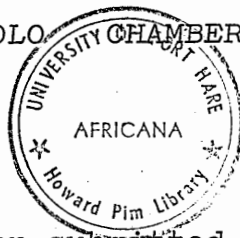


UNIVERSITY OF FORT HARE

THE TEACHING AND LEARNING OF XHOSA AS A
FOREIGN LANGUAGE IN SOUTH AFRICAN SCHOOLS
AND UNIVERSITIES WITH SPECIAL REFERENCE TO
EFFORTS BEING MADE TO SPEAK, READ, AND
WRITE THE LANGUAGE

by

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kwakhe ngendibuye nembande yesikhova kweli linge. Ndithi
kuye 'NANGAMSO'.

Elokugqibela nelinamandla lombulelo onzulu ndilibhekisa
kunina wabantwana, uNombuyiselo ngomdla awubonakalisileyo,
unyamezelo, nenkxaso yakhe xa bendisihla ndinyuka maxa wambi
kude nekhaya ngenxa yalo msebenzi. Kuye ke ndithi MAZ'
ENETHOLE.

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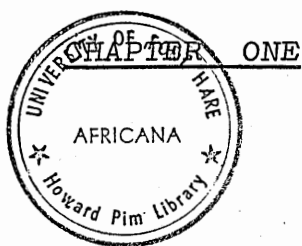
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1. INTRODUCTION

1.1 General Introductory Remarks

Our native tongue enables us to communicate with others who use the same system of language. Nevertheless as soon as we go beyond this group, we find ourselves in need of another language.

Distances are contracting with amazing rapidity, and the nations are coming more and more into contact with each other. Inevitably, the absolute inter-dependence of all civilizations and all cultures is merely the subject of philosophical speculation or religious meditation by the few - the full weight of its simplicity bears upon everybody. (Cf. Unesco, Education Abstracts, 1961, p. 5). In the same article we read that throughout the world the teaching of modern languages is no longer an intellectual luxury and has become an urgent necessity for everyone. Now that knowledge of a foreign language is manifestly one of the best ways of teaching people more about each other and of providing young people with a key to all the riches of other cultures, educators in every country are realizing that there is no time to be lost.

Understanding between two human beings can only come through speech. Therefore, whenever two individuals of different tongues meet for whatever purpose, they have to communicate in some way in order to draw together. This contact can also be made through speech or simply by reading and writing one another's language. Languages, whether mother or foreign

tongue serve to communicate, to record information, to think, to get what is wanted etc. It is equally vital for the peoples of one country with many language groups to know some if not all of the languages spoken by the other groups.

Language enables man to live in society and the kind of society in which he lives will profoundly affect the language or languages he has to speak. Hence the Whites in South Africa are beginning to see the need to learn the African language of the area where they are domiciled. Language and culture of a people are inseparable and the former helps to transmit the latter. Each language group is free to choose the words that describe certain cultural traits from its language.

Professor Max Black of linguistic studies fame once made the following remark:

"Man, through language, can bridge the gap between one person and another, conveying at the same time thoughts, feelings, desires, attitudes, and sharing in the traditions, conventions, the knowledge and the superstitions of his culture." (Vide Doughty and Thornton, 1973, p. 23)

There has always been a need for people of different nationalities to communicate with one another. This need was felt much more strongly after the world wars because at this stage various nations felt the need to come together for defence, trade, and other purposes. Foreign language study is:

More likely to take place anywhere in the world if the international atmosphere is calm and peaceful.

The United States of America which is one of the leading countries with extensive foreign language study programmes only got underway in 1952. (Vide International Journal of American Linguistics part II, Vol. 32, No. 1, 1966, pp. 2-3)

1.2 The Concept of Teaching and Learning Foreign Languages

A lot can be said to justify the need to learn other people's languages. In teaching and learning a new language values of understanding and sympathy must always be kept in mind so that the foreign language teaching may bring something of permanent value to the student because language, whether a home or a foreign tongue, can touch life at its fullest and richest.

Teaching any foreign language to any group of students or learning it must have, among other difficulties, some universal problems and obstacles and these should invariably be comparable and contrastable anywhere in the reading world. Hence, in our situation, teaching Xhosa to Whites is as much involved as teaching, say, German to the English. The methods and principles involved share a lot of common ground.

When we are using a foreign language, we are bringing into play the same linguistic skills as those we use when we speak or write in our mother tongue. For example, skill in constructing sentences will be active whether we are practising our mother tongue or writing a paragraph in a foreign language. If a student has developed a habit of attending to correctness of language in his mother tongue, he will be ready to learn to

use the new language correctly for he will be, then, a potential correct-language user. If he is fond of clear expressions in his mother tongue, he will be keen to do the same in the new language because his mind will be set that way. This also applies to the acquisition of free and fluent speech when the forms and structures of the new language have been mastered by a fluent mother-tongue speaker. Experience has shown this to be the case in our situation with the teaching of Xhosa as a foreign language. This statement, however, does not rule out the necessity for intensive and constant training and practice in the new language by poor mother-tongue users.

In general terms, a foreign language is usually only spoken in another country and probably not generally heard by the learners of it elsewhere. The study of the grammar of a foreign language should no longer be given priority as was the case with the study of Latin in yesteryears. Modern times require that those who have studied a foreign language should practise it and thus students of that language are assigned to the national service in the appropriate country. This point will be developed further in chapter five.

