stop) is required). (1L8)

"The children are naughty but nice and I love every one of them, (sic) I think you would enjoy them aswell (sic)." (Comma used where full stop is required). (1L11)

"A school-day is constantly interrupted by guest speakers, meetings etc (sic) all of which crop up in any normal school, (sic) it does not matter that you have prepared a lesson for that period, (sic) it will have to wait." (Commas used where full stop and colon are required). (1L14)

"Do not believe that theory can be completely applied in practice, (sic) it can't." (Comma used where colon is required). (1L14)

Our rugby is of a high standard, (sic) we even beat (name of school)." (Comma used where full stop is required). (1L15)

"Who wants to go visiting friends when you can make yourself comfortable in bed and watch 'Dallas'. (sic)" (Failure to recognise the need for a question mark at the end of the sentence). (1L17)

"What I am saying is prepare young people for what lies ahead of them." (Failure to use punctuation mark (e.g. colon) between "is" and "prepare"). (1L20)

"This lesson is uninspiring, (sic) thus the lesson fails." (Failure to recognise the need for a semi-colon before "thus"). (1L23)

2.2 Comma *omitted* where it is needed in order to convey meaning clearly, or where convention demands its presence

"In short a student teacher should (read a great deal)."
(Failure to recognise the need for a comma after "in short").
(1L2)

"The world outside to which the child eventually does become exposed demands (a variety of things)." (Failure to place non-defining, parenthetical clause inside commas). (1L5)

"I am sure however that there is a good reason for this."
(Failure to place parenthetical conjunction "however" inside commas). (1L16)

2.3 Comma *inserted* incorrectly

"Another thing, (sic) is the town." (1L11)

"A pupil goes out, (sic) into the world, (sic) totally unaware of what is going on." (1L12)

"I think that, (sic) that is the correct way ..." (1L8)

2.4 Errors involving the use of the apostrophe

2.4.1 Apostrophe *omitted*

"... part of any South Africans (sic) way of life ..." (1L4)

"... this weeks (sic) gazette (sic) ..." (1L4)

"... theres (sic) more to life than ..." (1L4)

"... childrens (sic) work ..." (1L13)

"... childrens record
childrens book
todays people
good nights rest ..." (1L17)

"... todays (sic) young people ..." (1L22)

2.4.2 Apostrophe *used incorrectly*

"... childrens' (sic) lives ..." (1L5)

"... the local sports' (sic) league ..." (1L5)

"He want's (sic) to know." (1L24)

2.4.3 Apostrophe used to indicate *plural form*

Standard Three's
family's
video's
braai's
South Africans'

2.5 Failure to use capitals where required

"... this weeks (sic) gazette ..." (Gazette) (1L4)

"... the needlework post ..." (Needlework) (1L8)

"... subjects like guidance and youth preparedness ..." (Guidance / Youth Preparedness) (1L10)

"... we beat (name of school) on derby day..." (Derby Day) (1L15)

"What does (sic) mom and dad know about (certain matters)?" (Mom / Dad) (1L6)

2.6 Colon / semi-colon / dash used incorrectly

"The daily routine consists of; (items listed)." (Semi-colon used where colon is required). (1L17)

2.7 Incorrect hyphenation

"South-African"
"sex-education"
"political-science"
"matric-level"
"shut-up" (in "He told me to shut-up").

2.8 Accent mark used for the sake of emphasis

"Political events dó (sic) affect childrens' (sic) lives." (1L5)

3. VOCABULARY

3.1 Wrong and inappropriate wording

3.1.1 Word *wrong* or *out of place* in context

"This is only a partial solution to the *question*" (1L2)
(The required word is presumably "problem". *Questions* demand *answers*; it is *problems* that require *solutions*.)

"Politics! The *mere* word conjures up images of grey suited (sic) men." (1L4)
 (Presumably: "The very word ...").

"The child spends the *majority* of his youth attending an institution to obtain an education." (1L5)
 ("... the *major part* ...").

"If you weigh up the advantages and disadvantages, you will find that the advantages are *the majority*." (1L6)
 (Cumbersome mixed metaphor. Intended meaning possibly: "The advantages outweigh the disadvantages" or "There are more advantages than disadvantages").

"The quality of a teacher is ... *affected* by his *enthusiasm* to read." (1L5)
 (Presumably: "... *depends* on his *willingness* to read, or: his *love of reading*").

"Your *illusions* about country schools are certainly unfounded, and I am convinced that a first experience will be sufficient to *dissuade* you." (1L5)
 (Presumably: "... *mistaken notions* ... / *make you change your mind*").

"She is earnest and diligent and *achieves* in making her lessons interesting." (1L5)
 (Presumably: "... *succeeds* ...", rather than the cumbersome artificiality of "... *achieves the ideal of* ...").

Some political *issues*, such as strikes and riots, could *cause* a *disturbance* in young children." (1L7)
 ("Strikes and riots" are *events*, not *issues*. It is the rioters that "cause a disturbance", and this may "upset" children).

"Does the school help *contrive* the child's enthusiasm for learning?" (1L9)
 (Presumably: "Does the school *contribute to* / *cater for* ...").

"Pupils learn to obey and respect their teacher *at all costs*." (1L9). ("... *unhesitatingly* ..."?).

"Pupils are not *left up* (sic) *to their own devices* even in the simple matter of pasting a note in a note-book." (1L9)
 (Intended meaning perhaps: "Some teachers stifle initiative by failing to promote self-activity among pupils ...").

"Maybe it is *of no consequence* that the primary school child should be prepared for a future career." (1L9)
 (Intended meaning presumably: "... it is not important to ...").

"Reading and writing are basic *necessities* one has to have to be able to face the world outside." (1L10) ("... *skills* ..." ?).

"School also helps the child to *socialise*." (1L10)
 (The intended meaning is perhaps: "School helps the child to become (or: makes him aware of the fact that he is) a member of a (or: his) society", or (less likely) "... helps the child become more sociable", or (even less likely): "School socialises the child").

"Man is by his very nature a political *machine*, it is therefore imperative (sic) to develop sound *ideals* of this complex subject in the early years of the child." (1L13) (Unclear).

"Schools should help the child discover their (sic) vocation in life so that they don't waste time *in their furthering of their education*." (1L18) (Unclear).

"Who can be held responsible for this *pitfall*? Many *factors*." (1L19) (The reference, in context, is to "social problems". It is not clear what "pitfall" is supposed to mean. "Who", furthermore, suggests a reference to persons; the stereotyped metaphor "factors" is therefore out of place).

"Teachers should not be *satisfied with ignorant, immature, insufficient young people*." (1L19) (Unclear).

"Some teachers cannot *go without a textbook*." (1L20)
 ("... do ..." ?)

"I *regard* her in high esteem." (1L20) ("... hold ...").

"One of our *character traits* is the *ability* to be influenced." (1L20). (We "tend to be" influenced by others, or are "susceptible to" certain influences, but this should be described as a general human quality or characteristic, and not as a "character trait").

"The above example is just one of the *sense of values* South Africans (sic) have *adopted*." (1L20)
 (Confused/muddled: one's "sense of values" may "change", or one may "adopt" new or different "values" or "sets of value").

"It is our duty to prepare young people not only in their *educational faculty*, but also as a breadwinner, a husband or wife, etc." (1L22)
 (Vague and poorly encoded, though the intention appears to be to suggest that teachers should not only prepare pupils for school examinations, but should also help them find a meaningful, satisfying place in adult society).

"I find nothing wrong with a *heathy* discussion." (1L25)
 (The misspelt cliché (cf. "healthy respect") is presumably a reference to *frank* talk).

3.1.2 Neologisms

"Learning (sometimes) becomes a *maticulous* (sic) chore." (1L9)
(Intended meaning unclear).

"... newspaper articles on drug abuse, alcoholism, *murderings*,
(etc.) ..." (1L19)

"Next year a Sub. B post is *opening* here." (1L24)

"... *sodoing* you will solve your problem." (1L25)
(Afrikaans "sodoende"; adverbial in function, and meaning: "in
this manner" or "by doing this"; in short: "thus").

3.1.3 Malapropisms

"She is friendly and sympathetic, but this does not *distract* from
her firm control over the class." (1L9) ("... detract ...").

"She *portrays* friendliness." (1L20) ("... projects/conveys ...").

3.2 Register

3.2.1 Pretentious wording

"We strive to educate the child in *all facets of his make-up*.
(1L4)

"Knowledge is acquired largely through the perusal of good and
varied literature." (1L5) (Pompous and quaint, rather than
faulty).

"XXX (name of town) has much to offer in both *an educational and
social capacity*." (1L5)

"Many school subjects have a *limited scope* for dealing with
situations in the outside world." (1L14)

"Time is an *ever important factor* lodged in the mind of the
teacher." (1L22)

3.2.2 Circumlocution

"One important characteristic of a good teacher is that of having
a wide general knowledge." (1L25)

3.2.3 Redundancy

"The modern world of today ..." (1L5)

"Many students do not know the full implications of what things
such as inflation imply." (1L11)

"Sport, braai's (sic) and drink are their *main priorities*."
(1L12)
("Priorities" may be a malapropism for "preoccupations").

"I know it is easier said than done, *but nevertheless* there is always a reason for everything." (1L17)

3.2.4 Clichés

"She has a *sound approach* to teaching." (1L3)

"The quality of a teacher is *inevitably and essentially* affected by (his reading)." (1L5)

"The modern world of today ..." (1L5)

"... the harsh realities of life ..." (1L11)

"Owing to the apathetic attitude of the public, the theatre lies empty *for many a night*." (1L12)

3.2.5 Colloquial wording / Slang

Many instances of

- * the casual use of "don't", "can't", "I'll", etc. in (formal) discursive writing
- * the use of "kids" for "children".

"I often *get invited out* to parents for meals." (1L7)

"If a child *comes up with* a political topic or question, I don't think it is justifiable (sic) to *scrap the topic totally*." (1L8)

"Lets (sic) not *pick on* only History." (1L14)

"(Compared to other schools our school) *comes up tops*." (1L23)

3.3 Poor encoding: words used clumsily/ineptly, leading to vagueness, obscurity, or a breakdown in meaning.

"The task of the teacher is to provide his pupils with a sound educational background and he can only *implement such a situation according to his knowledge*." (1L5)

"Schools should provide pupils with a fundamental basis whereby they are instructed how to approach the various aspects of life." (1L5)

"How many young people read the newspaper i.e. the political news or watch politics on the T.V." (1L12)

"We as teachers should make it our responsibility to know what sence (sic) of values really entails now in the ongoing age of television." (1L14)

"Every non-teacher of English must do his utmost to foster good reading habits so that he has the necessary knowledge of the language to teach competently." (1L15)
(The intended meaning may be: "All teachers should read, in order to improve their language ability").

"The young person is expected to solve his own problems, after all, there's no time to waste on such insignificant problems that arises (sic) in the young persons' (sic) life." (1L15)

"Television is a powerful means by which certain ways of living are reinforced ... Television seems to reflect the 'ideal' situation but instead it does not and it it this that has changed our sense of value (sic) ." (1L18)

"A request for your child's permission is required." (1L18)
(Garbled. An example of particularly poor encoding).

"Some schools only go as far as educating the child in his work which is only necessary in order to give them a pass each year." (1L20)

"She is lively and direct and presents herself with an enthusiastic heir (sic!) which benefits her personal involvement." (1L22)

"The worldly news ..." (1L23) (World news? The news?)

"(Reading out of a textbook) creates no atmosphere or inspiration in the pupils." (1L23)

4. IDIOM

4.1 Wrong preposition

"She conducts her class *with* a manner that is friendly and sympathetic." (1L13)

"Subjects such as History, Geography, (etc.) are offered as choises (sic) *on* matric-level (sic)." (1L14)

"(One should teach) in accordance *to* the instructions of the education department ." (1L20)

"I am confident *in* her success." (1L20)
(Presumably: "... that she will succeed").

4.2 Miscellaneous examples of unidiomatic or dubious usage

"A colleague has been *given* a promotion post." (1L2)
 ("... offered" ? "... nominated for" ? "... appointed to" ?)

"I *feel it vital* that a child should be made aware (of world problems, etc.)." (1L4)
 (Perhaps: "It is vitally important that ...").

"Her *subject matter presentation* is *totally infectious*." (1L4)
 (Perhaps: "She has a lively/enthusiastic manner").

You *can't but help* that your political veivs (sic) become clear to your pupils." (1L8)
 (Presumably: "Your pupils will soon find out what your political views are").

"She (i.e. the teacher) always *makes use of* personal involvement." (1L10)

"She *gives* total personal involvement." (1L12)

"How many people ... watch politics on *the* television?" (1L12)

"She performs her lesson *at ease*, but has firm control over her class." (1L18)

"These are *matters of personal value*, *but yet* so essential towards *making and succeeding* in the goals you set yourself ..." (1L19)

"In no way does her *relaxed and at ease* manner enable her to *lose firm control* of her pupils." (1L22)

"This method creates no atmosphere ... thus everything is really (sic) *to no avail*." (1L23)

"There is an *open space* in the hostel." (1L24)
 (Presumably: "... vacancy ...").

5. SENTENCE STRUCTURE

"If one thinks about it, don't you think we should discuss what life is really about outside those school doors?" (1L12)

6. GRAMMAR

6.1 Tense / Verbs

"These mistakes could have been avoided if I *was better informed* by my teachers." (1L21)
(Pluperfect ("had been informed") required).

"*Being born* just before television became a major interest in our lives, I am able to (state that it has affected our sense of values)." (1L17)
("Having been born ...").

6.2 Concord

"What *does* mom and dad (sic) know about it ...?" (1L6)

"The presentation of her lessons *are* always lively." (1L12)

"Her method of presenting her lessons *are* lively." (1L21)

"Their *sence* (sic) of values *are* formed by what they see on television." (1L14)

"What child has the time to communicate with *their* parents? What parent has the time to communicate with *their* children?" (1L23)

6.3 Pronouns: wrong Case form used:

No errors in this category were found in the students' work.

6.4 Adjectives and Adverbs used incorrectly:

"*Sadly* to say, this is the attitude of many adults." (1L16)

"I know it is *easier* said than done ..." (1L17)

6.5 Dangling participial phrase:

No errors in this category were found in the students' work.

6.6 Miscellaneous

6.6.1 "One / you":

"As a teacher *one* must act according to *your* moral values." (1L8)

"*One* needs to get to know the pupils in *your* class." (1L9)

"If *one* honestly thinks about it, don't *you* think we should discuss (certain things)?" (1L12)

SUPPLEMENT II

ERRORS MADE BY L2 CANDIDATES (vide Chapter 3, pp. 66 ff)

1. SPELLING

1.1 Words confused

been / being
 safe / save
 waist / waste
 know / now
 to / too (many instances)
 their / there (many instances)
 write / right
 advise / advice (several instances)
 suit / suite
 role / roll
 whole / hole
 then / than
 boarder / border
 principle / principal
 live / life (Also: "lifes", as in "It has changed our *lifes*")
 changes / chances
 worse / worst
 "aught" for "ought"
 "out of *bounce*" for "out of *bounds*"
 "cassette" for "gazette"

1.2 One word for two

infront
 inspite
 incontact
 drugadict (sic)
 etcetra (sic)
 everyday (as in "It happens *everyday*")
 selfimage
 abovementioned
 oneminded (meaning uncertain; perhaps: single-minded)
 beacharea
 staffmembers
 crimerate

1.3 Two words for one

may be (in the sense of "perhaps")
 brand new
 worth while (as in "It is a *worth while* (sic) undertaking")
 there for (= *therefore*)

runners up
 can not
 guide lines
 som (sic) thing (= something)
 every one (= everyone)
 inter schools
 open minded
 text book

1.4 Adjective-forming affix *-ful* rendered as *-full*

harmfull
 helpfull
 peacefull (2 instances)
 wishfull

1.5 Uncertainty about use of *-c-*, *-s-* or *-ti-* in rendering the palato-alveolar fricatives [ʃ] and [ʒ]

concius
 diction (= decision)
 emosional
 espesially
 essensial
 sosial
 technition

1.6 Other spelling errors: listed alphabetically

Accomodation
 activeties
 airoplane
 al (for "all")
 alchol (slip?)
 alledgedly
 although / allso / allways
 apointed
 appriated (= appreciated)
 arisis (= arises)
 athmosfere
 availible

Beleive

Carreer
 choise / choiche
 clarified (= clarified)
 coatching
 colleque (= colleague)
 comminity (= community)
 compair

competative
 complex (= complex)
 controle
 coulerful
 crizes (= crisis)

Decitions
 definatly / defienately
 deligent
 dessision
 diffirent
 dissipline

Eductional (slip?)
 emagin
 embarresment
 endeaver (= endeavour)
 equipted (= equipped)
 etential (= essential)
 excist / exsist
 experance (= experience)

Fasilities
 favorite
 fullfill

Goverment

Hart-ache
 hight (= height)
 hostile (= hostel)

Idol (= "ideal" in "... the *idol* teacher ...")
 indivudals / individul (in the same essay!)
 indoctrinated
 immagine
 intrepet (= interpret)
 invertations (= invitations)
 invluence

Leared (= learned) (Careless slip?)
 lessions (= lessons)
 litriture

Marvelous
 miliau (= milieu)
 motevate
 motor machanic

Naimly (= namely)
 neaded (= needed)
 noice (= noise)

Oppertunity

Personell (= "personal" in "... a *personell* letter ...")

personaly
philosical
pleasent
poisened
possetive (= possessive)
possitive
prefere
prehaps (slip?)
priviledge
proffession / proffesion
programs
psycologist
pursuade

Quide (= guide)

Realy
reccommend
rediculous
referring
regardes
repayed
rudeless (= ruthless)

Simpatetic / simpathic / sympatheticcaly
simular (= similar)
sincerly / cincerely
somthing
spesific / spesified
studing (= studying)
succesful
surposed

Tendense (= tendency)
therefor
tipe (= type)
transfered
trophee

Unecessary
universaty
usualy

Vacilities (= facilities)
verious
visite

Wheather (= weather)

2. PUNCTUATION

2.1 Failure to use full stop / question mark / dash / colon or semi-colon where required

"Different books describe different ideas, thus a teacher (should read a great deal)." (2L7)
(Comma used where at least a semi-colon is required).

"(Her friendly and relaxed manner) help (sic) the pupils to co-operate, however she keeps the class under firm control." (2L8)
(Failure to recognise the need for a full stop before, and a comma after, "however").

"Apply for a country town, you will not regret it." (2L11)
(Comma used where colon, dash or full stop is required).

