

Afrikaans for Transkei

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An analysis of the needs of and constraints on primary and secondary teachers responsible for the teaching of Afrikaans in the Republic of Transkei as the basis for a practical communicative syllabus for the teaching of Afrikaans as third language in teachers' colleges.

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List of abbreviations and acronyms

De Lange Report	- The report of the Main Committee of the HSRC Investigation into Education 1981.
HSRC	- Human Sciences Research Council
INTUS	- Institute for Language Teaching, University of Stellenbosch
L3	- Third Language
JS	- Junior Secondary
MT	- Mother Tongue
RAU	- Rand Afrikaans University
RSA	- Republic of South Africa
SP	- Senior Primary
SS	- Senior Secondary
TL	- Target Language
TP	- Target Population
US	- University of Stellenbosch

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Afrikaans for Transkei

1 LANGUAGE TEACHING FRAMEWORK

This project is concerned with the teaching of Afrikaans as a third language, particularly from the point of view of communicative language teaching.

The ultimate aim of second- and third-language teaching should be communicative competence in the target language (Yalden 1984:396), and this cannot be achieved merely by obtaining knowledge of the structure of the language or learning the rules by which it operates.

In order to acquire functional language proficiency, the learner must continually use the language in a communicative setting. It becomes self-evident, therefore, that language teaching must be learner-centred.

The language needs of the target group will determine the content of the teaching. These language needs, the proficiency, motivation, abilities and reasons for learning the language are established by means of a needs analysis, which serves as a suitable point of departure for the design of a syllabus (Yalden 1983:88). Thus the syllabus provides the framework according to which language teaching situations will be planned for optimal communication and interaction in the classroom.

It is the task of the lecturer or teacher to convert this framework into practicable teaching, and in the classroom the teacher becomes an organizer and facilitator.

2 THE STATEMENT OF THE PROBLEM

The problem on which this investigation focuses is that new communicative syllabuses for Afrikaans L2/L3 have been compiled by several Departments of Education, for example the Transkei Department of Education: Stds 3 to 7 – 1985, and the Department of Education and Training: Stds 8 and 9 – 1986 (Stds 5, 6, 7 and 10 – 1987).

However, few teachers of Afrikaans in these Departments are familiar with the Communicative Approach. Moreover, the pupils' poor command of Afrikaans leads to a breakdown in communication between them and their teachers and to high failure rates in the subject. Students proceed to teachers' training colleges with this low level of competence in Afrikaans. Since it is difficult to remedy this within 3 years, the low level of proficiency in Afrikaans perpetuates low standards of Afrikaans language teaching in the schools. Researchers from the Unit for the Teaching of Afrikaans at the Rand Afrikaans University made recordings of Afrikaans lessons taught in black schools. Some of these lessons were totally unintelligible to a mother-tongue Afrikaans speaker (Kroes, 1979).

This indicates the need for a communicative syllabus for teacher training colleges in order to train students to implement the school syllabuses in an effective way. Syllabuses in use at training colleges were based on the Structural Approach, emphasizing grammatical structures, while the main need is for communicative competence.

The most suitable and economical point of intervention at which to equip teacher trainees with the required proficiency in Afrikaans and the ability to implement a communicative syllabus seems to be the teachers' training colleges.

3 PURPOSE

The purpose of this study was to design a syllabus for an Afrikaans course at teachers' colleges on the basis of a needs and constraints analysis of the target group. The syllabus will equip future teachers of Afrikaans as third language to implement the communicative syllabuses prescribed for primary and secondary schools and will improve their own proficiency in Afrikaans.

Components of the syllabus

The syllabus contains the following components:

a proficiency component

a method component to train teacher trainees in communicative techniques (without which they cannot teach communicatively) and to explain to them the theory of the Communicative Approach

a component specifying how communicative proficiency should be tested.

To achieve this it was necessary:

to construct a profile of the senior primary and secondary school teachers in Transkei and the setting in which they perform

to construct a profile of the first year students and the setting in which they perform

to assess the proficiency in Afrikaans of the first year students at the teachers' colleges in Transkei

to assess the proficiency in Afrikaans of teachers teaching Afrikaans in senior primary and secondary schools in Transkei

to identify the language needs of the senior primary and secondary teachers of Afrikaans in Transkei

to establish the relation between the level of proficiency in Afrikaans of teachers responsible for the teaching of Afrikaans in Transkei and that of the first year students in Transkei teachers' colleges

to establish the constraints (physical and other) that affect the implementation of the syllabuses in the colleges and schools

on the basis of these data to construct a needs analysis for senior primary and secondary teachers, using an adaptation of Munby's taxonomy as model

on the basis of the needs analysis to design a communicative syllabus for teachers' colleges.

4 TARGET GROUP

This study focuses on:

senior primary teachers teaching Afrikaans L3 in Stds 3, 4 and 5 in the Republic of Transkei

junior secondary teachers teaching Afrikaans L3 in Stds 6 and 7 in the Republic of Transkei

senior secondary teachers teaching Afrikaans L3 in Stds 8 to 10 in the Republic of Transkei

first year students in teachers' colleges in the Republic of Transkei.

Although this project is directed primarily at the Republic of Transkei, the syllabus for Afrikaans L3 will be available to any other teachers' college which may request it.

The language situation in South Africa with special reference to the Republic of Transkei

Four main language groups can be identified in South Africa:

- European languages as represented by English and Afrikaans (which are the two official languages in the Republic of South Africa)
- African languages (excluding the Khoisan languages)
- Indian languages
- Khoisan languages.

The African languages group contains the largest number of people, and the languages which they speak fall into four main groups:

- Nguni: Zulu
- Xhosa
- Swazi
- Ndebele
- Sotho
- Venda
- Tsonga

The Xhosa group forms 28,4% of the total group of African language speakers (Schuring and Yzel, 1983:26), and the majority of the Xhosa-speaking population are to be found in the Republic of Transkei, one of the former so-called “homelands”. However, 41,3% of the total labour force of Transkei was employed in the Republic of South Africa as labourers in 1982 (Transkei Profile Volume 1 1985:10). This tendency still prevails.

According to the 1980 census Afrikaans is the mother tongue of 57,0% of the white population and 86,19% of the so-called “Coloured” population of South Africa (Schuring and Yzel 1983:1). For various reasons the speakers of the African languages prefer English as medium of instruction at school level and for reading purposes, for example because English is a universal language and therefore the mainspring to a wealth of literature and the Western world. Afrikaans, however, is widely used in state departments, the building industry, factories and mines. The ability to use Afrikaans in order to communicate thus remains important for anyone who intends seeking employment in the Republic of South Africa. While English is the prestige language, Afrikaans has pragmatic value.

Finally, it is the need for better mutual understanding and relationships in a multicultural society such as South Africa which makes intercultural communication of the utmost importance. Various researchers agree that political and economic progress in South Africa is dependent on communication between language groups (Kroes 1978:184 and HSRC Report no. 18 1981:103).

5 METHOD OF DATA COLLECTION

1 RELEVANT LITERATURE

In an HSRC investigation (Schuring and Yzel 1983:52), 75% of the black respondents indicated that they are in favour of Afrikaans being taught as second language at school level.

A number of problems have been identified, however, by different researchers:

- In the so-called “homelands”, national states and townships (e.g. Soweto) people are seldom exposed to Afrikaans. Afrikaans newspapers are hardly ever read (RAU Report Part 1 1985:166).
- Black people’s attitude towards Afrikaans is influenced negatively by the political situation in the Republic of South Africa (RAU Report Part 1 1985:164 and Steyn 1980:292).
- The authorities responsible for the design of syllabuses and curricula for black pupils often do not take into account the specific and changing needs of the black pupil (RAU Report Part 1 1985:10).
- Most teachers responsible for the teaching of Afrikaans L3 are not mother tongue speakers and do not have the necessary skills or communicative competence to teach the target language (HSRC Report no. 18 1981:131).
- Funds for teaching aids and textbooks are not readily available.
- Methods used by teachers are predominantly formal, with the emphasis on rote learning and theoretical knowledge (Kroes 1978:181).
- Textbooks fail to help the teacher to focus on the learner and are often outdated in their approach.
- The pupil:teacher ratio underlines the urgent need for more qualified teachers (HSRC Report no. 18 1981:130).

The problems identified above also apply to Transkei. In fact, the situation is probably more critical there than in any other part of South Africa. This is confirmed by the following facts:

- In the RAU Report of the Unit for the Teaching of Afrikaans (Part 1 1985:7), it is maintained that most lecturers responsible for the teaching of Afrikaans at black teachers’ colleges are white mother tongue speakers who are well qualified. However, the writer found only 2 mother tongue speakers responsible for the teaching of Afrikaans at college level. The rest were either Xhosa or Sotho speakers.

- The researchers of the RAU Report specifically remarked upon the low level of Afrikaans competency of Transkei students (Part 1 1985:52). Teaching was often conducted through the medium of English and/or Xhosa.
- Exposure to Afrikaans is almost non-existent in Transkei (RAU Report Part 1 1985:155). In addition to this there is both primary and secondary language interference, i.e. Xhosa and English.

Departmental policy regarding Afrikaans since Transkei became independent in 1975 has been equivocal and the choice has been left to the pupils. This caused an increasing scarcity of qualified teachers and funds for the subject (RAU Report Part 1 1985:162). At present the attitude of the officials responsible for the subject is positive and the writer has been impressed by the readiness of teachers and lecturers alike to accept assistance and advice.

As a so-called "independent" state, Transkei is still dependent on funds allocated by the RSA, being regarded as one of the 10 poorest countries in the world (Transkei Profile Vol. 1 1985:3). This dependency means that projects are often abandoned for lack of financial assistance (Ngubentombi 1984:211).

The urgency of the situation in comparison with that of other regions is illustrated by the pupil/teacher ratios:

Most developing countries	1:35
Industrialised countries	1:25
RSA (including low ratios of white education)*	1:44
Transkei	1:55

(*Transkei Profile* Vol. 1 1985:48)

Comparable and related investigations

The writer could not trace a comparable needs analysis of the Afrikaans communicative language needs of a Black language group resident in Southern Africa. Comparable and related studies about English L2 and related studies about Afrikaans were consulted and a few of them are discussed in broad outline.

- (1) Odendaal, M.S. "Needs analysis of higher primary teachers in KwaZulu". *Per Linguam: Special Issue* no. 1 1985.

This project was conducted under the auspices of INTUS.

The research brief for the project was to investigate English language teaching in KwaZulu (where English is also the medium of instruction) and to draw up a taxonomy of language needs.

Respondents were selected at random from 6 186 HP teachers from KwaZulu.

The following is a brief outline of the research findings:

Respondents' proficiency in English is inadequate.

Very little exposure to MT English is possible.

The major determinant for proficiency in English is the amount and level of education, both academic and professional.

The most profitable means of upgrading teachers' proficiency in English is continuing instruction.

The most feasible place for continuing instruction is a teachers' training institution.

* Pupil/teacher ratios for the Department of Education and Training (4 March 1986): secondary schools: 1:31,3; primary schools: 1:39,4.

Major problems are:

- lack of facilities, equipment and aids
- lack and unsuitability of text books and teachers' manuals
- teachers feel discouraged by disappointing results, the inadequacy of their training and the heavy work load
- teaching frequently occurs through the MT rather than the target language
- teaching is teacher dominated
- rote learning and choral repetition occurs frequently
- teachers experience little support from the community.

Recommendations: HP teachers' proficiency of English should be upgraded by means of a specialized, intensive English course to meet the needs of the teachers – preferably administered to primary school teacher trainees as a pre-instructional course of several months.

- (2) Rand Afrikaans University Unit for the Teaching of Afrikaans. Part I, II and III: "Experimenting with teaching strategies, support materials and teaching aids for in-service training of black teachers responsible for the teaching of Afrikaans" (Final report: 18 October 1985).

Purpose of investigation: to find effective techniques
to identify problem areas
to recommend possible areas for assistance by the Unit for the teaching of Afrikaans.

Scope of investigation: Institutions for teacher training, in-service training, primary and secondary schools throughout South Africa, including the so-called "homelands", (including Transkei).

Important findings regarding teacher training were:

Afrikaans is often taught at school level through the medium of the pupils' mother tongue and teachers' own proficiency in Afrikaans is poor.

Lecturers for Afrikaans are mostly white and thus mother tongue speakers of the target language; their tuition, however, does not always relate to the practical situation in the schools.

The best candidates do not apply for admission to teachers' colleges, possibly because of the remuneration.

Students are older than white students at teachers' colleges for whites.

Funds are scarce and this causes serious shortcomings regarding, for example, facilities and teaching aids.

The level of communicative competency of first year students in Afrikaans is very low.

The teacher:pupil ratio in the schools is alarming.

There is a shortage of qualified black lecturers.

The relevance of syllabuses is questioned.

There is a definite preference for theoretical knowledge and formal teaching in high schools and rote learning in primary schools

Very little support material is available.

Little or no in-service training takes place.

Recommendations:

In-service facilities must be extended.

Suitable support material must be designed.

Lecturers must be made aware of the language interference phenomena for the different language groups.

Co-operation between the universities for black students and the Department of Education and Training is essential.

Students should be encouraged to do their teaching practice in the so-called independent states.

Programmes for the improvement of the quality of teaching in Black societies: Several universities are at present involved with in-service training of Black teachers or other educational assistance programmes for the teaching of Afrikaans. Some of these are:

(1) The Unit for the Teaching of Afrikaans at RAU, which started in 1981 with the in-service training of Afrikaans teachers of Standards 6 and 8 (later also Standard 5 and more advanced groups) in Soweto. This programme was the outcome of the research discussed above.

Results of this programme:

- Support material was designed.
- Assistance was given with the compiling of test material and methodology.

Problems identified:

- the unsuitability of prescribed works
- the low proficiency of teachers
- the lack of funds
- teachers experience a lack of self-confidence when presenting informal activities.

(2) University of Fort Hare: Department of Afrikaans-Nederlands: Zingisa project. This project aims at the improvement of the standard of Afrikaans in Ciskei schools (Standard 8-10) during a winter school, focusing on the teaching of linguistics and literature.

(3) University of Potchefstroom: Short courses are offered in Soweto aiming at the improvement of the standard of the teaching of Afrikaans, focusing on linguistics and literature.

(4) University of Cape Town: Capable students from the Department of Education assist teachers with the teaching of Afrikaans for 1 to 2 months per year in Lesotho, Ciskei, Namibia and Bophuthatswana.

(5) University of the Orange Free State: An investigation called “Taalhandelinge oor kultuurgrense heen” is being conducted in conjunction with the HSRC. This investigation should render interesting findings for the teaching of Afrikaans to the black population.

In other parts of Africa the target language is English (except for Francophone Africa) as a second language, and English is often the language of instruction.

Language teaching projects in the Third World reveal many of the same constraints identified in Southern Africa, e.g.:

- rote learning at the cost of cognitive involvement
- teachers lacking communicative competency in the target language
- teachers unacquainted with modern L2 teaching skills
- few and unsuitable text books
- students’ competency varies drastically, even in the same classroom.

These problem areas are dealt with in *Language Teaching Projects for the Third World*, edited by C.J. Brumfit. Countries mentioned in this connection are Cameroon, Zambia, Sierra Leone and Nigeria. Two such projects are discussed briefly:

- 1 "KEY ENGLISH LANGUAGE TEACHING (KELT-PROJECT) FOR SIERRA LEONE", by A. Hayes (in Brumfit 1983:16-25).

Original brief: to upgrade teacher training for primary level English.

Problems: 60% of the teachers were unqualified
teacher-centred learning
repetition
formal and grammar-based teaching
examination and syllabus have little in common
too much is expected of the pupils.

Needs identified:

- a school syllabus which takes into account the specific needs of the pupils
- an exam which reflects the syllabus
- a syllabus for colleges to train teachers to implement the above syllabus
- a scheme to equip in-service teachers to implement the above syllabus.

The resulting programme stretched from 1980 to 1985 and comprised the following:

- selection and adaptation of materials
- new school syllabuses
- in-service work with new syllabuses for schools
- restructuring of exam.

All plans were based on three key principles regarded as essential to any successful project:

- a strong framework with **flexibility** for future modification
- **humility**: the target group's needs must dictate methodology
- **transferability**: the target group must eventually be able to use the programme and materials without assistance (Brumfit 1983:25).

Liaison with other teachers' training centres and the inspectorate was encouraged.

- 2 AN INVESTIGATION INTO AND RESULTING PROGRAMME FOR TANZANIAN SECONDARY SCHOOLS (Brumfit 1980).

Problem: Tanzanian secondary school pupils had limited and often inaccurate examples of English from their teachers – the result of large classes, choral work and the inability of the teachers to speak a grammatically correct English with reasonably correct pronunciation.

Objective for programme: A remedial course with the following characteristics:

- integration
- flexibility
- pupil-centered with maximum interaction
- encouragement to use English, to speak the language rather than to practise items and structures in isolation
- to progress from oral to written work
- to progress to less controlled sessions with a variety of activities (Brumfit 1980:37)
- to aim at fluency rather than accuracy.

Communicative Syllabus Design

The view that communicative syllabus design is evolving all the time is shared by Janice Yalden, Professor of Linguistics at the Centre for Applied Language Studies, Carleton University, Ottawa and writer of many articles and books on this topic. However, the aim of all communicative syllabuses is the same, namely communicative competence rather than formal perfection (Yalden 1984:396).

Why, then, are there so many different types of communicative syllabuses? The answer may be contained in any one or a combination of the following factors:

- (1) The “Communicative Approach” is an umbrella term for various methods.
- (2) Every communicative syllabus should be the result of careful research into the particular needs of a particular target group: every syllabus is therefore unique.
- (3) Types of communicative syllabuses often depend on the concept emphasized in the syllabus, e.g. K. Johnson’s Procedural Syllabus which is a syllabus of tasks (Johnson 1982:136).
- (4) Types of communicative syllabuses are sometimes named after the concept used as unit of organization, e.g. the Notional or Functional Syllabus.
- (5) Various disciplines (e.g. psycholinguistics, sociolinguistics and didactics) contribute in varying degrees to the design (Yalden 1983:5).

The basic purpose of the syllabus designer can be described as the pursuit of a balance amongst all the possible elements considered important for syllabus design, in view of the needs of any given target group (Yalden 1984:403). One such balance may be the balance between form and function. This very important factor underlines the necessity for a syllabus which must provide a meaningful link between opposites and in which both the system of the language and the creative aspect of communication must be represented (Johnson 1982:130-134). One may say that structures describe **how** we communicate, functions are important for interaction and describe **why** communication should take place, while notions are semantic in nature and describe **what** should be communicated (Yalden 1983:41).

Other linguists object that language cannot be limited and that a syllabus is therefore an unnecessary limiting factor. In practice, however, the teacher or lecturer is forced to limit the extent and scope of a language course because of time limitations. A syllabus will also co-ordinate the content of a course, set a standard and give the teacher/lecturer the opportunity to plan ahead for maximum interaction.

In essence the process of designing a communicative syllabus can be described in 2 phases:

- (1) To collect data about the character, the communicative competence and communicative requirements of the target group (e.g. settings in which the L3 might be used, topics and themes – either job-related or reflecting learners’ interests – which are likely to arise). Yalden calls this the “protosyllabus” (Yalden 1986:25).
- (2) To design a framework for communicative interaction through various activities in the classroom, based on the communicative requirements of the target group. These activities must represent a variety of functions, concepts, topics and techniques (Yalden 1984:406) which are typical of real-life situations.

The principles and aims of the Communicative Approach should be the principles and aims of every communicative syllabus. It must be stressed, however, that there is no universal recipe for a communicative syllabus (Yalden 1984:403), as there is no universal target group with identical requirements. In fact, a certain amount of flexibility should be built into every design as the requirements of a target group may even change. Still more important is the fact that teachers/lecturers should be allowed to modify the framework or guidelines because only they can enrich, recycle and organise the units within the design according to the needs identified in their specific classroom situation.

specific classroom situation.

The communicative syllabus for teacher training does not digress from the syllabus requirements described above. Brumfit (1980:52) stresses the point that courses for teacher training must avoid the dangers of being over-general or over-specific and adds that, whatever the type of language work carried out in a college, theory about language cannot be discarded. However, the relationship between the theory and the course as presented will vary (Brumfit 1980:50). Ultimately, the hope expressed by Yalden (1986:37), that learners should also take an active part in the whole process of syllabus implementation, becomes a necessity wherever teachers are trained in the skills of language teaching.

The design of the communicative syllabus for Afrikaans L3 for teachers' training colleges in Transkei is the result of the research discussed earlier as well as a needs analysis of the target group. It attempts to reflect the principles and aims of the Communicative Approach and uses some of the insights gained from other related approaches to syllabus design such as the Functional-Notional Approach. It was decided, however, not to include notions as a category because of its rather abstract nature. The final draft provides a practical framework which allows for the planning of maximum interaction through classroom activities based on themes, situations, topics, structures and functions selected according to the needs of the target group.

Second and third language syllabuses currently in use in South Africa

School syllabuses:

Xhosa syllabus for Cape Education Department: 1982 – Stds 6–10.

Afrikaans syllabus for Transkei Education Department: 1985 – Stds 3–7.

Afrikaans core syllabus for Cape Department of Education: 1985 – Stds 1–5.

Afrikaans syllabus for Department of Education and Training:

1986 – Stds 8 and 9

1987 – Stds 6, 7 and 10

College syllabuses:

Afrikaans syllabus for Transkei: 1984 – Primary and Secondary Diploma.

Afrikaans syllabus for Department of Education and Training: 1985 – Primary Teachers' Diploma, Junior and Senior Primary, Group II – academic subjects, Afrikaans A and B, with and without degree subjects.

Afrikaans syllabus for Department of Education and Training: 1985 – Senior Teachers' Diploma, Group III, Afrikaans Special A and B.

Afrikaans for Department of Education and Training: 1985 – Primary Teachers' Diploma, Junior and Senior Primary, Group I – Professional Subject: Didactics.

Afrikaans syllabus for Cape Department of Education: 1982 – Junior and Senior Primary: language instruction and methodology.

Comments with regard to the syllabuses discussed

School syllabuses:

The first two school syllabuses – Xhosa syllabus for the Cape and Afrikaans for Transkei – are both communicative syllabuses. Both emphasize the value of the speaking and listening skills practised in simulated everyday situations and the use of functions and notions rather than teaching grammatical items.

Neither of them, however, succeeds in giving a clear picture of the procedure involved in implementing these syllabuses in an integrated fashion and with the opportunity for maximum interaction.

The school syllabuses for the Department of Education and Training show definite communicative influence, e.g. the emphasis on listening and speaking skills, as well as on the learner, rather than teacher, while grammar is taught textually. This is, however, not reflected in the evaluation scheme, as the accumulative marks for listening, speaking and reading skills come to only 17,5% of the total pass mark for Standards 6 to 9.

The core syllabus shows little real communicative influence. Accuracy is still given more prominence than fluency, and there is no clear indication of a shift of emphasis to a functional rather than a grammatical categorization.

College syllabuses:

None of the college syllabuses consulted shows a marked move away from formal teaching. Again, accuracy, rather than fluency, is emphasized. Evaluation schemes still give prominence to written work, while the traditional differentiation between the speaking, reading and writing skills are maintained, thereby causing unnecessary fragmentation.

2 OBSERVATION

Observation in schools:

26 senior primary and secondary schools in the Republic of Transkei were visited from 12-24 May 1986 to observe Afrikaans lessons taught by teachers responsible for the teaching of Afrikaans. The 26 schools represent 4 of the 29 inspectorates in Transkei. These 4 inspectorates were selected on a random basis, one from each of 4 geographical areas in Transkei.