If we accept the premise that language is a system of vocal symbols inseparable from the culture of a given human community, it follows that real appreciation of the culture is possible only through a firm mastery of that system. Proficiency in speaking is bound in time to affect favourably proficiency in reading and writing.

1.3 The Problem Stated and Explained

There is scarcely a single modern nation in which there are not minority groups who are required to learn someone else's language. The whole question of foreign language study could be interpreted broadly to imply that under the conditions of international communication in the twentieth century the objectives of economics, science, engineering and culture can only be fully realized with an adequate command of foreign languages. In practical terms, however, this is believed to have led to the so-called technical language training in Russian, English, and French in the high schools and universities of the German Democratic Republic which started a little over sixteen years ago. (Cf. Filipovic, 1972, p. XVI)

Though we learn that the Americans embarked on an extensive foreign language programme as early as 1952, progress was not all that satisfactory to some Americans themselves, hence, in 1958 President Eisenhower is reported to have said to Congress on the subject:

"----- the American people generally are deficient in foreign languages particularly those of the emerging nations in Asia, Africa, and the Near East. It is important to our national security that such deficiencies be promptly overcome." (Internal Journal of American Linguistics, Vol. 32, part II, 1966, p. 9)

In South Africa, foreign languages, mainly of European stock are not taught to any satisfactory extent by the schools and universities with the exception of German and to a lesser

extent French, but which still leave room for improvement. Formal teaching and learning of African languages by Whites is something quite new in the schools and very new in the universities. All this is remarkable if we take into account the fact that White and African have co-existed side by side in this land for over three centuries. More details on this will be found in chapter three.

Nevertheless, because of South Africa's rapid growth in the industrial and commercial spheres, there is an increasing demand for people with a sound knowledge of at least one African language. This applies also to the growing realisation for interdependence among the nations or racial groups of South Africa.

Michael West puts forward an excellent reason for studying foreign languages when he says,

"Many subjects are taught in school, not merely because they are useful to the individual, but because they are desirable for the well-being of mankind. Foreign languages are such a subject."

He goes on to add:

"National literacy facilitates national well-being. International literacy promotes international understanding and goodwill. To understand a nation we must appreciate its ideals, and these are best expressed by the nation's spokesmen, dead and living, in the literature of the nation." (West, 1960, pp. 1-2)

We gain understanding of other peoples through our study of foreign languages. In order to understand the speakers of the language we are studying, we must have as much as possible of the background experience and culture that the native speaker has, to give meaning to his language. Understanding of the culture of other peoples makes us more tolerant and more sympathetic of their beliefs, traditions, prejudices, aspirations, and their civilization or, in short, their culture. It is only in this way that language can be used for cross-cultural communication.

Almost everyone beginning to learn a foreign language seriously has, as one of his goals, the ability to communicate orally in it, that is, to understand what he hears and to be understood when he speaks. The sounds of a foreign language can become a part of his speech habits only through frequent hearing and use of them.

A foreign language student is supposed to experience feelings of accomplishment and enjoyment in the use of a foreign language; he is expected to become more tolerant of other peoples and more appreciative of other cultures. Yet in training such a student we seem to pay more attention to subject matter goals - e.g. the language grammar and syntax and what skills and understanding they should possess as a result of the study and less to goals relating to student attitudes towards and understanding of the mother-tongue speakers of the language. In this way the student is not being helped to play his role well in promoting international peace and understanding.

It is, therefore, essential for children to learn to appreciate

that there are other ways of communicating than those they already know and that there are other people whose customs and ways of life may be different from theirs, and whose values are equal to their own. An understanding of this ensures that the community accepts the systematic and pleasurable study of the foreign language and the culture associated with it.

An intolerant and opinionated view that nothing beyond one's own immediate experience can have much value reflects an uneducated man. This blame could be levelled against us and our educational programmes for not having deemed it necessary to introduce African languages formally into our curricula in schools. A well-educated person, on the other hand, has achieved a balance of mind which allows him to appreciate the views and experiences of others without losing his own cultural identity or self-respect. Therefore we should not have any fears, as an enlightened nation, about bringing in African native speakers to teach our children their language. Those who enjoy keeping an artificial distance between themselves and the African neighbours, and who delight in having to use an interpreter as a prestige symbol when wanting to communicate with Africans, have not disguised their fears and lack of self-confidence.

1.4 The Aim of the Investigation

The major purpose of this study is to examine and establish the extent to which Xhosa as an African language is being taught as a foreign language in South African White schools and universities so as to equip the students with the basic skills of

listening, speaking, reading and writing the language.

The writer is aware that there may be other instances or groups of people who may organise themselves into classes for the purpose of learning Xhosa in or outside a school or a university. Such programmes are deliberately excluded from the aim of this investigation so as to delimit the field.

While it is not the aim of this study to include stages of learning lower than standard IX, yet a quick look at the situation in the lower classes will be made without expatiation.

It is an important subsidiary aim of this study to investigate the following about the teaching of Xhosa as a foreign language to White students :-

- (i) to determine the area where this is taking place;
- (ii) to ascertain the historical background of this voluntary programme;
- (iii) to study the syllabuses, prescribed books, and other facilities available for this programme at the schools and universities;
- (iv) to see what methods of teaching and learning are employed, what methods of testing and promoting, and what aids are being used in the programme;
- (v) to investigate student selection and teacher suitability and training.