"Let us consider something that (often) happens in a class a discussion of something that happened in our country." (2L11)
(Apparently unaware of the need for a colon or a dash between "class" and "a discussion").

"It is with mixed feelings that I had read (sic) your letter, on the one side (I felt) sorry on the other side I was surprised..." (2L12)
(Colon or dash required instead of comma after "letter"; comma or semi-colon required after "sorry").

"Forget the textbook, teach the subject." (2L15)
(Colon or dash required instead of comma).

"It is very cheap to stay in a hostel, you also learn to know the students much quicker." (2L19)
(Two sentences separated by means of a comma instead of a full stop).

"For the newly qualified teacher I would recommend (sic) a country town post, the classes are smaller." (2L21)
(Comma used instead of full stop or suitable connective).

"South Africa faces (many problems), therefore I feel that schools should prepare young people for (life)." (2L24)
(Full stop or semi-colon required before "therefore").

"The world outside is so unprotected (sic), everybody for itself (sic)." (2L25)

2.2 Colon / semi-colon / dash used incorrectly

"The atmosphere in the school is particularly good; an atmosphere that will suit you." (2L4)
(Dash or colon required instead of semi-colon).

2.3 Comma omitted where it is needed in order to convey meaning clearly, or where convention demands its presence

"So teacher forget your textbook ..." (2L15)
(The addressee, "teacher", needs to be placed inside commas).

"As long as politics are (sic) taught correctly and the teacher know (sic) to controle (sic) and motevate (sic) the students to take a keen interest it must be taught." (2L19)
(Comma required before "it", to separate conditional clause from main clause).

"However I am sure that you will soon (have reason to celebrate)." (2L20)
(Connective "however" needs to be followed by comma).

"Preparing the child on this basis it should eventually become imminent to him, (sic) what is wrong and what is right." (2L24)
(Participial phrase (unrelated!) at the beginning of the sentence needs to be separated from the rest of the sentence by means of a comma).

2.4 Comma inserted incorrectly

"Good luck, with all your applications" (2L11)

"Preparing the child on this basis it should eventually become imminent to him, what is wrong and what is right." (2L24)

2.5 Errors involving the use of the apostrophe

2.5.1 Apostrophe omitted

"... pupils education ..." (2L7)
 "... childs knowledge ..."
 "... teachers duty ..."
 "... fathers responsibility ..."
 "... headmasters voice ..." (2L10)
 "... childs life ..." (2L16)

2.5.2. Apostrophe used incorrectly

"She receive's good co-operation from her pupils." (2L5)
 "... the country and it's people ..." (2L17)

2.5.3. Apostrophe used to indicate the plural form

example's
 disco's
 video's
 home's
 library's
 political partys' ("... the various political partys' ...")
 South Africans' ("... South Africans' have changed ...").

2.6 Failure to use capital letters where required

"... christian ..." (2L21); "... the christian way ..." (2L10)

"Being a history teacher ..." (2L19)

"A valuable subject ... is the subject guidance." (2L10)

2.7 Lack of hyphenation where required

"(Young people need to be guided) on a *day to day* basis." (2L24)

3. VOCABULARY

3.1 Word *wrong* or *out of place* in context

"The onus are (sic) on the teacher to uphold and *further* ... the values *implied* by the world outside."
 (The intended meaning of "implied" is not clear. "Values" cannot be "furthered").

"One of the main tasks of any school is to *deliver* a child who has confidence to go out in the *outer* world."

"Schools must *deliver* a good balanced (sic) child."

"The help which the teacher gives her pupils is much *obliged* by them." (= "appreciated" ?)

"It is an *abused* fact that we are living in a modern and changing world." (The intended meaning of "abused" is not clear).

"For the teacher it is skating on thin ice to become involve (sic) in *political expression without proof*." (Unclear).

"The world outside is so unprotected, everybody for itself (sic)." (Unclear).

"Student teachers should spend more time in the classrooms. They must have a better *interpretation* of a schoolday." (Unclear).

"Listening to all the *response* on television makes me nervous." (Unclear).

"Different books *describe* different ideas."

"He has to get used to a new *area*" (= "environment" ?).

"Nowadays, to eat in a diningroom (sic) is *authentic*."
(The intended meaning is not clear. The candidate possibly meant to comment critically on the fact that that, since the advent of television, comparatively few families sit down to dinner (or supper) in their dining rooms).

"Things that were valuable in the past (become) *senseless*, because your mind have (sic) been indoctrinated (sic) by the (sic) television." (2L10)

"It is *in the nature* of the teacher to read about his subject."

"All the posts he applied for were *unsuccessful*."

"He must *broaden his views* on the subject he teaches."
(The candidate presumably meant: "... broaden his *knowledge* of ...").

"It is hardly *impossible* to keep politics out of the classroom."

There is a *demanding increase* in the role a school has to play in modern-day society."
(Intended meaning presumably: "... increased demands are made on schools ...").

"I did not think of (pupils as individuals) - a *fault* that almost cost me my neck" (?) ("... mistake ..." ?). (2L22)

"... our *previous* leaders ..." (2L22)
(Presumably: "... former ...").

3.1.3 Neologisms

"They should be aware with (sic) the *misusing* of (alcohol)."

"... a lack of *skill-developing* ..."

"... all the *murdering*...on T.V. ..."

"I wrote my own textbook and then *typewrite* (sic) it."

"The *proudness* some of us have for our previous leaders are (sic) not going to be *proudness* for others." (2L22)

"Think of all those papers to mark and all those (sic) *preparing*"
 ("... all that *preparation* ...").

"*House holding* is cheaper in small towns than in cities."
 (Presumably: "... a household can be run more cheaply ..." or:
 "... housekeeping expenses are lower ...").

"The teacher *confrontated* the child."

"Television has become a *witchword* in South Africa." (Unclear).

"This (sic), in most cases, *oneminded* (sic) programmes must
 change one's sense of values" ("... biased / consistently nasty
 / morally reprehensible ..." ?).

3.1.4 Malapropisms

"We must give the pupils the equipment to *prevent* himself from
 the outer world" ("... protect himself against ..." ?).

"The syllabus *obtains* new information" ("... contains ...").

"We must *omit* that television has changed us" ("... admit ...").

"The teacher should *substitute* his lesson with other material"
 ("... supplement ..." ?).

"Politics is an *integrated* part of our society"
 ("... integral ..." ?).

"... *rudeless* competition ..." ("ruthless").

"... out of *bounce* ..." (for "... out of *bounds* ...")

"Deal with a *specified* problem at a time" ("... specific ...").

"(If the child is given sound guidance) it should eventually
 become *imminent* to him what is right and what is wrong." (2L24)
 ("... evident ..." ?)

3.2 Register

3.2.1 Pretentious wording

"Many adults do not have the correct capabilities of guiding
 children in the correct principles of life." (?)

"If the teacher does not have the correct philological (sic) or
 psychological approach, he is damned." (!)

"A teacher should provide in educating the child in totality, and not transmit only a limited perspective of facts."

3.2.2 Circumlocution

"Encourage children to watch television *in connection with* the news."

"He is interested in *the political field*" ("politics").

"The church will help with the religious side of the children."

* The phrase "the teaching profession" is frequently used as a substitute for "teaching", as in:

"Many teachers are bored with the teaching profession"

and (inappropriately) in

"She has an earnest approach to the teaching profession."

3.2.3. Redundancy

"... *return back* to the city ..."

"My *personal opinion* is that our lives are not pervaded by politics." (?)

"Many teaching aids are *available to use*."

3.2.4 Colloquial wording / slang

"... jogging and exercise *is out* ..."

"A teacher does not just *pump in* knowledge ..."

"Most teachers have to teach *quite a few* classes."

"Teachers have to be *on top of* every new development."

"This post will suit you *fine*."

3.2.5 Clichés

"...the complicated world of modern society..."

"...in this modern day and age..."

"(They speak of 'culture') when they really mean 'a way of life' and the preservation *of same*." (2L1)

3.3 Poor encoding: words used clumsily and ineptly, leading to vagueness or obscurity, or to a breakdown in meaning

"In almost every home we find a television set, no matter what other necessities they could do with."

"Every one (sic) knows that the teacher confrontated (sic) the more intelligent child with problems correlating the child's intelligence."

"I consider it in such an extent that textbooks are not really (sic) necessary." (Intended meaning presumably: "I'll go so far as to say...").

"Being a history teacher I endeavor (sic) not to commit myself with politics." (Unclear).

"By telling the young people on a day to day (sic) basis about a hostile world - a world that can easily make you a drugadict (sic) or drunkard or something even worst (sic). Preparing the child on this basis it should eventually become imminent (sic) to him what is wrong and what is right." (2L24)

"What presents to me urgent is the problem with our children (sic) future." (Unclear. The intended meaning may be: "I am concerned about our children's future").

"My principal has not to (sic) much nonsense (!) on mutual aspects." (?)

"The syllabus do (sic) not always clarified (sic) what should be taught." (Perhaps: "...does not always indicate clearly").

"The teacher has an important role to play according to politics." (?)

"The advantages of a textbook can be seen as - it serving almost a starting point for lessons and then building on from it in order to expand on the lesson content." (2L3)

"The new tendense (sic) in school is subject orientated."

"The teacher should be personal involve in the class situation." (Intended meaning perhaps: "The teacher should take a personal interest in his pupils").

"Thank you for considering my school as your next application." (Intended meaning: "I hope that you will apply for a post here").

4. IDIOM

4.1 Interference from Afrikaans

"She *gives* her lessons in a lively mood." (!) (2L8)

"This *makes that they forget* ..." (2L9)

"*The most* teachers think that ..." (2L9)

"Do they expect the teacher to teach with the syllabus in *his one hand*?" (2L9)

"Pupils should be asked to consider the topic: South Africa *over* ten or twenty years." (2L11)

"There are many *other* teachers *thinking in the same way*." (2L11)
(Intended meaning may be: "Many teachers hold similar views").

"School *makes out* a great deal of (a child's) education."

"Why don't you consider *shooting* for another post?"
(Direct translation from colloquial Afrikaans).

"The programmes on Sunday are terrible *for me*." (2L21)

"... I reccommend (sic) a *country town post* ..." (2L21)
(Heavily premodified nominal group characteristic of idiom of Afrikaans).

"Here you can (achieve) more in sport *as in the city schools*." (2L22)

"Nothing can be more boring (?) *as when you realise that you have not enough knowledge on (sic) a certain subject*." (2L23)

4.2 Wrong preposition

"What is required *from* a teacher is ..." (2L4) ("of")

"A teacher *at* his own cannot do (this) ..." (2L8) ("on")

"Let us start *at* something that always happens in the classroom." (2L11) ("with")

"The class get involved *into* the discussion." (2L11) ("in")

"She has a very firm control *on* the class." (2L13)

"It will be excellent experience *to* you." (2L14) ("for")

She have (sic) a firm control *on* the students." (2L17)

"... *in* such an extent (do I consider it important) ..." (2L16)
("to")

"What I like *of* this town ..." (2L20) ("about")

"... a sense *for* right and wrong ..." (2L20) ("of")

"When I go to town everybody stops *at* me and talks *with* me."
(2L20)

"You realise that you have not enough knowledge *on* a certain subject." (2L23)

"In class she acts *with* a friendly ... manner." (2L24)

4.3 Articles used unidiomatically

4.3.1 Unidiomatic use of *the* (Afrikaans influence)

"...Children prefer the fights which they see on *the* television." (2L9)

"*The* most teachers think that ..." / "*The* most teachers feel lost without a textbook (2L9)

"(They have been indoctrinated) by *the* television." (2L10)

"She has a friendly way of bringing *the* knowledge to the child."
(2L10)

"(We no longer take exercise) because we are looking (sic) at *the* T.V. (2L24)

4.3.2 Use of *a* where *an* is required

"a Afrikaans area"

"a adult"

"a enthusiastic manner"

"a earnest thinker"

"Politics is a integrated part of our society."

4.3.3 Unidiomatic use of *a* / *an*

"She has a good pupil participation." (2L13)

"(Bring politics into History teaching) and the student will show a *far more interest* in the subject." (2L19)

4.4 Unidiomatic negatives

"At this stage there are not textbooks available yet." (2L2)

"Children have no more sense of beauty ..." (2L9)
(= "Children no longer have ...")

"A textbook has not to be a crutch." (2L12)

"... you have not the information." (2L14)

"Pupils have not any knowledge of ..." (2L19)

"You realise that you have not enough knowledge." (2L23)

4.5 Miscellaneous examples of unidiomatic usage

"I think a teacher must make it a habit to use or consult *different* textbooks." (Perhaps: "... should consult a variety of textbooks").

"... pupils will have more *respects* for their teachers." (2L2)

"A textbook is *of necessity* in the class." (2L3)

"The advantages of a textbook can be seen as it serving almost a starting point for lessons and then building on from it in order to expand on the lesson content. The text book is also handy in the case of it correlating with the curriculum requirements." (2L3)

"In *one day's time* a child is *in school* about seven hours." (2L8) (Presumably: "A child spends about seven hours a day (or: per day) at school").

"It happens that children *come in confrontation to one another* (if they express political views)." (2L8)

"The teacher must tell the children *the definition of* politics." (2L8) (Perhaps: "... he should explain what politics is, or: what the word *politics* signifies").

"Children have no more *sense for beauty* because they prefer the fights (= violence?) which they see on the television." (2L9)

"A valuable subject to *bring in* at all schools is the subject guidance (sic)." (2L10)
(The reference is, presumably, to Guidance).

"She sets high standards *to herself* ... She does thorough preparation *with her lessons*." (2L10)

"*In this kind of topic* it is *hardly impossible* to keep politics out." (2L11) (The reference is to History).

"*In return to all this* she get (sic) good pupil participation." (2L12)

"The pupils in her class are relaxed and *at her ease*." (2L13)

"Here is (sic) a definite few pro's (!) for coming here ... Here is (sic) no disco's (sic) ..." (2L15)

"(You will see that education is necessary) if you leave school and *get in real life*." (2L16)

"(Since the advent of television) nobody *sits at a table to eat* or even *think* (sic) *about praying first*." (2L18)

"You *learn to know* the student much quicker." (2L19)

"You must show them *the good and the bad* about politics and also *the necessity about it* in our lives." (2L19)

"You ought to be a student *all through* your life." (2L20)

"*There will be no use* to give the child only facts." (2L20)
(The intended meaning appears to be: teachers should not content themselves with the limited material contained in textbooks).

"(Since the advent of television) we have become a nation where families live *in isolation with each other*." (2L20)
(Intended meaning not clear. Candidate may have meant: different families live isolated from each other / one another", or: the members of a family no longer communicate (or: talk to one another)).

"I did not think of (pupils as individuals) (-) a *fault that almost cost me my neck*." (2L22)
(Unclear. Candidate may have had in mind a colloquial phrase such as "getting it in the neck").

"In class she acts *with a friendly relaxed and at her ease* manner." (2L24)

"She *got firm control*." (2L24)

"You must not *become without* hope." (2L25)

"It may be a *hidden blessing*." (2L25)
(Presumably: "a blessing in disguise").

5. SENTENCE STRUCTURE

5.1 Verbless sentences, or sentences lacking a main clause

"Just a few example's (sic) to show you what I mean." (2L9)

"Differentiation is made among the pupils. Those who are more intelligent and gifted and on the other hand those who also show progress but not at the same rate as their fellow mate's (sic)." (2L4)

(This may perhaps be regarded as a punctuation error. Replacing the full stop with a colon turns the subsequent sentence fragment into an acceptable structure - though it requires further careful punctuation. An even better solution would be to recast the sentence: "We differentiate among pupils who are intelligent (etc.) and those who (etc.)").

"Keep politics out of the classroom! It is a statement hard to achieve. More than ever in double medium schools. From the first period 'Bible' till the afternoon on the sportsfields." (2L22)

(Again these verbless sentences are the result, at least partly, of careless or inept punctuation).

"Then History for instance." (2L22)

"I did not think of a pupil as an individul (sic). A fault that almost cost me my neck." (2L22)

"The crime-rate (sic) is up. Young people trying out what they have seen on T.V." (2L24)

5.2 False ellipsis

"One has to compair (sic) what happened years ago and what will or has happened today." (2L19)

5.3 Incoherent structure

"The advantages of a textbook can be seen as - it serving almost a starting point for lessons and then building on from it." (2L3)

"Considering your own school days and compare it with life at school these days then everyone will agree that their (sic) is a widening gap." (2L14)

"By telling young people on a day to day basis about a hostile world - a world that can easily make you a drugadict (sic) or drunkard or even something worst (sic). Preparing the child on

this basis, it should become imminent to him what is wrong and what is right." (2L21)

6. GRAMMAR

6.1 Tense / Verbs

6.1.1 Wrong tense form

"I *am* here now for six years." (2L9)

"The next example I *shall like to use* is..." (2L11)

"A text book has not to be a crutch. A teacher only *had to use* it to guide him." (2L12)

"The guidance of the textbook is essential, but it only *had to give* the frame around which the teacher *had to build* his teaching." (2L12)

"It is with mixed feelings that I *had read* your letter." (2L12)

"Every where (sic) you *are walking*, they *are greeting* you." (2L15)

"I myself *live* in a city for almost all my life." (2L20)

"I thought you *have left* the country..." (2L21)

"How different (sic) things *would be* (then) if I *knew* what I *am knowing* now." (2L22)

"These things *is* (sic) *being done* by many teachers." (2L24)

"(These days) a qualified technician (sic) *were* (sic) *paid* four times (as much as an unqualified person)." (2L25)

"She is a person who *had* the ability to make every lesson interesting." (2L25) ("She has the ability ...").

"He ought to *pass and left* school." (2L25)

(Intended meaning, suggested by context: "He is somewhat older than the other pupils and ought to have left school by now").

6.1.2 Tenses mixed

"I think teachers *used* a textbook because they *knew* that the examination paper at the end of the year *is based* on a certain textbook." (2L17)

"When young people *left* school they are *placed* in different situations which they *had to deal with*." (2L17)

6.1.3 Verb form incorrect

"For the teacher it is 'skating on thin ice' to become *involve* in (politics)." (2L00)

"It is *astonished* how much children know about politics." (2L8)

"One can speed up and down without being *swear* at." (2L15)

"The syllabus *do* (sic) not always *clarified* (sic) what should be taught." (2L17)

"Politics can be very harmful (sic) when *teached* incorrectly." (2L19)

"Our principal and the whole staff are something that you must *experienced*." (2L20)

"(This) cannot be *find* in the city." (2L20)

"Here you are still ... *admire* and *respect* as a teacher." (2L20)

"Today the time (previously devoted to Bible study) is *took* up by television." (2L20)

"The young people *defence* our boarder (sic)." (2L25)
(*Defence* may be a "misspelling" disguising a concord error: "The young people *defends*...").