Selection of sample:

The sample is not numerically representative owing to economic considerations, but accommodates standards, language influences and town/rural differences. Schools were selected by using a quota sample as there were no records available stating the exact number of teachers of Afrikaans per school.

Large distances therefore had to be covered in order to fill the projected quota of 24 schools and 60 teachers representing the three levels of SP, JS and SS. This proved to be costly both in terms of time and money.

The homogeneous character of the universum with respect to socio-economic status, culture and ethnicity, facilitates a true reflection of the universum in the sample. This sample also accommodates language influences.

Considerations which influenced the selection of schools, standards and lessons:

Afrikaans is compulsory from Std 3 to 7.

Afrikaans was re-introduced in primary schools in 1984. Many schools do not yet offer Afrikaans as a subject in Stds 6 and 7.

Afrikaans is an elective in some SS schools and many SS schools do not offer Afrikaans as a subject at all.

The writer was advised by the inspectorate that some of the schools were virtually inaccessible.

Many schools (especially in the 2 rural areas visited, namely Mt. Fletcher and Qumbu) have only one or two teachers teaching Afrikaans, especially in the higher standards.

Breakdown of standards visited		Breakdown of subjects observed	
Std	3 – 9	Grammar	34
	4 – 9	Comprehension	7
	5 – 8	Setwork/recitation	13
	6 – 7	Vocabulary	4
	7 – 7		58 lessons
	8 – 8		
	9 – 5		
	10 – 5		
Total	58*		

† 58 lessons was considered a large enough number to allow statistical inference.

Observation in colleges

Selection of sample

- from observation in 6 of the 9 teachers' colleges in Transkei, also selected at random to accommodate language influences as well as rural/urban differences

Breakdown of colleges visited

Year Group	No. of Lectures
First-year students	1
First- and second-year students	2
First-, second- and third-year students	3

Breakdown of type of lectures

Comprehension	4	
Setwork	1	
Grammar	3	n = 8

3 INTERVIEWS

Structured in-depth interviews were conducted with 9 lecturers responsible for Afrikaans. These interviews were valuable as a means of establishing proficiency and attitude and in identifying specific problems related to the teaching of Afrikaans in Transkei. They were not regarded as a means of obtaining linguistic data.

Structured in-depth interviews were conducted with the rectors of 4 colleges. The rectors of 2 colleges were not available for interviewing as they were occupied with the administrative organization of their colleges. In both instances the researcher managed to obtain most of the information necessary from the lecturers.

These interviews were especially valuable in obtaining information on administrative procedures which might influence the structure of the Afrikaans course.

4 QUESTIONNAIRES

Questionnaires to senior primary and secondary teachers

Description of the target population:

In 1983 there were 17 779 school teachers in Transkei (Department of Education Annual Report 1983). The primary school system is the largest sub-system in Transkei's educational system, catering

for 79% of the pupils. In 1981 only 15% of primary and junior secondary school teachers of a sample of 1 540 schools had a senior certificate or a higher level of training; approximately 68% had Std 8 and 17% had Std 6 or lower (Transkei Profile Volume 1 1985:51). Only 27% of the senior secondary school teachers had more than a senior certificate in 1981 (Department of Education Policy Speech, 1984). Three of the major features of present trends are:

- (1) A rapid increase in secondary enrollment during the past decade from 5% to 21%
- (2) A high demand for senior secondary schools
- (3) A shortage of teachers (Transkei Profile Volume 1 1985:52).

Description of the universum of this project:

This research project was directed only at the teachers responsible for the teaching of Afrikaans in SP, JS and SS schools. No figures about the qualifications, sex, age, number or names of this group of teachers were available.

Selection of a sample

Departmental lists with the names of schools were used. 2 341 schools were listed:

2 140 SP and JS Schools*

210 Senior Secondary Schools (Std 8 to 10).

* 937 Senior Primary Schools (Sub A to Std 5) 1 203 Junior Secondary Schools (Sub A to Std 7)

It was decided to group SP and JS Schools together as most of the JS schools include senior primary standards. The sample accommodated all inspectorates (there are 29) and all standards, with a random sample of schools in each inspectorate. 201 schools (8,58% of the universum) were considered numerically sufficient to allow statistical analysis. This number was proportionally divided between the two types of schools:

SP and JS schools:	86,06%	=	173	schools
SS schools	13,93%	=	<u>38</u>	schools
			201	schools

These percentages do not reflect the exact proportion as it was decided to include 1 Senior Secondary School per inspectorate in order to represent all inspectorates. However, one inspectorate did not include an SS school. As there are 29 inspectorates, the researcher had to calculate the percentage of schools representative of each inspectorate by dividing the total number of schools in each inspectorate by the total number of schools in Transkei. 5 questionnaires were sent to each of the SP and JS schools; 3 questionnaires to each of the SS schools. Using the departmental lists of names of schools listed alphabetically, all the schools were numbered separately for each inspectorate. A statistical table with random numbers was used to select the schools allocated to a particular inspectorate. A new random number was selected as a starting point at the beginning of every inspectorate list.

Description of the sample

173 of the 953 questionnaires were returned. This represents 74 of the 201 schools which received questionnaires (36,8%). However, as was pointed out, no data concerning the number or names of teachers teaching Afrikaans in Transkei are available. Therefore comparison of the sample with the universum is impossible.

138 of the 173 questionnaires returned, were completed by SP teachers (79,8%)

10 of the 173 questionnaires returned, were completed by JS teachers (5,8%)

15 of the 173 questionnaires returned, were completed by SS teachers (8,7%)

10 of the 173 questionnaires returned were completed by teachers who gave no indication as to which classes they were teaching (5,8%)

The response from JS and SS teachers was numerically rather too small to allow reliable statistical inference. It was decided, therefore, to group the SP and JS levels together for the purpose of this report. This is acceptable as the SP and JS levels are often grouped together in one school and the method for communicative Afrikaans does not differ much between these two levels.

With respect to the low return rate, the following should be kept in mind:

- (1) Afrikaans was re-introduced into schools in Transkei only in 1984.
- (2) There is an acute shortage of teachers qualified to teach Afrikaans in Transkei. This was repeatedly mentioned by teachers, lecturers, principals, rectors and departmental officials.
- (3) Many of the schools visited reported that they have not yet re-introduced Afrikaans in Std 6 and 7.
- (4) Many SS schools do not offer Afrikaans as a subject at all.
- (5) Afrikaans is an elective subject in Stds 8 to 10.

Breakdown of return rate of questionnaires per geographical area:

Area	No. of inspectorates represented	No. of schools represented	No. of questionnaires returned
1	7	15	41
2	7	20	36
3	9	15	37
4*	6	24	59
	29	74	173

* Area 4 represents the area which borders on the Orange Free State. It is to be expected that Afrikaans will be spoken more often in this area and will therefore be a more popular subject.

Return rate for SS Schools

Nine out of a possible 28 SS schools returned their questionnaires uncompleted, stating that they did not offer Afrikaans as a subject. Eight SS schools did in fact send back completed questionnaires. This represents 17 out of a possible 28 SS schools, a return rate of 60,7%.

These findings correspond with the situation observed by the writer, namely that Afrikaans is not offered as a subject by all SS schools and has not been re-introduced in many JS schools.

The return rate for SP and JS Schools

Sixty-six out of a possible 173 schools returned completed questionnaires: 28,15%. None of the SP or JS schools indicated that they did not offer Afrikaans as subject. It must be pointed out, however, that many SP schools were upgraded to JS schools by adding Stds 6 and 7 between the period of 1975 and 1978.

Questionnaires to first year students

Description of the target population:

There are 9 teachers' colleges in Transkei and in 1983 the enrollment was 1 781. It has been found, however, that many teachers do not remain in teaching (Department of Education Policy Speech, 1984). A Std 10 certificate has been an entrance requirement for both the STD and PTD courses since 1982.

Selection of a Sample:

The colleges selected for observation were also selected for the completion of the questionnaires. All first year students who were present on the day the writer visited the college were given a questionnaire to complete.

Breakdown of Colleges:

College A	88 first-year students
College B	177 first-year students
College C	183 first-year students
College D	36 first-year students
College E	152 first-year students
College F	183 first-year students
	<u>819 students in total*</u>

* 5 questionnaires were not completed properly; thus 814 questionnaires were used.

Description of the Sample:

As the writer was able to visit the 6 colleges, she could preside over the completion of the questionnaires by all first year students. The visit took place in February and early March. This sample can therefore be regarded as representative of newly admitted students at teachers' colleges.

Oral Testing:

Sixteen candidates from each of the 6 colleges were selected for oral testing. The selection was done by means of a statistical table of random numbers. The record numbers of the questionnaires were used to identify the students. These orals were conducted under identical circumstances.

5 GAD-1 LANGUAGE PROFICIENCY TEST

Description of test

The General Advanced Test (copyright by Pergamon) was devised by Brendan Carroll for testing communicative performance. It has been standardized and is used in many countries. The reading test, however, had to be translated into Afrikaans. Situational references in the Reading Test were adjusted for use in the Republic of Transkei. Two test items were changed in order to include two grammatical structures which are known to be problematic for a second or third language speaker of Afrikaans.

This test assesses communicative proficiency rather than the traditionally emphasized formal accuracy and is therefore more likely to measure the skills required for communicative proficiency.

Assessment is made by means of a band system. Scores are expressed in levels on a 1 to 9 scale. Each band is given a performance description and can be compared with the target level performance required.

Content of test

The GAD Test consists of two parts:

Reading – 30 multiple choice items on everyday topics. Scores converted to a 1-9 band scale.

Writing – 2 writing tasks: an essay and a letter. The letter is based on the reading test topic, while the essay gives the testee the opportunity to provide information on the environment, including the constraints under which he or she performs. The band rate scored for the essay is only used as a modifier of the rate scored for the letter.

6 PROFILE OF TARGET GROUP

- (i) In this report “n” always represents the total number of respondents. Owing to decimal rounding off, percentages do not always add up to exactly 100%.
- (ii) “Teachers” refers to the random sample of 173 SP, JS and SS teachers.
- (iii) “Students” refers to the sample of 814 first-year students.

1 AGE

Table 1: The following shows the respective age groups of the teachers

Age groups of teachers	% of teachers	n = 173
below 20	,6	
21-30	45,7	
31-40	33,5	
41-50	11,0	
51-60	7,5	
61+	0,6	
no response	1,2	
Total	100,0	

46,3% of the teachers are below 30 years of age; 44,5% are between 30 and 50 years old. Almost half of the teaching body is therefore below 30 – a predominantly young and inevitably less experienced body of teachers. It has this advantage, however, that young people are often more flexible and inclined to accept innovation. 97,8% of the first-year students are between 20 and 30 years old.

Table 2: Teaching experience

Years' teaching experience	% of teachers	n = 173
0-5 years	29,5	
6-10 years	32,9	
11-20 years	22,5	
21+ years	6,9	
no response	8,1	
Total	100,0	

These figures indicate that 62,4% are less experienced, i.e. with less than 10 years' experience. If 11 – 20 years' experience of teaching is taken to represent the most profitable years in teachers' careers, 22,5% of the teacher respondents (n=173) qualify. This compares favourably with the finding of a survey in KwaZulu where 51,05% of the teacher respondents were between 20 and 30 years old and only 17% represented the 11-20 years' experience category (Odendaal 1985:33). It must be kept in mind, however, that the KwaZulu respondents in the KwaZulu project represented all SP teachers and not only the Afrikaans teachers of the SP, JS and SS courses.

Table 3: Teaching experience of Afrikaans

Years' teaching experience of Afrikaans	% of teachers	n = 173
0-5 years	61,3	
6-10 years	17,9	
11-20 years	11,5	
21+ years	2,3	
no response	7,5	
Total	100,0	

This table indicates that 79,2% of the respondents have less than 10 years' experience of teaching Afrikaans.

Tables 1, 2 and 3 clearly reveal respondents' lack of experience, especially in the teaching of Afrikaans:

- 62,4% have less than ten years' experience in teaching
- 79,2% have less than ten years' experience in teaching Afrikaans.

This overwhelming lack of experience in the teaching of Afrikaans can probably be attributed to the history of the teaching of Afrikaans as a school subject in Transkei.

The Legislative Assembly decided in 1963 that one of the two official languages in the RSA should be used as a medium of instruction from Std 3 upwards. The choice of language was left to the local communities and English was, without exception, chosen (Kroes 1978:180).

Afrikaans remained a compulsory school subject (Kroes 1978:179) until it became an elective subject in 1981 and was phased out in many schools.

In 1984 it was decided to re-introduce Afrikaans as a compulsory subject from Std 3 to 7, but to do so gradually so that it would only be compulsory for Std 7 in 1988.

Relationship between age groups and liking for Afrikaans as a subject

Table 4: Enjoyment of teaching Afrikaans **n = 173**

Age group	Very much %	Moderately %	Not at all %	Total %
Below 30	53,2	32,5	14,3	100
31 – 40	48,2	42,9	8,9	100
41 – 50	57,9	26,3	15,8	100
51+	71,4	28,6	0,0	100

The oldest group of teachers professed most enjoyment in teaching Afrikaans. Attitudes towards teaching Afrikaans were on the whole positive, approximately half indicating that they enjoyed it very much.

Relationship between age groups and difficulty experienced in preparation of Afrikaans lessons

Table 5: Comparative difficulty experienced in preparing lessons for Afrikaans **n = 173**

Age group	Very difficult %	Fairly difficult %	Easy %	Total %
Below 30	30,4	45,6	24,1	100
31 – 40	16,1	51,8	32,1	100
41 – 50	17,4	52,9	29,6	100
51+	7,7	38,5	53,8	100

Table 4 and 5 indicate a more positive attitude in the age group of 51 and older. This may be the result of political influences, as well as less contact with the language at school level for the younger generations. Tables showing the relationship between age groups and actual use of the language, both as a medium of instruction when teaching Afrikaans and when speaking to friends etc., show no age influence at all. This can probably be attributed to the fact that the majority of respondents indicated that they have very little contact with the language other than in the classroom and that the pupils do not understand when they are taught in Afrikaans only.

2 SEX

The sexes were represented as follows:

Table 6: Teachers

Sex	% of teachers	n = 173
Male	28,3	
Female	71,1	
No response	0,6	
Total	100,0	

66,7 of the men and 86,2% of the women are younger than 40. This seems to indicate that the majority of the SP, JS and SS school teachers are younger women. One of the main explanations for this phenomenon could be the widespread system of labour migration which greatly affects the Transkei economy. In rural Transkei the male absentee rate was 30,08% in 1983 (Transkei Profile Vol. 1, 1985:5).

Lanham (1966:4), however, identified the same phenomenon in his report on research in Johannesburg where the majority of primary school teachers were also younger women. The salary scale of teachers could also be a possible explanation.

Table 7: Students

Sex	% of teacher trainees	n = 814
Male	33,4	
Female	66,1	
No response	0,5	
Total	100,0	

The situation is very similar for teacher trainees – with females forming an almost two-thirds majority. This trend will therefore seemingly be perpetuated.

The majority of trainees are younger than 30. There is no apparent relationship between age and sex.

The sex of the respondents did not significantly affect their language proficiency scores.

A few differences were, however, noticeable:

Teachers

A bigger percentage of women found the preparation of Afrikaans lessons very difficult (26,3% women compared to 12,5% men).

More men indicated that they liked teaching Afrikaans (58,3% men compared to 52,1% women).

This seems to indicate a more positive and confident attitude amongst the men.

There was no marked difference in preference for the use of the language. The men were not significantly better represented at the senior secondary level.

Teacher Trainees

A smaller percentage of men use the target language in the Afrikaans class (12,4% men compared to 26,7% women).

Likewise, a smaller percentage of men read Afrikaans books (48,8% men compared to 65,0% women).

This seems to indicate a more conscientious attitude amongst the female students.

3 AMOUNT OF EXPOSURE TO THE TARGET LANGUAGE

Exposure is a major determinant for the effective acquisition of a language. One could therefore expect respondents with greater exposure to the TL to attain better proficiency scores in the GAD Test. It must, however, be borne in mind that Transkei citizens hear little, if any, Afrikaans at home, when with friends, at work or even when they are attending to business matters (RAU Report 1985:10). The only Afrikaans they do hear is at school and then it is not used by a MT speaker. It is also not surprising that the educational level of parents had no significant influence on the respondents' proficiency in Afrikaans, as Afrikaans was not the medium of instruction and was often taught through the MT.

None of the following relationships (investigated by means of cross tabulations) revealed a significant difference at the 0,050 level:

Education of parents × Afrikaans proficiency

Parents' proficiency in Afrikaans x Afrikaans proficiency of respondents

Exposure to Afrikaans at home/with friends/when doing business × proficiency in Afrikaans of respondents.

Comparing the situation of the teachers to that of the students, the following percentages give a clear indication of the changes currently taking place in Transkei. This underlines the fact that Transkei is a developing country.

Table 8: Level of education of parents

Education of parents	% of teacher respondents n = 173	% of student respondents n = 814
Both uneducated	54,3	36,1
Both educated	20,3	36,1
One uneducated	25,4	27,7
Total	100,0	100,0

There are significantly more students (at the ,050 level) with both parents educated than teachers. This is to be expected as education is becoming increasingly accessible.

Parents' fluency in Afrikaans:

The parents of the teachers were significantly more fluent in Afrikaans (at the ,050 level) than the parents of the students, although it must be stated that only 5,2% of the teachers indicated that their parents were fluent in Afrikaans.

Learning Afrikaans at home

Table 9: Exposure to Afrikaans at home

Frequency of exposure to TL at home	% of students (n = 814)	% of teachers (n = 173)
Regularly	1,0	1,4
Often	7,5	13,5
Seldom	21,7	21,3
Never	69,8	63,8
Total	100,0	100,0

Interacting in Afrikaans:

When one compares the following two tables it becomes clear that there is very little interaction in Afrikaans in Transkei:

Situations of communicative interaction in the TL other than the school:

Table 10: Teachers

Situations	Always %	Seldom %	Never %	No response %	Total %
At home	13,5	19,1	45,3	23,1	100,0
With friends	6,4	43,9	24,9	24,9	100,0
When doing business	6,4	27,7	34,1	31,8	100,0

Table 11: Students

Situations	Always %	Seldom %	Never %	No response %	Total %
At home	0,9	16,3	72,9	10,0	100,0
With friends	1,5	43,4	42,1	13,0	100,0
When doing business	5,0	21,4	57,5	16,1	100,0

Conclusions drawn from the above tables:

There is less interaction in Afrikaans among the teacher trainees than among the teachers. The home seems to be the area of least communicative interaction for the students. This correlates with the finding of the KwaZulu project (Odendaal 1985:37).

Amount of listening to public media such as TV and radio

As the following tables show, few respondents watch or listen to Afrikaans programmes:

Table 12: Exposure to Afrikaans radio programmes

Length of exposure to Afrikaans radio programmes	% of respondents	n = 987
Don't listen at all to the radio	7,5	
Don't listen at all to Afrikaans programmes	63,8	
-1 hour	16,4	
2-4 hours	4,6	
4+ hours per day	0,8	
No response	7,0	
Total	100,0	

Table 13: Exposure to television

Length of exposure to TV1	% of respondents	n = 987
Don't watch TV at all	25,8	
Don't watch Afrikaans programmes	37,1	
Less than 1 hour	13,7	
2-4 hours per day	5,6	
4+ hours per day	1,4	
No response	16,4	
Total	100,0	

The teachers watched television significantly less often (at the ,050 level) than the students. However, the students watched significantly fewer Afrikaans programmes on TV and listened significantly less to Afrikaans programmes on the radio. This tallies with the earlier findings that the teacher trainees experience less exposure to the TL than the teachers.

Amount of reading in Afrikaans

The following table shows the preferences of the two groups with respect to reading Afrikaans:

Table 14: Exposure to Afrikaans printed materials **n = 987**

Read most often in Afrikaans	% of Students	% of Teachers
Books	47,3	75,3
Periodicals	2,1	6,0
Teachers' journals	2,0	6,0
Newspapers	1,0	0,6
None	47,6	12,2
Total	100,0	100,0

This table shows clearly that:

- the students read much less in Afrikaans than the teachers
- that there is a preference for books rather than anything else (this may be attributed to the fact that both students and teachers are forced to read setwork books)
- almost half of the students don't read any Afrikaans
- very few people read Afrikaans newspapers - this may be as a result of the political content of Afrikaans papers.

4 MOTHER TONGUE

Table 15: Mother tongue

Mother tongue	% of respondents	n = 987
Xhosa	94,6	
Sotho	3,8	
Zulu	0,6	
Other	0,4	
No response	0,6	
Total	100,0	

MT interference for pupils, teacher respondents and teacher trainee respondents will predominantly be from the same source, i.e. Xhosa. There will, however, also be secondary interference from English.

5 QUALIFICATIONS OF RESPONDENTS

Academic qualifications

Students

Std 10 became an entrance requirement for teachers' training colleges in 1982. More than half of the students, however, passed Std 10 with an E-symbol, while 18,1% with less than an E-symbol. 44,2% of all the teacher trainee respondents had Afrikaans as a subject in Std 10. This does not mean, however, that these respondents had Afrikaans as a subject from Std 3 to Std 10 as pupils are allowed to change subjects, even during the course of Std 10. Afrikaans is often chosen as a subject for matriculation because of its official status in the RSA, because of the fact that it is a prerequisite for some professional university courses, e.g. Law, and because pupils have a choice between Afrikaans and Geography, which seems to require more intensive study.

Four of the 6 colleges visited offered Afrikaans as a subject. 71% of the teacher trainee respondents indicated that they took Afrikaans as a subject. This tallies with the following table where 69,2% of the teacher trainees indicated that they intended to take Afrikaans as a college subject for 3 years.

Table 16: Length of proposed course in Afrikaans

No. of years of Afrikaans envisaged at college level	% of students respondents	n = 814
None	23,1	
One year	4,1	
Two years	1,5	
Three years	69,2	
No response	<u>2,2</u>	
Total	100,0	

Teachers

Table 17: Academic qualifications

Academic qualifications	% of teacher respondents	n = 173
Std 8 and lower	37,0	
Std 9	11,6	
Std 10	34,7	
Completing Std 10	13,9	
No response	<u>2,9</u>	
Total	100,0	

A comparison of the qualifications of the SS teachers responsible for the teaching of Afrikaans with those of the total primary and junior secondary teaching body shows a marked improvement in academic qualifications.

There is also a tendency amongst the teacher respondents to improve qualifications in that 13,9% are completing Std 10. However, if Std 10 is considered as the minimum academic qualification for a teacher (De Lange Report, p. 66), only 34,7% of these teacher respondents qualify.

The quality of the pass obtained in matric should also be considered. The following table indicates that 65% of those who passed Std 10 did so with an aggregate of less than 50%.

Table 18: Matriculation symbols

Symbols obtained for Matric	% of teacher respondents	n = 60
C – Symbol (60% +)	3,3	
D – symbol (50% +)	31,7	
E – symbol (40% and below)	<u>65,0</u>	
Total	100,0	

Whether the number of teachers adequately qualified to teach Afrikaans will meet the demand in future will depend on a Departmental decision on the status of Afrikaans at college level (as a compulsory or optional subject) and on the provision of effective in-service training for teachers, as will be explained in the next section of this report.

The following table represents the findings of this survey regarding highest school standard passed.

Table 19: Std 8 results

Symbols obtained for Std 8	% of teacher respondents	n = 88
C – Symbol (60% +)	9,1	
D – symbol (50% +)	53,4	
E – symbol (40% and below)	37,5	
Total	100,0	

37,0% of the respondents (n=173) indicated that they took Afrikaans as a subject up to Std 10, while 37,6% of the respondents said that they took Afrikaans as a subject up to Std 8. The respondents were not asked, however, whether they passed Afrikaans at the end of that year. The researcher could also not establish whether respondents had discontinued the study of Afrikaans for a period and then resumed it again at a later stage.