1.5 The Outline and the Scope of the Investigation

Nearly all countries in the world include in their educational

programme the teaching of foreign languages, and one of the main reasons given for the learning of languages is that the literature of other peoples should be read. Nevertheless, large numbers of students leave school or university without any knowledge of the literature of the foreign language to which they have been introduced. It could be suggested then, that if the students are incapable of reading the literature in the foreign language, they should be given a translation of it into their mother-tongue as we often do with Xhosa. The answer here lies in what we have already said about the importance of acquiring first basic aural-oral skills in the new language so as to be able to communicate personally with the native speakers.

The knowledge of a foreign language, as well as enabling one to travel and communicate with other nations and facilitating trade links with foreign lands, should be a process whereby one is enabled to know a foreign culture, civilization, history and life of a people. It should broaden one's knowledge and experience about the mental attitudes of others establishing as a result a favourable climate for mutual friendship and better understanding.

It is, however, not easy to have standards or criteria whereby one can say that one has begun to 'know' a foreign language especially on the primary oral aspect of the language. A satisfactory degree of achievement seems to be the understanding of the spoken language when spoken by natives at a normal speaking speed, and the speaking of the language with enough ease and fluency so as to enable the student to be readily

understood by natives. (Vide International Journal of American Linguistics, Part III, Vol. 29, No. 2, 1963, p. 84).

We are concentrating here on the practical study of language just for our own convenience because otherwise the field of language study is one continuous process embodying all aspects of the language. In support of this Henry Sweet says:

"----- it is hardly necessary to enlarge on the distinction between the practical and the theoretical study of languages - between learning to understand, read, speak and write a language on the one hand, and studying its history and etymology on the other hand. None of the two spheres is less scientific than the other." (Sweet, 1964, p. 1)

A good foreign language programme should run smoothly and harmoniously from a horizontal point or co-ordinational level and from a vertical point or continuity level. On the horizontal plane the chief considerations are the co-operation among the modern foreign language teachers themselves, their relationships with the teachers of other languages, and the use of the language laboratory and other aids. On the vertical plane the principal problems seem to be, inter alia, to determine when is the best time to begin the study of a foreign language and to draw up appropriate foreign language programmes for the high schools, and for the colleges and universities.

Language teaching has become a science in which the findings of

linguistics and educational psychology have come to play their full part; and because it is a science, it must take into account the culture and habits of the people whose language is being learned. The course or programme of study should then be so planned that certain specific goals may be reached efficiently. The linking together of language and culture in the study is justified by the belief that the culture of a people whose language is being studied should be included in the aims of the course because it forms the native soil on which the language grows. To illustrate this point Gauntlett says:

"If one studies manners and customs the reasonable thing is to relate the kind of language being learnt to the manners and customs of those people to whom the language is vernacular."

(Gauntlett, 1957, p. 8)

The field of foreign language teaching and learning seems to be for ever unfolding itself as new methods and techniques are being discovered, and new experiments are being carried out. In South Africa the position is very fluid particularly where African languages are concerned. The study of African languages as foreign languages by Whites has been so loosely controlled that the new sparked interest has resulted at the present moment in almost weekly press reports and radio news flashes announcing quite ambitious plans being undertaken by the schools and various instances for the study of these languages. It will not be surprising, therefore, if most of the deductions made, and conclusions drawn, or even views

expressed in this investigation are soon regarded as holding no ground or are somewhat misrepresentative of the true situation as it will be then. It is for that reason that this study has to be rather small, limited and introductory. It should suffice at this stage just to purport to obtain information about prevailing conditions now in the teaching and learning of Xhosa as a foreign language in South Africa, whereby we are concerned with an overall picture.

It could also be stated that this study or piece of research is exploratory in nature in the sense that it does not pretend to give definite answers, and it is by no means an experiment in the strict sense of the term. The intent is to see what could be done in teaching and learning Xhosa as a foreign language here with the background of foreign language teaching elsewhere in view. We hope that we shall find techniques and methods followed elsewhere which can be shaped and modified to suit the local scene. The investigation is not comparative though, no more than it is deductive and interpretive. It is also hoped that the conclusions and assumptions will throw some light on the activities of both the teacher and the student of Xhosa in the context of the investigation.

We do not include the study of literature of Xhosa in our investigation because in the first place this aspect of language study here is largely done through the medium of the student's mother-tongue and, secondly, it falls outside the scope of our field of inquiry in the beginning stages of language learning or practical spheres because literature can be said to form the last phase of language study in an unbroken continuum.

1.6 Methods of Research

In the pursuance of this study the following ways of obtaining information and methods of gathering data were used :-

(a) Two-year personal experience as Professional Assistant responsible for teaching Xhosa at all levels at Rhodes University, Grahamstown. The writer has also some long experience as a private voluntary tutor to White adults learning Xhosa at Lady Frere - Lumko Institute.

(b) Expert opinion has been received from school teachers of Xhosa, university lecturers of Xhosa, ex-students of Xhosa from Rhodes University, and from other interested persons.

(c) The study of available literature, both local and foreign has been made whenever possible.

(d) A general survey has been conducted through the use of short questionnaires to the schools and universities and personal visits for interviews with both staff and students at the schools, and the staff of the university departments.