6.2 Concord

"A teacher who *teach* ..." (2L2)

"Her enthusiastic presentation of lessons *make* her an idol (sic) teacher." (2L3)

"The onus *are* on the teachers." (2L4)

"The younger the child *learn* a new idea, the better." (2L5)

"People *differs* in their views." (2L5)

"Schools that prepare a child for the world outside help *them* to develop into an independent child." (2L5)

"She *achieve* success ..." (2L5)

"Certain political ideas *is* implanted in the child." (2L6)

- "The child see to it that (something) is done." (2L6)
- "The headmaster see to it that the teacher *comply* ..." (2L6)
- "Teachers in the country *does* not have all the facilities ..." (2L6)
- "The children *tries* to please the teacher." (2L6)
- "The teacher *are* a person of importance." (2L6)
- "The parents *selects* their choise (sic) ..." (2L6)
- "Housing *are* cheaper (in country towns)." (2L6)
- "There *are* still more training to be done." (2L7)
- "The friendly and relaxed manner in which she teaches, *help* the pupils." (2L8)
- "They think the contents of the textbook *is* the only facts which should be brought to the classroom." (2L9)
- "*This* programmes ..." (2L9)
- "The words *is* true ..." (2L9)
- "...Your mind *have* been indoctrinated (sic) by the (sic) television." (2L10)
- "The child *have* to make many choices." (2L10)
- "There *are* a smaller staff here ..." (2L11)
- "This kind of topics ..." (2L11)
- "She *have* firm control ..." (2L11)
- "Her manner is *those* of a very positive person." (2L12)
- "Some of the programmes *has* a bad invluence (sic) on our children." (2L13)
- "The presentation of her lessons *are* lively and she *do* it with enthusiasm." (2L14)
- "Some of the programmes *has* a very bad invluence (sic) on our children." (2L14)
- "All the necessary vacilities (sic) like a good shopping centre *is* here." (2L14)
- "Everyone always *seem* relaxed." (2L14)

"Her presentation of lessons are lively." (2L15)

"(Such) a teacher are a disgrace to the teaching profession."
(2L15)

"If bad values are exposed on television, children get used to
it." (2L16)

"All this *help* her to get good pupil participation." (2L16)

"The syllabus *do* not always (indicate clearly) what should be
taught." (2L17)

"These things *is* being done by the majority of teachers." (2L17)

"She *have* firm control on (sic) the students ... She *have* the
ability to reach each student and therefore *receive* good pupil
participation." (2L17)

"I *were* very glad." (2L18)

"As long as politics are taught correctly and the teacher *know*
how to controle (sic) the students it must be taught." (2L19)

"No advise (sic) can be better than *those* that you get from
someone who *prove* it in his work." (2L20)

"There are nothing worth looking at ..." (2L21)

"Society wants the person that can look after *themselves*."
(2L21)

"You *has* / she *attempt* / this *lead* / she *hold* / he *don't*
she *get* / he *want* ..." (2L 21 - 25)

"Many people are without a job today and this adverse (sic) *his*
daily life." (2L25)

6.3 Pronouns used incorrectly

"A teacher only had to use (a textbook) to guide *him*." (2L12)
(Presumably: "... to guide *himself*").

"A teacher *that* clings to the textbook does harm to the pupils."
(2L16)

"She is a friendly person *which* takes keen interest in making
lessions (sic) interesting." (2L19)

"One must use *that* comes your way." (2L20)
(Presumably: "... *what* ...").

"The world outside is so unprotected, everybody for *itself*."
(2L25)

6.4 Adjectives and Adverbs

6.4.1 Wrong form of adverb

"In a city a person can become lonely much *easier* than in a town." (2L2)

"You learn to know the students much *quicker*." (2L19)

"One can live much *cheaper* here." (2L20)

6.4.2 Adjective and adverb confused

"Her preparation is very *thoroughly*." (2L17)

"The influence on children is even more *dramatically*." (2L20)

"Her friendly and *sympatheticcaly* (sic) way of handling children ... " (2L20)

"She teaches *enthusiastic*." (2L24)

"Schools must deliver a *good balanced* child." ("... well-balanced ...").

6.5 Miscellaneous

6.5.1 "One" / "you"

"*One* must use that (= "what" or "that which") comes *your* way." (2L20)

6.5.2 "Less" / "fewer"

"Here we have *less* problems with the pupils." (2L9)

6.5.3 Dangling/unrelated initial (participial) phrase

"By doing this, teaching can be enjoyed by the pupils and the teacher." (2L13)

"As a christian (sic), the programmes on Sundays are terrible for me." (2L21)

SUPPLEMENT III

LANGUAGE AND MEDIUM, AND DEMANDS MADE ON THE TEACHER:
 THE SITUATION IN SOUTH AFRICA COMPARED WITH THAT IN
 OTHER BILINGUAL OR MULTILINGUAL COUNTRIES

1. Bilingualism: a world-wide phenomenon

If we accept that "bilingualism" (or "multilingualism") exists where "two (or more) languages are used in the same political or educational unit" (West, 1926, p. 14), then bilingualism is a world-wide phenomenon: in many parts of Asia, Africa, Europe and the Americas two or more languages enjoy "official" recognition, and/or are used as media of instruction in schools. Mackey (1972, pp. 413 - 414), in fact, is prepared to state that "there are few countries where one cannot find some instances of bilingual education", though he admits that the term tends to be used rather elastically, to include even such rare possibilities as "schools in the Soviet Union in which all subjects except Russian are taught in English". Generally speaking, countries where the political and (more particularly) the educational systems need to accommodate two or more languages, tend to conform to one of a limited set of possibilities. The classification given below agrees essentially with that suggested by sociolinguist Joshua Fishman (vide Kelman, 1972, pp. 204 - 207).

(a) There is a single dominant / official language (for instance, English in the United States or in Britain), which is neither threatened nor challenged by languages spoken by (ethnic) minority groups (such as Hispanics in the U.S.A., and the Welsh in Britain); a "climate of tolerance" may then make it possible for such groups to organise, with official approval (and, possibly, funding), their own schools in their own language (Mackey, 1972, p. 413 - 414). (Fishman's *Type B*)

(b) Alternatively, in a developing or "emerging" country, an "international" (European) language, invariably a legacy of the country's colonial past, and therefore fairly well established and fairly widely distributed (though it will tend to be the adopted "first language" of a very small elite only), may be retained as the language of state and (higher) education, while a variety of vernaculars are tolerated, or treated with benign neglect, or accommodated in the educational system as media of instruction in initial education (as in many African states). (Fishman's *Type A*)

There are a number of variants of this:

(b)(i) Sometimes a newly independent country with a colonial past may choose a *native* language as the official language of the country, rather than the language of the former colonial rulers. Tanzania, for instance, adopted Swahili as its official language. It is the language of school and government, and co-exists with numerous local languages (which may be used at home and in village activities) and English (which "retains its preponderance in certain government offices, in the universities, and in international business" (Grosjean, 1982, pp. 8 - 9)).

(b)(ii) Another approach is exemplified by the 1989 decision of the Namibian government to make English the official language (of state and education) in the newly independent state; against the undoubted value of English as an international medium of communication must be placed the fact that an overwhelming majority of Namibians do not speak English, and in many instances do not even understand it. The danger here, as Grosjean (1982, pp. 10 - 11) points out (in reference to Ghana, Senegal and Niger) is that English may easily become "a barrier between the elite ... and the masses" - a situation that (in his view) "can only create resentment and antagonism".

(c) Still another possibility is for two or more "official" languages to co-exist in what Lorwin (1972, p. 386) calls

"territorial unilingualism", as in Switzerland and Belgium (Fishman's *Type C*). Grosjean (1982, p. 37) treats Canada as also belonging to this group, since only a small percentage of the population of Canada are actually bilingual; these bilinguals then serve as "contacts" between what are in fact "separate monolingual communities".

What makes the South African situation a unique one, is the degree to which bilingualism is made *compulsory* throughout the school system: the study of the two official languages is obligatory for all school children (with most Black children also studying one of the Black vernacular languages, possibly after having received their initial tuition through the medium of such a language - though not one of these languages enjoys the status of an official language). In addition to this, teachers are required to have a competent command of both official languages, and a *high* degree of proficiency in both languages is demanded of every teacher occupying a promotion post - even if this post is at a single-medium school (as the majority of schools are), where the other language is used rarely or not at all.

A review of the history of the "language question" in South African education suggests that the demand on the part of education authorities in South Africa for teachers to be "fully bilingual" may have been meaningful and necessary at a time when it seemed likely that all schools would be dual-medium or parallel-medium institutions. In a system where the single-medium school is the rule rather than the exception, however, the requirement that a teacher should command both official languages at "First Language" level may be regarded as something of an anachronism - and an anomaly. It may be useful, nevertheless, and relevant in the context of this study, to compare the South African situation with conditions obtaining in other countries where two (or more) languages enjoy official recognition, and/or are used in schools as media of instruction.

2. Bilingualism in Britain

Britain has only one language: English - though, as Wardhaugh (1987, p. 74) points out, it was "never made the official language anywhere in the British Isles". English is also the language used as medium of instruction throughout the educational system in Britain, even in those regions - Wales, Ireland and parts of Scotland (chiefly the northwest coastal fringes of the Highlands, and the Hebrides (cf. Wardhaugh, 1987, p. 88)) - where pockets of Celtic culture have survived, and where deliberate efforts have been made in recent decades to revive an interest in, and to encourage the use of, Welsh, Irish and Gaelic. It may be instructive, therefore, to examine the language situation in Wales, Scotland and Ireland briefly, particularly in order to establish the extent to which teachers in these areas are constrained (by education authorities) to be (or to become) "bilingual".

2.1 Celtic languages in Britain

2.1.1 Welsh

Welsh is particularly interesting in this context, not only because its history is well documented - its literature was cultivated "long before English existed as a literary language" (Aucamp, 1926, p. 14) -, but also because it could still claim for itself a sizable number of speakers in the early years of this century, at a time when Gaelic had already declined dramatically in Scotland and seemed to be declining in Ireland. (The census figures of 1921 suggested that about 38% of persons in Wales spoke Welsh; by contrast, only about 3,5% of people in Scotland spoke Gaelic, and about 13% of the population in Ireland spoke Irish (Aucamp, 1926, pp. 18, 36, 42)).

Regulations concerning the use of Welsh in elementary schools were first promulgated in 1907, but there was no attempt to make

it compulsory: it was placed "on an optional basis, the matter left wholly in the hands of the parents and of the local authorities concerned" (Aucamp, 1926, p. 19). Although, in theory, any subject could be taught through the medium of Welsh in the upper elementary school, this was rarely done. One reason for this was the fact that teachers "were all trained through the English medium and (were) therefore not adequately equipped to teach through the Welsh language" - though teachers in Welsh-speaking districts were apparently encouraged to acquire a knowledge of Welsh. A "competent knowledge of Welsh" was required only of Elementary School inspectors (Aucamp, 1926, pp. 19 - 21). Wardhaugh (1987, p. 84) makes the point that, although there had been "numerous reports and regulations aimed at encouraging Welsh as both a subject and a language of instruction", progress during the first half of the twentieth century had in fact been slow. The first Welsh-medium primary school was established in 1939, but "it was not until the mid-twentieth century that the first really effective measures were taken". By the 1980s there were more than 60 Welsh-medium primary schools, as well as 14 bilingual secondary schools. (According to the Welsh Office of the Department of Education and Science, Welsh was the sole medium of instruction in 18.8% of all primary schools and was used as a medium of instruction in a further 14.2% of such schools in 1984 (Wardhaugh, 1987, p. 84). These figures are in accord with figures quoted by Grosjean (1982, p. 40), suggesting that by the early 1980s 1% of the population of Wales was monolingual in Welsh, 20% bilingual in Welsh and English, and 79% monolingual in English). Mackey (1972, p. 417) refers (in passing) to bilingual schools "in parts of Wales" where (in the 1970s) one could find "history, geography, literature, and the fine arts ... taught in Welsh", with "mathematics, social studies, biology, and other sciences ... taught in English". Sharp (1973, p. 21) makes the interesting point that it was the *bilingual* schools (rather than the Welsh-medium schools) that "(tended) to attract those teachers ... with a great interest in and concern for the Welsh language". Though the Gittins Report (*Primary Education in*

Wales, 1967) advocated a bilingual policy in the schools of Wales (Sharp, 1973, p. 22), Wardhaugh (1987, p. 84), is of the opinion that "a lack of either resources or commitment ... left this policy unfulfilled", and offers the information that (towards the end of the 1980s) "23.6% of primary schools and 13.4% of secondary schools (made) no provision for Welsh".

Though each "Local Education Authority" in Wales appears to have its own "language policy", teachers involved in the teaching of Welsh are generally required to have "a thorough knowledge of language teaching methods and techniques" (Sharp, 1973, pp. 22 - 23) and are invariably bilingual, as are teachers who teach through the medium of Welsh. In the "anglicised" areas, however, where schools may have very few pupils who are "home language" speakers of Welsh (or none at all), teaching will be through the medium of English, and teachers will not be required to demonstrate a (fluent) command of Welsh.

2.1.2 Gaelic in Scotland

Gaelic was widely used in the Scots Highlands until the end of the eighteenth century, but went into a decline in the nineteenth century, chiefly because it could not compete with English, which many Scots parents considered a more useful tool for the advancement of their children (Aucamp, 1926, p. 37). Though a "Gaelic School Society" sought to promote the use of Gaelic as a means of instruction in schools, and the revised Scotch "code" of 1887 facilitated the admission of Gaelic-speaking students as "Queen's Scholars" to training colleges, with a view to providing a supply of trained Gaelic-speaking teachers, it would seem that even in Gaelic-speaking areas, Gaelic was generally taught as a *subject*, rather than used as a *medium* (Knox, 1953, pp. 13, 111). In the early 1900s further encouragement for teachers to use Gaelic in Gaelic-speaking areas came from the government in the form of an annual "capitation grant" to each school where there was a Gaelic-speaking teacher giving instruction through the

medium of Gaelic (Aucamp, 1926, p. 39). Despite such efforts, and attempts by "cultural" groups such as the "Highland Society" to promote the cultivation of Gaelic, the language had practically "died out in a large part of the Highlands" by 1920 (Aucamp, 1926, p. 40, quoting a Scots "Chief Inspector of Schools"). In schools it was still used "as the medium of oral instruction", particularly in the lower standards, but only in a few "Gaelic or bilingual districts", and dependent, apparently, "on the goodwill of teachers". Though interest in the language remained high enough for Chairs of Celtic to be established at several universities in Scotland, Scots nationalist sentiment could not make Gaelic the "language of the people" again.

Today, according to Wardhaugh (1987, p. 89)

... while there are no legal restrictions on the teaching of Gaelic in the schools of Scotland, this does not mean that the teaching itself is pursued with any great enthusiasm. Gaelic is taught in some primary and secondary schools and is actually the medium of instruction in the early years in some schools in the Highlands and Western Isles. But there is a great shortage of both good teaching materials and the kind of administrative support such teaching usually requires to be effective.

The chief problem, according to Wardhaugh, is that "the vast majority of Scots" treat the future existence of Gaelic as "a fringe issue".

2.1.3 Gaelic (Irish) in Ireland

The rapid decline of the Irish language in the course of the nineteenth century has generated much comment. Though different authorities cannot agree on exact figures, it would seem that between 1801 and 1911 the number of speakers of Irish declined from about four million to about half a million (Aucamp, 1926, p. 42). The 1926 census (according to Wardhaugh, 1987, p. 93) "reported that only 18% of the Irish population could speak

Irish, and there were very few monoglots left". Wardhaugh has "reason to believe" that by 1980 "far fewer than 3% of the population actually use(d) Irish in daily life" (p. 25).

Aucamp (1926, p. 42) is of the opinion that the decline of the language was due chiefly to an inefficient educational system, which consistently ignored the language of the people - though other factors, social, political, economic and even religious, may also have played a part in this. (The Catholic Church, for instance, used Latin for the Mass and English for the sermon. It was only towards the end of the nineteenth century that an attempt was made to "utilise the vernacular more freely" (Aucamp, 1926, p. 55)).

In the course of the twentieth century, however, thanks to a revival of Irish nationalism, the efforts of groups such as the Gaelic League (established in 1893), and the advent of an independent Irish Republic, Gaelic regained a firm foothold in education in Ireland. By 1921 it was taught as a subject throughout the school system, and also in the "Government Training Colleges" (Aucamp, 1926, p. 51). More significantly, bilingual education, i.e. instruction through the medium of both English and Gaelic, became a feature of schools particularly "on the Western and Southern seaboard" (Aucamp, 1926, p. 51), which had remained strongholds of the Gaelic language in Ireland. Mackey (1972, p. 421) singles out "certain Gaelic Schools of the West of Ireland" as examples of the kind of school where "the dominant or formerly dominant national language (English) is maintained (merely) as a school subject". This cannot, however, be regarded as proof of the fact that Gaelic has been revived successfully in twentieth century Ireland. Summarising the findings of the Gittins Report (1967) with regard to the teaching of Irish in the Republic of Ireland, Sharp (1973, p. 51) comments on the fact that "although it was very successfully taught as L2 in the elementary school, ... there was no continuation in the secondary school and less than full support for it in the community". Relevant in this context, too, is Wardhaugh's (1987,

p. 32) remark that though the Irish "rally around Irish, ... very few ever learn enough of the language to carry on the simplest of conversations".

2.2 Bilingual education and the "new" minority languages in post-war Britain

Britain (as Wardhaugh, 1987, p. 232, points out) has "always attracted immigrants". In the past immigrants tended to be of European origin, and as such constituted an "invisible minority" - particularly if they were "willing to make certain sacrifices to fit into the new society"; frequently their sacrifice took the form of giving up the language they had brought into the country with them.

After World War II, however, there were waves of immigrants particularly from the "New Commonwealth", i.e. the Indian subcontinent, Hong Kong, Cyprus, and the Caribbean, and these people drew attention to themselves, not only because they looked "quite different", but also because they spoke "a very different variety of English or quite exotic languages". It seemed unlikely that the "new minorities" would be assimilated into British society as easily as the pre-World War II immigrants had been. More significantly, the political climate of the 1960s and 1970s had placed a heavy emphasis on people's rights, and this seemed to include the right to maintain one's language and culture in a country to which one had immigrated. The new minorities found champions who helped them "exert what pressure they (could) on the authorities in the United Kingdom to give them concessions, above all concessions that would allow them to preserve their languages and important cultural characteristics" (Wardhaugh, 1987, pp. 233, 236). Britain had, furthermore, become a member of the European Economic Community, and was therefore required to put into effect a Directive from the Council of the European Community, that children of immigrant workers were not only to be taught the language of the host

state, but that appropriate measures were also to be taken "to promote the teaching of the mother tongue and culture of the country of origin" (quoted in Wardhaugh, 1987, p. 237).