Professional qualifications

Students

All the student respondents are in their first year of college. All teachers’ training courses offered in colleges in Transkei stretch over a period of 3 years. The following table illustrates the courses followed by the student respondents.

Table 20: Courses followed by first year students

Course	% of student respondents	n = 814
STD (Std 5–10)	62,2	
PTD junior (Sub A to Std 2)	27,2	
PTD senior (Std 3 + Std 4)	10,5	
No response	0,1	
Total	100,0	

Although these courses are meant to prepare students for teaching only those standards indicated in brackets, in reality many primary teachers have to teach in high schools (Ngubentombi 1984:459).

Teachers

Table 21: Courses followed by teachers

Professional qualifications	% of respondents	n = 173
STD	6,9	
PTD J	5,8	
PTD S	6,4	
PTC	47,9	} 66,0
STC discontinued	9,8	
NPL/MPH	9,2	
SSTD	0,6	
None	3,5	
No response	9,8	
Total	100,0	

The majority of the teachers, viz. 66,9%, have two-year diplomas.

Table 22: Extent of professional training

No. of years' professional training	% of respondents	n = 173
No training	3,5	
1	0,6	} 95,4
2	78,0	
3	14,5	
3+	2,3	
No response	1,1	
Total	100,0	

95,4% of respondents had professional training. Measured by the standards set by the De Lange Commission of a professional qualification of at least 3 years, only 16,8% of respondents were adequately qualified: 82,1% (n = 173) were underqualified.

Professional training in Afrikaans

As the following table will show, 20,2% of the teacher respondents had no training in Afrikaans at college level. This can be attributed to the fact that Afrikaans has always been an optional subject at college level. If it is assumed that teachers responsible for the teaching of a subject should be professionally trained to do so, it can be said that there is an acute shortage of qualified Afrikaans teachers in Transkei. If 3 years is regarded as the appropriate length of time needed to train to be able to teach a subject efficiently, only 19,1% are adequately qualified.

Table 23: Extent of professional training in Afrikaans

No. of years' professional training in Afrikaans	% of respondents	n = 173
None	20,2	
One year	5,2	
Two years	47,4	
Three years	11,6	
Three years+	7,5	
No response	8,1	
Total	100,0	

Conclusion

If Afrikaans is to be a compulsory subject at school from Std 3 to Std 7 and if primary and even junior primary teachers often have to teach in high schools and senior secondary teachers often have to teach junior secondary standards (Ngubentombi 1984:459), it becomes apparent that it would be beneficial if Afrikaans became a compulsory subject at college level.

Academic and Professional Training: AA, JS and SP levels

93,3% of the SS teachers (15) have matriculated while 30,6% of the SP and JS teachers (148) have matric.

The following table will show that the SS teachers are academically better qualified to teach Afrikaans than the SP and JS group.

Table 24: School qualifications in Afrikaans of SS teachers

Level of teaching	Highest level of Afrikaans at school				n = 169
	No Afrikaans	Std 3-5	Std 6-8	Std 9-10	
SP + JS	4,1%	6,9%	47,3%	41,7%	100,0%
SS	0%	0%	0%	100,0%	100,0%

There is, however, no statistically significant difference in professional training in Afrikaans between the two groups. Thus it may be claimed that the Afrikaans teachers at SS level are not subject specialists.

Qualifications of lecturers

A survey done by the University of Transkei (UNITRA) in 1982 found that 70% of the college staff in Transkei had no degrees, 30% had degrees (mostly with a professional qualification), and 20% of those without degrees had not matriculated.

The following table shows the Afrikaans qualifications of the lecturers interviewed (n = 9):

Table 25: Qualifications of lecturers in Afrikaans

Qualification in Afrikaans	No. of years	No. of lecturers
Afrikaans en Nederlands	3	1
Afrikaans en Nederlands	2	1
Afrikaans en Nederlands	1	1
Diploma at college	3	2
Diploma at college	2	1
Std 10	-	3

Quality of Afrikaans course at college

The following table shows that 37% of the teacher respondents feel that the Afrikaans course they followed at college did not improve their ability to speak Afrikaans:

Table 26: Teacher rating of college Afrikaans courses

Afrikaans course at college improved Afrikaans proficiency	% of teachers	n = 173
N.a.	14,5	
Very well	13,3	
Well	28,3	
Not well enough	31,2	
Not at all	5,8	
No response	6,9	
Total	100,0	

The number of years and professional training in Afrikaans did not affect the respondents' proficiency in Afrikaans significantly at the ,050 level. This seems to indicate that the Afrikaans course presently offered at college level does little to improve the proficiency in the TL.

Teacher respondents indicated that the following aspects should be included in an Afrikaans course for colleges (in order of frequency):

Table 27: Rating of content of college Afrikaans courses

Aspects most important for an Afrikaans course for colleges	% of teacher respondents	n= 127
Communication	37,0	
Method	23,6	
Combination of comprehension, speaking, reading and writing skills	13,4	
Speaking	7,1	
Grammar	6,3	
Comprehension	4,7	
Motivation	3,9	
Writing	3,1	
Reading	0,8	
Total	100,0	

The two aspects indicated as most important for a college course in Afrikaans, viz. communication and method, are the two main components of the new syllabus to be implemented in 1987.

6 ATTITUDE TOWARDS AFRIKAANS AS A SUBJECT

The following tables show that a significant majority of teacher trainees and teachers feel that it is important that Transkeians learn to communicate through Afrikaans.

Table 28: Necessity for Transkeians living in Transkei to be able to communicate in Afrikaans

Respondents	Definitely	In some cases	Not at all	Total	n=987
Students	41,8%	38,8%	19,4%	100,0%	
Teachers	67,1%	28,7%	4,2%	100,0%	

Table 29: Necessity for Transkeians working in the RSA to be able to communicate in Afrikaans

Respondents	Definitely	In some cases	Not at all	Total	n=987
Students	60,6%	32,3%	7,1%	100,0%	
Teachers	78,1%	21,3%	6%	100,0%	

Both tables show a statistically significant difference at the ,050 level between the attitudes of the students and teachers. The students show a more negative tendency. This can possibly be attributed to political influences and/or a lack of confidence in their own ability to communicate in the language as there is almost no exposure to the TL. The fact that Afrikaans became an elective subject while these students were at school could also have had a negative influence.

70% of the students at the two urban colleges indicated that Afrikaans should not be compulsory at all for Transkeians, even those who intend finding employment in the RSA. Only 29,8% of the students attending the colleges situated in rural areas indicated that Transkeians who intend finding employment in the RSA should not learn to communicate in Afrikaans at all. It is possible that this indicates more politically influenced thinking amongst the students from the colleges situated in the two urban areas.

Reasons given for the respondents' attitudes towards Afrikaans in Transkei:

Those who indicated that Transkeians should definitely be able to communicate in Afrikaans offered the following reasons in order of frequency:

- For communication purposes
- Because Transkei has many economic and other ties with the RSA
- To be able to find employment in the RSA
- Because Afrikaans is a compulsory school subject in the RSA
- Because it is important to know as many languages as possible.

Respondents who indicate that Transkeians should in some cases learn to communicate in Afrikaans offered the following reasons in order of frequency:

- To be able to communicate
- To find employment
- There is no need to speak Afrikaans in Transkei
- One is forced to speak Afrikaans in the RSA
- It is a compulsory school subject in the RSA
- It is necessary to know a few languages.

Respondents who indicated that Transkeians should not learn at all to communicate in Afrikaans offered the following reasons in order of frequency:

- Transkei is an independent country
- Afrikaans is never used in Transkei
- English is an international language
- Afrikaans is too difficult to learn
- For political reasons.

The above reasons indicate that it may become necessary for lecturers and teachers of Afrikaans to devote themselves to motivating the pupils and cultivating positive attitudes towards Afrikaans, as attitude is a major determinant in language acquisition.

The following tables show the attitudes of the teachers and their pupils towards Afrikaans as a subject:

Table 30: Attitude of teachers towards Afrikaans

% of teacher responses to questions regarding their liking for teaching Afrikaans	%	n = 173
Yes, very much	52,0	
Yes, moderately	33,5	
No, not at all	11,6	
No response	2,9	
Total	100,0	

Table 31: Attitude of pupils towards Afrikaans

% of teacher respondents who indicated their pupils' liking for learning Afrikaans	%	n = 173
Yes, very much	47,0	
Yes, moderately	35,5	
No, not at all	14,6	
No response	2,9	
Total	100,0	

These tables seem to correspond with the findings of the preceding tables of this report which indicated a positive attitude toward Afrikaans as subject amongst the majority of respondents.

The following table shows that the senior secondary teachers seem to be more positive in their attitude towards the subject Afrikaans

Table 32: Attitude towards teaching of Afrikaans

Level of teaching	Yes, very much	Yes, moderately	Not at all	Total	n = 163
SP + JS	51,7%	37,2%	11,0%	100,0%	
SS	86,7%	6,7%	6,7%	100,0%	

The difference indicated above was statistically significant at the ,050 level.

7 RESPONDENTS' PROFICIENCY IN AFRIKAANS

Respondents' proficiency in Afrikaans was assessed in the GAD-1 Proficiency Test already described. Their scores are expressed in levels on a 1-9 scale.

Brendan Carroll considers* that band 7 is the minimum required for a teacher of the TL. For the purposes of this report band 6 will be considered as the minimum requirement for Transkei teachers of Afrikaans.

A definite advantage of the availability of these scores for the target group is that they can be regarded as a pre-test. Should in-service training be conducted amongst the teachers of Afrikaans or should the first-year students of 1986 be trained by a new syllabus, these results can be compared if the same test should be used.

Results of the GAD Proficiency Test

Teachers

Table 33: Teachers' scores for reading test

Scores for reading test			
Band	Frequency	% of respondents	n = 173
1	4	2,3	
2	22	12,7	
3	25	14,5	
4	41	23,7	
5	41	23,7	
6	20	11,6	
7	1	0,6	
No response	19	11,0	
Total	173	100,0	Band mean 4,019

Note: no scores were obtained in Band 8 or 9.

Table 34: Teachers' scores for writing test

Scores for writing test			
Band	Frequency	% of respondents	n = 173
1	4	2,3	
2	18	10,4	
3	49	28,3	
4	48	27,7	
5	17	9,8	
6	4	2,3	
No response	33	19,1	
Total	173	100,0	Band mean 3,486

Note: no scores were obtained in Bands 7, 8 or 9.

Table 35: Teachers' final score

Final scores for GAD test			
Band	Frequency	% of respondents	n = 173
1	1	0,6	
2	17	9,8	
3	35	20,2	
4	51	29,5	
5	21	12,1	
6	6	3,5	
No response	42	24,3	
Total	173	100,0	Band mean 3,702

Note: no scores were obtained in Bands 7, 8 or 9.

Students

Table 36: Students' scores for reading test

Scores for reading test			
Band	Frequency	% of respondents	n = 814
1	29	3,6	
2	158	19,4	
3	307	37,7	
4	185	22,7	
5	86	10,6	
6	13	1,6	
No response	36	4,4	
Total	814	100,0	Band mean 3,231

Note: no scores were obtained in Bands 7, 8 or 9.

Table 37: Students' scores for writing test

Scores for writing test			
Band	Frequency	% of respondents	n = 814
1	44	5,4	
2	177	21,7	
3	324	39,8	
4	121	14,9	
5	24	2,9	
6	3	0,4	
No response	121	14,9	
Total	814	100,0	Band mean 2,822

Note: no scores were obtained in Bands 7, 8 or 9.

Table 38: Students' final score

Final score for GAD test			
Band	Frequency	% of respondents	n = 814
1	14	1,7	
2	195	24,0	
3	307	38,7	
4	149	18,3	
5	11	1,4	
6	4	0,5	
No response	134	16,5	
Total	814	100,0	Band mean 2,941

Note: no scores were obtained in Bands 7, 8 or 9.

An oral test of 95 students rendered a Band mean of 3,01.

Reliability of GAD Proficiency Test

Three tests were conducted to establish the reliability of the discrete point reading test:

T-test

On the T-test all the items discriminated at a 5% reliability level.

Correlation test between item scores and total scores

All items correlated positively with total scores at 5% reliability level on the Pearson Correlation test.

Cronbach's Alpha reliability coefficient

This was established at 0,8118 for the teacher respondents and could therefore be regarded as an acceptable level of reliability.

The result for this test was, however, not satisfactory for the teacher trainees where it was established at 0,4675. There are several possibilities for this low coefficient:

- the test does not discriminate reliably; this, however, can be refuted by the fact that the GAD Test is standardised and that the coefficient for the teachers proved to be acceptable.
- the candidates did not complete the test in a reliable manner; this is possible as the supervisors for the duration of the test noticed a tendency among some students not to take the test seriously.
- the proficiency of the students was so low that it interfered with their comprehension of the questions; again this is possible as the final score for the students is a band mean of only 2,941.

The researcher attributes the low coefficient to a combination of the last two possibilities.

Correlation between reading and writing tests

The mean for the discrete point reading test was 3,361, and for the free writing test, which was marked more subjectively, it was 2,933. (These band means refer to the teacher and student respondents combined.) 17,2% (n=987) of the scores for the reading and writing tests were identical. In 28,2% of scores there was a 0,5 band difference; 24,9% of the scores showed a 1 band difference; 14,9% showed a 1,5 band difference and 8,2% show a 2 band difference. The band difference was more than 2 in 7,4% scores and in 2 cases only was there a 4 band difference.

Evaluated by the criterion above (a minimum requirement of 6) 10 respondents qualify. None of the respondents attained the requirement set by Brendan Carroll.

8 FACTORS INFLUENCING PROFICIENCY

Age

Table 39: Age group and proficiency level

Comparison between age group and proficiency level n = 806		
Age Group	No of respondents	Band Mean
19 – 30	719	2,97
31 – 40	62	3,87
41 – 50	15	3,93
51+	10	3,6

The groups significantly different at the 0.050 level were the 19-30 group and the 51+ group.

As in the KwaZulu project (Odendaal 1985:46), the youngest age groups scored lowest in the proficiency test. More exposure to Afrikaans may explain the improved proficiency of the older teachers. It was noted earlier in the report that the attitude of the students towards the subject was more negative than that of the teachers. This could also be a contributing factor to the lower proficiency score of the students and younger teachers.

None of the following aspects showed any statistically significant difference in cross tabulations with proficiency:

Level of education of parents

Parents' fluency in Afrikaans

Academic and professional level in Afrikaans

Academic level of respondents

Professional level of respondents

Medium of instruction used for Afrikaans teaching

Sex of respondents.

The fact that the difference between proficiency and academic and professional level reached by the respondents was statistically insignificant at the 0,050 level may be attributed to any one or a combination of the following aspects:

Afrikaans is not a medium of instruction.

Exposure to Afrikaans, even in the Afrikaans class, is minimal.

The teaching of Afrikaans in the schools and colleges focuses mostly on grammatical items and literature and this does not prepare pupils for communication in the TL. The proficiency test used for the purpose of this pilot study focuses on communicative proficiency.

The TL is not a compulsory subject either at senior secondary or tertiary level.

Urban environment

Only 17 of the 127 teachers who completed the proficiency test, taught in urban schools (the Republic of Transkei is mainly a rural country).

The following table shows that teachers teaching in urban areas did better in the proficiency test.

Table 40: Proficiency of urban and rural teachers

Kind of school	% teachers per band on a 9-band scale for proficiency test						n = 127
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	
Urban	0	0	5,9	29,4	47,1	17,6	
Rural	0,9	12,7%	30,9	40,9	11,8	2,7	

Band mean for teachers: 3,702

A factor possibly responsible for this distribution of proficiency scores is that greater competition for urban appointments makes the selection of better qualified teachers possible. This is confirmed by these factors:

- 63,2% of teachers teaching in urban schools (n=19) have matric while only 31,9% of the teachers (n=154) teaching in rural areas have matriculated.
- 27,8% of the teachers (n=19) teaching in urban schools indicated that they used only Afrikaans as medium of instruction when teaching Afrikaans, while 19,2% of the teachers from rural areas indicated that they used only Afrikaans.
- 88,9% of the urban teachers (n=19) said that they liked to teach Afrikaans very much, while only 50% of the rural teachers (n=154) said that they liked to teach Afrikaans very much.

This is in direct contrast to the finding on the attitude of students from the two urban colleges. Their attitude was considerably less positive than that of students from rural colleges. The higher proficiency of urban teachers seems to explain their more positive attitude towards the subject. 72,2% of the urban teachers (n=19) said that they considered it easy to prepare lessons for Afrikaans while only 24,8% of the rural teachers (n=154) regarded the preparation of Afrikaans lessons as easy.

However, there was no statistically significant difference between the exposure to the TL of teachers teaching in urban and those teaching in rural schools.

CONCLUSION

The following findings of the profile of the target population need to be emphasized as they have a bearing on the problems formulated by this study and the solutions it proposes.

- (1) Respondents' proficiency in Afrikaans is inadequate for the task they will have to perform, namely to implement a communicative syllabus effectively in the L3 classroom.
- (2) Opportunity for subconscious acquisition through exposure to the TL is extremely limited. The teaching programmes of the TL in both schools and colleges must therefore try to compensate for this.
- (3) The majority of both students and teachers are convinced of the necessity of third-language instruction in the schools.
- (4) Students are even less exposed to the third language than teachers and are also more negative in their attitudes towards Afrikaans L3.
- (5) The amount and level of education had no influence on the proficiency in the third language of the target group.
- (6) The amount and level of academic and professional training in the third language had little or no influence on the proficiency.

7 THE SETTING IN WHICH TEACHERS AND LECTURERS PERFORM IN TRANSKEI

INTRODUCTION

The data described in this section of the report were collected from questionnaires, observation, interviews and essays written for the GAD Test. The data will deal with aspects of physical conditions, educational environment, teaching materials and didactic practices.

1 MEDIUM OF INSTRUCTION

None of the classes observed had a MT-speaker as teacher. The following table indicates the percentages of teachers who use the TL/TL+other languages/Xhosa and English when teaching Afrikaans (as stated in questionnaires).

Teachers

Table 41: Language used by teachers

Medium of instruction	% of teachers	n = 173
Afrikaans only	17,9	
Afrikaans + English/Xhosa	64,7	
English/Xhosa only	10,4	
No response	6,9	
Total	100,0	

Medium of instruction: SS + JA, SP

It was established that there was no statistically significant difference between the two levels with respect to the extent to which Afrikaans was used as medium of instruction during Afrikaans periods.

Lecturers

Six of the eight lecturers observed used Afrikaans only. Only three of the eight lecturers were MT-speakers. The Band mean for oral proficiency of the 5 lecturers who were not MT-speakers was 6,4. It was noted earlier in this report that Band 7 is the minimum required for a teacher of the TL. Lecturers however, are subject specialists and should ideally be MT-speakers (Band 9).

2 PHYSICAL CONDITIONS

Physical conditions in Transkei Schools

The following conditions are experienced as major constraints on effective teaching.

Table 42: Physical conditions observed by the researcher

Physical features	No of schools	n = 26
Broken windows	15	
Dilapidated buildings	6	
Unpainted/cracked walls	12	
Shortage of desks	9	
Dung floors	5	
No ceilings	12	
Inadequate blackboard	5	
Platoon teaching	5	
No cupboards	3	
More than 50 in one class	7	
No aids/illustrations on walls	18	
Dust in classrooms	8	
Less than half the pupils have textbooks	10	

These conditions prevailed mostly in schools in rural areas. Conditions in schools in urban areas and on a mission station varied markedly from those in rural areas and the following features were observed.

Table 43: Physical conditions

Physical features	No of schools	n = 26
Office and staffroom; administrative facilities	8	
Majority dressed in uniforms	16	
Electricity available	8	
Enough textbooks	5	
Sufficient desks	9	

Physical conditions in Transkei teachers' colleges

The conditions in colleges situated in rural areas varied considerably from those found in the urban areas.

Physical conditions observed which may act as major constraints on effective teacher training are listed below.

Table 44: Physical conditions as a constraint in colleges

Physical features	No of colleges	n = 6
Broken windows	2	
Dilapidated buildings	2	
Cracked walls	2	
Shortage of desks	2	
No electricity in some lecture rooms	2	
No subject atmosphere in lecture room	6	
Inadequate space in lecture room	1	
<i>Supply of aids:</i>		
No computer facilities	6	
Inadequate supply of video equipment	5	
Inadequate supply of tape recorders	3	
Inadequate supply of suitable cassettes	6	
Inadequate supply of overhead projectors	2	
No photostat machine	1	
Inadequate facilities in residences	3	

All colleges had received the basic equipment for a language laboratory. Lecturers were, however, not trained to use it and it was not used in any of the colleges visited by the researcher.

3 EDUCATIONAL ENVIRONMENT

Educational environment as perceived by teachers

In the essays written for the GAD Test respondents supplied the following information about their educational environment.

Table 45: Problems of teachers' environment

General problems mentioned by teachers	% of teachers	n = 173
Lack of funds, particularly for aids and books	67,1	
Shortage of desks	35,0	
Lack of reference books for teachers	22,5	
Curriculum too demanding	77,5	
Little or no support from parents	9,2	
School situated in remote area	15,6	
Absenteeism	5,2	
Alcohol abuse by teachers	6,4	
Pupils' narrow field of reference	2,9	
Teachers unhappy in present profession	3,5	

Problems regarding the teaching of Afrikaans as mentioned by teacher respondents in their essays for the GAD Test are listed below in order of frequency.

Table 46: Problems in teaching Afrikaans

Problems experienced in teaching Afrikaans	% of teachers	n = 173
Children do not understand the TL	47,4	
Teachers are not qualified to teach Afrikaans	43,9	
Pupils do not like Afrikaans as a subject	40,5	
Not enough exposure to the TL	24,3	
Mother Tongue interference	9,2	
Afrikaans is not taught in the JP phase	9,8	

As the essays were written in Afrikaans and the band mean for the writing test for the teachers was only 3,486 (n=173), it is possible that the teachers were inhibited by their lack of proficiency and therefore could not express their problems freely.

- 53,1% of the teacher respondents indicated in their essays that they needed some sort of help to become good teachers
- 16,8% indicated that they were ambitious and would like to improve their qualifications and/or post level
- 16,8% said that they wanted to improve their proficiency in Afrikaans
- 39,0% of the SP and JS teachers (n=41) visited for observation indicated that they did not use the new syllabus
- 8% of the teachers (n=25) who indicated that they used and knew the communicative syllabus said that they saw no difference between the old traditional and new communicative syllabuses. This is not surprising as these teachers have no knowledge of the Communicative Approach.

A comparison between the SP and JS teachers and the SS teachers regarding the most useful item when preparing Afrikaans lessons is given below.

Table 47: Most useful items listed by teachers

Most useful item	% of SP+JS teachers	% of SS teachers
Teachers' manual	29,1	57,1
Syllabus	34,0	0,0
Pupils' textbook	29,8	21,4
Dictionary	6,4	14,3
Other	0,7	7,1
Total	100,0	100,0

It becomes evident from the table above that SS teachers prefer to use a teachers' manual or the pupils' textbook rather than the syllabus. (The Afrikaans syllabus used for Stds 8, 9 and 10 is adapted from the Cape Education Department syllabus, and is not a communicative syllabus).