1.7 Terms of Reference

Our investigation will be concerned with both high school and university learners. For the high schools we are going to concern ourselves with pupils from standard six up in general and scholars in standards nine and ten in particular. For the universities we shall examine the position at all levels of learning. To all these groups we shall use the same term "student" so as to minimise possible duplication. Reference may also be made in passing to the situation in the primary

schools because the indications are that the teaching of Xhosa in White schools, once it has got under full swing, will inevitably affect the primary schools as well.

For the purposes of this investigation, foreign language, new language, or target language, unless otherwise indicated or explained, will refer to Xhosa as taught to White South Africans. English and Afrikaans will be referred to as vernacular, native, mother-tongue, or home languages. It appears that despite the physical proximity among the races of South Africa in the many spheres, there exists a vast linguistic and possibly social wilderness among some of them. That is why in many cases Xhosa is as much of a foreign language to an ordinary White living in the Eastern Cape as Japanese may be to an ordinary American in Texas.

Foreign normally means, inter alia, something related to or dealing with other nations. Something not belonging to or concerned with one's own household or family, as opposed to domestic. In this study, Xhosa, which is non-cognate with English and Afrikaans, is regarded as a foreign language to White South Africans not in the sense that it belongs to, intended for, derived from, or even is characteristic of some place or country outside South Africa. It is as much a South African language as any other language found within the country's boundaries.

In this investigation culture will be used and understood in the anthropological sense of the term. Xhosa here will be referred to as either a Bantu language or an African language with a strong temptation to refer to it as a Black language.

This will be done with full realisation that the situation regarding the languages of the Blacks in South Africa is at present very fluid. It is hoped, therefore, that any ambiguity and inconvenience arising from the use of these terms will be condoned while the terms themselves will be tolerated and allowed to suffice in the circumstances.

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CHAPTER TWO

THE PRINCIPLES INVOLVED IN TEACHING AND LEARNING FOREIGN LANGUAGES

2.1 General Introduction

In order to determine the direction and course of our discussion, we must attempt to define certain terms and concepts that form the basis of our study as well as review the possible aims and objectives that the undertaking of learning and teaching foreign languages hopes to attain. We may also try to assess the whole situation by looking at some of the attitudes and criticisms that are usually levelled against our own efforts in the study of Xhosa as a foreign language.

In our situation, any teacher of Xhosa who is not a mother-tongue speaker of the language, must be someone who has perfected his or her own pronunciation and has mastered the art of teaching the sounds of Xhosa, for they differ remarkably from those of English and Afrikaans.

Theory and practice in learning and teaching any language should be inseparable. Therefore teachers must understand that too much emphasis on theory becomes pointless if the students are not enabled to make practical use of the language. What is exactly meant by learning and mastering a language is quite intricate. It is not feasible to know all the words in a language and to use them well. Even in our own native languages we know only the words for those areas of life with

which we have had some experience or in which we are interested. This means that there will always be areas of experience with which we are not familiar, and so most of the terms commonly employed by those who work in that particular field will be unknown to us.

It is quite obvious that the possession of the knowledge of a language is always preceded by the period of mastering the language. It is, however, difficult to define the characteristics of the period of learning a language because the knowledge of language, even one's native tongue, is always capable of further extension. An important stage towards the end is when the student is able, to some degree of fluency and without recourse to a translation, to understand other people's thoughts, to express his own, and to think in the foreign language.

Although language may occupy the central position in human society, let us avoid naïve assumptions that knowledge of languages alone is sufficient to break down barriers and promote inter-group understanding because some groups, though having related or the same languages, may emphasize and exploit other areas of difference, for example, dialects and religion. Among the Irish religion causes a split, and the Xhosas (Rharhabes) and the Fingoes (AmaMfengu) are alienated by dialect or tribal ties.

Within very broad limits the language is the chief delimiting factor in any specific culture and is one of the main foci for political, cultural and other movements. Linguistic differences and their attendant cultural differences are not least

as great a force of social unity or disruption as religion or colour. While language may "unify the like and divide the unlike in a social situation" (Healey, 1967, p. 98) it is possible, however, to establish communication between different linguistic groups either by learning one another's language or, to a lesser degree of desirability, by using some other language as a 'lingua franca'.

The four language skills to be acquired when learning a new language, namely, listening, speaking, reading, and writing can be grouped into two categories. Listening and reading are seemingly receptive skills used to receive the message from the speaker and from the writer respectively. Speaking and writing may be called productive skills used to produce language orally or in written form. Commenting on these skills Brooks says that receptive skills are by their nature easier to acquire than productive skills. (Cf. Brooks, 1964, p. 134).

In this sense then it follows that knowing a language means being able to speak and understand it; being able to read it intelligently and to write it well and accurately. Slang can be quite fascinating to foreigners and the acquisition of it seems to facilitate admission to the real intimacies of communication. In the case of Xhosa, for example, mixing it with English or Afrikaans words indiscriminately and even using the slang or jargon of the mine workers called 'fanakalo' seems to delight foreign students of Xhosa.

2.2 Definitions of Certain Terms and Concepts

2.2.1 General

In defining our terms and concepts we shall, inter alia, use to some extent some definitions used by other linguists such as O. Jespersen, B. Belyayev, J. Carroll, M. West, and others. We shall not endeavour to define everything we are to discuss in this study but, nevertheless, we are going to try to offer some definition of 'language' and 'foreign language', as well as to explain what we mean by the 'learning' and 'teaching' of a foreign language. Where we cannot define, we shall try to describe.