Guidelines with regard to implementing this Directive were sent to all Local Education Authorities in Britain in 1981, and though these could be characterised as bland and non-prescriptive (authorities were asked to "explore ways in which mother tongue teaching might be provided, whether during or outside school hours", but were given the assurance that they were not required "to give such tuition to all individuals as of right") - they did nevertheless lead to "the development of classes in which mother tongues are taught, research projects, ... conferences and reports" (Wardhaugh, 1987, p. 237).

One of the more notable of these was the "Linguistic Minorities Project": *The Other Languages of England* (1985). Though this report concerned itself only with languages of South and East Asia, and Southern and Eastern Europe (and those "new" immigrants to Britain who spoke these languages) it did clearly indicate (in the words of Wardhaugh, 1987, p. 238) "that many parents of children who bring languages other than English to school with them want to have these languages taught. They certainly do not want to see them lost, and all fear that they will be lost unless some kind of official recognition is given to them in the schools system".

This, according to Wardhaugh, is the crux of the problem:

... Since the school system in the United Kingdom is highly decentralised and the central government cannot change that fact nor would do so just to preserve something as un-English as other languages in the country, it is quite unlikely that any kind of large-scale support will be provided for those other languages. Instead there will continue to be local attempts to develop bilingual programmes and materials and some time and effort will be given to fostering multicultural understanding. The predominant emphasis is likely to be on the teaching of English ...

3. Bilingualism in Belgium

The language situation in Belgium is of interest chiefly in that its history offers a few superficial parallels with the South African situation: in Belgium, as in South Africa, a numerical majority, the Dutch-speaking Flemings, chose to engage in a struggle for the recognition of their culture and (particularly) their language against the French-speaking Walloons, a numerical minority, but capable of dominating political and cultural life in Belgium by virtue of their possession of a majority language. (The presence of a third language group in Belgium, the tiny German-speaking minority, constituting less than 1% of the Belgian population and living chiefly in Liège and Luxembourg, needs to be noted).

Against this must be placed a fundamental difference: the fact that the two language groups always were, and still are (for all practical purposes) separated territorially. Wardhaugh (1987, p. 203) speaks of "a fundamental linguistic cleavage in the state": the fact that "the historic border for at least 1000 years between the Romance and Germanic languages in Europe runs through the middle of Belgium". This neat division is disturbed only by the fact that the capital, Brussels, in the Dutch-speaking area of Belgium, and officially bilingual, is actually a French-speaking city, "second only to Paris in the world in importance in this respect" (Wardhaugh, 1987, p. 204), and by the presence in each language territory of small enclaves of speakers of the "other" language.

Initially (at the time of the creation of the modern state of Belgium in 1830) the Flemish found themselves in the classic position of being the numerical majority but a linguistic minority: "the francophone élite of Belgium succeeded in constructing a unified and centralised state on the French model, one in which the French language had a clear ascendancy" (Wardhaugh, 1987, p. 205). Flemish victories came slowly: In 1883 they were granted the right to have bilingual secondary

schools in Flanders. Flemish was accepted as a language of parliament in 1886, and as an official language of the country in 1889. Lorwin (1972, p. 398) points out that the Flemish movement had initially asked "only (for) bilingualism"; the Walloons, however, "refused bilingualism for themselves and for their region". In 1921, therefore, the principle of territorial unilingualism was established, with different parts of the country treated and administered as French-speaking or Dutch-speaking - though (according to Aucamp, 1926, pp. 103 - 107) the ideal of true bilingualism was in fact still pursued by education authorities, in that most schools taught the "other" official language as a "second language", and Teachers' Colleges either employed both official languages as media of instruction, or at least treated the "second language" as a compulsory subject. The status of the Flemish language was enhanced considerably by the decision by the University of Ghent (in 1930) to adopt Dutch/Flemish as medium of instruction. In the 1930s, too, a number of laws were enacted that finally gave the Flemish language "its long-delayed equality with French in the administration, primary and secondary education, the courts, and the army". Henceforth "Flanders and Wallonia would each be officially unilingual. ... The nation would be of two tongues, but ... the people as a whole - except for individual effort - would (not) be bilingual" (Lorwin, 1972, p. 398).

By 1962 the principle of territorial unilingualism in education within Belgium was firmly established: "education in Dutch-speaking Belgium would be entirely in Dutch, and in French-speaking Belgium entirely in French" (Wardhaugh, 1987, p. 208). (This principle was tested in a case before the European Court of Human Rights in 1968, was upheld, and was accepted by the Council of Europe (Wardhaugh, 1987, p. 206)). Brussels, the francophone capital in the Dutch-speaking territory of Belgium, was treated as a bilingual entity - in the Belgian sense of the word, with the two official languages treated as equal, but kept separate, allowing parents the right to have their children educated in the

language of their choice. The demand for complete linguistic parity led to the establishment of "virtually separate French and Dutch ministries" (Wardhaugh, 1987, p. 208) in a variety of fields, including education.

4. Bilingualism / multilingualism in Switzerland

Parallels between the Swiss and the South African language situations are in fact hard to find. The Swiss have had three official languages, German, French and Italian, since 1848 - a fourth language, Romansch (also known as Rhaeto-Romance or Ladin) was accepted as a *national* language (but not as an *official* one) in 1938 - and have managed to maintain "linguistic harmony" thanks to what Wardhaugh (1987, p. 211) calls "a combination of keeping the languages apart and a system of government that is highly decentralised". To this may be added the significant fact that the linguistic majority, the speakers of German, have never tried to dominate the other language groups, though at federal government level German is demonstrably the dominant language: it is regarded as "the language in which work gets done most promptly and efficiently" (Wardhaugh, 198, p. 214).

The three official languages are treated as equal to one another: there is no "minority language"; and since a language tends to be associated with a specific region (or canton), and the "territorial linguistic integrity" of each canton is assumed as a basic principle (Wardhaugh, 1987, p. 213), this status of equality is easily maintained. Educational institutions in Switzerland therefore tend to be unilingual (though one or more of the other official languages may be offered as subjects). A canton, in the words of Wardhaugh (1987, p. 213), "has no obligation to provide services in any language but its official language". Residents of the canton, moreover, "are obliged to use that language in dealing with cantonal matters, and their children must be educated in it".

Even in bilingual areas, such as the city of Bern (the seat of the federal government), schools tend to be unilingual: Wardhaugh (1987, p. 214) refers to schools in Bern which were established specially for the children of French-speaking civil servants, and in which French was the medium of instruction. Indeed, truly bilingual education appears to exist only in the small area where the (indubitably moribund) national language Romansch is spoken: here children receive a bilingual education in Romansch and one of the official languages (generally German) in their primary school years; secondary education is exclusively in German. It is possible, however, "to study Romansch at certain of the Swiss universities and to take training in the teaching of Romansch" (Wardhaugh, 1987, p. 218).

Summarising the situation, Wardhaugh (1987, p. 220) points out that there is in fact "considerable unilingualism" in Switzerland, and that many Swiss now learn English as a second language, rather than one of the national languages. Though it is difficult to predict the future, current developments seem to favour German ("almost certainly the language that the second and third generations will come to use in most cases", according to Wardhaugh, 1987, p. 220), with English perhaps establishing itself as the most favoured second language.

5. English and French in Canada

Although Canada is constitutionally a bilingual country with two official languages, English and French, it is in fact (as Wardhaugh, 1987, p. 221, points out) "predominantly an English-speaking country". The French presence is a small one, and the French language has "constantly been assaulted by English" even within Quebec, the territory that has always been its heartland and stronghold. In terms of constitutional agreements reached in the nineteenth century, there was nothing to prevent English and French from reaching "a position of perfect equality in the new country, particularly as it opened up the West for settlement"

(Wardhaugh, 1987, p. 222). What happened, in the event, was that (for all practical purposes) the French remained confined to Quebec, where they found it increasingly difficult to maintain themselves against the English in their midst. Even the high birth-rate among the French offered little long-term security, because it was vitiated by a steady stream of emigration to the United States.

Developments in the twentieth century did little to allay French fears of domination by the English. Federal Government thinking in the 1960s rejected any "territorial solutions" to the language problems of the country, and (in the words of Wardhaugh, 1987, pp. 224 - 225) "saw its mission as one of extending bilingualism into the rest of Canada". The provincial government of Quebec, by contrast, "saw its task to be that of restoring French unilingualism within the province", and passed a series of laws designed to "make French the language of work in Quebec and to require residents of Quebec to be educated in French". (This development may be contrasted with conditions in Quebec in the 1920s, as described by Aucamp (1926, pp. 90 - 91) - conditions which suggested that the "language question" was in the process of being settled amicably, with the two language groups reaching out towards each other, and progressing, in a spirit of tolerance and mutual respect, towards achieving the ideal of a truly bilingual Canadian nation. Aucamp described the two language groups, divided also along denominational lines (French-speaking Catholics and English-speaking Protestants), as receiving their school tuition in the mother tongue, but also studying the second language (which was usually taught by specialist teachers, even to first graders, relieving the ordinary class teacher of this burden). Though teachers were not required to have a fluent command of the second language, teachers' colleges nevertheless required a "knowledge of it" from graduates).

Particularly the language provisions of the law dealing with education became a "major issue" in the late 1970s, and were

finally declared unconstitutional by the Supreme Court of Canada in the mid-1980s.

Wardhaugh (1987, pp. 228 - 229) points out that the language question in Canada still has not been solved satisfactorily: legislation may have sought to discourage "territorial bilingualism" in favour of "a variety of personal bilingualism" - but in fact "the first has increased more rapidly than the second, and made the second increasingly less appropriate than the first". Canada continues to have two official languages, but in practice French is associated chiefly with Quebec, and English with the other nine provinces. Only New Brunswick is "an officially bilingual province" (Wardhaugh, 1987, p. 228). The problem is further complicated by the fact that there are now millions of Canadians (notably members of some of the immigrant groups) who feel that the French in Canada, particularly the French outside Quebec, enjoy language privileges which they no longer deserve (Wardhaugh, 1987, pp. 227 - 228).

6. Bilingualism in education in the U.S.A.

Though English has never been declared the official language of the U.S.A., it is (in the words of Wardhaugh, 1987, p. 245) "the language of the Constitution itself and the language that is used almost everywhere for just about all official purposes"; it consequently enjoys the status of being the "de facto if not de jure ... official language of the United States". It is also the language that, it was assumed, would be adopted by all "new" Americans when they emerged from the "melting pot". The Nationality Act of 1906 in fact required an alien to "speak English in order to become a citizen", and this began "a period in which English was deliberately promoted and other languages actively suppressed" (Wardhaugh, 1987, p 247); this policy was applied even to native American (Amerindian) languages.

The second half of the twentieth century brought changed perceptions: on closer examination the "melting-pot" appeared to have been myth more than reality, and it was accepted that ethnicity needed to be recognised as a force in American life. Waves of Spanish-speaking immigrants, for instance, and particularly their patterns of settlement, turned "whole areas of the United States from English-speaking into Spanish-speaking ones" (Wardhaugh, 1987, p. 247). These new immigrants did not wish to be "melted down": they wished to retain their cultural identity and their language. More significantly, there were now "legislative and judicial initiatives" that made it possible for them to exercise certain rights, particularly the right "to be educated for a while through the use of (their language)" (Wardhaugh, 1987, p. 247). Educators in the United States, too, "finally accepted the notion that the home language should, at least at first, be the child's language of instruction and that bilingualism is not detrimental to cognitive growth" (Grosjean, 1982, p 71). Pressures and considerations such as these led eventually to the "Bilingual Education Act" (1965/1968) which recognised "the special needs of the large numbers of children of limited English speaking ability in the United States", and undertook to "provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school program(me)s designed to meet these special educational needs" (Grosjean, 1982, p 72).

This legislation had certain shortcomings. In the words of Grosjean, 1982. p. 72 (quoting other commentators), the Act was "ambiguous enough to allow (various programmes) to have different goals and to have different approaches", and support from the various states was initially slow to reluctant. Grosjean (1982, p. 73 - 74) is of the opinion that "public bilingual education might very well have been as short lived as some of the other social reforms that came out of the tumultuous sixties and seventies", had it not been for a crucial Supreme Court decision (1974) which stated that any school system which "failed to

provide English language instruction to ... students ... who do not speak English, or to provide them with other adequate instructional procedures, denied them a meaningful opportunity to participate in the public educational programs" - in short, violated their civil rights.

The Bilingual Education Act was amended in 1974 and again in 1978, underlining the federal government's commitment to the cause of public bilingual education. Provision was made for local education authorities to set up appropriate programmes, to provide resources for teacher training, and to ensure that there would be adequate research on bilingual education (Grosjean, 1982, pp. 74 - 75).

By 1980 bilingual education in the United States had certainly made "great progress" (Grosjean, 1982, p. 75). Programmes were in operation catering for 79 minority languages, in addition to English. Spanish featured prominently (it involved about 80% of the programmes), but attention was also given particularly to some native American languages. Against this must be placed the fact that in the country as a whole, only a small minority of children with limited English proficiency were enrolled in bilingual programmes - and, in the view of Grosjean (1982, p. 78), "the prospect that they ever will be is not very bright".

The truth is that these programmes still do not enjoy universal support and admiration. Opposition to and criticism of them comes from across a broad spectrum of political opinion, and even from members of minority groups. Popular objections include views to the effect that bilingual education stops children from learning English, and that it promotes the maintenance of minority groups when the schools should be helping to assimilate them. Grosjean (1982, pp. 80 - 81) refers to two problem areas that need to be attended to by proponents of bilingual education in the U.S.A.: (i) dependable evaluation standards and criteria need to be developed, in order to demonstrate the effectiveness of bilingual education convincingly; and (ii) clear answers need

to be formulated to the question of whether bilingual education programmes are intended (a) to afford learners a transition to the majority language (English) and its culture, or (b) to strengthen and establish a minority language and its cultural values.

7. The use of English in education in India

India is a multilingual country. About 200 of its 800 vernaculars are classified as different languages, and 33 of these have over a million speakers each. Fourteen languages are listed in the constitution as national languages, and Hindi, the most widely used language in India, is the official language in the union. English is neither a national nor an official language - but it remains "an important language for national and international communication and for higher education" (Grosjean, 1982, p. 21). Surprisingly few Indians (about 10% of the population, according to the 1961 census figures) claim to be bilingual. Grosjean (1982, p. 22) attributes this to "the fact that most Indians simply do not need to be bilingual - they manage very well in everyday life with only one language - along with the fact ... that many speakers are unaware of their biligual or multilingual behavio(u)r". (Hindi and Urdu, for instance, are very similar).

8. The use of English in education in African Commonwealth countries

Mention was made (p. 36, above) of the decision by the government of newly-independent Tanzania to adopt an indigenous language, Swahili, as the official language of the country, and also as medium of instruction in schools. English was retained merely as a language useful (and necessary) for international communication and university study.

In most other independent African countries with a British colonial past, however, English was retained as official language, and language of education. Initial tuition may be in one of the vernaculars of the country, but by the third or fifth year of school all tuition is through the medium of English - a pattern that applies to Black education in South Africa too.

9. The use of Russian in education in the U.S.S.R.

The Soviet Union is a multi-cultural complex, with about 130 languages belonging to five separate, unrelated language groups. In the days of the Czarist Empire Russian was the official language (vide Comrie, 1981, p. 21) and most of the other languages were neglected, ignored or suppressed; in the words of Grosjean (1982, p. 23), "using Russian as one's main language was a prerequisite to social mobility". The promotion of regional languages became official policy after the 1917 revolution, and Comrie (1981, p. 28) characterises as "the basic feature" of the Soviet educational system the fact that "parents have the choice, wherever educational systems in different languages are provided, of sending their children either to a school where the basic language of instruction is the native language, or to one where this language is Russian". That this may still be the case was suggested by information in a broadcast by Radio Moscow (World Service) on 18 August 1991, in which a similar claim was made. Grosjean (1982, p. 23), however, is of the opinion that Russian has never lost its position of dominance. He points out that it is

... the language of half the population and of the political leadership; mobility in the Communist party structure usually requires fluency in Russian. Also because of the extensive multi-lingualism, there is need for a lingua franca, and Russian usually takes on that role. In addition, the authorities encourage learning Russian as a second language (in 1938 it was made a compulsory subject in all schools), and they exalt its vast vocabulary as a source of enrichment of minority languages.

Significantly, as Comrie (1981, p. 28) points out, "bilingualism among ethnic Russians is very low in the U.S.S.R.": whereas 42,6% of non-Russians are bilingual, the figure for Russians is a mere 3,1%.

Lewis (1972, pp. 323 - 324) foresees for many speakers of "native languages" in the Soviet Union "an enfeebled attachment to, if not actual loss" of the languages - a consequence not only of migration, which has at times been "punitive, economic or strategic" (p. 315) in the U.S.S.R., and of intermarriage, but particularly of education. In this connection Lewis refers to

... the amount of time available for the teaching of Russian, its encouragement as a 'second native language', the fact that higher education is almost exclusively in Russian, and perhaps even more than all these, the extension of universal compulsory education and its technological and 'scientific orientation.

It remains to be seen whether those republics that are currently seeking greater autonomy within (or, more significantly, independence from) the U.S.S.R., will be able not only to resuscitate or maintain national and regional languages - but actually to bestow on them a status of superiority over Russian.

10. Implications and conclusions

Comparison of bilingualism in other countries with that in South Africa suggests that the South African situation is indeed unique in that every citizen is required to be bilingual - at least to the extent of having to "accommodate" a second language in his consciousness (vide MacNamara, 1967, quoted in Malherbe, 1977, p. 61). More significantly, the two official languages are compulsory components of all school curricula, and teachers in particular are required to display a high degree of proficiency in both languages.

Reference was made earlier (p. 155, above) to the fact that such a requirement might have been meaningful and necessary in a system where all schools were dual-medium (or at least parallel-medium) institutions. Where the single-medium school is the rule rather than the exception, however, the requirement for a teacher to command both official languages at "First Language" level becomes an anomaly.