Education environment as perceived by lecturers

All the lecturers indicated the following constraints in the educational environment:

- their own insufficient knowledge of the Communicative Approach
- lack of collaboration with colleagues from other colleges
- a need for more aids
- a need for more reading material in Afrikaans, e.g. newspapers, books and magazines
- a need for more Afrikaans reference books for lecturers and students

- a need for quality support material
- a need for more teaching time to upgrade the students' proficiency and to teach method
- a need for suitable prescribed literature (students could not identify with characters or milieu and books were often too difficult)
- no exposure to the TL; the students could not communicate in the TL
- too little contact with Afrikaans teaching in the schools; only one lecturer had studied the new communicative school syllabus for Afrikaans.

Other constraints mentioned by some lecturers (n=8):

Proficiency levels in Afrikaans of students are widely divergent when they enter the college	7
Limited proficiency of the lecturer	4
Departmental requirements are not always clear	6
No subject adviser who can co-ordinate subject requirements and organise in-service training	6
Inadequate entrance requirements at college	4
Rector's attitude towards the subject Afrikaans	2

4 TEACHING MATERIALS

The importance of teaching materials in the process of upgrading educational levels is self-evident.

Materials available in Transkei schools

Lack of textbooks

Every school in Transkei is subsidised by the Department of Education with regard to the buying of textbooks. Pupils, however, have to buy their own setwork books and exercise books.

5,2% of the teachers (n=58) visited for observation indicated that their pupils had no exercise books. 36,2% of teachers indicated that less than half of the pupils in their class had textbooks. None of the teachers visited could report that all their pupils had their own setwork book or reader, as well as a textbook for Afrikaans. Respondents to the questionnaires indicated as follows (n refers here to the number of classes taught and represented by the respondents):

Table 48: Availability of textbooks

Pupils with books	% of classes	n = 223 classes
All the pupils	22,4	
Half the pupils	14,3	
Quarter of the pupils and fewer	63,3	
Total	100,0	

The situation obviously gives cause for great concern. It is possible that the fact that Afrikaans was only re-introduced as a compulsory subject recently has had a negative influence on the situation.

Difficulty of textbooks

Respondents' judgement on the difficulty level of the textbooks indicates that their linguistic level is not suited to the pupils' needs.

Table 49: Comprehension of text books

No. of pupils who understand textbooks	% of classes	n = 223 classes
All the pupils	7,7	
Half the pupils	20,5	
Quarter of the pupils and less	71,8	
Total	100,0	

CONCLUSION

It was found during observation that different schools used a vast range of different textbooks, each teacher's selection of a textbook depending on immediate availability rather than suitability. The fact that Transkei pupils begin with Afrikaans in Std 3 has the further implication that books written for beginners are often not relevant or suitable to a Std 3 pupil's interests or educational level.

The need for a textbook suited to the needs of the target group, grounded in the Communicative Approach and accompanied by a comprehensive teachers' manual, is an urgent one.

Teaching materials used in colleges

None of the colleges visited had a sufficient supply of textbooks, including setwork books. One lecturer indicated that a Std 3 textbook was used for first year students. The lecturers used various sources to supplement the available material.

Three lecturers mentioned that book orders were seldom delivered on time, which created difficulties for the lecturer eager to make the maximum use of the periods available for Afrikaans.

5 DIDACTIC PRACTICES

Didactic practices in schools

The educational environment described in this report has profound didactic implications. Pupils are unable to do any preparation at home for lack of textbooks. This limits the already scant exposure to the TL even more, as teachers are forced to spend teaching time copying exercises on the board or repeating subject material. Large classes make individualised instruction and spontaneous interaction very difficult. Choral repetition is the only form of pupil participation. This practice has a further attraction for the teacher in that her own rather low proficiency in the TL is not a drawback when she conducts drill exercises.

The following practices were observed in the schools:

Table 50: Didactic practices observed in schools

Practice	% of teachers	n = 58
Pupils passive, no language interaction	91,4	
Teacher-dominated teaching	86,2	
Limited input	87,9	
No variation in method	89,7	
Material used not suited to pupils' interest	84,5	
Choral repetition	63,8	
Explanations in the MT or English	51,7	
Material used too difficult	34,5	

These features were observed both in urban and rural schools. With one exception, there was no pupil participation in the SS standards at all. Even the names of characters in setwork books were taught by means of choral repetition although this technique occurred less often at this level. Material used in the SS standards appeared to be far above the level of the pupils, judging from their inability to answer any questions or to participate in a meaningful way.

The fact that these didactic practices occurred to the same extent both in urban and rural areas seems to indicate that the improvement of physical features does not ipso facto update didactic techniques, nor do the improved qualifications of the teachers in urban areas influence the situation.

Although these observations correlate to a great extent with those made by other researchers in the field of black education (compare KwaZulu project reported in *Per Linguam* : Special Issue no. 1, 1985 by M.S. Odendaal), it is possible that the situation for Afrikaans is more critical. It is only recently that third-language teaching has been identified as a problem area with specific needs in view of the total lack of exposure to the TL of both teachers and pupils.

Afrikaans language lessons were taught according to the following traditional deductive method, e.g.:

- teacher gives definition of a structure, e.g. direct and indirect speech in Afrikaans and then translates into Xhosa or English
- teacher puts example on the board
- teacher explains the rules in Xhosa or English
- pupils read examples from the board in chorus
- teacher repeats a question up to 3 times
- teacher gives answer
- pupils repeat answer in chorus.

Afrikaans comprehension and setwork were most commonly taught in the following manner:

- teacher reads passage
- teacher summarizes passage in the MT or in English
- teacher asks questions and repeats question up to 3 times
- teacher volunteers the answer in English or the MT.

In one instance only did the teacher play a MT tape recording of a poem, explain difficult words in Afrikaans, and refer to the text continually, thereby creating variation in presentation.

Primary classes found great enjoyment in reciting, in two instances devised by the teacher.

Didactic practices in colleges

Table 51: Didactic practices observed in colleges

Practice	% of lecturers	n = 8
Variation in method	37,5	
Material used suited to students' level of proficiency and interest	37,5	
Choral repetition	50,0	
Active student participation	25,0	
Audiovisual aids used	25,0	
Spontaneous interaction in the TL	25,0	

Again the most commonly observed method was the deductive method. Two lecturers attempted structured dialogue and role play. This did not, however, lead to communicative use.

6 RATIO

Pupil:teacher ratio

It has already been mentioned in this report that the pupil:teacher ratio in Transkei is 1:55. This is

much worse than the average in South Africa and in most developing countries (Transkei Profile Vol. 1, 1985:48). Figures for the 3 school levels separately were not available but it is to be expected that the ratio will improve with the level of education. There will be the further distinction at SS level, that Afrikaans is not a compulsory subject. Figures may therefore be even more favorable at that level than expected.

Student:lecturer ratio

None of the lecturers visited indicated that they had more than 45 students in a class.

7 CONCLUSIONS

Schools

The setting in which Afrikaans teacher respondents perform is almost without exception unstimulating:

- buildings are inadequate
- teaching materials are in short supply
- available teaching materials are unsuitable
- classes in the primary standards are too big
- there is nobody to turn to for help with a view to the co-ordination of Afrikaans teaching
- the curriculum is too demanding
- pupils have little or no background in Afrikaans and do not understand the TL.

Teachers' attitude towards the setting is negative:

- they are pessimistic
- they lack confidence in their own ability
- they are aware of the shortcomings of their teaching situation
- they express a need for training to upgrade their own proficiency
- they express a need for training to implement the syllabus effectively
- they lack confidence in their pupils' ability to acquire the language.

Colleges

Lecturers' attitude towards the setting is negative:

- they are pessimistic
- they are aware of their own shortcomings
- they are aware of the low standard of Afrikaans prevailing in Transkei schools
- they express a great need for training which will introduce them to the theory and techniques of the Communicative Approach
- they express a great need for advice from subject specialists
- they express a great need for suitable support material.

8 LANGUAGE NEEDS PROFILE

1 MEANS OF DATA COLLECTION

Data were collected by questionnaires given to teachers and students, and by observation in schools in Transkei

The data will be presented under the following headings:

- Communicative events for which respondents need Afrikaans
- Communicative activities for which respondents need Afrikaans
- Language functions that respondents need to express in Afrikaans
- Language notions that respondents need to express in Afrikaans
- Language structures used

2 PURPOSE OF COLLECTING DATA

A needs analysis should be the basis of any second or third language course within a communicative framework. The content, the organization of the content and the grading of the content are all based on the data about the language needs of the target group.

3 COMMUNICATIVE EVENTS

- Teaching lessons
- Discussions of subject requirements with colleagues
- Preparation of work schemes
- Preparation of lessons.
- Marking of homework.

4 COMMUNICATIVE ACTIVITIES

Table 52: Communicative activities observed

Activities	% of respondents	n = 173
Preparing notes	93,7	
Writing comments	61,8	
Reading syllabus	28,9	
Reading teachers' manual	28,9	
Reading pupils' textbooks	26,0	
Narrating stories	2,3	
Explaining difficult words	0,8	

5 LANGUAGE FUNCTIONS

Checklists were used in which the occurrence of functions and structures was recorded. This was controlled by listening to a taped version of each lesson. Because of the speed, the complexity and unpredictability of linguistic performance, it is impossible to make a precise count of all language structures and functions which occur. The following count is therefore only approximate.

Frequency of occurrence is recorded in the following categories:

Very often	50 + times
Often	31-49 times
Less often	11-30 times
Rarely	0-10 times

Macro functions

It was stated earlier in this report that only 17,9% of the teacher respondents indicated that they use only Afrikaans as medium of instruction. It is especially in this category of macro functions that MT and English were used extensively, e.g. for simplification, to define, to explain and to draw

conclusions. Whenever macro functions were expressed in the TL, the incidence of error was high. This had profound implications for the teaching of setworks, where the macro functions are of great importance.

Very often

sequencing
using indicators
explanation by translation
indicating coherence
transaction
defining by translation

Often

skimreading to find information
pointing out concealed meaning
summarizing
classification
simplifying by translation
exemplification

Less often

indicating main points
revision
conclusion
initiating
rephrasing by translation
comparison
generalization

Rarely

transcoding diagrams/tables
characterization

The identification of macro and micro functions used in the third language classroom cannot be regarded as a diagnostic method to select the content of a syllabus. Often functions are not used for example because the teachers' own proficiency fails them or instead of providing an explanation or definition, the teacher writes an example on the board and the pupils repeat in chorus.

Micro functions

The functions observed are given below in order of frequency:

Very often

to address
to describe
to give information
to ask questions
to instruct
to acknowledge
to focus attention
to identify

Often

to give directions
to command
to emphasize
to report
to remind
to give reasons for
to request
to correct

Less often

to negate
to show disapproval
to greet
to thank
to introduce
to express willingness

Rarely

to express interest
to express dissatisfaction
to state result of
to express opinion
to express intention
to warn
to apologize

6 LANGUAGE STRUCTURES

The occurrence of the following structures is listed below according to frequency:

Very often

“what” questions
time phrases
prepositional phrases

Less often

passive construction
reason clauses
time phrases
direct speech

7 NOTIONS

Very often

time reference
spatial location
quantity
proportion
comparison

Less often

distance
quality
colour
priority
frequency

Often

“when”, “how”, “where” and “who” questions
relative clauses
infinitive of purpose
negative statements

Rarely

“why” questions
contrast clauses
negative passive construction

Often

instrumental relation
causal relation
motion
material

Rarely

audibility
physical condition
volume
speed

8 SUMMARY OF ERRORS

These data will be presented according to syntactical, morphological and lexical errors.

The data were obtained from:

observation in schools and from analysis of the errors occurring in the written test which formed part of the GAD Test.

Data gained from observation

Many errors occurred in the teachers’ oral output, even though they tried to adhere closely to instructions and questions where the same structure could be used repeatedly. The errors observed most frequently were syntactical and can be further categorised as errors of use, omission and redundancy.

Errors of use

Deviation in sequence of words:

“n skool waar sal ek gelukkig wees”

“dat die kinders moet eet die kos”

Preposition:

“gaan by die dorp”

Auxiliary verb:

“ons was gevra”

Article:

“n manne”

Conjunction

“Toe hy hier is . . .”

“Nou hy maak dit vas . . .”

Pronoun

“die bank wat jy op sit”

Phrases out of syntactical context

“n paar verlede dae”

Omission

Pronoun : “die eerste ek gaan doen : . . .”

Negative: “hy loop nie saam”

Redundant forms

Article: “die Afrikaans”

Morphological errors

Pronoun: “Jy kan dit nie doen nie” (instead of “n Mens . . .”)

Adverbs and adjectives: “die sag stoel”

Paraphrasing: “links se kant”

Infinitive: “om Afrikaans leer is . . .”

Lexical errors

Wrong words used as synonyms: “loop” (instead of “ry”)

Words out of context: “beïnvloed” instead of “invloed”

Wrong compound nouns: “soutvaatjies” (soutpot)

Data gained from the essays of the GAD Test

Errors were even more numerous, again mostly on the syntactical level.

Errors are indicated in order of frequency:

– *Illogical sentence construction:*

“Ons vertel die bestuurder hom dat hy het en niks doen”

– *Direct translation from English:*

“al mense”, “om bal te speel”

– *Deviation in sequence of words following conjunction:*

“. . . dat jy het gekom”

– *Wrong use of pronoun:*

“mense waarmee hulle bly”

– *Wrong use/omission of/redundant preposition:*

“Ek is lief van Afrikaans”; “ons ry vinnig die bus”; “bes na die polisie”

– *Suffixes:*

“gevergeet”; “genietbaar”

– *Wrong use/omission of infinitive:*

“om te uitspraak”; “water vir om te was”; “begin mekaar stoei”

– *Omission of negative:*

“dat hulle Afrikaans nie goed verstaan”; “het geen boeke”;

– *Wrong use/redundant article:*

“n nuwe woorde”; “die Afrikaans”

– *Wrong use of auxiliary verb:*

“ons was gestuur”

- *Phonetic spelling:*
“kartjies” (kaartjies)
- *Words used out of syntactical context:*
“Hy weet nie die belangrikheid van edukasie nie”
- *Wrong use of “het ge-” construction:*
“Het gewas op die dorp”
- *Omission of verb:*
“Ek groot moeilikheid gehad”
- *Confusion of singular and plural:*
“Ek wil nuwe onderwysmetode hê”
- *Omission of punctuation:*
“Toe hy gaan is dit weg”
- *Wrong use/omission of/redundant conjunctions:*
“Ek dink om jy moet gaan”; “Hy vra hy moet is”; “Toe as jy kom”
- *Inflection:*
“die vinnig bus ”; “later” instead of “laas”
- *Word order:*
“Ek het op Umtata betyds gekom”
- *Wrong style:*
Aan die busmaatskappy: “Hoe gaan dit hier?”
- *Wrong use of copulative verb:*
“Ek wees mōre 60 jaar”
- *Comparison:*
“soos as jy”
- *English influence:*
“suitkas”; “kongratulier”

Most of the errors listed above are the result of either primary (Xhosa) or secondary (English) interference.

Pronunciation, stress and intonation errors (These data were gained from observation)

Mother tongue interference caused most of the pronunciation aberrations observed in the speech of teachers and students. Secondary interference (i.e. from English) was, however, also observed

The pronunciation of consonants did not seriously hamper understanding, while the pronunciation of vowels did present difficulties. The following account of aberrations in the pronunciation of vowels does not claim to be more than an attempt to record some of the phenomena observed. These major pronunciation aberrations are categorized according to certain patterns identified in their occurrence. It may be helpful to remember that the 5 letters representing the vowels represent 12 different vowel sounds in Afrikaans while most Xhosa speakers are aware of only 5 (Van Dyk 1982:68). Xhosa can therefore be regarded as a very phonetical language when it comes to the spelling of vowels. The “u” in “put”, “lusern” and “russie” in Afrikaans, however, represents the following sounds: (œ), (u) and (y).

Stress and intonation patterns

The penultimate syllable in Xhosa and Zulu is usually lengthened and stressed. This may also be the reason why Xhosa speakers tend to stress the latter part of the word.

Xhosa pronunciation		Afrikaans
[ləidɛndə]	leidende	[ləidəndə]
[edələdɛ]	edelliede	[edəlɪdɛ]
[ɔmxeveŋ]	omgewing	[ɔmxevəŋ]

Length of vowels

In Afrikaans, 2 lengths of vowel are functionally distinguishable: Xhosa speakers tend to see this distinction as purely a matter of stress (Van Dyk 1982:66).

Shortened vowels:

Xhosa		Afrikaans
[rɔsbɔm]	roosboom	[rosbom]
[kɔk]	kook	[kɔk]
xəprat]	gepraat	[xəpra:t]
[vɔrt]	woord	[vɔrt]

Lengthened vowels:

Xhosa		Afrikaans
[xəfa.t]	gevat	[xəfat]
[ma:n]	man	[man]

Flattened vowels: Xhosa vowels are more strongly articulated than in Afrikaans and are therefore placed further than the neutral (Van Dyk 1982:48). This may be a contributory factor to the tendency to substitute the more pronounced (ɛ) for (ə), (æ) and (e) sounds.

Xhosa		Afrikaans
[sprɛŋ]	spring	[sprəŋ]
[ɛs]	is	[əs]
[klerə]	klere	[klerə]
[ɦɛlə]	hulle	[ɦælə]

Spelling pronunciation:

Xhosa		Afrikaans
[jesɔs]	jesus	[jisɔs]
[smakləkɛr]	smaakliker	[sma:kləkər]
[ɔns]	ons *	[ɔ:s]

* Nasalization is completely unknown in the Xhosa language (Van Dyk 1982:26).

Substituted vowels/diphthongs

Xhosa		Afrikaans
[jeɕ]	jeug	[jøɕ]
[ɦɔ:t]	hout	[ɦœut]
[ɦəis]	huis	[ɦœys]
[xələk]	geluk	[xələk]
[a]	'n	[ə]

9 NEEDS ANALYSIS

The following needs analysis has been constructed using a simplified version of Munby's taxonomy. The needs analysis provides a blueprint for a language course to meet the needs of the target population. (Information about student participants is provided where it differs from that on the teachers.)

PARTICIPANTS

Identity

Nationality: Xhosa

Age: Teachers: 46,3% below 30 years of age
44,5% between 30 and 50 years old
n = 173

Students: 97,8% between 20 and 30 years old
n = 814

Place of residence: **Teachers:** 2 341 SP, JS and SS schools in Transkei
Most of the schools are not easily accessible. The Republic of Transkei is mainly a rural area with only two urban areas, namely Butterworth and Umtata. However, even the schools situated in the townships have almost no contact with Afrikaans-speaking people.

Students: 9 teachers' colleges in Transkei
Two of these colleges are situated in the two urban areas, while the others are situated in rural areas, often not easily accessible. There is little or no contact with Afrikaans-speaking people.

Sex: Teachers: Male: 28,3%
Female: 71,1%

Students: Male: 33,4%
Female: 66,1%

Language

Mother Tongue: Xhosa

Present level of the TL: **Teachers:** A mean of 3,702 on Carroll's 9-point band system.
Students: A mean of 2,941 on Carroll's 9-point band system.

The maximum required level for teachers of L3 is Band 6.

Other languages used by teachers and students: Sotho, Zulu, English

Background

Socio-economic: upper-middle-class sector of Black society. In multi-racial setting, less privileged sector.

Educational:

Teachers: 37,0% had Std 8 or lower
48,6% had Std 10 or were completing Std 10
95,4% had professional training; should 3 years be regarded as a minimum qualification, only 17,9% were qualified (n = 173)

Students: All student respondents had passed Std 10, 18,1% with less than an E-Symbol (n = 814)
All students are in the first year of their 3-year training course.

Attitudinal:

Teachers seemed highly motivated: 78,1% indicated that Transkeians who intended finding employment in Transkei should definitely be able to communicate in Afrikaans; only 0,6% thought it not at all necessary. 52,0% liked teaching Afrikaans very much, while only 11,6% did not like it at all (n = 173).

Students seemed well motivated: 60,6% indicated that Transkeians who intended finding employment in Transkei should definitely be able to communicate in Afrikaans; only 7,1% thought it not at all necessary.

PURPOSIVE DOMAIN

Afrikaans is required for occupational purposes.

Specific occupation: Teaching Afrikaans as L3 at school level.

Central duty: Teaching

Other duties (re TL): organizing pupils' activities
preparation of lessons
reading reference and textbooks
reading syllabuses
writing comments
narrating stories
explaining difficult words
preparing notes

SETTING

Physical setting: spatial.

Location: Country – The Republic of Transkei
Towns – All towns in Transkei

Places of work: SP, JS and SS schools in Transkei classrooms

Size of institutions: Teachers: schools with up to 1 500 pupils in the urban areas

Physical setting: temporal

Duration of time: Schools: Mondays to Fridays: 6 hours daily with intervals

Point of time: 08h00 – 14h00
At home for preparation

Frequency: Constantly during term time

Psycho-social setting: culturally similar
intellectually developed
professional
mostly rural
public
demanding
formal
authoritarian
mostly sympathetic

Position: teacher

Role-set: teachers: pupils

Role-set identity: Number: large groups
age-group: children/teenagers
sex: mixed
nationality: Xhosa

Asymmetrical social relationships: adults: children
 instructor: learner
 authority: offender
 subordinate: superior

Afrikaans is seldom used by the target population in symmetrical social relationships.

INSTRUMENTALITY

Medium: spoken: receptive and productive
 written: receptive and productive

Mode: monologue spoken to be heard
 written to be read
 dialogue spoken to be heard

Channel: face to face
 print
 recorded

DIALECT

Understand standard South African Afrikaans in most cases.

Produce African standard Afrikaans dialect, often interwoven with English/Xhosa.

TARGET LEVEL

Dimensions (7-point scale)

	<i>Medium Spoken Receive</i>	<i>Produce</i>	<i>Written Receive</i>	<i>Produce</i>
Size of utterance/text	5	4	5	3
Complexity of utterance/text	6	5	5	4
Range of micro functions/skills	6	5	6	4
Speed of communication	5	4	4	3
Flexibility of communication	4	3	4	3

Conditions (5-point scale)

	<i>Medium Spoken Receive</i>	<i>Produce</i>	<i>Written Receive</i>	<i>Produce</i>
Tolerance of:				
Error (linguistic)	2	3	2	2
Stylistic failure	2	3	3	3
Repetition	2	–	3	–
Hesitation	–	3	–	–
Reference	2	3	3	3

COMMUNICATIVE EVENTS AND ACTIVITIES

Event 1: teaching lessons

- Activities:** directing activities of pupils
explaining content of lesson, e.g. difficult words
presenting lesson
asking questions to test comprehension
answering questions to clarify points
simplifying content to suit level required
summarizing content
- Event 2:** discussing subject requirements with colleagues
- Activities:** listening with comprehension
asking for clarification
raising and discussing matters
concluding discussion
writing minutes
referring to syllabus and teachers' manual
- Event 3:** preparation of work schemes
- Activities:** reading the syllabus and pupils' textbook for reference
writing out plan of work
categorizing material
summarizing material according to main categories
- Event 4:** preparation of lessons
- Activities:** selecting suitable material, methods, techniques
reading to understand information in the text
sorting, sequencing information
simplifying information
fitting information into a plan of action
writing notes deciding on evaluation technique
- Event 5:** marking of homework
- Activities:** reading for evaluation
summarizing findings
writing comments and making suggestions

LANGUAGE FUNCTIONS

Macro functions

- | | |
|--------------------------------|--|
| pointing out concealed meaning | |
| Sequencing | rephrasing by translation |
| recognizing/using indicators | comparison |
| explanation by translation | generalization |
| indicating coherence | transcoding diagrams/tables |
| transaction | characterization |
| skimreading for information | definition |
| pointing out concealed meaning | simplification |
| summarizing | understanding/expressing relations |
| classification | between parts of a text |
| simplifying by translation | identifying/indicating main parts |
| exemplification | explanation by rephrasing and breaking |
| indicating main points | logical sequence |
| revision | conclusion |
| initiating | analysis of responses |

Micro functions

address	apologize
describe	introduce
ask for/give information	ask for attention
ask questions	enquire
instruct	compare
acknowledge	offer condolences
focus attention	congratulate
identify	express annoyance
give directions	express joy/admiration
command	invite
emphasize	ask for service
report	place on order
remind	complain
give reasons for	ask forgiveness
request	propose a toast
correct	accept/decline an offer
negate	ask about method/content
show disapproval/approval	relate procedure
greet	give instructions
introduce	deny
express willingness	show direction
express interest	contrast
express dissatisfaction	compliment
state result of	express ability/inability
express opinion	express concern
express intention	warn
ask for/offer assistance	comment
report	settle account
express possibility	express excitement/boredom
make arrangements	diagnose
give consent	stipulate condition
address formally	console
argue	initiate a conversation/speech/prayer
conclude a conversation/speech	agree/disagree
state a fact/objectives	give reasons
narrate	remind
focus	introduce a song
express hope/astonishment	

LANGUAGE STRUCTURES

“wh” questions	time clauses/phrases
prepositional phrases	“how” questions
negative statements	direct/indirect speech
reason clauses	contrast clauses
passive constructions	infinitive constructions
conditional clauses	result clauses
relative clauses	noun clauses
place clauses	cause clauses
purpose clauses	word order after conjunctions

NOTIONS

time reference
shape
quantify
texture
direction
comparison
instrumental relation
material
priority
audibility
volume

spatial reference
size
qualify
distance
proportion
motion
causal relation
colour
frequency
physical condition
speed

10 IMPLICATIONS FOR THE AFRIKAANS SYLLABUS FOR TEACHERS' TRAINING COLLEGES

Specific needs and constraints identified in the needs analysis have direct implications for syllabus design.