2.2.2 Language

Because language may be spoken or written it is not exactly what a one-sided occupation with dictionaries and the usual gripping of grammar might lead us to think. It is more a set of habits and of habitual actions so that each word and each sentence spoken is a complex action on the part of the speaker. We may summarize this idea by saying that language as speech is a set of habits, a form of behaviour, and it is what the native speakers say, not what someone else thinks they should say which is a kind of reaction that

"arises out of and is a part of a realistic situation". (West, 1960, p. 68).

Language, spoken or written, is represented by symbols or a system of arbitrary symbols that assist members of a speech community to communicate with one another. These symbols are said to be arbitrary because there is no intrinsic and

necessary connection between the symbols and the things they symbolise. For example, we do not know why a sheep earned the name 'sheep' nor a dog the name 'dog', etc.

Language, therefore, whether produced by sound orally or presented graphically on paper seems to play a major role as a means of communication in interpersonal situations in an aggregation of human beings. Most of this comes automatically if not spontaneously to the speakers as they catalogue the things, events, and processes in their environment.

2.2.3 Learning

The actual learning of a language concerns the acquisition of linguistic material which does not yet form part of the learner's experiences where the learner is required to absorb both the auditory and the graphic forms of the word and their meanings. A word can only be said to have been learned fully when all this has been mastered.

Belyayev divides the learning process in a foreign language at school into two phases, namely,

the learning through a medium of the student's home language or the translated learning of a language; and the direct or non-translated learning in the medium of the foreign language itself. To him, this period of school learning could stretch from six to thirteen years. (Belyayev, 1963, p.23)

One can deduce from this that as soon as one learns a language by using it one begins to think in it as well.

Various dictionaries give related meanings of what learning is. Webster, among others, defines learning as

the process of acquisition and gaining of knowledge or understanding of or skill in some subject by study, instruction, experience, practice or exercise.

2.2.4 Teaching

Although teaching is an old discipline it is not easy to define it. Let us be satisfied with the description of this process that to teach is to cause someone else to know something. It is to impart to a learner some knowledge or skill. It is to cause one to acquire knowledge or skill with the imparting of necessary incidental information and the giving of incidental help and encouragement.

2.3 The Aims and Objectives of Learning and Teaching

Foreign Languages

2.3.1 General

It is not easy to separate and keep in water-tight compartments those aims and objectives of learning and those of teaching because, perhaps, whenever there is teaching taking place, learning must also take place at the same time. Without divorcing the two processes, therefore, we shall endeavour to categorise the aims and objectives into general or long-term aims and specific or short-term aims and objectives.

2.3.2 General or Long-term Aims and Objectives

There ought to be some thought given when we teach foreign languages as to what we are really trying to do and achieve. Among other things our general purpose should be to teach students to hear and understand the spoken language, to be able to speak it reasonably well themselves, to read and understand what they are reading, and to write it correctly. These skills have to be acquired to such an extent that the students may maintain their command of the language even after leaving school. Some of these skills should enable the students to retain a knowledge of the language even if they do not come into contact with mother-tongue speakers.

In our situation the general aims of degree courses in Xhosa as a foreign language are the bare understanding of the oral and written language leading, hopefully, to an understanding and appreciation of the literary culture of the language community concerned. Besides the requirements on theoretical grammar, the gaining of an insight into these spheres usually suffices for most students.

2.3.3 Specific or Short-term Aims and Objectives

Our teaching of foreign languages in South African schools and universities, because of the time factor and curricular requirements, aims mainly at receptive and reproductive mastery of the new language for the great majority of students who come into contact for the first time, with the language under investigation at school or university. Such students receive language forms, assimilate them, and reproduce them on request.

Very few of these, even after many years of study, are able to express their own original new thoughts in writing or speaking in the target language. Because of the demands of our times we feel we have to regard it as an insufficient result if our students can converse in the new language; however well, but be improperly prepared to handle the literature of the language even at a later stage.

The stated aims of the Joint Matriculation Board syllabus for Bantu Languages (Lower Grade) which caters for foreign non-Bantu scholars and which aims are short-term, are :

- (i) To teach the scholar to read, speak and write the Bantu language.
- (ii) To encourage the scholar's interest in the language and culture of the Bantu in order to understand the Bantu better as human beings.
- (iii) To make the scholar conversant with the basic language structure as a means to the correct use of the language.
- (iv) To introduce the scholar to the contribution which the structures of the Bantu language can make to linguistics in general.
- (v) To introduce the scholar to the literature of the Bantu in order to gain in that way a better understanding of his background and thoughts.

To summarise, then, we may enumerate the short-term aims and objectives of learning and teaching foreign languages as follows :

- (a) The student must first be trained in listening comprehension. The teacher, who may not be a native speaker of the new language himself, must get a mother-tongue speaker to read out slowly and clearly from time to time to students because it is the ear that dominates the learning and use of speech sounds. Hence the South African universities employ African language assistants, professional assistants or helpers in their departments of Bantu or African languages.
- (b) The tongue must be trained as well as other speech organs to reproduce the speech sounds that the ear has learned to recognise. This leads to intonation and enunciation learning. Foreign language learners for some time need no more than a comfortably intelligible pronunciation.
- (c) The third objective is reading which means the recognition of speech symbols, not as sound waves, but as graphic signs on a printed page. Book reading is an end result here.