Any attempt at predicting what the future may hold for the languages currently in use in South Africa may be dismissed as pure speculation. There is reason to believe, however, that the language policy which constitutional negotiators may choose for a future South Africa will resemble Fishman's "Type A" (vide p. 154, above) with English becoming the sole official language, since it is the language which the majority of South Africans understand, which they command with varying degrees of fluency and competency, and which they accept as the most useful medium of international communication in the contemporary world. Other languages will undoubtedly be afforded some degree of recognition, possibly as national or as regional languages, and as such may also become (or remain) media of instruction in the educational system. In such a dispensation, however, the emphasis is likely to shift from a demand for teachers who are "fully bilingual" to teachers who have a good command of English.

ADDENDUM A: PAPER SET BY EXAMINER APPOINTED BY CAPE EDUCATION
DEPARTMENT

TEACHERS' BILINGUAL CERTIFICATE EXAMINATION

ENGLISH (FIRST LANGUAGE)

1983

TIME: THREE HOURS

DEPARTMENT OF EDUCATION
CAPE OF GOOD HOPE

Write the name of the subject on the cover of the answer-book, after the word "Subject" as follows:

ENGLISH (FIRST LANGUAGE): 1983

Start each question on a new page and write the number of the question above each answer.

Candidates are reminded that they should pay particular attention to the instructions given at the head of each question.

1. WRITTEN WORK

Choose THREE of the following topics and write about 100 words on each. Circle the 100th word in each of your passages.

- 1.1 "Some teachers, especially the young ones, have too heavy a load of extra-mural activities in our schools." - Comment.

OR

Should a married woman-teacher be excused from extra-mural activities because she has a husband and children to attend to at home.

- 1.2 What is the teacher's priority - coaching for examinations, or education?
- 1.3 My greatest triumph in the teaching profession.
- 1.4 How to cope with the gifted child in your class.
- 1.5 The dilemma of keeping your distance from the pupils, or being one of them.
- 1.6 "A teacher should never stop being a student." - Comment.

2. COMPREHENSION

Read the following passage carefully and then answer the questions set on it in your own words, unless you are asked to quote. Answer as briefly as possible.

Of all 'bad' words the label with the clearest and most emotive associations is the word 'censor'. The censor has been the object of ridicule, scorn and contempt throughout modern Europe's history. He is by definition, stupid, philistine, reactionary, obscurantist and despotic. Worst of all, he is a creature of a malignant, inefficient, bureaucracy. Or in the cooler terms of the Oxford Dictionary, 'an official whose duty it is to inspect books, journals, plays, etc., before publication to secure that they shall contain nothing that is immoral, heretical or offensive or injurious to the state'. Historically and until the coming of film and television that is, I think, a fair enough description. The censor was an official of the state operating within a set of known and understood principles. If he banned a play, book or journal two things were certain. You knew why he had issued his ban, and you knew no one would be able legally to read the book or see the play which had been banned. Theoretically, his power to fulfil his task was total.

If an artist wanted his work to see the light of day, he had to come to some sort of accommodation with the censor. What emerged was not necessarily bad art but it bore the imprint of the censor. For example, when Verdi wrote an opera, "La Maledizione", based on Victor Hugo's "Le Roi s'amuse", it was promptly banned. To represent a king as a libertine was to the Austrian censors of the 1850s unthinkable. "La Maledizione" was banned and that was the end of the matter. It is only because a helpful censor suggested that the plot should be suitably altered so that the king became a mere duke (and an Italian one at that) that we can enjoy "Rigoletto" today.

This case history of one act of censorship, long past, demonstrates all the stupidity of classical censorship. In addition, it underlines that, although we still freely use the terms 'censor' and 'censorship', we are today talking about utterly different forms of control. But the same emotive reaction attaches itself to the words as if we were talking about the traditional censor of long ago. In 'free' societies the nature and objects of 'censorship' have changed so as to become quite unrecognisable, compared with the traditional stereotype. Yet the attempts on the part of self-appointed libertarians to use the word, seem devised to stir our noblest emotions while drowning our critical faculties.

From "The Listener".

- 2.1 As it is used in the passage, does
- 2.1.1 ridicule mean: unkind laughter, hatred, light-hearted mockery, persecution?
- 2.1.2 despotic mean: strict, cold-blooded, cruel, tyrannical?
- 2.1.3 malignant mean: evil, malicious, virulent, suspicious?
- 2.1.4 accommodation mean: compliance, lodging, compromise, conformity? (4)
- 2.2 Explain fully, or give equivalents for:
- 2.2.1 bureaucracy
- 2.2.2 objects
- 2.2.3 stereotype
- 2.2.4 critical faculties (8)
- 2.3 Quote a noun from the passage to prove that people regarded the classical type of censor as a person who was unable to appreciate art, music, beauty, etc. (1)
- 2.4 Quote the sentence in the passage that best sums up the idea that strong feelings of prejudice are aroused when the word 'censor' is mentioned. (1)
- 2.5 What does the word 'cooler' mean in the phrase, 'in the cooler terms of the Oxford Dictionary, ' (2)
- 2.6 How did the traditional censor take the views of the church into consideration while applying censorship? (2)
- 2.7 Why is the statement, "You knew why he had issued his ban," illogical? (2)
- 2.8 By using the expression, "to see the light of day", the author uses the figure of speech, personification which, in turn, is based on comparison. What does he compare and why is it effective? (2)
- 2.9 What do the words, "(and an Italian one at that)" tell you about the Austrian attitude to the Italians in 1850? (2)
- 2.10 How does the case history referred to in the passage illustrate the stupidity of classical censorship? (2)
- 2.11 What is the author's attitude towards the modern form of censorship? Give a reason for your answer. (2)
- 2.12 Give your opinion of the quality of writing, thought and style of the article above. (2)

3. LETTER

Write ONE of the following letters, the body of which should be about 180 words in length. Circle the 180th in the body of your letter.

- 3.1 There is a pupil in your Std 4 class who is backward in reading and mathematics. Write a letter to his/her parents telling them about the problem, informing them what you are doing about it, and advising them about what they can do to help you and their child.
- 3.2 Last year your matriculation pupils achieved excellent results in the subject you taught them. A colleague, who happens to be a personal friend of yours and who teaches the same subject, has written to congratulate you, but also to ask you to let him/her know the secret of your success. Write your reply.
- 3.3 Write a letter to the head of a factory, or to a farmer, telling him that you are planning an educational tour for your pupils and asking permission to include the factory/farm in the itinerary. Give all the details that he needs to know and ask for information about everything you need to know to finalise your planning.

[30]

4. PRÉCIS AND TRANSLATION

- 4.1 While trying to preserve the character of the original, write a summary of the passage used in the Comprehension Test in question 2. Your précis should not exceed 130 words. Provide the précis with a title and indicate the exact number of words you have written.

[15]

- 4.2 Translate the following sentences into acceptable English. Do not translate freely.

- 4.2.1 Daar sal tweede pouse 'n biduur van die Christelike Studente Vereniging gehou word in die St. 10A klaskamer. (3)
- 4.2.2 Ons skool se opsigter het die afgelope drie jaar baie bygedra tot die prag van ons tuine. (3)
- 4.2.3 Kook skoon water en gooi dit op die teeblare in 'n voorafverwarmde teepot. Laat die tee trek vir vyf minute. Die tee is nou gereed om geskink te word. (4)
- 4.2.4 Wanneer die natuur verwaarloos word en die plantegroei vernietig word is herstel moontlik as bewaringsbewustheid by die publiek ontwikkel word. (5)

[15]

TOTAL : 150

ADDENDUM B: PAPER SET AT TEACHERS' COLLEGE A

TEACHERS' BILINGUALISM CERTIFICATE EXAMINATION
(ENGLISH HIGHER)

QUESTION 1.

Write an essay of about 300 words on ONE of the following topics:

- 1.1 On campus with a camera.
- 1.2 The day I dressed up as a terrorist for a lesson during teaching practice.
- 1.3 "All children should be made to take part in extra-mural activities". Discuss.
- 1.4 "Every child is a gifted child". Discuss how you would set about finding the special giftedness of each child in your class.
- 1.5 South African skies.
- 1.6 The child from Transkei.
- 1.7 That nature expedition with my class!
- 1.8 If I were a poet, I would write about ... (70)

QUESTION 2

Write a letter of approximately 150 words on ONE of the following topics:

- 2.1 To a pen-friend in America in which you try to explain the attempts being made in South Africa to bring about harmonious racial relationships.
- 2.2 The Rector has asked you to write him a confidential letter in which you suggest where change could effectively be brought about in the college set-up. Write this letter.
- 2.3 You are stranded in Mauritius. The plane which was taking you to Australia has been grounded owing to serious engine trouble. You have been taken in for a few days and entertained by a French colonial family. Describe the excitement of this experience in a letter to your parents.

(30)

QUESTION 3 (Comprehension)

Read the following passage and then answer the questions set on it in full sentences and in your own words.

DISORDERS OF MEMORY

1. Washington is in the grip of a memorial epidemic. The success of the Vietnam Memorial has spawned demand for more. Memorials are in progress to Korean War vets, to black Revolutionary War patriots, to women in military service, to law-enforcement heroes, to women in Vietnam, to Francis Scott Key, to Kahlil Gibran (!). The hunger for memory etched in stone is exactly what one would expect from a culture that, having just now transcended paper and entered the radically ephemeral world of video, finds itself living in an ever-moving pastless present.
2. The first casualty is memory. Every advance in writing, from stone to clay to electronic blips, is at the same time an advance in erasing. In the electronic age erasing has become literally effortless: it takes an act of commission - you must command your computer to SAVE - to retain memory. Simple omission, or an electrical storm, turns computer thoughts to the ether.
3. The ultimate instrument for forgetting is television. It is inherent in the medium. The flickering image is impossible to retain. Pastlessness is inherent in video, with its fast cuts and dissolving shots and rerecord button, with its moving tape forever recording a vanishing now. Television life is a rolling present relieved only by commercial breaks.
4. "To live in the present is like proposing to sit on a pin" wrote Chesterton. Science makes a more severe judgment. It calls living in the present psychotic. Not happy-go-lucky, devil-may-care living in the present, but the real thing. Some individuals by reason of accident or disease (generally alcoholism) suffer from what is called Korsakoff's psychosis: they have no memory. Not that they have forgotten their ancient childhood memories. They often retain these. But they have lost entirely the capacity to establish new memories. Everything they see, everything they hear, everything they think, they forget within seconds. Introduce yourself to a Korsakoffian, leave the room, and return a minute later. He will have no recollection of you.
5. Not surprisingly, the amnesic society behaves very much like the amnesic individual. The Korsakoffian patient, for example, fills in his gaps with fiction. He makes up stories, often gigantic confabulations, to make historical ends meet. The video culture too fills in the gaps of real life with mountains of fiction. (The average American absorbs more make-believe drama in a year than his ancestors did in a lifetime). And it ties history's loose ends with a form of fabrication it calls docudrama.

6. The Korsakoffian, moreover, has trouble functioning. He is always getting things wrong. As modern industrial culture becomes more visual, its images more transient, it has a hard time learning. It too is constantly surprised. Take the shock with which news of the Chinese crackdown on the democracy movement was received. Given Communism's 70-year history, marked by repeated reigns of repressive terror, only a forgetting culture could have been so taken by surprise. The week after the Tiananmen massacre, Hungary, which has a harder time forgetting, staged a moving reburial of the men executed for leading the 1956 rebellion. The commemoration reminded us that Western Communism in its 40th year produced precisely the same atrocity - freedom crushed with tanks and terror - that Eastern Communism is producing in this its 40th year.

7. But amnesia, the disorder of advanced electronic societies, is not the only possible derangement of national memory. There are cultures that remember nothing and cultures that forget nothing. Forgetting nothing might be worse. Remembering nothing produces a mere mindless, stumbling insouciance. Forgetting nothing produces paralysis and death.

8. Beirut's warring factions, for example, have a prodigious capacity for remembering injury. So too the Northern Irish, whose Protestants celebrate the Battle of the Boyne - next year is the 300th anniversary - as if it took place yesterday. The inability to forget, to let the slate be wiped clean, freezes societies in anachronism and turns blood feuds into endless civil war.

9. It is because the inability to relinquish the past can produce such horror that memory - what place, what price, what power to give it - is a central question in the great historical transition from dictatorship to democracy. All the new Latin democracies, for example, are emerging from periods of brutal dictatorship. What to do with this past? Uruguay chose, by referendum, a forgetting. It voted to let the brutalities of military rule be bygone. Argentina did the opposite. It prosecuted those who gave the order for torture and execution. The Argentine experience, however, with its semiannual military revolts and its reversion to Peronism, seems an argument against too much remembering.

10. Too much remembering. In 'Funes, the Memorious' Jorge Luis Borges tells the story of a man who suddenly gains the ability to remember every iota of information he has ever apprehended. Every vein of every leaf of every tree, every information of every cloud in every sky at every instant of his life he sees. An avalanche of knowing renders him inaccessible, mystical and finally defeated. Funes dies young. No mind can apprehend God's work, or man's, in all its detail and survive. Forgetting, for men as for nations, is a biological necessity, like sleep, a respite from consciousness.

11. We children of the electronic age, however, suffer differently. Forgetting is all we do. We so feel ourselves forgetting that we contrive monuments of stone - to vets, to cops, to Kahlil Gibran, to whomever - to anchor ourselves in time. That which is written in stone endures, we figure. If the Ten Commandments were given today, they would be flashed on the great Diamond Vision screen at Yankee Stadium, and by sunup not a soul would remember.

- Charles Krauthammer: TIME, 3 July 1989

1. Why is it not surprising that a desire for "a memory etched in stone" has manifested itself in American society? (2)
2. What is the effect of the exclamation mark at the end of the third sentence in the first paragraph i.e. after 'Kahlil Gibran'? (2)
3. Why is it that preserving could constitute a problem for the unwary user of a computer? (2)
4. Identify the three main facets of the Korsakoffian's mental problem. (3)
5. Why should Western society not have been so shocked and surprised at the savage action of the Chinese government on Tiananmen Square? (2)
6. Give one of the consequences of remembering the injustices of the past as has happened in Lebanon and Northern Ireland. (1)
7. Explain the contrast in the actions of Uruguay and Argentine. (2)
8. What is the blessing of forgetting for mankind, both collectively and individually? (2)
9. Explain the possible cynical tone of the last sentence of the passage. (2)
10. Summarise the main point of the article in one sentence. (2)
11. Explain the meaning that the following sentences have in their contexts:
 - 11.1 the amnesic individual (para. 5)
 - 11.2 prodigious capacity (para. 8)
 - 11.3 an avalanche of knowing (para. 10) (6)

12. Select the option closest in meaning to the underlined word as it is used in the passage.

12.1 inherent (para. 3): amnesic, television image,
intrinsic, imaginary

12.2 psychosis (para. 4): invented story, vivid recollection,
television illness, mental derangement

12.3 fabrication (para. 5): invented story video reporting,
hallucination, deceitfulness

12.4 transient (para. 5): electronic, fleeting, illusory
fallacious.

(4)

(30)

ADDENDUM C: PAPER SET AT TEACHERS' COLLEGE B

SUBJECT: ENGLISH

COURSE : TEACHERS' HIGHER BILINGUALISM EXAMINATION

TIME : 3 h

THIS PAPER COMPRISES 3 PAGES.

1. Answer one question from each section.
2. Draw a right-hand margin.
3. Begin each section on a new page.
4. Clearly number your choice.

SECTION AWRITTEN WORK

Answer either question 1 OR 2

1. Read the following two obituaries from "Time" magazine and then answer the question below:

DIED. Mary Victor Bruce, 94, British daredevil who shattered air, land and sea speed and distance records during the 1920s and '30s. In 1929 Bruce set a world record by driving a car 3,484 km at an average of 145 k.p.h. over 24 hours on a track near Paris. The following year she was arrested for circling around the top of the Empire State Building in a biplane.

DIED. Anatoli Grishchenko, 53, heroic helicopter pilot who in 1986 flew repeatedly over the Chernobyl nuclear-plant disaster, dumping sand and cement on the crippled reactor; of cardiopulmonary failure; in Seattle. He was found last year to be suffering from leukemia as a result of exposure to radioactive gases at the site.

Imagine that the diaries of these two famous people have come to light.

Write the diary entries for a memorable week in the life of either of these two remarkable people.

The entries should be at least 500 words in total and give an exciting account of events in the life of either Bruce or Grishchenko.

OR

2. Education in the "new" South Africa: options available to ensure the survival of our country in the modern world. Discuss the pros and cons of the various options which you envisage for South Africa.

[70]

SECTION B

READING COMPREHENSION

Read the following article entitled "Convicted of Relying on Prayer" ("Time" magazine, July 16, 1990) and then set six (6) inferential questions on it. Also provide the expected answers. No marks will be awarded for literal questions/answers.

Note: literal questions = "reading on the lines". (explicit questions)
inferential questions = "reading between the lines". (implicit questions)

Convicted of Relying on Prayer

A manslaughter case tests the limits of religious liberty

The jury forewoman was trembling. After she announced the verdict, several of the jurors began to sob loudly. The defendants held hands but showed no emotion upon hearing the guilty pronouncement. Climaxing a dramatic and closely watched trial that pitted church against state, David and Ginger Twitchell were convicted of involuntary manslaughter in a Boston courtroom last week. Their crime: letting their sick 2½-year-old son Robyn die because they chose to follow their religion and rely on prayers rather than call a doctor. "This has been a prosecution against our faith," lamented David Twitchell, a lifelong Christian Scientist. No, countered prosecutor John Kiernan, it was a "victory for children."

The conviction was the fifth in two years against Christian Scientist parents who failed to seek medical treatment for their children—a record that the Boston-based church interprets as a crusade against its teachings. The Twitchells' sentence followed the pattern set in the previous cases. The parents were given ten years of probation, and they were ordered to submit their three other children to regular medical exams and take them to a doctor whenever signs of serious illness develop.

The two-month trial turned on the question of whether the Twitchells were guilty of "wanton and reckless conduct" in not seeking medical help for Robyn, who died in April 1986 of a bowel obstruction, after five days of illness. The parents, who had summoned a "spiritual healing" prac-



Guilty: David and Ginger Twitchell

"A prosecution against our faith."

itioner, maintained that their son had shown only intermittent flulike symptoms and seemed to be recovering just before taking a fatal turn. But medical experts testified that the child would probably have been feverish, vomiting and in obvious pain before his death. Had he been taken to a doctor, they asserted, the boy would still be alive. In one poignant moment at the trial, David Twitchell sadly voiced his misgivings: "If medicine could have saved him, I wish I had turned to it."