SUMMARY OF THE MOST IMPORTANT FEATURES OF THE TARGET POPULATION AS IDENTIFIED IN THE NEEDS AND CONSTRAINTS ANALYSIS:

Profile of students

All students passed Std 10.

More than half of the students obtained an aggregate of less than 50% in the matric examination.

The students represent different school proficiency levels in Afrikaans.

The band mean for the students' communicative proficiency in Afrikaans is 2,941 on a 9-band scale.

Students enjoy little, if any, exposure to the target language outside the college.

Students were taught Afrikaans by non-Mother Tongue speakers at school level.

Most of the students are at present trained in the TL by non-Mother Tongue speakers at college level.

Afrikaans was often taught through the medium of either English or Xhosa at school level.

Students experience both primary (Xhosa) and secondary (English) interference in the acquisition and use of the Target Language.

The majority of the students are younger than 30 years.

The majority of the students realise the advantage of being able to communicate in Afrikaans and are in favour of having Afrikaans as a subject in Transkei schools.

The students from colleges situated in urban areas are more negative in attitude towards the subject Afrikaans than the students from colleges situated in rural areas.

The majority of the students want to acquire Afrikaans for the sake of communication and career purposes.

The majority of students see the speaking skill as the most important skill to acquire.

The target group is relatively homogeneous in that they were educated mainly in the rural areas of Transkei.

College setting

The teaching time available for Afrikaans is limited, namely 4 periods per week.

The curriculum followed by the target group is demanding.

Students and lecturers have no knowledge or experience of the Communicative Approach. The teaching of Afrikaans has so far been formal with the emphasis on grammar and literature, rather than the active use of the language.

There is little or no suitable support material available in Afrikaans L3 for college students.

Facilities in the colleges are not always adequate, and aids are not readily available.

School setting

Many students will eventually teach at levels for which they are not qualified, e.g. at Senior Secondary level.

Newly qualified teachers will not be able to rely on help (in the teaching of communicative Afrikaans) from their older colleagues. However, if teachers were to receive in-service training, the situation could change drastically.

Newly qualified teachers will probably not teach under ideal circumstances. They will probably have big classes, pupils used to teacher-dominated and formal teaching, few or no textbooks and no aids apart from the blackboard.

THE ABOVE FEATURES OF THE TARGET POPULATION AND THE CONSTRAINTS IDENTIFIED IN THE INVESTIGATION DETERMINED THE CONTENTS AND FORMAT OF THE SYLLABUS AS FOLLOWS:

Proficiency component

The language needs which were identified in the needs analysis, viz. what the teachers needed to say in Afrikaans, form the content of the syllabus.

In other words, the functions and language utterances that have been selected from the syllabus are those that students and teachers used or needed to use in classrooms and lecture rooms in Transkei.

The first year course should raise the proficiency level of the students to survival level, viz. sufficient language skills for students to cope adequately in general contact situations with Afrikaans speakers.

The second- and third-year course should advance students' proficiency in Afrikaans so that they will be able to cope in a wide variety of language situations.

The emphasis falls on acquiring communicative skills which:

- promote integrated and contextual teaching
- reflect the interests, experience and language needs of the students
- suggest interesting communicative activities
- lend themselves well to planning of work schemes and allocation of time (a week per situation, thus 4 weeks per theme).

Literature is not presented in the traditional manner as

- reading skills were separated from the other skills in the traditional approach. This made integrated teaching impossible
- literary skills, i.e. the ability to read literature with appreciation and judgement, are specialized skills which are seldom needed in the L3 and which require much time to acquire, usually at the cost of communicative skills.

A selection of suitable material (more or less the equivalent of 8 short stories) relevant to the themes and representing different genres, (eg. children's stories) is thus made. This is called "intensive reading material."

Methodology component

The methodology of the primary and junior secondary phases is also applicable to senior secondary communicative language teaching.

The method component is taught through the medium of English because it is important that the students master the methodology completely.

The method component should enable the student to:

- comprehend and apply the fundamental principles of the Communicative Approach
- implement the communicative syllabus for Afrikaans as third language, Stds 3 to 7
- select and design suitable material and texts
- follow an effective subject policy, e.g. to compose a lesson plan and to organize an L3 class
- to evaluate in accordance with the Communicative Approach.

The writer wishes to emphasize that a syllabus is only a framework for effective teaching. The onus is still on the lecturer to transform it into an effective teaching situation. Thus it is important that the lecturer should be communicatively competent in the target language and that he should have at least a basic knowledge of the use of the Communicative Approach. If this is not the case, no improvement in results can be expected.

However, if effective teaching takes place at college level, it can have far-reaching results for the teaching profession in Transkei.

11 RECOMMENDATIONS

These recommendations are based on needs identified (by means of a needs analysis and a constraints analysis) in schools and teachers' colleges in Transkei. The fact that the new syllabuses which have been introduced in schools and colleges are based on a new approach, viz, the Communicative Approach, makes certain adjustments imperative:

Afrikaans ought to be a compulsory subject at college level since:

- it is compulsory in schools from Stds 3 to 7- teachers often have to teach subjects for which they have not been trained
- there is a considerable shortage of qualified Afrikaans teachers in Transkei at present.

It would be advisable for:

- the non-MT speakers responsible for the teaching of Afrikaans L3 at college level to follow an intensive pre-instructional course to improve their communicative competence in the target language
- all lecturers responsible for the teaching of Afrikaans L3 to follow an intensive, pre-instructional course in order to:

improve their cognitive skills and obtain increased creative teaching skills

master the theory of the Communicative Approach

master the teaching skills appropriate for the Communicative Approach

become familiar with the evaluation methods appropriate for the Communicative Approach

receive training in the selection or design of suitable teaching materials for this approach

receive training in administrative duties, e.g. record keeping and subject meeting procedures

co-ordinate the teaching of Afrikaans L3 at college level in order to obtain standardized and purposeful teaching in Transkei. The recommended length of such an intensive course would be about 4 weeks and it could be presented at the in-service training college at Umtata.

An adviser, well versed in the Communicative Approach, should visit Afrikaans teachers and lecturers regularly to provide advice and guidance. This person should liaise with the in-service training centre, the Department of Education and UNITRA.

Teachers should be trained as soon as possible to implement the new syllabus for Stds 3 to 7. The pre-instructional course for lecturers, as well as the contents of the syllabus for teacher trainees, could serve as a basis for the structure of a course for in-service teachers. Lecturers could possibly assist in presenting such a course.

It is advisable that all departments of education which offer Afrikaans as a third language should consider a uniform communicative course for teachers' colleges. The most important advantage of such a measure, among others, would be that teachers could change with ease from one department to another.

Although the syllabus for primary and junior secondary teacher trainees could serve as a basis for the senior secondary phase (the method is basically the same), prospective senior secondary school teacher trainees ought to have Afrikaans as a major. This course is more intensive and makes provision for more teaching time.

Each college should receive a copy of the new syllabus for Stds 3-7 immediately.

Instruction in the language proficiency component of the college syllabus should be given through medium of Afrikaans; the method component should be presented in English to ensure optimum understanding.

The number of Afrikaans periods (per week) should be determined by the Department. Periods should be grouped together so that the different language skills could be presented in an integrated and varied manner, e.g.:

Second- and third-year courses (per week): 1 period per week for Method

3 periods (one period of 1½ hours) for language proficiency

Total: 4 periods per week.

The following aids would lend interest to L2/L3 teaching and should be available in every college:

overhead projector: it can prevent unnecessary duplication of material (in the absence of suitable textbooks)

tape recorder: (combination of battery and electricity): necessary for the teaching of listening skills, especially where mother tongue models are not available.

cassettes: radio broadcasts of Afrikaans songs and children's stories can be taped.

video equipment: speaking skills can be filmed for discussion and moderation (speaking is the most important skill for the teacher trainee)

practice teaching can be filmed and discussed

films of TV programmes can be made to teach comprehension skills.

College libraries ought to contain:

a wide range of Afrikaans books, representing the different genres, at least one Afrikaans magazine and paper from which both lecturer and student could compile teaching materials

a wide range of children's books in Afrikaans as well as examples of suitable textbooks for schools enough dictionaries (Afr-Eng; Eng-Afr; Xhosa-Afr).

Lecturers ought to be knowledgeable about the advantages of computerized language instruction, as this can become an important aid in the future.

Lecturers should be well informed about the teaching conditions in the schools so that they will be able to prepare their students to cope with them by means of suitable techniques and classroom organization.

Second- and third-year students should be given enough opportunity to teach Afrikaans as L3 during practice teaching sessions.

Prospective teacher trainees should be encouraged to take Afrikaans as a subject in order to acquire an acceptable level of language proficiency.

Pass requirements: it is recommended that a subminimum of 50% is maintained for listening and speaking skills.

The method component should be examined: this component should equip students to apply theory in practice.

It is strongly recommended that lecturers responsible for the teaching of Afrikaans L3 hold a departmental meeting once a week. Attention should be given to the following:

the implementation of the syllabus and departmental regulations

consultation with colleagues at other colleges, schools, UNITRA and subject advisers

the standard of Afrikaans in the specific college, particularly with respect to examination, testing and oral evaluation

the design of suitable teaching materials and aids

new methods and techniques discussed in journals for L2/L3 teaching.

12 INDICATIONS FOR FURTHER RESEARCH

The degree to which the target population of this pilot study is representative of the universum of Afrikaans L3 teachers and students in Southern Africa should be established for wider application of findings.

Means of improving the teaching environment.

The suitability of textbooks available for Afrikaans L3.

Establishing the effectiveness of the communicative syllabus when implemented in the colleges.

Establishing the effectiveness of the communicative syllabus implemented in schools.

To assess the Afrikaans third-language proficiency of students on their entering and leaving the training college after they have completed the course implemented in 1987.

Comprehensive description of didactic techniques suitable for the communicative teaching of Afrikaans L3.

Comprehensive description of evaluation techniques suitable for Afrikaans L3.

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APPENDIX A

Erkenning

Die Redaksie van PER LINGUAM wil sy dank uitspreek aan die Vakkomitee Afrikaans (Transkei Onderwysdepartement) vir toestemming verleen om hierdie sillabus vir publikasie te gebruik.

REPUBLIEK VAN TRANSKEI

DEPARTEMENT ONDERWYS

ONDERWYSERSKOLLEGES

PRIMÊRE EN SEKONDÊRE ONDERWYSDIPLOMAS

SILLABUS VIR AFRIKAANS AS DERDE TAAL:

KOMMUNIKATIEWE AFRIKAANS

1 OORKOEPELENDE DOEL

Om aan die toekomstige onderwyser van Transkei 'n gebruiksvaardigheid in Afrikaans as Derde Taal te gee.

2 DOELSTELLING

2.1 Taalvaardigheidskomponent

Na voltooiing van die kursus sal die student:

- in die teikentaal met begrip kan luister om in 'n verskeidenheid van alledaagse situasies moedertaalsprekers teen normale praatspoed te kan verstaan en op gepaste wyse te kan reageer;
- in die teikentaal mondelinge uitdrukking kan gee aan sy gevoelens, gedagtes en behoeftes in 'n verskeidenheid van alledaagse situasies;
- die geskrewe vorm van die teikentaal met begrip kan lees, verstaan en interpreteer;
- op gepaste wyse skriftelik in die teikentaal kan kommunikeer;
- as toekomstige T3-onderwyser van Afrikaans met gemak die onderrig deur medium van die teikentaal reseptief, sowel as produktief, kan hanteer.

L.W.: Die dosent se aanbiedingswyse van die taalvaardigheidskomponent behoort in die eerste plek te dien as model vir die student se eie beplanning en aanbieding.

2.2 Metodiekkomponent

NOTA AAN DIE DOSENT

- L.W.:** (i) Die metodiekkomponent word deur medium van Engels aangebied omdat dit belangrik is dat die student die metodologie ten volle begryp en bemeester.
- (ii) Die metodologie van die primêre en junior sekondêre fase is ook toepasbaar op senior sekondêre taalonderrig en die vaardighede wat in die primêre en junior sekondêre fases verwerf is, sou in die sekondêre klasse gebruik kon word.

Die metodiekkomponent moet die voornemende onderwysstudent in staat stel om:

- vertrouwd te wees met die grondbeginsels van die kommunikatiewe benadering;
- die beginsels van die benadering toe te pas;

- die kommunikatiewe sillabus vir Afrikaans as Derde Taal, sts. 3 tot 7, te kan implementeer;
- vertrou te wees met die doeltreffendste metodes en tegnieke van kommunikatiewe taalonderrig;
- leerlinge se taalvaardigheid in ooreenstemming met die beginsels van die benadering te evalueer;
- geskikte materiaal en tekste saam te stel of te selekteer.

3 'N BESPREKING VAN DIE KOMMUNIKATIEWE BENADERING

(Hierdie bespreking dui slegs algemene riglyne aan en moet nie as 'n omvattende uiteensetting beskou word nie.)

Daar word vandag algemeen aanvaar dat die sukses van tweede- en derdetaalonderrig (voortaan T2/T3 genoem) gemeet kan word aan die vlak van **kommunikatiewe vaardigheid** bereik in die teikentaal. (Tradisioneel is suksesvolle onderrig gemeet aan die aanleer van taalgewoontes soos grammatikale vorms.) Die **Kommunikatiewe Benadering** is gerig op die verwerwing van optimale kommunikatiewe vaardigheid. 'n Aantal aannames oor die wyse waarop 'n mens taal verwerf, vorm die basis van die Kommunikatiewe Benadering. Onderrigmetodes en -tegnieke moet vanselfsprekend met hierdie aannames verband hou.

Hier volg 'n kort opsomming van hierdie aannames:

- 3.1 'n Tweede of derde taal word byna op dieselfde wyse as die moedertaal verwerf: 'n mens verwerf 'n T3 grootliks onbewustelik en leer speel nie die primêre rol nie.
- 3.2 'n Taal word verwerf deurdat die leerder dit hoor of in geskrewe vorm sien en mettertyd begryp, m.a.w. deur middel van blootstelling.
3. Verwerwing vind plaas wanneer 'n taal gebruik word vir kommunikasie, d.w.s. wanneer 'n boodskap met begrip oorgedra of ontvang word. Die leerder is dus reseptief en produktief betrokke by die verwerwing.
- 3.4 Die leerder is in totaliteit betrokke by taalverwerwing. Omdat sy gevoelens (die affektiewe) so 'n belangrike rol speel, is dit belangrik dat onderrig in 'n ontspanne atmosfeer moet plaasvind en dat daar voorsiening gemaak moet word vir nie-verbale kommunikasie en aktiwiteite soos musiek, sang en beweging wat die leerder sal help om weerstande soos spanning en vrees te bowe te kom.

Bogenoemde insigte hou besondere implikasies in vir Kommunikatiewe Taalonderrig. Die onderwyser moet toesien dat:

- **geleenthede** vir ware kommunikasie geskep word
- die onderrig te alle tye gerig is op **aktiewe leerderdeelname**: die leerder moet die taal self reseptief en produktief gebruik, individueel sowel as interaktief
- die leerder strukture en taaluitinge gebruik wat **toepaslik** is in 'n spesifieke kommunikatiewe situasie
- die leerder genoeg geleentheid kry om met begrip te **luister** en self te **praat** aangesien dit die primêre vorms van kommunikasie is
- die klem altyd op **betekenis** eerder as vorm val
- die onderrigmateriaal 'n **massiewe hoeveelheid taal** sal bevat waarin verskillende taalfunksies sal voorkom wat nie noukeurig gestruktureer (gegradeer) hoef te wees nie,
- die onderrigmateriaal die leerders sal **interesseer** en sodoende aanspoor tot aktiewe kommunikasie
- onderrig in 'n **ontspanne en informele atmosfeer** plaasvind: die leerlinge moenie bang wees om deel te neem nie

– daar gestreef word na **vlotheid** eerder as korrektheid.

Die sillabus vir kommunikatiewe Afrikaans vir onderwysstudente in Transkei poog om bogenoemde insigte en implikasies te reflekteer. Daar is geen voorafbepaalde konstruksie vir 'n kommunikatiewe sillabus nie. Elke kommunikatiewe sillabus is uniek in samestelling deurdat dit gebaseer is op die unieke behoeftes van 'n teikengroep.

Die besondere behoeftes van die teikengroep in hierdie projek, nl. onderwysstudente in Transkei, is in ag geneem by die selektering en ordening van die inhoud van die sillabus.

Uiteindelik kan alleenlik die dosent met die voorkennis van sy unieke situasie die sillabus omskep in klaskamerrealiteit.

Die dosent wat meer inligting verlang oor die Kommunikatiewe Benadering, word aangeraai om The ABC of Communicative Language Teaching deur M.S. Odendaal (1987) Via Afrika, te raadpleeg.

4 AFBAKENING EN INDELING VAN DIE SILLABUSINHOUD

Die Kommunikatiewe Sillabus vir Afrikaans T3 vir onderwysstudente bestaan uit 3 hoofkomponente:

4.1 'n taalvaardigheidskomponent wat oor 3 jaar strek

4.2 'n metodiekkomponent vir tweede- en derdejaarstudente

4.3 'n uiteensetting van die evaluering.

4.1 Taalvaardigheidskomponent

4.1.1 MEDIUM VAN ONDERRIG

HIERDIE KOMPONENT MOET UITSLUITLIK DEUR MEDIUM VAN DIE TEIKENTAAL, D.W.S. AFRIKAANS, AANGEBIED WORD.

4.1.2 LENGTE VAN LESURE

Die lesure beskikbaar vir Afrikaans taalvaardigheid moet bymekaar gegroepeer word om 'n geïntegreerde aanbieding met afwisselende aktiwiteite moontlik te maak, bv.

1½ uur (of 3 lesure saamgegroepeer) vir taalvaardigheid

1 uur vir metodiek (in die geval van die tweede- en derdejaarstudente)

2 uur (of 4 lesure) vir taalvaardigheid (in die geval van eerstejaarstudente).

4.1.3 GEÏNTEGREERDE AANBIEDING

Die luister-, praat-, skryf- en leesvaardighede word geïntegreerd aangebied in die vorm van aktiwiteite. Alle aktiwiteite moet só beplan word dat dit in die konteks van die tema en 'n situasie inpas. Elke tema moet dus geleentheid tot luister, praat, skryf en lees bied.

4.1.4 INDELING

Daar is 15 Eenhede:

4.1.4.1 Eerstejaarkursus:

Sewe algemene temas met vier situasies elk. Hierdie temas behels 'n groot verskeidenheid taalfunksies. Hulle kan deur 'n nog groter verskeidenheid taaluiting uitgedruk word.

4.1.4.2 Tweede- en derdejaarkursus:

Agt temas met vier situasies elk. Dieselfde temas word in die tweede- en derdejaar gebruik. Die situasies word in die derde jaar uitgebrei en ander taalfunksies en taaluiting kan bygewerk word. Die temas en situasies vir die tweede en derde jaar behoort aan die student die geleentheid te bied om sy eie mening te lug, aangesien kulturele aangeleenthede aangeraak word.

4.1.4.3 Tabelvorm:

Die tabelvorm van die taalvaardigheidskomponent behoort beplanning te vergemaklik en soos volg gelees te word:

Die **tema** is die saambindende faktor in 'n eenheid.

Die **situasies** is die plekke of situasies waarin mense oor so 'n tema gesprekke sou voer. Dit staan dosente vry om situasies wat vir hulle studente meer bekend sou wees, by te voeg.

Die **onderwerpe** is dié waaroor mense in bogenoemde situasies rondom die tema sou kommunikeer of gesels.

Taalfunksies is die taalhandelinge wat mense in 'n bepaalde situasie oor 'n bepaalde onderwerp sou uitvoer, bv. om te groet of om om verskoning te vra.

(**Let wel:** Die sillabus skryf nie **al** die funksies voor wat in 'n situasie mag voorkom nie. U kan byvoorbeeld aan nog heelwat ander dink.)

Met **taaluitinge** word voorbeelde gegee van woorde en strukture wat mense gebruik om 'n taalfunksie uit te voer. Met ander woorde: om om verskoning te vra, kan die volgende gebruik word:

Verskoon my . . .

Dit spyt my . . .

Ek is baie jammer . . .

Weer eens staan dit die onderwyser vry om uitinge wat vir hom gebruikliker is, by te voeg.

(**Let wel:** Daar is 'n verband tussen situasies en onderwerpe. Met ander woorde, onderwerpe wat waarskynlik in sekere situasies sal voorkom, is teenoor hulle gegroepeer. Taalfunksies en taaluitinge is om dieselfde rede regoor mekaar gegroepeer. Taalaktiwiteite hou egter nie noodwendig verband met situasies, funksies of uitinge nie. Hulle dien bloot as voorbeeld van moontlike aktiwiteite wat gebruik kan word.)

4.1.5 VAARDIGHEDE

Hoewel die vaardighede geïntegreerd aangebied word, is dit belangrik om op die volgende te let:

4.1.5.1 **Luister- en praatvaardigheid:** aktiwiteite wat hierdie vaardighede oefen, sal die meeste tyd in beslag neem. Hierdie vaardighede dra die grootste gewig in die vaktotaal.

4.1.5.2 Leesvaardigheid:

4.1.5.2.1 Materiaal

Alle ondersteunende materiaal wat gelees moet word (bv. 'n tydskrifartikel of instruksies by 'n blokkiesraaisel) maak deel uit van die onderrig van leesvaardigheid.