Care should be taken to give equal attention to all these objectives simultaneously. Together with these objectives learners of foreign languages must acquaint themselves with the culture of the people whose language they are studying. They must know and understand the people's beliefs, behavioural patterns, their arts and crafts, tales and myths, work and play, religion and morals, their sense of values, and their everyday life.

2.4 The Principles Involved in the Learning and Teaching of Foreign Languages

2.4.1 General

The foreign language teacher at school and university might be wise to review the main types of learning and to apply them to the foreign language field. Significant factors to be considered are, inter alia,

- (1) the learning ability and mental set of the student,
- (2) the nature and degree of his previous experience with the subject and its materials,
- (3) the physical conditions under which the learning takes place,
- (4) the complexity of the material and the amount of time available to master it,
- (5) the frequency of repetitive practice and the time interval between different practice periods.

The principle of language or speech activity involves two basic aspects. The first may be described as the perception - understanding of speech which psychologists like to term sensory, passive and receptive. The second aspect is the verbal expression of thoughts which psychologists describe as motor, active and reproductive-productive. Both these aspects of language command may be oral or written or both.

When reading and speaking, a great deal of facial expression and gesture should be shown. These non-verbal elements are commonly regarded as background to speaking. Different peoples

use varying amounts of gestures in their conversation. In some nations men may be fond of using gestures more than women while in others women may exceed the men. Similar gestures may be interpreted differently by people of different languages. Some of the common gestures are for negation, silence, beckoning, counting, etc. For example:

the AmaXhosa start counting from the small finger of the right hand right across to the left thumb, while the English will start from the left thumb down and across to the right thumb.

2.4.2 Principles for Learning

There can be no doubt that childhood is the best time for learning a foreign language. The older they become, the more prone they are to relate the foreign language to their mother-tongue. To emphasize this point, Brooks says,

"As the curve of learning by imitation declines with increasing age, the curve of learning by analysis rises." (Brooks, 1964, p. 116)

It would seem, therefore, that foreign languages could best be introduced to the pupils between the ages of eight and twelve years.

The principles involved in learning a foreign language for any reason embrace the following :

- (1) The task of speaking, reading, listening and writing in the new language.
- (2) Learning a foreign language is an artificial process;

it can never be the same as the natural process by which a child learns its mother-tongue.

- (3) Although a learner of a foreign language may have the advantage of having a developed intelligence, he is at a disadvantage in so far as he has many other things to do, has sometimes little urge to learn, encounters the language he is learning only at intervals, and finds his native language habits in continual conflict with those needed for the new language.
- (4) Learning a foreign language is artificial also in the sense that the student does not set out to compete with the native speaker. The language class is for giving access for the students to a new channel of thought and action.
- (5) Learning a foreign language is a painful process. But it is highly desirable and necessary, despite the strain put on the student, to help him retain the enthusiasm and interest he may pick up at the beginning of learning.
- (6) Learning a foreign language is a process wherein certain things must come before others and what goes before should lead to, and provide a foundation for, what comes after.

It is bad practice to try to translate into one's mother-tongue everything one learns in the foreign language because not everything in one language is translatable into another. But,

nevertheless, the principle of relying, even to some extent, on the native language, must not be interpreted, by any measure, to mean that the knowledge of a foreign language is achieved necessarily with the help of the native language. Students are only checking themselves through the language they know best. True knowledge of a foreign language will only come when or if the students think in it.

In learning a foreign language it is a good exercise for students to perform in the foreign language itself, to work from within the language, to take the construction in the foreign language as a point of departure, to learn the patterns and to speak the language and not speak about it.

One of the big challenges and tasks that face a student who is learning a foreign language is for him to recognise foreign sounds and sound sequences with which he is not familiar, to hear and interpret these sounds, to make similar interpretable sounds, to recognise and comprehend new vocabulary expressed in graphic symbols and to be able to produce similar symbols intelligibly himself. We may, therefore, suggest that some of the important factors to success in foreign language courses are intelligence and motivation. This means that the student must be bright and want to learn the language as much as he does other school subjects. Since linguistic aptitude and motivational factors vary widely from scholar to scholar, language instruction should be on a near-tutorial basis so that small groups are taught at a time so as to enable each student to receive the personal attention of the teacher; and each student should be permitted to work at his own individual pace.

To conclude, one cannot make sufficient progress in attaining fluency in a foreign language if one does not have the willingness to identify with the native speakers of the language and to meet with them on a plane of social equality. Therefore, it is only fair to point out that the way a White student goes about learning an African language in South Africa will inevitably be influenced by how his family, his school, his contemporaries, his classroom group, and the community in which he lives, feel about the idea of learning an African language and their attitude towards the speakers of that language being studied.

On a national scale it would be noticed that the government has for some time now been trying to promote dialogue and good neighbourliness among the nations of South Africa. The need and the importance of being able to speak a Bantu language by Whites has also been mentioned during the course of events.

We have, however, found that certain areas are more favourable for the teaching of Xhosa even by Xhosas than others, some are neutral towards the idea and would not recommend even visits by Xhosa-speaking people at the schools, while yet others would at times discourage children from taking Xhosa at school.

It would appear, therefore, that what is needed to clear the situation is an official declaration of government policy on the whole question of African languages in White schools and the laying down of basic or bare requirements. This would eliminate the destructive effect of personal prejudices in the matter.