The eight-woman, four-man jury deliberated for 14 hours before delivering its verdict. The Twitchells' attorney, Rikki

Klieman, promptly announced plans to appeal. Her primary argument, she says, will be that Judge Sandra Hamlin misinterpreted a 1971 Massachusetts statute on child abuse and neglect, which creates a legal exemption for those who believe in spiritual healing. Some 44 states provide some sort of religious exemption. In the Twitchell case, the first to test the Massachusetts law, Hamlin ruled that "a subjective belief in healing by prayer" is no excuse for not obtaining medical help when a child is seriously ill.

Defense attorney Klieman also questioned the judge's rejection of her request to poll the jury members, a practice sometimes used to ensure that a verdict correctly reflects the views of the jurors. "The fact that the jurors were weeping," she said, "shows every single reason they should have been polled."

Several Massachusetts legal experts believe the Twitchells' claim of a statutory exemption will prevail on appeal. Says Harvey Silverglate of the Massachusetts Association of Criminal Defense Lawyers: "It's virtually impossible to convict the parents in the face of the exemption." Silverglate and others think the Twitchell conviction—particularly if it is overturned—could ultimately prompt nationwide efforts to repeal legal exemptions for spiritual healing. While that would be a tremendous blow to the Christian Scientists and other religious groups, it would, say child-advocacy groups, be an important step toward granting the nation's children a fundamental human right. Says Jetta Bernier of the Massachusetts Committee for Children and Youth: "No individual should have to suffer and die because of the religious beliefs of another."

—By Alain L. Sanders.

Reported by Robert Ajemian/Boston

Allocation of marks

Inferential question : 3 marks
 Answer to question : 4 marks
 Use of language in general : 8 marks

i.e. 6 x 7 = 42 marks
 Language = 8 marks
 Total 50 marks

SECTION CANSWER QUESTION 1 OR 2

Letter (Based on the reading comprehension passage).

1. Imagine that you are Ginger Twitchell. Her mother (Robyn Twitchell's grandmother) is completely opposed to the teachings of the Christian Scientists. Write the letter which you think Ginger Twitchell would have written to her mother shortly after the death of her two-and-a-half-year-old son Robyn.

OR

2. Write a letter to the press in which you comment on the Twitchell trial.

[30]

Essay	:	70
Reading Comprehension:		50
Letter	:	30
<u>TOTAL</u>	:	<u>150</u>

ADDENDUM D: PAPER SET AT TEACHERS' COLLEGE C

ENGLISH: COMMUNICATION STUDIES

TIME: 3 HOURS

<p>The focus of this paper is on LITERACY</p>

- * You have three hours in which to answer all the questions. FIVE in all.
- * We have built reading time into the paper and have suggested times for answering each question.
- * There are five items available as reading resources: 1)

 1. "And just three ways to create readers" from Reading Alive
 2. "Literacy" from Learning to Read, Meek, Margaret, The Bodley Head, 1982
 3. "Literacy year: present realities and future options" In SASH, September 1990
 4. "Looking at the school's reading" from The Primary Language Book
 5. "Making Sense of Literacy Statistics in South Africa" a pamphlet issued by The Adult Basic Education Programme, UCT

- * Your answers are not limited to these resources - you are encouraged to draw from your wider knowledge of the topic.
- * You are expected to adopt an appropriate style. If the style is not specified, choose one suited to the situation and the audience.
- * You are permitted to use dictionaries.

1) The 20 pages of reading matter are not included in this Addendum.

BACKGROUND

1. As 1990 is International Literacy Year, it was decided to make this a focus of concern for the school during the year. (See minutes.)
2. The staff professional growth committee designed several sessions on the theme of literacy. You had researched the topic and therefore provided input at the first pro-gro meeting.
3. The staff expressed an interest in becoming more involved in promoting adult literacy. A letter was written to the Department of Adult Education at UCT to invite someone to speak.
4. Parents became involved in promoting reading at the school. The class teachers wrote to the parents informing them of the role they could play.
5. Pupils were told by their teachers what is meant by "literacy".

1. The following are your rough notes taken at a staff meeting chaired by Mr Hand, the principal. Write out the formal minutes of this meeting.

Mins of staff meeting 27/2 2pm

- 1) Welcome 2) Apologies - none 3) Mins of previous meeting accepted; corrections for S.3 read L Botha for D. Botha. signed chair
 - 4) matters arising. 4.1) hot water cylinder (pool changing runs) fixed by Beran Plumbing + pool filter fitted + fixed - pool back in use Monday - Hand to tell children at ass.; Miss Mills thanked for sorting it out.
 - 4.2) Overuse of worksheets - cutback please - budget!
 - 5) Gala: Mac reported - programme ready - list of staff duties on board by Fri; refreshments - Mrs Quintal. Circular letter to parents (secretary)
 - 6) Pro-Gro Programme 1990
Mrs English intro'd topic - Year of Literacy - conscientise children staff, parents - value and importance of ... Theme for 1990?
Discussion re meaning of literacy, standards, lack of new fiction (and non-fiction) in library. And classrooms. Heated debate. Mr H. called staff to order, proposed Mrs E. co-ordinate comm. to arrange Pro-Gro for year on theme of Literacy / Reading. All suggestions to her - Speakers etc.
Committee: English (chair), D. Botha, Mac, and, Oh, no, me!
Will report next staff meeting.
Why not involve PTA? The boss will raise issue with new comm.
- NOB
- Date of next staff meeting. Thus 15 March -
same time
same place!
- Meeting over 15h45

2. The chairperson of Pro-Gro, Mrs English, has asked you to address the staff at the first professional growth meeting on what can be understood by the term "literacy" and what some of the implications are for the school and the wider community.

2.1 Write the talk you intend to deliver
(Approximately 750 words)

2.2 Design the data for the overhead transparencies that you will use for this talk
(Draw a frame around each "transparency").

SUGGESTED TIME: 70 MINUTES
MARKS:40

3. The pro-gro committee decide to invite the co-ordinator of the Adult Basic Education Programme at UCT to address the staff on ways they could help tackle the problem of illiteracy. Write the letter of invitation giving all the particulars he/she would require.

SUGGESTED TIME: 20 MINUTES
MARKS:10

4. The PTA have had a meeting on the importance and value of reading for their children. Consequently they have expressed a renewed interest in finding ways of promoting reading at home and at school.

As a class teacher, write to the parents of your pupils giving them some idea of what they can do. You may like to tell them what you do to promote reading in your class and also make suggestions to help them promote reading at home.

SUGGESTED TIME: 40 MINUTES
MARKS:25

5. Several children in your class have seen posters announcing 1990 as International Literacy Year. They ask you what literacy means. Give your reply in which you explain the concept in ways appropriate to their understanding. (State the standard.)
(Approximately 150 words.)

SUGGESTED TIME: 20 MINUTES
MARKS:10

TOTAL: 100

ADDENDUM E: PAPER SET AT COLLEGE FOR CONTINUED TRAINING (I)

ENGLISH HIGHER BILINGUALISM EXAMINATION

TIME: 3 HOURS

TOTAL: 150

-
1. Draw a right-hand margin for the comprehension test.
 2. Clearly number the essay and letter options you choose.
 3. Divide your time among the questions carefully, using the marks allocated as a guide.
-

1. COMPREHENSION

Read the following passage carefully and then answer the questions in your own words and in full sentences wherever possible.

Many critics of our Public Schools consider that far more stress is placed upon achievement in athletics than in the academic sphere, and, in particular, complain against games being compulsory. We are told that it is tyranny to compel boys with no athletic bent to spend hours of misery on a cricket or football field, when, if left to themselves, they would occupy their time far more usefully and enjoyably in some profitable hobby. The drawback to this argument lies in the facile assumption that every non-athlete has some profitable hobby. This is not true; and even if it were, model engineering or stamp-collecting is no substitute for being out in the fresh air, exercising the muscles and having contact with other human beings. 5 10

Yet youthful idolising of athletes, which tends to upset a boy's sense of values and may do actual harm to the objects of this hero-worship, is a very different matter. The schoolboy athlete may suffer enormously through being adorned at an early age with a spurious halo of artificial light. From Preparatory School to University his career is a triumphal procession. Then he becomes a legend for the future, one of the greatest products of the school that is proud to call him her son, although she may have taught him nothing except to play football — which he could do already. Not until he hangs up his football boots for the last time and takes his stock out into the open market for the world does he realise his true value — or the lack of it. It would be better for everyone if this tinsel pageantry were stripped from games at an early age. 15 20 25

The boy who is good at games is entitled to the admiration of his fellows: they will certainly never put the scholar on the pedestal which the athlete now occupies; but the community must lay emphasis on the essential triviality of talents that are merely physical, unless we are willing that our ideals should be those of the jungle. 30

But there are still those devotees of sport who support the emphasis laid on school games for much deeper reasons, and for whom sport is a kind of religion. To them the sporting spirit is the finest attitude with which to face life, since its possessor is very conscious of his obligations to the community. Yet the truth about the religion of sport is that it does not deliver the goods; it fails to produce sportsmen. In actual fact, games have practically no effect on character, for a selfish man will play his games selfishly in spite of all that has been talked about the team-spirit, while a chivalrous man will be chivalrous in his games. Games afford an opportunity for showing the spirit within; they are a vehicle for virtue or vice; and it is for this that we should value them, not as a miraculous process for making a bad man good or a crooked man straight. If we support the system of compulsory games, let it be for the right reason. 35 40 45

Source unknown

1.1 For EACH of the following (i.e. for numbers a + b) state clearly:

- (i) what the argument is;
- (ii) what the author's opinion of the argument is;
- (iii) why the author holds that opinion.

(a) An argument AGAINST compulsory sport in schools, mentioned by the author in paragraph 1.

(b) An argument put forward by some people IN FAVOUR OF compulsory sport in schools, mentioned by the author in paragraph 3.

(2 X 6 = 12)

1.2 "If we support the system of compulsory games, let it be for the right reason."

What are TWO of the right reasons which the author suggests?

(4)

1.3 Does the author feel that good sportsmen should not be praised for their achievements? Give a reason for your answer.

(3)

1.4 What does the author mean by the "ideals of the jungle" (lines 32-33)?

(3)

1.5 Explain the meanings of the following phrases from the passage:

(a) "deliver the goods" (line 40);

(b) "a vehicle for virtue or vice" (line 45).

(4)

1.6 Carefully explain the comparisons being made in the following metaphors:

(a) "spurious halo of artificial light" (line 18);

(b) "sport is a kind of religion" (line 36).

(3 + 2 = 5)

- 1.7 Quote an example of anti-climax from the passage. (2)
- 1.8 Use "afford" in a sentence of your own so that it has a different meaning from that in the passage (line 44). (2)
- 1.9 "bent" has been used as a noun in line 5. Use it as an adjective in a sentence of your own. (2)
- 1.10 Supply antonyms for the following words taken from the passage:
- (a) "compulsory" (line 4)
- (b) "triviality" (line 31) (2)
- 1.11 The following sentence has been taken from paragraph 1. Rewrite it in the past tense.
- "The drawback to this argument lies in the facile assumption that every non-athlete has some profitable hobby." (1)
- [40]

2. COMPOSITION

Write TWO essays of approximately 250 words on two of the topics provided,
OR ONE essay of approximately 500 words on one of the topics.

- 2.1 Reading is to the mind what exercise is to the body.
- 2.2 In today's world, sport is politics.
- 2.3 Rugby is a game for barbarians.
- 2.4 Is it morally defensible that South African firms should give so much money to sport?
- 2.5 You recently attended a wrestling match. Write a composition in which you give a humorous account of both the match and the spectators.

(40 + 40 = 80)

3. LETTER

Write one of the following letters. The body of your letter should be approximately 200 words in length.

- 3.1 Write a letter to the principal suggesting ways in which the school can "put the scholar on the pedestal which the athlete now occupies".
- 3.2 Write a letter to the editor of a local newspaper commenting on incidents of poor sportsmanship which you witnessed at school sports meetings.
- 3.3 Write a letter to the school sport coach thanking him (or her) for the contribution he has made to the overall development of your child.

(30)

TOTAL: 40 + 80 + 30

= 150

ADDENDUM F: PAPER SET AT COLLEGE FOR CONTINUED TRAINING (II)

ANSWER ALL QUESTIONS.

QUESTION 1: PROSE COMPOSITION

You have the choice of writing

- * either one longer composition (about 300 words)
- * or three short compositions (about 100 words each)

Give your composition (or compositions) a suitable title (or titles).

Topics:

- 1.1 "The new face of education in South Africa - the picture five years from now."

Write an account in which you outline changes which, you think, may come to education in South Africa within the next five years. How will such changes affect your school, or education in general in your particular area?

- 1.2 The term "learning disability" is one with which most teachers are probably acquainted; but does the average teacher know how to identify learning disabilities in a child, and if so, does he know what he can do to help the child?

Discuss the importance of teacher-awareness concerning the learning-disabled child, as well as programmes of action which may be taken.

- 1.3 "Houtstok!"

Should this word make responsible teachers or parents shudder? Can "alternative" or "rock" Afrikaans music make a positive contribution to the cultural awareness and development of today's school-going child? What attitude ought schools to adopt towards this new phenomenon in popular culture?

- 1.4 "The school hostel system is, at best, a mixed blessing."

Give an account of what you consider to be the advantages and disadvantages of the hostel system, from the point of view of both the teacher (resident or non-resident) and the school boarder.

- 1.5 "Tea break? There's no longer such a thing in our staff room!"

This lament is often heard, especially in larger schools where tea intervals tend to be turned into "mini staff meetings", or are eroded by other arrangements connected with the school programme.

What is your experience of and/or comment on this situation?

- 1.6 "For all the innovations which have taken place in the classroom in recent years, there is no substitute for the dedicated and concerned teacher."

What is your comment? Do you view the above statement as some form of excuse for not being innovative, or can it be taken seriously, as expressing a teaching philosophy which has stood the test of time?

- 1.7 Panel inspections and classroom evaluations - do they lead to an improvement in the quality of teaching? What are your views on this issue?

[60]

QUESTION TWO; LETTER

Write one of the following letters, the body of which should be about 150 words in length.

- 2.1 Imagine that you are the principal of a school. It has been rumoured that some of your pupils were part of a group of school children involved in a recent "Satanic" ritual that was reported sensationally in the press. Write a circular letter to your parent body in which you seek to reassure parents that dubious or underground practices have not become a problem at your school.
- 2.2 Write a letter to your parent body (one of your responsibilities as principal) in which you prepare them for the inevitability of having to pay significantly more for the education of their children. Explain the background to this situation and provide some details regarding an increase in the school fees, payment for text books and other possible expenses. [You need not refer to the issue of hostel expenses.]
- 2.3 As teacher-in-charge of a particular sport at your school, you are planning a short tournament to take place at your school over a particular weekend. Write a letter of invitation to other schools, giving all the relevant details.

[30]

QUESTION 3: COMPREHENSION I

Carefully study the following short passage before you attempt the questions. You are encouraged *not* to repeat questions in formulating your answers. Answers should be brief and to the point, and should be in sentence form, except where single-word answers are specified.

"Apparel oft proclaims the man" said that fellow from Stratford, though some modern thinkers may not entirely agree. A much more accurate assessment of the mind and personality can be derived from the words (spoken and written) used by a particular person. It's a reasonable assumption, for instance, that someone who writes a letter of six paragraphs, five of which begin with the single letter "I" is probably more concerned with himself than with anybody else.

We can make further assumptions about the originator of spoken remarks when, for example, we assess the "density of meaning" in his communication - that is, how economically he uses words to convey meaning. Someone who takes 50 words to express what another can convey in 15 is perhaps accustomed to wasting our time - and his own. Vagueness, imprecision, hesitation and the like all suggest a mind that is not concentrating or is not sure of itself.

There's nothing wrong, of course, in a degree of uncertainty. There's a world of difference between someone who says: "The Eskimos have over 50 words to describe different kinds of snow, though I'm a little vague about exactly what conditions prevail when they say *skvek*" and one who dithers and says: "Well-er-I well, it's sort of like, well we-er-didn't really what you might say make it". The former is well informed and clearly aware of the nature and limitations of his uncertainty; the latter appears to know almost nothing about anything. His uncertainty knows no bounds.

An utterance riddled with clichés similarly shows little density of meaning. In fact, the constant falling back upon set, well-worn expressions indicates a fairly infertile kind of mind, unable to think anything original or honest. Listen to the level of dialogue (though that's far too dignified a word to employ) in the daily dose of soap opera sludge. Turn off the picture for three minutes, and count up the old tired, desiccated words that dribble from the characters' mouths, and you'll soon realise just how empty and moribund are their thoughts and personalities.

Adapted from: Rose, A.: *Our Language*

1. " 'Apparel oft proclaims the man' said that fellow from Stratford".
 - 1.1 What effect does the writer wish (or hope) to achieve by calling Shakespeare "that fellow from Stratford"? (3)
 - 1.2 Say in simple, modern English what Shakespeare's statement means. (2)
 - 1.3 The writer appears to be one of those who do not "entirely" agree with Shakespeare. What, according to him, is a more reliable indicator of character and personality? [Your answer need not be a full sentence]. (1)
2. The writer refers critically to practices that make for poor communication (in speech and in writing). Name TWO of these. [Your answer need not be a full sentence (or two full sentences)]. (2)
3. In paragraph 3 the writer quotes two pieces of communication and comments on them.
 - 3.1 What is the essential difference between the first statement (the one about snow) and the second statement - a difference which makes it possible for the author to find the first admirable and the second truly pitiable? (4)
 - 3.2 Give the gist of the second statement in clear, simple English. (1)
4. The writer does not like "soap operas". How do we know this? (2)
5. "Desiccated" means "dried out". What does the writer mean when he speaks of (certain) words as "desiccated" (par.4)? (2)
6. The writing in this extract has at times a *colloquial* flavour.
 - 6.1 Prove this statement by quoting one or two words from the text. (1)
 - 6.2 What effect does the writer achieve with this deliberate use of colloquialism? (2)

QUESTION 4: COMPREHENSION II

4.1. Briefly explain *why* the two items given below - they are quoted by Angus Rose in *Our Language* - are examples of "unconscious humour":

4.1.1 Notice on the lift in a Continental hotel:

The lift is being fixed for the next few days. During that time we regret you will be unbearable.

4.1.2 From a report in a British newspaper:

Prince Andrew, 22-year old son of Her Majesty Queen Elizabeth and a Royal Navy helicopter pilot, will sail with HMS Invincible.