- In die eerste jaar word hierdie materiaal slegs uit bv. tydskrifte en koerante in Afrikaans saamgestel, d.w.s. materiaal wat nie intensief bestudeer hoef te word nie.
- In die tweede en derde jaar word, aanvullend by die "onbekende" materiaal, ook leesmateriaal gevoeg wat deur 'n sentrale boekkeuringskomitee geselekteer is. Dié materiaal word gekies om 'n verskeidenheid genres te verteenwoordig, ook kinder- en jeugverhale. Die leesmateriaal moet verband hou met die 8 voorgeskrewe temas. Hierdie materiaal sal voortaan "**Intensiewe Leesmateriaal**" genoem word omdat dit meer intensief bestudeer sal word.

Selfstandige leeswerk, veral in koerante en tydskrifte, moet aangemoedig word.

4.1.5.2.2 Hoeveelheid Intensiewe Leesmateriaal

Die ekwivalent van 8 kortverhale per jaargroep.

4.1.5.2.3 Onderrig van Leesvaardigheid

Die klem val op die volgende aktiwiteite wat leesvaardighede sal verbeter:

Luidlees: Dosent lees, studente luister/volg in boek
Studente lees individueel hardop

Stillees: Leesbegrip (begripstoets)
Soeklees

Groep lees

4.1.5.3 Skryfvaardigheid

Aktiwiteite wat hierdie vaardigheid oefen, moet 'n verskeidenheid skryfvaardighede verteenwoordig, bv. informele en formele briewe, kort beskrywende stukke, verhaaltjies en die invul van vorms, soos bv. 'n telegram of onttrekkingstrokie by die bank.

4.1.5.4 Die plek van taalonderrig

Ook taalonderrig geskied aan die hand van sorgvuldig beplande aktiwiteite, bv. 'n liedjie om 'n problematiese struktuur in te oefen, of 'n kaartspeletjie soos "Snap" wat gebruik word om 'n strukturele patroon vas te lê binne die konteks van die geheel (tema). 'n Lesing oor 'n spesifieke taalstruktuur het geen nut binne hierdie benadering nie. Daar moet eerder soveel moontlik geleentheid gebied word vir die funksionele (mondelinge en in 'n mindere mate skriftelike) gebruik van die strukture. Enkele strukture is wel tussen hakies in die kolom vir taalfunksies aangedui. Dit is bloot om die dosent te help om te sien watter strukture moontlik binne daardie Eenheid in aktiwiteite omgeskep kan word.

4.1.5.5

Daar behoort deurentyd aandag gegee te word aan korrekte uitspraak, aangesien die onderwyser se uitspraak dikwels die leerling se enigste model van die teikentaal is. Uitspraak moet egter nie oorbeklemtoon word nie. Die betekenis van die boodskap wat oorgedra word, is veel belangriker as korrekte uitspraak.

4.1.6 DIE AKTIWITEITE

'n Groot verskeidenheid aktiwiteite moet beplan word vir elke taallesuur. So sal maklik 6 of meer aktiwiteite in 'n les van 1½ uur ingepas kan word. Afwisseling en genot word op die manier bewerkstellig.

Ondersteunende materiaal wat vir die aktiwiteite gebruik word, moet die tema onderskryf, moet die student se belangstellings en vaardigheid in ag neem en outentiek wees. Daar kan bv. gebruik gemaak word van blokkiesraaisels, koerant- en tydskrifartikels, resepte, kaarte, tabelle, strokiesprente, asook leesmateriaal wat meer intensief behandel word en letterkundige genres verteenwoordig. (Meer hieroor in par. 4.1.5.2)

4.2 Metodiekkomponent vir die tweede- en derdejaarstudente

4.2.1 MEDIUM VAN ONDERRIG

Aangesien dit baie belangrik is dat studente hierdie komponent ten volle begryp, is dit in die belang van die student dat hierdie komponent deur medium van Engels en/of Xhosa aangebied word. Die teoretiese komponent van die eksamenvraestel mag ook in Engels/Xhosa geskryf word.

4.2.2 MOEILIKHEIDSGRAAD

Die teoretiese gedeelte moet so eenvoudig moontlik gehou word.

4.2.3 TOEPASSING

Die student moet soveel moontlik geleentheid kry om die praktiese deel self te ervaar en te beproef: eers in die dosent se Afrikaanse lesings, dan tydens praktiese onderwys.

4.3 Evaluering

Die wyse van evaluering en eksamenvereistes is in besonderhede uitgespel.

5 DIE SILLABUS

5.1 Eerste jaar: TAALVAARDIGHEIDSKOMPONENT VIR DIE EERSTE JAAR

Persoonlike identifikasie en familieverband

Maaltye, kos en drank

Huis/Tuiste

Boerdery

Koop en Verkoop

Vervoer

Instruksies

Ontspanning

Dienste

Onderwys en Opvoeding

Finansies

R S A

Tradisionele gebruike

Godsdien

Kurrikulum

5.2 Tweede en derde jaar: TAALVAARDIGHEIDSKOMPONENT

5.3 Tweede jaar: METODIEKKOMPONENT

5.3.1 Taalverwerwing

5.3.1.1 Ooreenstemming met Eerste Taal-verwerwing

5.3.1.2 Krashen se hipoteses as model vir taalverwerwing

5.3.2 Doelstellings in die T3-klas

5.3.3 DIE GRONDBEGINSELS van die kommunikatiewe benaderings met spesiale verwysing na die klemverskuiwing in onderrig

5.3.3.1 leerdergerigtheid

5.3.3.2 aktiewe deelname

5.3.3.3 boodskap en betekenis

5.3.3.4 gesindheid, genot en motivering

5.3.3.5 integrasie

5.3.3.6 "competence" en "performance"

5.3.3.7 taalervaring d.m.v. outentieke materiaal en natuurlike alledaagse situasies

5.3.3.8 die belangrikheid van praatvaardigheid met die klem op vlotheid, en spontaneïteit eerder as korrektheid

5.3.3.9 informele onderrig

5.3.3.10 “gebruik” i.p.v. “bruikbaarheid”: praat in die taal, eerder as oor die taal.

5.3.4 Die tegnieke van die Kommunikatiewe Benadering, m.a.w. hoe word die benadering aangebied sodat die taalvaardighede geïntegreerd verwerf word?

dialog	sluitingsoefeninge
hantering van groepwerk	vervangingstabel
onderrig deur middel van speletjies	begripsoefening (luister & lees)
mimiek en rolspel, dramatisering	gebruik van visuele materiaal
liedjies en sang	kommunikatiewe dril/vaslegging
	binne natuurlike situasies

5.3.5 Luistervaardigheid

5.3.5.1 Die onderrig van luistervaardigheid

5.3.5.2 Die evaluering van luistervaardigheid (in ooreenstemming met die benadering)

5.3.5.2.1 toetsmateriaal: selektering en aanbieding

5.3.5.2.2 punttoewysing (sien Evaluering, p. 29)

5.3.6 Praatvaardigheid

5.3.6.1 Die onderrig van praatvaardigheid

5.3.6.2 Die evaluering van praatvaardigheid in ooreenstemming met die Kommunikatiewe Benadering

5.3.6.2.1 toetsmateriaal: selektering en aanbieding

5.3.6.2.2 punttoewysing en eksamenvereistes (sien Evaluering, p. 29)

5.3.6.2.3 metode van punttoekenning

5.4 Derde Jaar: METODIEKKOMPONENT

5.4.1 Aanvangsonderrig

5.4.1.1 die belangrikheid van die luisterfase

5.4.1.2 wanneer begin ons met watter vaardighede?*

* **Leidraad:** die leerling moet nie gedwing word om te produseer voordat hy gereed is nie. Kortweg kom dit daarop neer dat die beginner net sal **luister**, dan luister met begrip en wanneer hy gereed is, sal hy begin **praat**. Intussen moet toevallige blootstelling aan die **geskrewe taal** d.m.v. muurkaarte begin plaasvind. Eers wanneer daar genoeg blootstelling is, kan van die leerling verwag word om te **lees** en dan self te **skryf** – aanvanklik slegs kort transkripsies.

(Sien Postovski (1982) “Delayed Oral Practice”. In *Innovative Approaches to Language Teaching*, Blair, R.W. (Red.).)

5.4.1.3 Aanvangsleesonderrig

5.4.2 Die implementering van die Afrikaanse sillabus vir sts. 3 tot 7

5.4.3 Leesvaardigheid

5.4.3.1 Die onderrig van leesvaardigheid

5.4.3.1.1 Bekende of intensiewe leesmateriaal (geselekteer deur 'n sentrale boekkomitee om verskillende genres te verteenwoordig en by die verskillende temas te pas): geïntegreerde aanbieding

5.4.3.1.2 Onbekende materiaal uit bv. koerante en tydskrifte (geselekteer deur dosent self): geïntegreerde aanbieding

5.4.3.2 Leesvaardighede:

Stillees: leesbegrip (begripstoets)
soeklees

Luidlees: hardoplees
individueel lees

Groeplees

5.4.3.3 Die evaluering van leesvaardigheid in ooreenstemming met die benadering

5.4.3.3.1 toetsmateriaal: selektering en aanbieding

5.4.3.3.2 puntetoewysing (sien Evaluering, p. 29)

5.4.3.3.3 metode van puntetoekenning

5.4.4 Skryfvaardigheid

5.4.4.1 Die onderrig van skryfvaardigheid met inbegrip van spelling- en taalonderrig

5.4.4.2 Die evaluering van skryfvaardigheid in ooreenstemming met die benadering

5.4.4.2.1 toetsmateriaal: selektering en aanbieding

5.4.4.2.2 puntetoewysing (sien Evaluering, p. 29)

5.4.4.2.3 metode van puntetoekenning

5.4.5 Die implementering van die sillabus: sts. 3 tot 7

5.4.6 Vakbeleid

5.4.6.1 Keuse van benadering

5.4.6.2 Die ontwerp en selektering van ondersteunende materiaal, bv. gepaste en outentieke tekste (bv. uit koerante en tydskrifte), blokkiesraaisels, speletjies, kassette, liedjies, sluitings-oefeninge en strokiesprente

5.4.6.3 Klasorganisasie

5.4.6.3.1 Groepering van studente

5.4.6.3.2 Probleemsituasies, bv. geen skryfbehoeftes of meubels is beskikbaar nie

5.4.6.4 Lesplan vir kommunikatiewe onderrig

5.4.6.5 Rekord hou

5.4.7 Gebruik van hulpmiddels:

woordeboek
visuele materiaal
ouditiewe materiaal
media
rekenaargestesteunde onderrig

Die volgende bronne word aanbeveel vir die gebruik van die dosent:

Blair, R.H. (red.): (1982). *Innovative Approaches to Language Teaching* (Rowley, Newbury House)

Odendaal, M.S.: (1987). *The A.B.C. of Communicative Language Teaching* (Via Afrika)

(*Tweedetaalonderrig vandag*. Tegnieke en aktiwiteite deur H. Askes (Via Afrika) kan gebruik word as **sekondêre** bron. Daar moet egter onthou word dat hierdie werk die Oudiolinguale Benadering, en **nie die Kommunikatiewe Benadering nie**, ondersteun. Alle tegnieke en aktiwiteite behoort dus aangepas te word).

6 EVALUERING

6.1 Algemene opmerkings

- 6.1.1 Alle toetsing (ook vir eksamendoeleindes) moet in ooreenstemming met die beginsels van die Kommunikatiewe Benadering geskied.
- 6.1.2 Die doel van evaluering is om vas te stel hoe goed die studente die taal in kommunikasie kan gebruik en nie om sy kennis van die taal te toets nie; daarom behoort die wyse van vraagstelling aan die student bekend te wees. Die vraestel in sy geheel behoort (soos die taalvaardigheidskomponent se aanbieding) tematies en kontekstueel opgestel te word.
- 6.1.3 Die belangrikste komponent bly luister- en praatvaardigheid aangesien dit die belangrikste kommunikatiewe behoefte van onderwysstudente in T3 is. Die belangrikheid daarvan word weerspieël deur die punt wat aan die komponent toegeken word.

6.2 Beoordeling van luister- en praatvaardigheid

- 6.2.1 'n Jaarpunt word kumulatief bereken vir elke student deurdat hy/sy voortdurend en deurlopend in 'n verskeidenheid van situasies beoordeel word, bv. tydens groepbesprekings, dialoë, mimiek, rolspel, onderhoudsituasies en mondelinge beantwoording van vrae gebaseer op luisteroefeninge (voorgelees deur dosent of 'n moedertaalspreker opgeneem op kasset).
- 6.2.2 Die dosent(e) verantwoordelik vir die onderrig van Afrikaans behoort hierdie punte twee maal per jaar te standaardiseer, moontlik deur gesamentlik sommige van die kandidate te toets.
- 6.2.3 'n Mondelinge eksamenpunt word toegeken met dien verstande dat dit ook tematies en tekstueel geskied.

6.3 Eksamenvereistes

6.3.1 Eerstejaarkursus

Vaktotaal: 300 punte

6.3.1.1 Luister- en Praatvaardigheid

Kandidate moet minstens 50% in hierdie komponent behaal om in die vak "Kommunikatiewe Afrikaans" te slaag.

Mondelinge jaarpunt kumulatief bereken: 60 punte = 40%

Eksamenmondeling:

praatvaardigheid 50 punte

luistervaardigheid 30 punte

luidlees 10 punte

90 punte = 60%

150 punte = 50% van vaktotaal

Daar is twee eksamenvraestelle:

6.3.1.2 **Vraestel 1** (Taalvaardigheid) 1 uur

6.3.1.2.1	Stilleestoets (Begripstoets) gegee uit onbekende leeswerk	30 punte
6.3.1.2.2	Stilleestoets (Begripstoets) gegee uit intensiewe (bekende) leeswerk	40 punte
6.3.1.2.3	Sluitingsoefening (Cloze) gegee uit onbekende leeswerk	20 punte

Totaal: 90 punte = 30% van vaktotaal

6.3.1.3 Skryfvaardigheid 1½ uur

Die klem moet weer eens op kommunikatiewe vaardigheid val eerder as op hiperkorrektheid.

6.3.1.3.1	'n Skryfstuk van ±20 reëls of 200 woorde	10 punte
6.3.1.3.2	'n Brief (formeel)	30 punte
6.3.1.3.3	'n Opdrag (bv. telegram/uitnodiging/advertensie/invul van vraelys)	20 punte

Totaal 60 punte = 20% van vaktotaal

Vaktotaal 300 punte

6.3.2 Tweede- en Derdejaarkursus

Vaktotaal: 300 punte

6.3.2.1 Luister- en Praatvaardigheid

Kandidate moet minstens 50% vir hierdie komponent behaal om in die vak "Kommunikatiewe Afrikaans" te slaag.

6.3.2.1.1	Mondelinge jaarpunt kumulatief bereken:	40 punte = 33,3%
6.3.2.1.2	Eksamenmondeling:	
	Praatvaardigheid	60 punte
	Luistervaardigheid:	20 punte
		<hr/>
		80 punte (66,7%)
	Totaal	120 punte = 40% van vaktotaal

Daar is twee eksamenvraestelle:

6.3.2.2 **Vraestel 1** (Taalvaardigheid + Skryfvaardigheid) 2½ uur

6.3.2.2.1 **Afdeling A** Taalvaardigheid

(Hierdie vraestel moet tematies en kontekstueel opgestel word)

- 'n Stilleestoets (Begripstoets) gegee uit onbekende leeswerk	30 punte
- 'n Stilleestoets (begrip en 'n mate van insig) gegee uit intensiewe (bekende) leeswerk	30 punte

= 60

6.3.2.2.2 **Afdeling B** Skryfvaardigheid

(Die klem val op kommunikatiewe vaardigheid, eerder as hiperkorrektheid)

- 'n Skryfstuk van ± 20 reëls of 200 woorde 30 punte
 - 'n Formele brief/verslag/dialoog/ander ± 20 reëls
(Volledigheid is noodsaaklik, terwyl lengte minder belangrik is) 30 punte
- = 60

Totaal: 120 punte = 40% van vaktotaal

6.3.2.3 **Vraestel 2** (Metodologie) 1 uur

6.3.2.3.1 Teorie 30 punte

6.3.2.3.2 Prakties: metodes/tegnieke/klasorganisasie 30 punte

Totaal: 60 punte = 20% van vaktotaal

5.1 TAALVAARDIGHEIDSKOMPONENT VIR DIE EERSTE JAAR

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
1	PERSOONLIKE IDENTIFIKASIE EN FAMILIEVERBAND	<p>1 Registrasie aan 'n opvoedkundige inrigting</p> <p>2 Stel 'n vriend/ in voor aan familie tydens 'n familiebyeenkoms bv. verjaardag/begrafnis</p> <p>3 By die ontvangstoonbank van 'n hotel</p> <p>4 By 'n doeane-pos</p>	<p>1 Naam/ondervinding/ouderdom/kwalifikasies/ouers adres/telefoonnommer/registrasiefooi/geslag/nasionaliteit/geloofsverband/moedertaal/werk-gewer</p> <p>2 Familieverband/ vieringe/ verjaardag/begrafnis/ herdenking/voor-koms/karakterieenskappe/voorkeure en afkeure/prestasie/ beroep</p> <p>3 Naam/van/adres/ bestemming/duur van besoek/registrasienommer/maaltye/voorkeure</p> <p>4 Identiteit/bestemming/duur van besoek/doel met besoek/registrasienommer/passasiers/ vuurwapenbesit/ dokumente/visum</p>	<p>1 Groet</p> <p>2 Bekendstel en identifiseer</p> <p>3 Inligting verskaf/vra</p> <p>4 Aandag vra</p> <p>5 Uitvra/na-vraag doen</p> <p>6 Bedank</p> <p>7 Verskoning vra</p> <p>8 Beskryf</p> <p>9 Vergelyking tref</p> <p>10 Simpatie betuig</p> <p>11 Gelukwens</p> <p>12 Voorneme uitdruk</p> <p>13 Ergernis te kenne gee</p> <p>14 Blydskap te kenne gee</p>	<p>1 Goeiemôre/goeiemiddag/goeienaand, meneer/mevrouw/Jan. Hoe gaan dit? Goed dankie, en met jou/u? Tot siens, kinders. Alles van die beste.</p> <p>2 Ek is . . . My naam is . . . Aangename kennis, ontmoet my vriend . . . Dit is . . . Ek is bly dat ek u kon ontmoet . . . (woorde na voegwoord)</p> <p>3 Wat is u adres? Ek woon in . . . My telefoonnommer is . . . Ek is . . . jaar oud. Ek is lidmaat van die . . . kerk. (voorsetsel-konstruksie)</p> <p>4 Kan u my asb. sê . . . Kan u my help? Meneer, waar moet ek dit inlewer?</p> <p>5 <i>Wiel/wat</i> is dit? <i>Waarom</i> moet ek dit invul? Het u 'n enkel/dubbelkamer beskikbaar/Is daar enige boodskappe vir my? (vraagkonstruksie)</p> <p>6 Baie dankie vir u hulp. Dit is al, dankie. Dit is korrek, dankie.</p> <p>7 Ekskuus. Jammer, kan ek u 'n oomblik pla? Ek is jammer dat . . . Jammer vir die oponthoud, maar ek <i>moes</i> eers . . . (hulpwerkwoorde)</p> <p>8 Sy hou van/nie van . . . nie.</p> <p>9 Ek lyk soos/na my ma.</p> <p>10 Ek is jammer <i>om te hoor</i> van . . . (infinities)</p> <p>11 Baie/hartlik geluk. Ek hoop . . . Mag u nog <i>vele</i> jare gespaar word! (verbuiging)</p> <p>12 Ek wil 'n . . . <i>diploma verwerf</i>. (vaste uitdrukkinge)</p> <p>13 Ek het mos reeds gesê dat . . .</p> <p>14 Ek is baie bly dat jy kon kom.</p>	<p>(*Hierdie aktiwiteite staan nie in 'n 1:1 horisontale verhouding tot die funksies en taaluitinge nie.)</p> <p>1. <i>Dialoge</i> in pare bv.:</p> <p>1.1 student en registrasie-beampte</p> <p>1.2 reisiger en doeanebeampte</p> <p>2. <i>Uitspel</i> van inligting bv. naam</p> <p>3. <i>Rolspel</i> bv. by 'n familiebyeenkoms</p> <p>4. <i>Telefoongesprek</i> bv. met ontvangsdame by 'n afgeleë hotel</p> <p>5.1 <i>Voltooi</i> registrasievorm</p> <p>5.2 <i>Voltooi</i> 'n aansoek om 'n identiteitsdokument</p> <p>5.3 <i>Vul</i> die hotelregister in</p> <p>6. 'n <i>Brief</i>: navraag omtrent akkommodasie</p> <p>7. <i>Leesbegrip</i>: Lees 'n teks — skryf die hoofpunte neer</p> <p>8. <i>Luisterbegrip</i>: Luister na 'n radioadvertensie van 'n hotelgroep. Skryf dan die hoofpunte neer</p> <p>9. Taaloefening bv. 'n <i>Kaart-speletjie</i> om die voorsetselgebruik vas te lê</p>

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
2	MAALTYE, KOS EN DRANK	1 In die supermark	1 Produkte/verpakking/etikette/koste/gehalte/verkrygbaarheid/handelsmerk	1 Uitnoui (formeel en informeel) 2 Diens vra	1 Kom eet vanmiddag by ons. Wil jy <i>nie</i> by ons kom eet/kuier <i>nie</i> ? Ons sal dit waardeer as julle . . . Ons kom graag. (Ontkennende vorm) 2 Kan <i>u</i> my help? Waar sal ek die blikkieskos vind? Kan <i>u</i> asseblief 'n tafel vir 2 reserveer? Ek wil graag 'n tafel vir 4 mense bespreek. Nog 'n stoel, asseblief! Kan <i>u</i> asseblief ons bestelling neem/die spyskaart bring? (Beleefdheidsvorm – voornaamwoorde)	1 <i>Dialoë</i> bv. huisvrou en pakker in winkel 2 <i>Rolspel</i> bv. gasvrou en gaste in restaurant 3 <i>Mimiek</i> bv. metode van voorbereiding 4 <i>Rig/bedank</i> 'n uitnodiging skriftelik 5 <i>Beskryf</i> : 'n maaltyd in 'n restaurant 6 <i>Leesbegrip</i> : gebruik bv. 'n leesstuk oor tafelmaniere 7 Stel 'n <i>spyskaart</i> op 8 Skryf 'n <i>liedjie</i> oor kos (bv. pap maak). Gebruik 'n bekende wysie. 9 'n <i>Sluitingsoefening</i> (Cloze) 10 <i>Luisteroefening</i> : bv. 'n voorlesing van 'n resep. Skryf die metode in die regte volgorde neer. 11 Taaloefening met behulp van 'n <i>liedjie</i> bv. met aanwysende voornaamwoorde.
2 In 'n restaurant		2 Spyskaart/bestelling/wynlys/tafel/uitsig/gaste/rekening/bediening/atmosfeer/kossoorte/genot	3 Rekening vra en verwys daarna	3 Kan ek die rekening kry? Hier is 2 voorgeregte aangedui.		
3 Voorbereiding van maaltyd		3 Bestanddele/tydsduur/metode/temperatuur/opdiening/hoeveelheid/massa/smaak/geur	4 Bestelling plaas	4 Wat sal jy neem? Bring vir my asseblief 'n biefstuk/'n glas melk/'n yskoue bier/2 borde van jul <i>boontjiesop</i> , asseblief. (Spelling: los en vas)	4 Wat sal jy neem? Bring vir my asseblief 'n biefstuk/'n glas melk/'n yskoue bier/2 borde van jul <i>boontjiesop</i> , asseblief. (Spelling: los en vas) 5 Wat sluit hierdie gereg in?	
4 Aan etenstafel		4 Tafelmaniere/eetgerei/gebed/heildronk/viering/bedanking	5 Uitvra na inhoud 6 Kla 7 Voorkeur/afkeur te kenne gee 8 Verskoning maak 9 Vergelyk 10 Heildronk instel 11 Behoeftes uit-sprek 12 Aanbod aanvaar/van die hand wys 13 Uitvra na metode 14 Metode weergee 15 Bedank	6 Die sop is koud. Die biefstuk is <i>net</i> halfgaar. (Bywoordelike bepalings) 7 Ek hou <i>nie daarvan</i> nie. Ek sal nog 'n skeppie neem, dankie. Dit smaak heerlik. (Aanwysende voornaamwoord) 8 Verskoon my 'n oomblik. Ek is nou terug. Verskoon my, maar ek gaan dit met my hande neem. (Onbepaalde lidwoord) 9 Die groente <i>was</i> verlede keer lekkerder. Ek hou meer daarvan as . . . (Werkwoord: verlede tyd) 10 Kom ons drink 'n heildronk op . . . 11 Ek het nie 'n servet nie. Kan ek asseblief een kry? Kan <i>u</i> vir my 'n lepel bring? Gee asseblief die sout aan. 12 Nee dankie, ek sal nie meer neem nie. Dankie, dit sal lekker wees. 13 Sê my, hoe berei 'n mens dit voor? 14 Eers klits jy die <i>eiers</i> . Dan meng jy . . . (Meervoud) 15 Alles is in orde, dankie.		