2.4.3 Principles for Teaching

In teaching a foreign language, however poor the knowledge of the language the students already have, all instruction must aim at perfection and accuracy. Bad habits of mispronunciation once acquired are very difficult to correct. If, in teaching a foreign language, absolute correct language is insisted on from the beginning, then firm habits of correct language usage will be established, and there will be no need to disturb the foundations later by corrections and alterations. Therefore, it is vitally necessary for language learners to work at correct pronunciation, accurate grammar, and good spelling at the very beginning of learning a new language. (Vide O'Connor, 1962, p. 2).

To achieve a systematic development of language skills, study material has to be tackled in such a way that something fairly simple comes first, is repeated, and is then followed by some test or assignment to ensure that it is understood before passing on to something more difficult. This necessitates the adoption of a plan whereby teaching a foreign language is set off by whatever appeals to the intelligence and powers of analysis of the learner. Parrot-fashion teaching tends to yield mechanical, repetitive, and boring work that can easily be regarded as unnatural.

High school and university students tend to learn only the language tied to their Reader and as such the new language does not develop into a natural medium of expression and communication as in real life. To achieve the free and fluent command of Xhosa among his students, the teacher should devise a method

whereby this language performs some useful purpose such as, inter alia, being used to greet one another, to ask for something, to tell or report something to someone else, etc.

In doing oral work in class, questions should usually be directed to the whole class so that all may get an answer ready before the one to answer is indicated. That is why it is essential to divide your students into groups of more or less the same proficiency. The wider the field they cover in speaking or reading or writing topics, the deeper the students will be thrown into the life spheres of the AmaXhosa.

In advanced classes there should be some exercises of oral composition above the usual conversations. Here the students make short explanations, descriptions, stories, accounts of events, speeches or discussion. This exercise is meant to give the students practice in the use of the new language and to allow them the opportunity to develop confidence without impeding the efficiency of their thinking. They are challenged here to express their interests, feelings, ideas, needs etc. in the new language and to do so as clearly and correctly as they would in their mother-tongue. In this way their spoken Xhosa would improve. Story telling is good for good students and those keen on trying but poorer students would need a lot of prompting to get talking. On written work Gurrey makes the following observation :

"Writing a foreign language is a stern check on correctness, and therefore should be demanded by all teachers even if his pupils may never need to write the language". (Gurrey, 1964, p.129).

To conclude we may make bold to re-iterate that the foreign language teacher must always bear in mind that his task is that of teaching the language itself and not of giving explanations about the language. This means that he and the students must operate or perform in the language itself. The teacher should keep in mind that language is and remains primarily a phenomenon of sound. It may have auxiliary help from gestures, pictures, and writing. Writing then becomes its graphic representation and reading a reaction to this graphic representation. The teacher must always remember that a person listening to a new language for the first time does not actually hear the sound units which do not exist in his native tongue. He tends to substitute for each sound produced some sound in his own language that is similar in sound or production. As an illustration of this last point:

a student once said that the Xhosa word 'irhamncwa' sounds like 'kissing a dead lion'!

2.5 Attitudes and Criticisms towards Learning and Teaching Foreign Languages

There is always an obstacle in the way of teaching and learning a foreign language and that is the difficulty of overcoming the barrier created by the students' mother-tongue which tends to act as a block in the learner's language reactions and impedes the learning of the new language. The solution to this problem is not easy to find because the teaching of foreign languages has to come after that of the home language because in the student's educational advancement it is difficult to achieve in a foreign language what one has not yet achieved in

one's home language, be it proficiency in speaking, reading or writing. On the other hand, it is impracticable on the part of students to hope to learn enough of any foreign language to enjoy it thoroughly in one year or two especially if such a student is doing something else at the same time and is not exposed to extensive usage of that language by its native speakers. The ideal step to take, in the circumstances, is to study the new language for longer than four years continuously at least.

Xhosa is taught to students to develop in them specific qualities such as a feeling for the Xhosa language, judgement, critical acumen, and the ability to express themselves in Xhosa. But, in doing so, we are still so tied up by the strings of the traditional method that, almost inadvertently, we aim at the mastery of grammar and accuracy of translation. We have actually placed a sub-minimum of linguistics to be passed in our Xhosa course examinations. This is why we have had to contend with some criticism against our university courses in Xhosa, from students themselves that these courses are so heavily loaded with linguistics and other theory work that successful students who leave university after three or four years of study are not anywhere near being proficient speakers of the language, who can use it practically in any spheres of life in communication with the native speakers.

While there seems to be a general consensus of opinion that language teaching should precede studies in literature to make the latter meaningful as a venture, the present trend in South African universities and schools assumes that language skills

can be taught along with the study of literature, the ultimate goal being to achieve mastery of all these aspects. The results so far, of course, are not at all encouraging. The results of students' performance in foreign languages may be less satisfactory than might be hoped sometimes not because of the weak performance or poor effort on the part of the students themselves, but because of the whole attitude towards the learning of that particular foreign language found among the students outside the language department. For example:

Many White students expect to find Xhosa easy because they have often been told that it is a developing language and has not got much technological entanglement in its vocabulary. They are also told that hundreds of words in Xhosa are borrowed from elsewhere. This belief often leads to disillusion and frustration in the students after only a few months when their hopes cannot be realised.