(6)

4.2 Explain the "point" of the following cartoon:



(4)

[10]

"Dear Albert: Farewell. I have found love"

QUESTION 5: SYNTHESIS

Some time ago you took a group of pupils (perhaps your Std 5 class?) on a visit to a textile factory. Subsequently each pupil wrote a brief account of the visit. When the editor of the school newspaper asked you for an article on this educational outing, you submitted the pupils' accounts reproduced below, because you thought that he might find the three different perspectives interesting. The editor, however, could accommodate only one article, of about 150 words in length, and wanted you to write it.

Write this article, incorporating what you consider relevant in the pupils' articles.

PUPIL A (Girl):

What a privilege it was for us and what pleasure it gave us to visit the factory of Prestige Textiles on 13 June! It was a glorious day, crisp in the morning, but with a lovely blue sky, and practically windless. At 10 sharp we filed into the school bus (capably driven by Mr Evans). It took us about half an hour to get to the factory, and the road was a bit bumpy at times, but even the trip was educational, because it took us through parts of town that I had never seen before. It reminded me of the fact that there are many poor people who do not have any of the privileges we take for granted. We have so much to be grateful for! Unfortunately the trip was spoilt slightly by a few boys and girls who misbehaved and showed off.

At the factory we were received very courteously by Mr M. Jones, the Public Relations Officer, and his assistant, Miss H. Brown. Mr Jones spoke very fast in an overseas kind of English accent, I think it was Welsh, but we soon got used to it. Miss Brown had a kind voice and asked us to call her Hilary. They then took us on a tour of the factory. Mr Jones explained all the various processes: spinning, weaving, material design, and garment manufacturing. I was particularly interested in the way in which natural and synthetic fibres are blended. Mr Jones said that the advantage of this was that the thread and also the cloth and the garments, etc., that they make are stronger, longer-lasting and cheaper. How wonderful to think that man's clever inventions can make Mother Nature even better than she is! Miss Brown (or shall I say Hilary?!) took us through the showroom and spoke about fashions.

At the end of the tour we were kindly taken to the staff canteen where we had tea and cakes (etc.). Mr Evans thanked our hosts for receiving us so kindly, after which we returned to school.

PUPIL B (Boy)

I like it when we go to factories and things because it gets you out of school. We had a great time in the bus making jokes etc., but Mr Evans stopped it when someone dropped a stinkbomb. This factory where they make clothes and things is O.K. I suppose if you are interested in things like wool etc. and how they make all sorts of things. The boys started making remarks when we came to the part where they make underclothes and things. The best thing was the eats we had afterwards. I had lots of cream scones and jam and cakes and cooldrinks and things. I like educational outings.

PUPIL C (Girl)

It was nice going to the textile factory. The bus trip was a bit boring, and then the boys of course started the usual stupid jokes and laughter. It eventually got a bit wild and Mr Evans had to stop the bus and shout at some of the boys. The factory is actually nothing very special to look at, it is like any other factory, and we were taken from one end to the other and they explained everything about how they make materials. It was actually a bit difficult to take it all in. Our guide was Miss Brown, who was quite smartly dressed, but perhaps a bit old-fashioned. The best part was the factory showroom where they showed us all the finished garments. There were some lovely things, but nothing really way-out. They gave us tea and cooldrinks and cake, which was quite nice except that some of the boys just about made pigs of themselves. Then we went back to school.

A FEW SUGGESTIONS

1. Write the account from the teacher's (adult) point of view.
2. Keep it fairly formal and objective, though you may use "we" (as opposed to "the pupils") if you wish to.
3. Length: about 150 words

[30]

TOTAL: 150

ADDENDUM G: PAPER SET AT UNIVERSITY (I)

ENGLISH UPGRADING EXAMINATION (BILINGUALISM)

Time: 2½ hours

ANSWER ALL QUESTIONS

1. Complete the following two-paragraph letter to the parents of one of your pupils. Begin each paragraph with the words supplied. (The body of the letter should not be less than 15 lines and not much more than 25 lines.)

(Your address) *

Dear

It is difficult for me to tell you how shocked I was to hear that..... (Expand)
.....
.....

There is one way, perhaps, that I can be of help (Expand)
.....
.....

2. An appeal has been made for a small group of adults to form and run a youth club as a community service for under-privileged teenagers. Meetings are planned, initially, for one or two evenings a week; a sponsor has already promised generous financial support; and an ideal venue is available. You have been invited to join this group because of certain talents, skills or interests you possess and the organisers require you to describe:

- (a) Your belief in the value of such a service.
- (b) The usefulness of the contribution you feel you can make.

Write your response to the organisers in about 1½ pages.

-
3. A British educationist, E.C. Wragg, has listed some seven approaches or styles used by teachers in their classroom management. Below are listed two approaches. Read the descriptions carefully and then write a critically reasoned account of the style of management which you favour. Try to contain your response within 1½ to 2 pages.

(i) Authoritarian

The belief is that teachers are paid to establish and maintain order in school. They probably, therefore, know best, and should expect to be obeyed.

Typical classroom behaviour: Teachers would tend to give directions with the intention they be carried out. They would require more formality such as hand raising before speaking, allow less movement or talking. Decisions about content and procedure of lessons would usually be made by the teacher rather than the pupils. There might be fewer explanations about the teacher's reasons for his actions.

Comments: SUPPORTERS of this standpoint argue that chaos ensues unless the teacher is clearly 'in command', that the teacher's experience and knowledge can mean he must know better than pupils what is required. CRITICS argue that authoritarian teaching can quickly become repressive, that times have changed and children need to learn independence in our rapidly changing society if it is to be truly democratic.

(ii) Permissive

Usually regarded as the exact opposite of the authoritarian stance. Children's freedom to develop, it is argued, will be inhibited by too much interference from teachers. Thus individual freedom must be maximised, punishment should not be used.

Typical classroom behaviour: Teachers are less likely to issue commands, use reprimands or punishment. Freedom of movement is more likely to be permitted and the buzz of conversation amongst pupils may be louder. Emphasis will be more on pupils taking responsibility for their own behaviour.

Comments: SUPPORTERS argue that much of the teaching in Victorian times was repressive and produced too many uninventive (and compliant) adults, that children are perfectly capable of sensible behaviour, provided they are trusted. CRITICS claim that permissiveness too frequently degenerates into a classroom where anything goes and little time is spent on learning, where social chattering consumes much of the time in school at the expense of what children are supposed to be studying.

ADDENDUM H: PAPER SET AT UNIVERSITY (II)

BILINGUAL CERTIFICATE EXAMINATIONPEM 1WRITTEN COMMUNICATION AND COMPREHENSION

- INSTRUCTIONS:
1. Answer Section A (Two questions x 30 = 60 marks)
AND Section B (40 marks)
 2. Answer all questions in your answer book.
 3. Hand the question paper in with your answer book.
 4. Neatness and accuracy in grammar, spelling and punctuation will count in your favour.

TIME: 2 hours

MARKS: 100

SECTION A: WRITTEN COMMUNICATIONDO QUESTION ONE AND QUESTION TWO

1. Write 120 - 150 words on ONE of the following topics:
 - (a) You have been asked to write reviews for the 'Evening Post.' Review either a book you have read, OR a play, OR film OR T.V. programme you have seen recently.
 - (b) Write a column for the Journal, 'Education,' in which you discuss either the effects of television on school-going pupils, OR the role of the computer in the schools of today.
 - (c) There is a move afoot to 'rationalize' the curriculum. Some subjects may lose their status or even become redundant.
Write a report to the investigating committee in which you defend your teaching subject's continued existence. (30)
2. Write ONE of the following letters (120 - 150 words in length)
 - (a) The following letters have appeared in your local newspaper. Write an answer to ONE of them.
Dear Sir
I am appalled at the vandalism in our town. Everywhere you look there are windows broken, graffiti daubed on walls and telephone boxes smashed up. Young people have never had it so good and yet they repay society by wanton destruction of public property. I think that school principals and the police should take much sterner action.

Yours faithfully
"More Corporal Punishment Please"

Dear Sir

I believe there is a move afoot to introduce bull-fighting in South Africa. I trust that the authorities will never allow this unspeakably barbaric 'sport' to defile our peace-loving country.

Yours faithfully
'Horrified R.S.P.C.A. member'

- (b) You have decided to accept a post at a city/rural school. Write to a friend explaining why you have decided to work in the city/countryside. (30)

SECTION B: READING COMPREHENSION

Read the following passage carefully and answer the questions set, using your own words where appropriate.

AN INVESTIGATION INTO STUDENT PERSONALITY AND ACADEMIC ATTAINMENT

The Problem

The starting-point of this project was the realization that many students in universities either fail their courses or do not achieve their full potential. In some universities failure rates are alarming for both students and staff. Apart from those students who fail, lack of achievement is often evidenced by those who change from one course to another or show signs of boredom. There could be many reasons for these phenomena but it occurred to us that two questions were particularly relevant. Are students accepted for courses which are most suitable for them? How can they be helped to overcome their academic problems? By narrowing these questions down and interpreting them from a psychological point of view, a research design emerged. It was decided to investigate the characteristics of students entering universities and relate these to their academic success.

- 1 Complete the table to show the structure of information in the passage.

General statement	Many students either... or...
Specific evidence	
Possible explanation	
Research topic	

(6)

- 2 What was the purpose of making the possible explanation more specific?

(1)

A review of the literature indicated which characteristics were likely to be relevant to academic success. It was decided that the most important variables would be motivation, study habits, personality and the students' reactions to the physical environment in the institution. We were particularly interested in the students' personality. As a way of distinguishing the range of factors that this term covers, we decided to adopt a working definition of personality. Amongst numerous definitions we found the following by Allport (1963) which referred to 'the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought'. If this definition is accepted, it appears inevitable that personality will be an important factor in academic success. The measurement of personality is, however, far from simple. Eysenck hypothesized two important yet distinct dimensions underlying human behaviour: extroversion and neuroticism. On one dimension we can describe people as neurotic or stable. On the other dimension, people range from extroverts to introverts. Neuroticism is characterized by unnecessary worrying and by general nervousness. The stable person, on the other hand, shows behaviour which is generally controlled; he tends to be reliable, and calm. The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to and does not like studying by himself. He enjoys excitement, takes chances and quick decisions. We may therefore define an extrovert personality as one whose interests are mainly directed outwards to the external environment rather than inwards to the thoughts and feelings of the self. The typical introvert, on the other hand, is a quiet sort of person who likes books rather than people. He does not make friends easily and tends to plan things carefully in advance. It is useful to identify individuals with above and below average scores on each characteristic and to describe four personality 'types'—stable extroverts, stable introverts, unstable extroverts and unstable introverts.

- 3 What is the purpose for this investigation of defining personality? (1)
- 4 Why is personality important for academic success? (1)
- 5 What bases for measuring personality are mentioned? (1)
- 6 Based on the definition of the extrovert personality write a definition of the introvert personality. (2)
- 7 Complete the table to show the differences between extroverts and introverts.

General		quiet
Attitude to people	has many friends	
Attitude to study		
Decision-making		

(6)

The hypotheses

Early research in the area indicated that in general neurotic introverts seem to make the most successful students. More recent research, however, has altered the picture. Introversions is consistently related to good degree results but the effect of neuroticism is far from clear. It has seemed to be dependent on area of study. Thus in a previous study in this university it was found that students of psychology tended to have a high degree of neuroticism, while students of engineering appeared in general to be stable. We therefore formulated two main hypotheses:

- (1) Introverts succeed more frequently than extroverts in all areas of study.
- (2) Success in arts subjects is associated with neuroticism while success in science subjects is dependent on stability. One would expect, therefore, that students with good examination results would have above average scores on the appropriate characteristics and that students who failed would show opposite personality features.

8 What is, according to the previous research, the relation between:

- a neuroticism and academic success
- b introversion and academic success? (3)

9 On what evidence are the two hypotheses based? (2)

10 What deductions were made from the hypotheses? (4)

The sample

In selecting the sample it was decided to take into account the following considerations:

- (1) Universities can be grouped according to status (whether they are private or state), size, geographical location and predominant faculty or special areas of interest. Some universities have a technological emphasis, for example; others have a faculty of particular importance, such as medicine or engineering.
- (2) Students can be classed according to age, sex, field of study, etc. We divided field of study very broadly into arts subjects (languages and social sciences) and sciences (pure and applied). We also took into account the home background and present

place of residence so that we considered separately those who live at home while studying and those who do not live with their family. The latter group can be subdivided into those who live in student hostels and those who live in private houses.

An attempt was made to obtain a sample which was as representative as possible of a wide range of students and institutions.

11 Use the following information about four different universities to group them according to the criteria mentioned in the paragraph.

University A. State. Situated in the capital. 15 000 students. Facilities for the study of most subjects.

University B. Situated in the capital. Private. 4000 students. Arts and pure sciences.

University C. 12 000 students. State. In the north. Main faculty: metallurgy.

University D. 4500 students. State. Situated in the south. Main faculty: veterinary science. (8)

12 Draw a diagram to show how students can be divided according to their place of residence. (4)

13 What is the purpose of classifying students and universities in this investigation? (1)

ADDENDUM I: PAPER SET AT UNIVERSITY (III)

H.E.D ENGLISH HIGHER (E) MEDIUM

TIME: 2 HOURS

QUESTION 1

Read the passage "Convicted of relying on prayer" which is supplied on a separate page. Answer the questions below in your own words.

- a) Explain what is meant by: "that pitted church against state" (paragraph 1) (3)
- b) Using the facts of this case, explain the term "involuntary manslaughter" (paragraph 1) (2)
- c) Why do you think the Twitchells chose a woman to defend them at the trial? (2)
- d) What is meant by: "a crusade against its teachings" (paragraph 2) (2)
- e) Consider the sentence of the court. How fair do you think it is? Give reasons for your answer. (4)
- f) Is there any justification for believing that the Twitchells were unfeeling parents? Give a clear reason for your answer. (3)
- g) Explain clearly on what grounds an appeal will be lodged against the jury's verdict. (3)
- h) Explain what is meant by:
 (i) "a subjective belief" (paragraph 4)
 (ii) "will prevail on appeal" (paragraph 5) (4)
- i) What are the likely aims of a "child-advocacy" group (paragraph 5) (2)
- j) "Children have rights, too" This seems to be one of the messages of the reading passage. What rights do you think children are entitled to at school? Discuss the teacher's role in upholding these rights. (15)

QUESTION 2

A friend who lives overseas has asked your opinion on the "open school" policy which may be implemented in South Africa. Respond to his/her request in a letter of approximately 180 words. (30)

(QUESTION 3: (Not reproduced here)

Contextual questions on a novel studied by "internal", full-time teacher-trainees - not to be attempted by "external" candidates, who answer Question 4.)

QUESTION 4

You believe that the subject you teach is one of the most important in the whole curriculum. In approximately 2 pages, present a logical argument supporting your belief. (30)

TOTAL: 100

.....

CONVICTED OF RELYING ON PRAYER

A manslaughter case tests the limits of religious liberty

The jury forewoman was trembling. After she announced the verdict, several of the jurors began to sob loudly. The defendants held hands, but showed no emotion upon hearing the guilty pronouncement. Climaxing a dramatic and closely watched trial that **pitted church against state**, David and Ginger Twitchell were convicted of **involuntary manslaughter** in a Boston courtroom last week. Their crime: letting their 2 1/2-year-old son Robyn die because they chose to follow their religion and rely on prayers rather than call a doctor. "This has been a prosecution against our faith," lamented David Twitchell, a lifelong Christian Scientist. No, countered prosecutor John Kiernan, it was a "victory for children".

The conviction was the fifth in two years against Christian Scientist parents who failed to seek medical treatment for their children - a record that the Boston-based church interprets as a **crusade** against its teachings. The Twitchells' sentence followed the pattern set in the previous case. The parents were given ten years of probation, and they were ordered to submit their three other children to regular medical exams and take them to a doctor whenever signs of serious illness develop.

The two-month trial turned on the question of whether the Twitchells were guilty of "wanton and reckless conduct" in not seeking medical help for Robyn, who died in April 1986 of a bowel obstruction, after five days of illness. The parents, who had summoned a "spiritual healing" practitioner, maintained that their son had shown only intermittent flulike symptoms and seemed to be recovering just before taking a fatal turn. But medical experts testified that the child would probably have been feverish, vomiting, and in obvious pain before his death. Had he been taken to a doctor, they asserted, the boy would still be alive. In one poignant moment at the trial, David Twitchell sadly voiced his misgivings: "If medicine could have saved him, I wish I had turned to it."

The eight-woman, four-man jury deliberated for 14 hours before delivering its verdict. The Twitchells' attorney, Rikki Klieman, promptly announced plans to appeal. Her primary argument, she says, will be that Judge Sandra Hamlin misinterpreted a 1971 Massachusetts statute on child abuse and neglect, which creates a legal exemption for those who believe in spiritual healing. Some 44 states provide some sort of religious exemption. In the Twitchell case, the first to test the Massachusetts law, Hamlin ruled that "a subjective belief in healing by prayer" is no excuse for not obtaining medical help when a child is seriously ill.

Several Massachusetts legal experts believe the Twitchells' claim of a statutory exemption **will prevail on appeal**. Says Harvey Silverglate of the Massachusetts Association of Criminal Defence Lawyers: "It's virtually impossible to convict the parents in the face of that exemption". Silverglate and others think the Twitchell conviction - particularly if it is overturned - could ultimately prompt nationwide efforts to repeal legal exemptions for spiritual healing. While that could be a tremendous blow to the Christian Scientists and other religious groups, it would, say **child-advocacy groups**, be an important step towards granting the nation's children a fundamental human right. Says Jetta Bernier of the Massachusetts Committee for Children and Youth: "No individual should have to suffer and die because of the religious beliefs of another".

ADDENDUM J: PAPER SET AT UNIVERSITY (IV)

WRITTEN TEST IN ENGLISH COMMUNICATION SKILLS

TIME: TWO HOURS

(In Service Course)

TOTAL: 100 MARKS

NOTE: It is to your advantage to attempt all the questions. A suggested time allocation is given as a guide in each section.

SECTION A:

(Time: 20 minutes)

Read the text below, then, in the space provided, answer the questions that follow. (20 marks)

THE COLD WAR

Men have walked on the moon, transplanted hearts and invented machines to think for them. But they cannot cure the common cold. A spokesman at the world-famous cold research centre in Salisbury sounded understandably bad tempered when I spoke to him about it. They've been working on the problem for years but the most optimistic he could be was to hope that they would find a cure within the next 10 years. So what was their advice on coping with a cold meanwhile? "Ignore it", he sniffed.