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
3	HUIS/TUISTE	1 Besoekers	1 Huis/tuiste/ meubels/ gasvryheid/ verversings/tee en koffie bedien/ geselskap	1 Beskryf	1 Die elektrisiteit/water is klaar aangelê. Die stoele is groot/ gemaklik. Daar staan 'n . . . boom voor die huis. Die huis is . . . gevef. Dit is nie ver van . . . nie. Die dak is gedek met riet. Dit is <i>my</i> huis. (Besitlike voornaamwoord)	1 <i>Rolspel</i> bv. kuiergaste
		2 Groentetuin maak	2 Groentesoorte/ voorsiening/natlei/ versorging van bed- dings/oes/peste	2 Instruksies gee/prosedure verduidelik	2 Maak die lap eers nat. <i>Dan</i> kan jy dit was. <i>Nou</i> moet jy . . . Voordat jy afstof, moet jy <i>eers</i> die matte uitskud. Gebruik hierdie een. Lei die tuin nat. Plant dit hier. (Bywoordelike bepalings van tyd)	2 <i>Telefoongesprek</i> bv. vervoerkontraakteur en kliënt
		3 Huis skoon- maak	3 Skoonmaakmid- dels/prosedure/me- tode/roetine/tyds- duur/oppervlakte	3 Binnenooi/ wegwys	3 Kom binne. Maak jou tuis. Jammer, ek stel nie belang nie.	3 <i>Blokkiesraaisel</i> bv. name van groente
		4 Trek na 'n nuwe huis	4 Vervoerkontrak- teur/vervoermid- del/hoeveelheid besittings/koste/ versiering/massa/ grootte/aankope/ ruimte/omgewing/ tuinmaak	4 Ontken	4 Nee, ek woon nog nie lank hier nie. Hy is nie tuis nie.	4 <i>Aksies/mimiek</i> : bv. skoon- maakproses
				5 Rigting/ ligging aandui	5 Dit is net om die draai aan jou regterkant. Dit is oorkant die <i>kafetjies</i> . Draai links en dan weer regs. Sit dit by die deur neer. Dit is in Kerkstraat. Dit is die huis <i>wat</i> groen gevef is. (Verkleinwoorde en betreklike voornaamwoorde)	5 <i>Groepbespreking</i> : Voor- en nadele van stedelike verblyf
				6 Handeling beskryf	6 Hy het dit met een hand opgetel. Ek dra hom op my rug. Hou dit regop. Draai dit skuins.	6 Maak 'n <i>tjek/posorder/ poswissel</i> uit aan verhuurder
				7 Waarsku	7 Oppas dat dit nie val/stamp nie.	7 <i>Bestel</i> (skriftelik) saad vir 'n groentetuin/boumateriaal/ kruideniersware
				8 Kontrasteer/ vergelyk	8 Die huis is groter/dit het <i>meer</i> vertrekke/ruimte. Die erf is maar kleinerig. (Trappe van vergelyking)	8 <i>Leesbegrip</i> : bv. 'n koop/ huurkontrak
				9 Bewondering uitsprek	9 Dit is pragtig! Ek hou sommer baie daarvan.	9 <i>Luisteroefening</i> : voorlees van teks oor skoonmaak- prosedures – beantwoord vrae mondelings
				10 Voorkeur uit- sprek	10 Ek hou <i>meer/minder</i> daarvan. Hierdie een is <i>mooier</i> as daardie een. Ek koop eerder as wat ek huur. (Vergelyking)	10 <i>Speletjie</i> bv. met dobbel- steentjie om verklein- woorde en meervoude in te oefen
				11 Komplimen- teer	11 Jy lyk vandag pragtig.	

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
4	BOERDERY	1 By die veeboer	1 Seisoene/klimaat/ reënval/veesiektes/ afset/produkte	1 Hoop/twyfel uitspraak	1 Ek hoop dit reën binnekort. Sal dit nog reën voor die einde van die . . . ?	1 <i>Dialog</i> : skakel stasie om te hoor of beeste veilig afgelewer is
2 Oestyd		2 Saad/produk/afset/ koop/werktuig/oes/ verpakking/hoeveel- heid/gehalte	2 Bekommer- nis/vrees uitspraak	2 Daar moet net nie 'n sprinkaanplaag kom nie. Ek is bekommerd omdat dit . . . Ek is bang dit <i>word</i> weer so warm. Ek vrees ons sal voer moet aankoop. (Koppelwerkwoorde)	2 <i>Roelspel</i> : verduidelik aan polisie hoe jou beste lyk wat gesteel is	
3 By die ontwik- kelingskorporasie		3 Advies/hulp/ amptenare/skuld/ gifstowwe/onderdele/ implemente/koste/ bekamping van siektes/veilings/ver- voer	3 Vermoë/ onvermoë uitspraak	3 Ek kan nie alleen die werk behartig nie. Ek kan dit bekostig.	3 <i>Luisterbegrip</i> : weervoorspelling	
4 By die besproeiingskema		4 Damme/afstand/ grondbewerking/ pypleiding/koste/ erosiebekamping/ saad/produkte/afset	4 Instruksies gee	4 <i>Maak die hek toe</i> . Jy kan die beeste aanjaag kraal toe. Pluk dit af en gooi dit in sakke. (Bevelsvorm)	4 <i>Mimiek</i> van 'n gedig bv. "Dans van die Reën"	
			5 Versoek rig	5 Kan u vir my saad in die hande kry? Gee asseblief vir ons <i>goeie</i> raad hoe om . . . Help my asseblief met die . . . Wys my hoe om . . . (Byvoeglike bepalings)	5 <i>Adverteer</i> die dienste van die Ontwikkelingskorporasie	
			6 Inlig	6 Ek het al geskeer/geslag/geplant/geploeg. Hierdie mielies is vanjaar geplant.	6 <i>Roelspel</i> : gee instruksies aan arbeiders wat kom oes	
			7 Koste bepaal	7 Hoeveel kos dit <i>om</i> hierdie trekker <i>te</i> huur? Wat sal u my betaal? Wat kos die saad? (Infinitief)	7 Dui aan d.m.v. 'n <i>diagram</i> hoe 'n besproeiingskema water na landerye bring	
			8 Handeling uitvoer	8 Ek melk die koeie elke aand. Ek pas die skape op.	8 <i>Luisteroefening</i> bv. geluid van diere op die werf: identifiseer dieregeluide en sê wat daar gebeur	
			9 Raad gee	9 Probeer weer. <i>As ek jy is</i> , sal ek . . . As jy die koeie inspuit, sal hulle nie die siekte kry nie. (Voegwoorde en woordorde)	9 <i>Sluitingsoefening</i> (Cloze) om koppelwerkwoorde korrek te gebruik	
			10 Beskryf	10 Die diere is <i>spekvet</i> /brandmaer. Die mielies staan hoog/geil. (intensiewe vorm)		
			11 Vergelyking	11 Dié os is die vetste. Die damme is <i>voller</i> as verlede jaar. (Trappe van vergelyking)		

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
5	KOOP EN VERKOOP	1 Klere koop	1 Beleeftheid/kleur/snit/gehalte/koste/wyse van betaling/op sig/aanpas/modes	1 Hulp aanbied/bedank	1 Kan ek u help? Waarmee kan ek help? <i>Is u al gehelp? Dankie, ek kyk net rond. Ek sal dit waardeer as u . . .</i> (Lydende en bedrywende vorm)	1 <i>Rolspel</i> : Koper en verkoper
2 By die ope mark		2 Groente/vrugte/ander kossoorte/produkte/plek/verkopers/advertensie/koste/gehalte/beskikbaarheid	2 Hulp weier/vra	2 Nee dankie. Ek stel nie belang nie. Niks vandag vir my nie. Kan u my asseblief sê waar . . . Weeg dit, asseblief.	2 <i>Adverteer</i> : 'n verkoping van gebruikte items	
3 By die slagter		3 Massa/voorkoms/snit/reuk/higiëne/soort vleis/porsies/geregte/diens/verpakking/koste	3 Spyt uitspreek	3 Dit spyt my. Ons het niks meer . . . nie. Dis nie op die oomblik beskikbaar nie.	3 <i>Rig 'n navraag</i> aan 'n posbestellingsdiens (skriftelik)	
4 Bestellings per pos		4 Katalogus/koste/verskeidenheid/bestelvorm/tydsverloop/illustrasie/grootte/hoeveelheid/kleur/verpakking/versending	4 Ooreenkoms aangaan	4 As u 2 bossies . . . neem, kos dit slegs . . .	4 Plaas 'n <i>telefoniese</i> bestelling	
			5 Voorneme uitspreek	5 Ek <i>gaan</i> net R1,00 <i>spandeer</i> . (Toekomstige tyd)	5 <i>Groepbespreking</i> van modes	
			6 Kommentaar lewer	6 <i>Die</i> groente is oorryp. Die appel is bederf/vrot. Dis nie die regte kleur/grootte nie. Dis in die mode. (Bepaalde lidwoorde)	6 <i>Luister</i> na 'n voorlesing en beantwoord vrae skriftelik	
			7 Koste vra	7 Hoeveel vra u vir die . . . ? Wat kos 2 <i>kilogram</i> . . . ? Dis te duur. Ek kan dit nie bekostig nie. (Getal)	7 <i>Brei 'n opsomming uit</i> tot 'n volledige teks	
			8 Betaling reël	8 Hier is R. . . Ek moet . . . kleingeld kry. Is dit korrek? Aanvaar u tjeks? Kan ek dit <i>maandeliks</i> afbetaal/op sig neem? (Bywoordelike bepalings)	8 <i>Beskryf</i> visuele materiaal bv. 'n marktoneel	
			9 Bestelling plaas	9 Ek wil graag die volgende items bestel.	9 <i>Benoem</i> die verskillende vleissnitte deur gebruik te maak van 'n diagrammatiese voorstelling	
			10 Rapporteer	10 Hy sê dat dit R5,00 gekos het. (Indirekte/direkte rede)	10 <i>Bestel items</i> geadverteer in 'n brosjure	
			11 Waardering/afkeur uitspreek	11 Dit pas mooi; die kleur pas by my. Die snit is net reg. Ek lyk te oud daarmee. Ek verkies die rooie/groene/pienke.	11 <i>Telefoongesprek (2 groepe)</i> : inoefening van bv. Direkte en indirekte rede	
			12 Beskryf	12 Ek soek 'n . . . met . . . Dit <i>moenie</i> moue hê <i>nie</i> . (Ontkenning)		

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
6	VERVOER	1 'n Busrit	1 Koste/afstand/ bestemming/ gemak/spoed/ tydsduur/medereisigers/bestuurder	1 Voorneme/ wens uitspraak	1 Ek <i>sou graag wou</i> . . . Ek wil tydens die vakansie . . . Môre ry ek per . . . Ek wens ek kan . . . (Aanvoegende/konjunktiewe wys)	1 <i>Interpreteer</i> 'n treinrooster
2 'n Motorreis		2 Koste/afstand/ bestemming/veilig bestuur/brandstof/ padkos/passasiers/ fabrikaat/ruimte/ bagasie/tydsduur	2 Bestemming aandui	2 Ek gaan by my . . . kuier. Ek wil . . . <i>afklim</i> . Ek wil na . . . toe gaan. (Skeibare en onskeibare werkwoorde)	2 <i>Bespreek telefonies</i> plek in hotel	
3 By die motorhawe		3 Koste/brandstof/ wasgeriewe/hersteldienste/onderdele/roetine-onderzoek	3 Diens vra	3 Kan ek asseblief 'n retoerkaartjie na . . . kry? Kan u my sê wat dit sal kos/hoe lank die reis sal duur/hoe laat ons sal arriveer? Maak asseblief vol met <i>93-oktaan</i> brandstof. (Skryftekens)	3 <i>Rolspel</i> : gesprekke met reisgenote	
4 Op die stasie		4 Kaartjieskantoor/ bagasie/kompartement/reisigers/treinrooster/verversings/klagtes/tydsduur	5 Beveel	5 Sit my bagasie op die dak. Maak asseblief die deur toe. Ry asseblief vinniger! (Leestekens)	4 Doen <i>skriftelik navraag</i> oor akkommodasie by 'n vakansieoord	
			6 Klage indien	6 Ek sit ongemaklik. Daar <i>was</i> nie plek vir my bagasie nie. Die bestuurder <i>wou</i> nêrens stop nie. Die koste is buitensporig. (Werkwoord – verlede tyd)	5 <i>Dialoog</i> bv. navraag oor verlore bagasie	
			7 Waardering/ genot uitspraak	7 <i>Ek</i> geniet die reis baie. Dit is mooi. Kyk hoe mooi is die natuurskoon/sonsondergang. (Persoonlike voornaamwoorde)	6 <i>Skriftelike klage</i> aan 'n busmaatskappy oor ongerief verduur	
			8 Moontlikheid aandui	8 Ons behoort <i>om</i> . . . daar te wees. (Tydbepaling)	7 <i>Beskryf</i> 'n avontuurlike motorrit na Johannesburg	
			9 Navraag doen	9 Hoe ver is dit nog? Hoe lank is dit voor ons op . . . aankom? (Plekname – skryfwyse)	8 <i>Blokkiesraaisel</i> : name van plekke	
					9 <i>Groepbespreking</i> : die beste vervoermiddel	
					10 <i>Luisteroefening</i> : stel 'n brosjure op oor inligting verkry	
					11 Stel 'n <i>radioadvertensie</i> saam vir 'n vakansieoord in Transkei	

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
7	INSTRUKSIES	1 Werknemer ontvang instruksies by werkgewer op eerste dag van werkaanvaarding	1 Pos/boodskap/meubels/opsigter/kantoortoerusting bv. kramdrukker, fotostatiese masjien, skuifspelde, woordverwerker, tikmasjiene, papier-voorraad, lugverkoeler/ontvanger van inkomste	1 Opdrag gee 2 Vrae stel 3 Prioriteit bepaal	1 Gaan asseblief na . . . en vra hom om . . . Vind uit of ons toegelaat word om . . . Gee een van hierdie notas aan elk van die personeellede. Vorm groepe van 6. Sit in 'n kring. 2 Moet ek eers die tikmasjien wegneem of kan ek eers my koffie klaar drink, Meneer? Is dit nodig om die voorraad weer na te gaan, Meneer? Mag ek u telefoon gebruik, Meneer? (Beleefdheidsvorme/lettergrepe). 3 Is dit noodsaaklik om vandag reeds te gaan? Wat moet ek eerste doen? Die heel belangrikste is om . . . Almal moet eers hul <i>penne</i> neersit en dan aandagtig luister. (Trappe van vergelyking/spelling).	1 Stel 'n <i>skriftelike lys van instruksies</i> vir 'n kantoorbode op 2 <i>Gebruik 'n prent</i> van 'n masjien (bv. fotostatiese masjien). Studente moet in groepe die instruksies vir hantering daarvan opstel 3 <i>Groepwerk</i> : Groepleiers tree op as onderwysers en gee mondelinge instruksies vir hul "leerlinge"
		2 Onderwyser gee instruksies aan leerlinge, bv om groepwerk te doen	2 Rye/sirkel/beurte/sitplek/skrifbehoefte/groepleiers/opdragte/bespreking/terugvoer/herhaling/bydrae/rigting/posisie/kompetisie	4 Herhaal 5 Tydsduur bepaal 6 Tydstip bepaal	4 Ek sê dit nou die laaste keer . . . Ek gaan dit herhaal en dan . . . 5 Ek gee hulle slegs 30 min. om dit te voltooi. Dit moet binne 15 min. klaar wees (Infinities). 6 Om 12h00 moet almal klaar wees. <i>Ek sal kom kyk kort voor die klok lui</i> (Uitbreiding en reduksie).	4 <i>Begripstoets</i> : skriftelike beantwoording van vrae oor veiligheidsmaatreëls by die werkplek 5 Studente <i>mimiek</i> die volg van sekere instruksies: ander studente raai wat hulle doen
		3 Die volg van instruksies op 'n pamflet om met 'n elektriese toestel te werk, bv. om 'n muurprop met 'n elektriese draad te verbind/gloeilamp te vervang/herstelwerk te verrig	3 Verleng/verkort draad/kortsluiting/hoofskakelaar/rigting/kleur/geroedskap/skroewe/boute/moere/koste/isolering/veiligheidsmaatreëls/elektrisiteit/krageenhede bv. volt/waarsborg	7 Boodskap oordra 8 Waarsku 9 Voorwaarde stel 10 Waarborg 11 Mate/massa ens.	7 Mnr . . . van . . . het my <i>gestuur</i> . Hy laat weet dat . . . (Verlede deelwoorde). 8 Hou buite die bereik van kinders. <i>Moenie</i> aan hitte of water <i>blootstel</i> nie. Oortreders sal vervolgt word. (Ontkennende vorm/skeibare en onskeibare werkwoorde). 9 Indien die veiligheidskakelaar afskakel, moet u <i>onder</i> geen <i>omstandighede</i> . . . (voorsetselphrases). 10 Die handelaar onderneem om . . . 11 Dit behoort . . . <i>kg</i> te weeg. Die kragtoevoer behoort nie meer as . . . <i>v</i> te wees nie. (Metriek mate).	6 <i>Groepwerk</i> : studente "ontwerp" 'n masjien wat 'n oorspronklike taak kan verrig. Aanwysings vir die gebruik daarvan, moet by die visuele voorstelling ingesluit word 7 <i>Skrif 'n boodskap</i> aan 'n kollega (onderwyser) waarin hy gevra word om sekere opdragte aan jou klas te gee tydens jou aanwesigheid
		4 Die volg van instruksies om moderne toestelle, bv. koffie-/sigaret-/koel-drank-masjiene te gebruik	4 Stappe/beweging bv. druk, draai of trek/kleure/visuele voorstellings/foutiewe werking/soorte masjiene/koste/hoe lyk die masjien bv. grootte/voordele/nadele/tydaspek/fabriek			8 <i>Groepbespreking</i> : Wat kan gebeur as instruksies nie sorgvuldig nagekom word nie bv. met elektrisiteit/met medisyne/met die onderhoud van 'n motor 9 <i>Speel 'n kaartspeletjie</i> om uitbreiding en reduksie van sinne te oefen

5.2 TWEEDE EN DERDE JAAR: TAALVAARDIGHEIDSKOMPONENT

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
1	ONTSPANNING	1 Op die sportterrein	1 Sportsoorte/posisies in sportspanne/sportreëls/sporthelde/sportvelde/sportdrag/sportterminologie/wedstryde/punte/taktiek	1 Benoem	1 Dit is . . . Hy speel in die plek van . . . Hy is 'n . . . (bv. doelwagter) Die eerste prys is <i>toegeken</i> aan . . . Dit is die swaargewigkampioen. Die naam van die bioskooprent is . . . (Lydende vorm)	(*Hierdie aktiwiteite staan nie in 'n 1:1 verhouding tot funksies en taaluitinge nie.)
		2 By die bioskoop	2 Films/filmhelde/soorte films/verhale/video	2 Funksie aandui	2 'n Doelwagter <i>behoort te</i> . . . (infinitief)	1 <i>Groepbespreking</i> : 'n goeie TV-program
		3 'n Sangkompetisie	3 Beoordeling/soorte sang en musiek/stemme/musiekinstrumente/program/pryse/gehoor	3 Mening uitspreek	3 Hy moes dit nie onderskep het nie. Hy sal hom nie kan keer nie. Hy moet 'n ander taktiek gebruik. Hy is te laat. Hulle behoort eerste te kom.	2 <i>Luisteroefening</i> : sportkommentaar
		4 By die see	4 Strand/kleredrag/speletjies/klimaat/watersport/visvang	4 Opwinding te kenne gee	4 Nou . . . nou! Hardloop! Uiteindelik! Keer hom! Kom ons kyk wie is eerste! Hoera! (Tussenwerpsels)	3 <i>Advertensie</i> vir 'n koorkompetisie
				5 Rangorde aandui	5 Hulle sal eerste kom/eerste optree. Dit is nommer 3 op die program.	4 <i>Uitnodiging</i> (skriftelik) aan eregaste
				6 Plek aandui	6 Die sitplekke is in die <i>derde</i> ry van voor af, in die middel. (Rangtelwoord)	5 <i>Telefoniese gesprek</i> : reël verblyf vir koorlede
				7 Inligting verstrek	7 Die vertoning begin stiptelik om agtuur. Daar sal verversings te koop wees. Die kaartjies word vanaf twee-uur verkoop . . . Jy moet maar in die ry staan. Die pouse is om tienuur. Dit is 'n riller, 'n liefdesverhaal, 'n musiekblyspel. Die akteur, . . . vertolk die hoofrol. Dit <i>handel oor</i> . . . (Voorsetselkonstruksies)	6 Skryf 'n <i>kritiese waardering</i> oor 'n sangkompetisie vir die koerant
				8 Navraag doen	8 Is daar nog kaartjies beskikbaar? Hoe laat begin die vertoning?	7 <i>Rolspel</i> : verduidelik die reëls van 'n sportsoort aan leerlinge
				9 Reëlins tref	9 Ek <i>sal</i> jou om . . . <i>kom oplaai</i> . Ek ontmoet jou by the ingang. (Werkwoord: Toekomstige Tyd)	8 Skryf 'n <i>brief</i> aan 'n vriendin: vertel van 'n naweek by die see
				10 Uitvra	10 <i>Wie</i> is die beoordelaar? (Vraende voornaamwoord)	9 <i>Sluitingsoefening</i> : 'n sportartikel in die koerant
				11 Puntestand wegee	11 Hulle is 2 punte voor. Hy het 'n doel <i>aangeteken</i> . (Skeibare en onskeibare werkwoorde)	10 <i>Vergadering</i> : reël 'n sportdag
					11 <i>Rolspel</i> in pare: 'n Verslaggewer en beroemde sanger voer 'n onderhoud. Die verslaggewer gebruik hoofsaaklik die "Daar word gesê dat u . . ." konstruksie om die beroemde aan te spoor tot deelname aan die onderhoud	

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
2	DIENSTE	1 By die kliniek	1 Medisyne/voorskryf/behandeling/bescrijng/siekte/aansteeklikheid/inspuiting/noodhulp/diagnose/gebreklik	1 Hulp vra/ontbied 2 Toestand beskryf	1 Kan u asseblief <i>dadelik</i> hierheen kom? Hoe moet ek die wond behandel? Kan u die verbande omruil? Kan u dit vir my invul, asseblief? (Bywoordelike bepalings) 2 Ek verduur baie pyn. Dit is seer. Ek het maagpyn. Ek voel naer. Ek het kopseer en my neus is toe. <i>Dit is opgeswel.</i> (Werkwoord: verlede deelwoord)	1 <i>Rolspel</i> : bv. pasiënt wat op klinieksuster wag 2 <i>Telefoongesprek</i> : 2.1 Navraag oor skakelprosedures 2.2 ontbied ambulans
2 In die poskantoor		2 Vorms/voorskryfte/dienste/spaar/posorder/poswissel/telegram/teleks/pakkette/seëls	3 Diganoseer 4 Toestemming gee 5 Diens aanvra	3 Dit is aansteeklik. Dit <i>sal</i> binnekort <i>genees wees</i> . Dit is nie ernstig nie. Dit is sy hart. (Toekomende tyd) 4 Jy kan maar huis toe gaan. U kan nou die bankbestuurder kom sreek. 5 Ek wil asseblief 'n kollekteeroproep besreek na . . . Kan u vir my 'n nommer <i>naslaan</i> ? (Persoonlike voornaamwoord)	3 <i>Vorms</i> : 3.1 Telegramvorm invul 3.2 Poswissel invul 3.3 Vul onttrekking-/deposito-strokie in by bank 3.4 Stuur 'n teleks	
3 In die telefoonhokkie		3 Prosedure/skakel-en besetoon/telefoongids/navrac/sentrale/betaling per cenheid	6 Instruksies gee 7 Plek aandui 8 Uitvra	6 Gooi die muntstuk in as u die telefoon hoor lui. Hou asseblief aan. <i>Teken u naam hier</i> . Vul 'n vorm so in. 7 Die seëls kry u by <i>daardie</i> toonbank. (Annwysende voornaamwoorde) 8 Hoe dikwels moet ek daarvan drink? Waarvoor is dit? Sal ek <i>lomerig</i> raak van hierdie pille? Waar is die navraetoonbank? (Verbuigings)	4 <i>Skrifelike klage</i> aan poskantoor: swak TV-ontvangs 5 <i>Dialog</i> : 5.1 dokter en pasiënt 5.2 kliënt en kassier by bank	
4 By die bank		4 Bewys van identiteit/geld/fasiliteite/diens/strokies en vorms/balansstaat/spaar/belasting	9 Formeel aanspreek 10 Voorwaarde stel 11 Aandring op 12 Troos	9 <i>Dr.</i> , kan ek u 'n oomblik sreek? Is dokter . . . besig? Juffrou, kan u vir my se . . . (afkortings) 10 U mag slegs geld onttrek indien u u identiteitsdokument kan toon. 11 Ek dring daarop aan dat julle . . . Ek <i>môet</i> die dokter nou sreek. (Aksent) 12 Toe maar, dis nie so erg nie.	6 <i>Aansoek</i> (skriftelik aan poskantoor om telefoonvoorsiening) 7 Slaan na adres/telefoonnommer in 'n telefoongids 8 <i>Kruis-en-dwarsspeletjie</i> om bv. verbuigings te identifiseer.	

Ecnheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
3	ONDERWYS EN OPVOEDING	1 In die inspekteur se kantoor	1 Beursverpligting/kwalifikasies/belangstellings/aan-soek/ondervinding/dissipline	1 Inleiding tot 'n toespraak	1 Ek heet u almal welkom . . . Laat my begin deur <i>te sê</i> . . . Ek wil met die deur in die huis val deur dadelik . . . Vergun my, dames en here, om . . . (Infinities)	1 <i>Toespraak</i> : in die parlement
2 'n Vakvergadering		2 Vergaderingprosedures/notule/evaluering/boekvoorsiening/datums/voorbereiding	2 Afsluiting van 'n toespraak	2 Ek wil afsluit/opsom deur <i>te sê dat</i> . . . (Voegwoord en woordorde) Baie dankie <i>vir</i> die geleentheid <i>aan</i> my gebied <i>om</i> vandag <i>met u</i> te kon gesels. (Voorsetsels)	2 <i>Dialog</i> : 3.1 ouer en onderwyser 3.2 student en inspekteur — 'n beursaansoek 3.3 onderwyser en leerling	
3 In die Parlement: 'n bespreking van onderwysvoorsiening in Transkei		3 Wette/regulasies/toekomsbeplanning/kwalifikasies/standaard/getal leerline en onderwysers/boek/fondse/skole/bouplanne/hulpmiddels	3 Transaksie in diskoers	3 Opsommenderwys <i>kan gesê word</i> . . . Eerstens wil ek verwys na . . . Eerste op die agenda is . . . (Lydende vorm)	3 Ek wil verskil van die spreker <i>wat aangevoer het dat</i> . . . (Woordorde na betreklike voornaamwoord)	4 <i>Luisteroefening</i> : Luister na 'n toespraak oor onderwys
4 In die biblioteek		4 Katalogus/soorte/boeke/skrywers/koerante/tydskrifte/kaartjiesel/aankope/boekopvoeding	4 Argumenteer	4 Argumenteer	4 Ek wil stem saam dat . . .	5 <i>Rapporteur</i> aan kollegas — Gebruik die Indirekte rede
				5 Saamstem	5 Ek stem saam dat . . .	6 <i>Begripstoets</i> : skriftelike beantwoording van vrae oor onderwysituasie
				6 Definieer	6 Onderwysvoorsiening is die daarstelling van . . . 'n Kortverhaal is 'n . . .	7 <i>Telefoongesprek</i> : nooi 'n inspekteur om u skool te kom toesprek oor 'n sekere onderwerp
				7 Prys	7 Ek het u toespraak baie geniet. Dit was insiggewend/interessant. Knap gedaan!	8 <i>Groepwerk</i> : 'n bekendstelling van nuwe Afrikaanse boeke ontvang deur die kollegebiblioteek — 'n plakkaat
				8 Voorwaardes stel	8 <i>Indien dit beteken dat</i> . . . <i>aanvaar</i> ons die <i>voorwaardes</i> soos uiteengesit . . . U mag die boek slegs 2 weke hou. (Woordorde: voegwoord aan begin van sin/vaste uitdrikkings)	9 <i>Vul</i> aansoek in om lid te word van die biblioteek
				9 Herfraseer	9 <i>Anders</i> gestel, sou 'n mens kon sê dat . . . (ander/andere/anders)	10 <i>Voorlees</i> van notule
				10 Aaandag vra	10 Meneer die voorsitter, dit lyk asof . . .	11 <i>Opstel</i> van notule
				11 Mening lug	11 Dit lyk nie asof 'n mens vandag nog 'n besluit sal kan neem nie . . . U verwag waarskynlik dat ek . . . Die boek was onderhoudend/vervelig. (Onbepaalde voornaamwoord)	12 <i>Saamstel</i> van 'n agenda vir ouer-onderwyserbyeenkoms

Eenheid	Tema	Situasies	Moontlike onderwerpe	Funksies	Moontlike taaluitinge	Voorgestelde aktiwiteite
4	FINANSIES	1 Verkoop van versekering en polisse	1 Voorwaardes/voordele/afbetaling/Maatskappye/makelaars	1 Uitvra/navraag	1 Watter spaarfasiliteite/rentekoerse kan u aanbied? Waar moet ek dit invul? Watter voordele is verbonde aan hierdie polis? Wat is my balans? <i>Wanneer</i> word dit uitbetaal? Sluit dit lewensdekking/ongeskiktheidsvoordele in? (Vraende bywoorde)	1 <i>Dialog</i> : finansiële adviseur, 'n bank en potensiele kliënt
2 Navrae oor metodes van spaar		2 Beleggings/deposito's/rentekoers/uitbetaling van rente/vorms	2 Behoeftespreek/bepaal	2 Ek het kapitaal nodig <i>om</i> . . . 'n Personeel van — lede sal ongeveer — aan salarisse verdien. My uitgawes sal my inkomste oorskry. Ek wil met iemand praat i.v.m. . . . Daar is 'n aanvraag na . . . (Infinities)	2 <i>Rolspel</i> : verkoopsman en kliënt	
3 By 'n kleinsakeonderneming bv. huurmotordiens, herstelwerk, kleremaker		3 Lenings/winsgrense/voorraad/groothandelaars/belasting/werkverskaffing/soorte ondernemings	3 Vroorneme uitspraak	3 Ek wil binnekort 'n . . . saak begin.	3 <i>Besprekingsgroepe</i> : die beste metode van spaar	
4 Navraag oor finansiële hulp beskikbaar		4 Lenings/verbande/rentekoerse/terugbetalingvoorwaardes/sekuriteit/ontwikkelingsrade/voorskot/begroting/boekhouding	4 Stelling maak	4 Daar is 'n tekort aan afleweringdienste in die area. (Verbindingsklanke)	4 <i>Advertensie</i> : vir 'n kleinsakeonderneming; 4.1 as plakkaat 4.2 as koerantadvertensie	
		5 Identifiseer	5 Hierdie polis is die een wat aan u . . . bied.	5 Doen <i>skriftelik aansoek</i> by die Ontwikkelingsraad om finansiële hulp vir die begin van 'n nuwe sakeonderneming		
		6 Inlig	6 Die kontrak <i>moet deur u onderteken word</i> . U mag R . . . trek/belê. 'n Makelaar sal u kan inlig oor . . . (Lydende vorm)	6 <i>Skryf aan 'n maatskappy</i> en vra om finansiële bystand vir u skool/kollege		
		7 Verwys in konteks	7 In paragraaf 5 staan dat . . .	7 Gebruik 'n bekendstelling van 'n nuwe polis as <i>begrips-toets/luisterbegripstoets</i> (m.a.w. lees voor en studente beantwoord dan die vrae skriftelik)		
		8 Rede opper	8 Ek wil <i>nie</i> gebruik maak van . . . <i>nie</i> , want die rentekoers is te hoog. (Ontkenning)	8 Gebruik <i>visuele materiaal</i> om bv. ontkenning te gebruik		

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5	RSA	1 Navrae oor loopbaanmoontlikhede	1 Verskillende loopbane/-besoldiging/indiensopleiding/voordele/kwalifikasies/bevordering/ambagte/professioneel/klerklik	1 Navraag doen	1 Met wie kan ek praat i.v.m. . . . Watter moontlikhede is daar vir iemand met . . . Watter mediese <i>voordele</i> /bevorderingsmoontlikhede is daar? Waar kan 'n mens aansoek doen om . . . <i>Wie se plig</i> is dit? Wat is die weeklikse salaris van 'n . . . Het u enige vakante betrekkings? Watter kwalifikasies is nodig? (Sinonieme en antonieme/Besitlike voornaamwoorde)	1 <i>Groepbespreking</i> : loopbaanmoontlikhede in die RSA en Transkei
2 Navrae oor verblyf/plekke		2 Soorte akkommodasie/huur/regulasies/ligging/gerief/ge-meubileerd/klagtes	2 Vertel	2 Eendag was daar . . . Jare gelede het . . . Op die myne word . . . <i>Toe</i> hy daar <i>aankom</i> , was dit al laat. As jy <i>niemand</i> ken nie, voel jy eensaam. Dan moet jy vriende maak. Van toe af het hy . . . (Onbepaalde voornaamwoorde/tydopeenvolging)	2 <i>Groepwerk</i> : Stel 'n tabel op waarin die klimaat en werksmoontlikhede van 'n streek in SA opgesom word. Gebruik 'n atlas	
3 By 'n myn		3 Skofte/betaling/sportfasiliteite/verlof/reëls/veiligheid/familie/toerusting/voordele	3 Doel formuleer	3 Hy wil gaan werk <i>sodat</i> hy kan . . . Jy spandeer min om sodoende . . . (Voegwoorde: woordorde)	3 <i>Rolspel</i> : 'n Mynwerker vertel en beantwoord vrae van familie oor sy werk	
4 Aansoek om werk by 'n myndepot		4 Diensvoorwaardes/kwalifikasies/referente/besoldiging/gesondheidstoestand/vervoer/afhanklikes	4 Beskryf	4 Daar is baie mense wat . . . Dit is <i>donker</i> en <i>bedompig</i> . 'n Mens kan skaars voor jou sien . . . (Byvoeglike bepalings)	4 <i>Rig 'n skriftelike navraag</i> omtrent werkgeleenthede aan die Department van Mannekrag in Pretoria	
			5 Inleiding tot gcsprek	5 Julle sal <i>nooit</i> raai wat gister gebeur het <i>nie!</i> Ek skryf net om vir julle te vertel van . . . (Ontkenning)	5 <i>Skryf 'n liedjie</i> oor die myne – gebruik soveel moontlik b.n.w. Probeer dan antonieme daarvoor neerskryf	
			6 Moontlikheid weergee	6 Julle sal moontlik binnekort 'n poswissel van R . . . ontvang. Miskien is ek vir Paasfees by die huis. Ek sien julle een van die dae.	6 <i>Skryf 'n vriendskaplike brief</i> aan kennisse en vertel van 'n eerste week as mynwerker	
			7 Voorwaardes stel	7 Indien jy sukses behaal, sal jy gou 'n verhoging kry.	7 <i>Mimiek 'n toneeltjie</i> tipies van sekere loopbane en die ander raai watter aksies uitgevoer word	
			8 Identifiseer	8 Die man op die foto is <i>my</i> vriend . . . Hy is die voorman van my werkspan. (Besitlike voornaamwoord)	8 <i>Lees 'n verhaal</i> wat oor die mynlewe handel en som dit op in hoofpunte	
			9 Opdrag gee	9 Julle moet elke week vir my skryf.	9 Sing die liedjie “Dis nie <i>myne</i> nie, dis nie <i>joune</i> nie . . .” en oefen so die besitlike v.n.w.	
			10 Waarskuwing	10 Sit julle valhelms op. <i>Oppas</i> daar! Oortreders sal vervolgd word. (Skeibare en onskeibare werkwoorde)		

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6	TRADISIONELE GEBRUIKE	1 By die medisyne- medisyne- man	2 Soorte medisyne/ kruiesoorte/siekte/ mengsel/reaksie op voorskrif/koste	1 Beskryf	1 Daar is . . . Dit lyk <i>soos</i> . . . Dit ruik na . . . smaak <i>soos</i> . . . (Vergelykings)	1 <i>Rolspel</i> : 'n huweliksfees
2 'n Huweliks- fees		2 Kleredrag/ritueel/ kos/drank/ betekenis van ritueel/gaste/ tydsduur/fees- vieringe/sang/dans	2 Verduidelik betekenis	2 Dit beteken <i>dat</i> . . . Hulle maak <i>asof</i> hulle . . . Daarmee bedoel hy <i>dat</i> . . . Hy wil voorgee <i>dat</i> . . . (Voegwoord: woordorde)	2 <i>Dialog</i> : medisyne- man en voornemende koper	
3 'n Begrafnis		3 Optog/sang/ ritueel/ amptdraers/ betekenis van ritueel/prosedure/ familie/kleredrag	3 Kontrasteer	3 Tradisionele leefwyse verskil van moderne leefwyse deurdat dit . . . /omdat dit gerig is op . . . Die moderne leefwyse bied geen . . . nie, terwyl die tradisionele bedoel is as . . .	3 <i>Groepbespreking</i> : Is tradisie besig om uit te sterf?	
4 Tradisies		4 Toordokters/ betekenis van ritueel/kleredrag/ bygelowe	4 Herinner	4 Ek onthou die keer <i>toe</i> . . . Ek herinner <i>my</i> dat . . . Toe ek . . . jaar oud was, het . . . (Onpersoonlike voornaamwoorde en <i>toe/as/dan</i>)	4 <i>Dialog</i> : verduidelik die betekenis van 'n ritueel aan 'n oningeligte – lg. stel vrae	
				5 Trots weergee	5 Ek is trots <i>op</i> . . . Ek vertel graag <i>van</i> . . . (Voorsetsels)	5 <i>Beskryf</i> die gebeurde by 'n begrafnisdienste aan 'n kennis : brief
				6 Prosedure weergee	6 Eers maak hy . . . , dan . . . Eerstens is daar . . . Dit word ge. . . As dit . . . is, . . . <i>Voordat</i> hy . . . , moet hy <i>eers</i> . . . (Tydopeenvolging)	6 <i>Blokkiesraaisel</i> : name van kruie
				7 Fokus	7 Dit is 'n . . . se plig om . . . As ons kyk na dit gewoonte om te . . . , dan verstaan ons dat . . .	7 <i>Plakkaat</i> – groepwerk: tradisies in Transkei – bv. visuele voorstelling met onderskrifte
				8 Beklemtoon	8 <i>Alle</i> Xhosa behoort te weet dat . . . (alle/almal/al die)	
				9 Waardering uitspraak	9 Dit is mooi om te sien hoe hulle . . . Ek hou daarvan as . . .	8 <i>Sluitingsoefening</i> : bv. alle bepalings van tyd is uitgelat

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7	GODSDIENS	1 Paasfees	1 Ampsdraers/prediker/kerke/feesviering/Bybel/verloop van diens/sang/sonde/gelowe/Christendom	1 Gebed doen – in die klas – aan tafel	1 Onse Vader wat . . . Laat <i>u</i> wil geskied . . . Ons wil aan <i>u</i> opdra . . . Vergewe ons ons sondes . . . Seën <i>Heer</i> die voedsel wat ons eet . . . (Hoofletters)	1 <i>Rolspel</i> : godsdiensoonderrig in die klaskamer: uitbeeld van 'n Bybelverhaal
2 Insameling van fondse		2 Stalletjies/produkte/kompetisies/kollekteer/kerkgebou/koste/tel van die geld/verkopers	2 Sang aanhef	2 Kom ons sing saam uit Gesang/Psalm . . . vers . . .	2 <i>Monoloog</i> : vertelling van 'n Bybelverhaal — gebruik die verskillende tydsvorme	
3 Voorstel van 'n nuwe lidmaat		3 Diensverloop/onderrig/gelukwensing/ouderdom/kleredrag/betekenis van voorstelling/doop	3 Inisieer godsdien	3 Kom ons lees saam . . . Kom ons buig ons hoofde . . . Kom ons <i>wy</i> 'n paar minute <i>aan</i> . . . (Voorsetsels)	3 Groepbespreking: reëlings vir 'n fondsinsameling; beplanning van 'n godsdienles	
4 Godsdiensoonderrig in die skool		4 Gebed/Bybelverhale/verskillende kerke en gelowe/hulpmiddels/afwyseling/metode/ge-sindheid van ouers	4 Beskryf plig/doel	4 Die plig van die diaken is <i>om te</i> . . . 'n Ouderling behoort dikwels . . . Daar word van 'n nuwe lidmaat verwag om (te) . . . Die predikant probeer om (te) . . . (Infinities)	4 <i>Mimiek</i> : 'n Bybelverhaal: die ander raai na watter verhaaltjie verwys word	
			5 Verwysing	5 In die Bybel staan daar dat . . . In vers 3 lees ons dat . . .	5 <i>Luisterbegrip</i> : luister na 'n Bybelverhaal — beantwoord skriftelike vrae mondelings	
			6 Voorstel maak	6 Ek stel voor dat ons . . .	6 <i>Telefoneer</i> 'n predikant en nooi hom om 'n kort Paasfeesdiens by u kollege te lei	
			7 Hoop uitspreek	7 Ek hoop dat ons almal . . . 'n Nuwe lidmaat behoort . . .	7 <i>Bedank 'n predikant vir sy aandeel</i> in die Paasfeesviering in u skool — skriftelik	
			8 Waarsku	8 Ons <i>moet</i> beseft dat . . . (Hulpwerkwoordkonstruksie)	8 <i>Stel 'n kwartaalprogram</i> op vir die Christenstudentevereniging by u kollege	
			9 Belangrikheid uitwys	9 Dit is belangrik om te onthou dat . . .		
			10 Voorwaarde stel	10 As ons <i>R</i> . . . kan insamel, het ons genoeg om nuwe banke te koop. (Leestekens)		
			11 Vertelling	11 Gedurende Paasfees . . . Eendag was daar . . . (Werkwoordkonstruksies: tyd)		
			12 Vereenvoudig	12 Dit beteken eenvoudig dat . . . /'n Mens kan m.a.w. sê dat . . . Anders gestel, beteken dit dat . . .		

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8	KURRIKULUM	1 In die skool-voorligtings-klas: die aanleer van higiëniese gewoontes	1 Voorkoms/gesondheid/aansteeklike siektes/persoonlike trots/higiëne in die kombuis	1 Groet 2 Bevele gee 3 Ontken	1 Goeiemôre klas . . . 2 Sit maar. Steek op jul hande as julle die antwoord ken. Sit regop. Haal julle skryfboeke uit. 3 Daar is geen olifante in Transkei nie.	1 <i>Dialog:</i> 1.1 <i>onderhoud</i> met 'n wildbewaarder 1.2 <i>onderhoud</i> met 'n ou inwoner van transkei – die persoon het self historiese gebeure beleef
2 In die Biologie-klas: 'n besoek aan 'n wild-reservaat		2 Wildreservate/beskermdes spesies/soorte diere/weiding/bedreigings/natuurlike omgewing/wilddiefstal	4 Prosedure uiteensit 5 Fokus 6 Waarsku	4 <i>Eers</i> moet dit in die opvanggebied reën. <i>Dan</i> sal die riviere vol raak. <i>Nou</i> kan die boere ploeg en saai. (dan/toe/as/wanneer/nou) 5 Die leeu is die <i>gevaarlikste</i> dier. (trappe van vergelyking) 6 As jy nie nou stilsit nie, . . .	2 <i>Mimiek:</i> higiëniese gewoontes 3 <i>Rolspel:</i> 'n geskiedkundige gebeurtenis gedramatiseer	
3 In die Geskiedenis-klas: 'n geskiedkundige verhaal gedramatiseer		3 Helderde/feite/helde	7 Plan in werking stel 8 Voorstel maak 9 Verskil uitwys	7 Kom ons begin deur na die kaart te kyk. 8 Ek stel voor dat <i>elke</i> leerling sy eie . . . 9 Kyk hoe verskillend is die twee <i>bote</i> . . . (Spellingpatrone)	4 <i>Skryf en sing</i> 'n liedjie waarin wilde diere beskryf word – gebruik 'n bekende wysie	
4 In die Aardrykskundeklas: 'n besoek aan 'n hawe		4 Soorte bote/hawe-verkeer/hoe die see lyk/uniforms van matrose/behouwing/geluide by hawe	10 Verbasing weergee 11 Vertel	10 Ek kan <i>nie</i> glo dat daar nog net 'n paar . . . in die wêreld is <i>nie!</i> Dit kan <i>nie</i> wees <i>nie</i> . (Ontkenning) 11 Om en by aan die begin van die eeu was daar . . . Daar word slegs 2 hawens aan die kus <i>aangetref</i> . (Lydende vorm)	5 <i>Groepbespreking:</i> berei 'n lesplan voor vir die onderrig van Higiëne 6 <i>Skryf</i> aan 'n wildreservaat en tref reëlins vir akkommodasie vir 'n groep leerlinge 7 <i>Gebruik</i> 'n <i>kaartvoorstelling</i> van 'n hawe bv. Tafelbaai/Oos-Londen/Port Elizabeth. Beskryf die omgewing en ligging van die verskillende geboue 8 <i>Skryf</i> 'n <i>beriggie</i> vir die plaaslike koerant oor die voordele van 'n eie hawe vir Transkei 9 'n <i>Alfabetspetetjie:</i> hoeveel name van diere kan jy neerskryf by elke letter van die alfabet? 10 <i>Gebruik visuele materiaal</i> om ontkenning- en vraagstellingstegniese te gebruik	