In urban areas we average three colds a year and they are caused not by wet feet or sitting in a draught, but by a virus, or rather many viruses which are always changing, so that a vaccine prepared from one is useless against the next. But every year the pharmaceutical companies spend millions of pounds trying to persuade us that their products will banish the miseries of sneezing, runny noses, sore throats, headaches and coughs. They admit that they can't cure the cold, but they do promise to relieve the symptoms.

We looked at ten well-known brands of cold remedies and asked a doctor to explain, in layman's terms, exactly what they contain, what each ingredient is for, and his opinion on their effectiveness. Although none of the preparations had exactly the same ingredients, they fell into certain categories.

Nearly all contained a painkiller, either aspirin or paracetamol. These help to reduce temperature and relieve general aches and pains. Aspirin can irritate the stomach, so paracetamol is generally preferred. Many also contain decongestants, which constrict the blood vessels in the nose and should be avoided by people with hypertension or any heart complaint. The decongestant in Vicks Medinite is known to cause wakefulness, so it is strange to find it in a night-time remedy. But maybe it is counterbalanced by the antihistamine which it also contains, like the other night-time preparations. Antihistamines are used to treat hay fever and other complaints caused by allergies, but for a common cold all they will provide is sedation. They shouldn't be used with alcohol.

According to the doctor, none of the preparations is harmful as long as the warnings on the packets are observed, and they are not taken while suffering from certain conditions or while under other medication. Perhaps the worst thing about them is the cost. Advertising and packaging have grossly inflated the price of relatively cheap ingredients, and in many cases one could get the same relief from straightforward paracetamol taken with a soothing warm drink of lemon and honey.

Maybe the old wives had it right all along with their remedy of "hanging your hat on the bed-post, drinking from a bottle of whisky until two hats appear, then going to bed and staying there". That's probably what the reserchers will come up with in 10 year's time!

(From an article by Rosamond Castle in the Observer Magazine)

1. Explain in what way the title of this text plays on words. (2)
2. What point does the writer make in the first two sentences of the given text? (2)
3. Why was the spokesman at the cold research centre "understandably bad tempered"? (2)
4. What are "urban areas"? (1)
5. Why are cold vaccines so often useless? (3)
6. Define the term "layman". (4)
7. Why is paracetamol preferable to aspirin in the treatment of the common cold? (2)
8. "Advertising and packaging have grossly inflated the price of relatively cheap ingredients". Rewrite this statement, putting the underlined phrase into your own words. (4)

SECTION B:

(Time: 30 minutes)

In a cohesive paragraph of about 100 words, summarise The Cold War. Use the space below for your summary.

(20 Marks)

SECTION C:

(Time: 10 minutes)

Study the passage below. Note that certain words have been omitted and replaced with blank spaces. Write in each blank space the word that you think was originally there.

(15 Marks)

THE GREAT NOCKITOFF DIET

For anyone who wants to shed a pounds in a sensible but speedy manner, Great Nockitoff Diet offers the perfect solution. is guaranteed to work if you follow important guidelines.

The first thing to emphasize..... that, regardless of how much or how..... food you eat, you must drink two of water daily.

The two slices of wheat bread allowed each day will provide with a sufficient amount of carbohydrates. Therefore, vegetables, even potatoes, are recommended, these may be eaten raw or steamed and without or sauces. All alcoholic beverages should be, iced tea without sugar, or soda water lime or lemon, being recommended as substitutes.

Like most, the Great Nockitoff Diet cuts all sweets; on the other, it differs from most in including more twenty-five suggestions for healthy, low-fat, tasty desserts.

SECTION D:

(Time: 30minutes)

In the space provided below, write a letter of 150 to 200 words to a relative or friend, telling him/her why you are working at improving your communicative skills in English - over and above your need for E-endorsement! One of the issues you might consider is that English is the most important international language, certainly in the Western world, today.

(20 Marks)

SECTION E:

Time: 30 minutes)

In a cohesive text of about 250 words, discuss the advantages and disadvantages of road, rail and air travel respectively. Use the space provided below.

(25 Marks)

ADDENDUM K: PAPER REFERRED TO IN CHAPTER 3

COURSE:	TEACHERS' BILINGUAL CERTIFICATE EXAMINATION
SUBJECT:	ENGLISH (FIRST LANGUAGE)
SECTION:	WRITTEN COMMUNICATION
TIME:	3 HOURS

1. PROSE COMPOSITION

You have a choice of writing

- either (a) **ONE** composition, about 300 words in length
 or (b) **THREE** short compositions, each about 100 words
 in length.

TOPICS:

1.1 "When I hear the word 'culture', I reach for my gun!"

Perhaps South Africans do not react in quite as violent a manner. How do they react, however? Is their general indifference any more admirable?

1.2 "I'll read the occasional book about sport, but that's where I draw the line." - A student-teacher.

Respond to this statement by considering whether a person who does not read can be a good teacher.

1.3 "Keep politics out of the classroom."

Can one ever do this? Is the very fabric of our lives not pervaded by politics?

1.4 "Theory and practice."

Drawing on personal experiences in the classroom, consider whether the general, philosophical approaches to teaching which are such an important part of any teacher-training programme ever find an application in teaching practice.

- 1.5 "How can I be expected to teach the revised syllabus if the new textbook hasn't even been published yet?"
- Ought this person to be a teacher at all? In your response consider the extent to which teachers allow a textbook to become a crutch without which they are helpless.
- 1.6 "Schools should prepare young people for the world outside."
Respond to this statement by agreeing or disagreeing.
- 1.7 "Television is changing South Africans' sense of values."
Respond to this statement by agreeing or disagreeing.

(60)

2. LETTER

Write **ONE** of the following letters, the body of which should be about 150 words in length.

(In the topics below, you may replace "he/him" with "she/her" if you wish to).

- 2.1 A friend of yours, a newly-qualified teacher, is still without a post - all his applications for posts at city schools were unsuccessful. Write a letter in which you try to persuade him to apply for a post at the school in a country town where you teach.
- 2.2 A teacher friend has written to you. He enjoys a good relationship with his pupils and most of his colleagues. Unfortunately he finds the newly appointed principal thoroughly unlikeable, and the feeling appears to be mutual. As a result he is seriously considering applying for a post elsewhere, although this will mean that he will have to sell his home and uproot his family.
- Write a suitable reply.
- 2.3 A special project or outing which you have in mind for your class may require parental permission and assistance. Draft a circular letter which you will send to all parents.

(30)

3. COMPREHENSION

Read the following passage carefully and then answer the questions. Answers should be brief and direct.

On a December evening in 1865 Thomas Carlyle sat up and read a book before going to bed. The book had been published in Newcastle three years before, and had been sent to him as a book which was making new admirers for its long dead author. It was Thomas Bewick's *Memoir*, written in the 1820's, but treasured unpublished until 1862.

The next morning Carlyle wrote to his friend John Ruskin and summed up Bewick in a sentence which is a fair estimate: "Not a great man at all: but a very true of his sort, a well completed and a very *enviable* - living there in communion with the skies and the woods and the brooks, not here in ditto with the London Fogs, the roaring witchmongeries, and railway yellings and howlings."

But Ruskin held Bewick in less cautious esteem; and though a study of Ruskiniana will usually discover contradictory judgments about most artists, his pronouncements about Bewick are consistently enthusiastic. He prescribed the *Memoir* for all his drawing students and spoke of its author in the terms of a publisher's blurb - "the magnificent artistic power, the flawless virtue, veracity, tenderness, the infinite humour of the man". He compared Bewick to Botticelli and Paul Veronese. He claimed that no drawing had been as subtle as Bewick's since the fifteenth century, except Holbein's and Turner's. The only qualification of his admiration was that Bewick, untrained ("unhelped, but also unharmed"), could draw only the lower classes of creation: he could draw the poor, but not the rich; he could draw a pig, but not a Venus; because, as Ruskin explained it, Bewick was not a gentleman; and he regretted a little Bewick's "love of ugliness which is in the English soul", to be found also in Hogarth and Cruikshank. But he backed his opinion by paying 73 guineas for half a dozen of Bewick's tiny watercolours, and another 43 guineas for thirty of his pencil drawings - spending what was then a considerable amount of money.

A contemporary comment by a less extravagant spinner of words is to be found in the *Lyrical Ballads*:

O now that the genius of Bewick were mine,
And the skill that he learned on the banks of the Tyne!
Then the Muses might deal with me just as they chose,
For I'd take my last leave both of verse and of prose.

Wordsworth's estimate is high, though expressed less earnestly than Ruskin's. There is a tendency to extremeness in the

admirers of Bewick, amounting sometimes to idolatry, a tendency due in his lifetime partly to his personal character, and, since his death, in some measure to his suitability as a subject for book collectors - a fact which would have distressed him, since he disapproved of bibliomania.

Perhaps Carlyle's summing-up is a little less than generous. Bewick was a first-class English craftsman, who spent a long and hard-working life in the patient perfection of a skill, an innovator who raised both the technical and artistic standards of his craft, and who contributed considerably to the expression of the English scene and character in his vigorous delineation of the minutiae of country life. He himself came to regard woodcuts as "a department of the arts", and one in the renaissance of which he had a part, but he started simply because of a passion for drawing so strong as to survive his schooldays and to decide his parents in their choice of a trade for him. He was never taught how to draw; but filled the margins of his schoolbooks with sketches; and, when they were full, chalked his pictures on gravestones in the village churchyard and on the hearthstone by the face-scorching firelight at home in the evenings; graduating to paper and pen and ink and brambleberry juice, drawing birds and animals and the scenes of nature for his neighbours' cottage walls.

- Adapted from John Rayner: *A Selection of Engravings on Wood by Thomas Bewick* (King Penguin, 1947)

- 3.1 The words listed below appear in the passage. Choose **FOUR** of these words, consider the "meanings" given in brackets, and in each case write down only the meaning that is closest to the word *as it is used in the passage*.
- 3.1.1 memoir (line 5): (memorandum, reminder, memorial, personal history)
- 3.1.2 esteem (line 14): (judgment, regard, approximation, value)
- 3.1.3 pronouncements (line 16): (peculiar way of speaking a language, tone of voice, sayings, formally stated value judgments)
- 3.1.4 genius (line 37): (superior intelligence, natural ability noble character, great skill)
- 3.1.5 generous (line 48): (munificent, abundant, copious, ungrudging). (4)
- 3.2 Explain the following phrases, as they are used in the passage:

- 3.2.1 fair estimate. (line 8)
- 3.2.2 consistently enthusiastic (line 17)
- 3.2.3 he backed his opinion (line 300)
- 3.2.4 a contemporary comment (line 35) (8)
- 3.3 "Living here in ditto with the London Fogs..." writes Carlyle.
- 3.3.1 What does *ditto* usually mean? (1)
- 3.3.2 What purpose does it serve in the above example?
(Consider it in the context of the sentence to which it belongs). (2)
- 3.3.3 Answer **ONE** of the following two questions:
- 3.3.3.1 The word *witchmongeries* probably does not appear in your dictionary. What, do you think, did Carlyle wish this word to convey?
OR
- 3.3.3.2 Characterise (or comment on) Carlyle's style of writing in the given example (lines 8 to 13). (2)
- 3.4 Ruskin (we are told) spoke of Bewick "in the terms of a publisher's blurb". (A blurb is a short article summarising a book and praising it, usually found on the front inside flap of the dustjacket of a book).
- Consider whether the example quoted by the author (lines 19 to 21) proves his point. Do these words resemble a blurb? Justify your answer. (3)
- 3.5 Respond to the following statement by writing TRUE or FALSE, and justify your answer. Do not merely quote from the passage.
- "Ruskin stated that as a draughtsman Bewick was inferior to Holbein and Turner." (2)
- 3.6 What did Ruskin mean by saying that as an untrained artist Bewick was "unhelped but also unharmed"? (2)

3.7.1 Assuming that the author's characterisation of Wordsworth ("a less extravagant spinner of words") is accurate, what would you expect Wordsworth's style of writing to be like? (1)

3.7.1 Does the short excerpt quoted (lines 37 to 40) illustrate these qualities? Prove your point. (2)

3.8 Bewick apparently played a part in the "renaissance" of the woodcut as an art form in the late 18th century.

What does this statement tell us about the history and reputation of the woodcut between the years 1700 and 1800? (3)

(30)

4. SYNTHESIS

The jottings below reflect the views of various persons who were asked to evaluate Miss Hilary Brown's ability as a teacher.

Sets herself high standards

Approach: earnest, diligent
Thorough preparation
Makes lessons interesting

Manner: friendly, sympathetic
Relaxed, at her ease. But firm control

Presentation: lively, direct
enthusiastic
personal involvement

Good pupil participation and co-operation

Use this information to compose **one** paragraph, which could be part of a testimonial or confidential report

Start your paragraph as follows: "Miss Brown has shown..." (30)

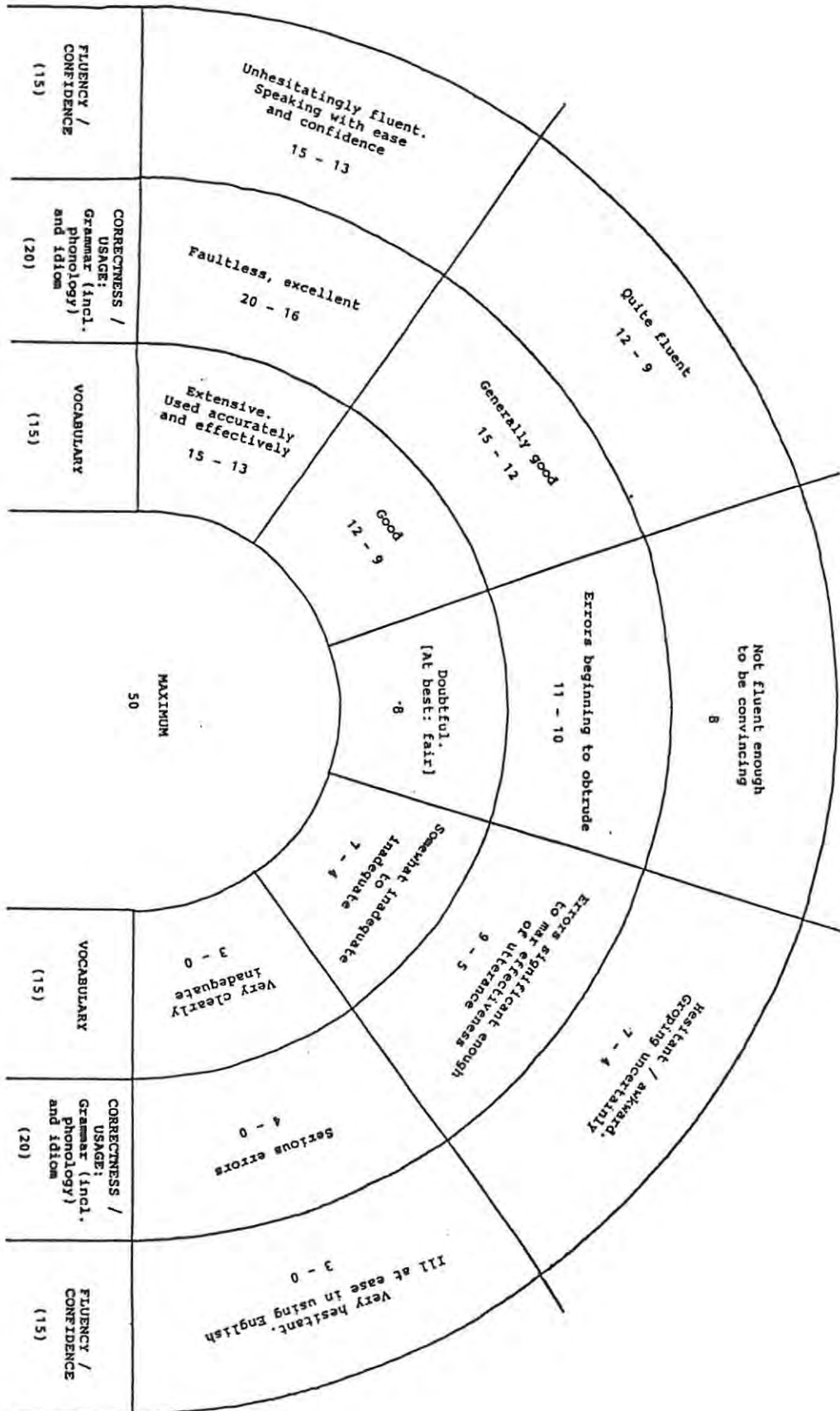
TOTAL: 150

EVALUATION SCHEME

CONTENT	The use of Language (Including Style)				
	1. Excellent. Showing real literary ability and powers of expression. Strong. Fresh (errors of no consequence).	2. Pleasing. Showing signs of literary ability. Precision of expression enhances meaning. (Errors of minor consequence).	3. Fluent but commonplace. Over-ornamented. Errors become significant and affect meaning.	4. Clumsy. Forced. Slangy. Childishly simple. Errors disturbing.	5. Containing repeated errors of a serious nature. Faulty in idiom. Sentence structure faulty.
1. Original. Creative. Comprehensive. Lucid. Mature.	A+	A	B		
2. Interesting. Convincing. Effective.	A	B	C	D	
3. Relevant but average.	B	C	D	E	F-FF
4. Dull. Thin. Lacking clarity. Padded. Unconvincing.		D	E	F-FF	G
5. Disconnected. Childish. Contrived. Incoherent			F-FF	G	H

N.B. Where the content of a written exercise is entirely irrelevant, no mark will be awarded.

ADDENDUM M: CCT II ASSESSMENT SCHEME: ORAL PRODUCTION



ADDENDUM N: ORAL EVALUATION CRITERIA: UNIVERSITY III

Under 40%: (Fails, and should not be allowed to write):

Language seriously and consistently deficient.
Lacking in fluency and accuracy.
Communication breaks down.
Serious errors (concord, tense).

45%: (Fails)

Just manages to communicate, but often uses inaccurate or inappropriate language. Vocabulary restricted.
Frequent hesitation / searching for words.
Not forthcoming: evaluator struggles to get response.

50% (e): Copes with most language situations, but language use still restricted. Occasional serious errors / slips still made. Shows fair degree of confidence.
Use of language improves with time / confidence.
May correct himself - counts in his favour.

55% (e): A higher degree of the above, but not 60% (see below).

60+(E): Fairly good language use. Occasional slips and restrictions do not impede communication.
Vocabulary range: fair to good.
Can present / argue a subject clearly and logically.
Shows ability to cope with idiomatic use.
Sensitive to register.
Approaching bilingual competence.

70%+: Higher degrees of the above

<p>N.B. A candidate is NOT failed if he breaks down on any ONE of the above criteria.</p>

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