Our universities also make the mistake of emphasizing the fact that Xhosa is part of Nguni languages and so it is studied comparatively with Zulu so that in the end the student knows a great deal about the similarities and dissimilarities between Xhosa and Zulu and very little about Xhosa itself in its own right. It would be preferable to master a knowledge of Xhosa as a language and then to compare it with another language.

It has also been observed, in the case of Xhosa, that those whose performance in their home language was not spectacular

did badly in the foreign language. It may be wise if such students were not admitted into the Xhosa classes. Cases are not rare where students, who were poor in their home languages but fluent in Xhosa with a long history of contact with the AmaXhosa, invariably failed Xhosa. It would appear, therefore, that inhibitions, prejudices, likes and dislikes for some aspects of a language, for one reason or another, such as hatred for grammar, spelling, literature etc. are easily transferred from home language to new language. This probably accounts for the discrepancy of results among students of foreign languages.

The last word on the subject refers to the situation concerning the learning and teaching of a foreign language. Lack of progress in this skill may be due, among other factors, to the following :

- (i) Inadequate preparation for the writing. This preparation should be oral at first coupled with vocabulary guides. Pictures may be used as well as extracts from newspapers, magazines, etc. to be read by the teacher. Advanced students can do out of school preparation by reading on their own.
- (ii) Having to write without purpose or objective. To heal this deficiency written compositions must keep very close to the content of lessons in the prescribed books but should allow for the inclusion of facts and ideas that the students can contribute from their everyday experience or general knowledge.

(iii) Lack of help that shows the student exactly how to improve the writing. To meet this need students should be taught to realise that as they write an essay, they are learning to explain, to describe, to weigh up facts and evidence, opinion and fact in the new language. Their writing of compositions teaches them to handle ideas, to express them and to present them in an orderly and effective way. If they are denied this help, they cannot learn how to put their thoughts down clearly, logically, and deeply.

(iv) Unsuitable subjects to write about. Composition in a new language should be regarded as language practice and, therefore, effort must be made to see to it that students do not have to face difficulties of subject matter as well as difficulties of language. We then need to select subjects that will afford the student the opportunity to handle the language with ease and confidence. Then, all of them will, at least, be familiar with the topic and will thus have something to say.

In conclusion, in all forms of expression, if the students have clear and exact ideas on something, they will have less difficulty in finding the right words and the correct forms to use to express those ideas than they would have had if their ideas had been vague and inaccurate. The best subjects to start with should be those that are particular,

limited, concrete, and realistic. Gurrey would recommend such subjects for primary school pupils in particular (cf. Gurrey, 1964, p. 143) but they are just as useful for high school and university beginners in foreign languages.

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CHAPTER THREE

GENERAL REVIEW OF THE PRACTICE OF TEACHING AND LEARNING AFRICAN LANGUAGES AS FOREIGN LANGUAGES IN SOUTH AFRICA, WITH SPECIAL REFERENCE TO THE CLASSROOM SITUATION IN RESPECT OF XHOSA

3.1 Introduction

Teaching any foreign language to any group of people, is indeed hard work. Few people realise how much thought and energy is spent in teaching a foreign language. This is no less a case with Xhosa taught to non-Xhosas, especially Whites, as a foreign language. It is felt that it is quite painstaking and nerve-racking for a native speaker to teach his language to foreigners that have no idea at all about the structure and forms of the language.

The teaching of African languages in White schools has not received official encouragement until very recently apart from the drawing up of a syllabus for the junior classes and allowing the Joint Matriculation Board to cater for the Matric classes. This seems to have been the procedure in all the provinces in South Africa. But now more educational authorities seem to realize the usefulness of having this subject taught in the schools in their areas or regions so that even those schools which have been teaching African languages half-heartedly up to now may put more effort into it. The official recommendation is that the White children should learn the African language predominant in their area such as Zulu in Natal, Xhosa in the Eastern and Western Cape, etc. This is, however, still an optional subject at the schools although the Transvaal Department of Education intends

to launch this subject on a very wide scale. (Press reports, 1974). See also Appendix D.

Most schools introduce the teaching of Xhosa gradually, starting with junior classes, usually standard six, and progressing yearly to the upper classes. There is, however, a growing feeling that Xhosa should be introduced earlier than standard six so as to give more the opportunity of taking it as a matriculation subject.

In addition to what can be achieved in the classroom in developing oral proficiency, constant conversation with native speakers of Xhosa is essential for the students. These native speakers assisting at South African universities at present are themselves university graduates and are responsible for, among other things, reading and translation exercises, compositions, language laboratory sessions, etc. Another means of developing spoken use of a language is by staying in the home country of the language for as much time as possible. In the case of the South Africans learning Xhosa, this is hardly a problem because Xhosa speakers are available at most places throughout the country. Teacher expectancies are also important in foreign language learning. A positive attitude usually produces good results while a negative attitude is likely to have the reverse effects.

In learning a foreign language there are two classes of difficulties : external and internal. External difficulties are caused not by anything in the language itself, but by the circumstances under which it is learnt, e.g. a want of textbooks, dictionaries, and other aids. This category includes

problems caused by the strangeness of the written form of the language, complexity of its alphabet and orthography.

Internal difficulties are those inherent in each language apart from external circumstances and from its varying relationships with other languages such as logic or reasonableness, precision, fullness of expression, and simplicity.

We are naturally inclined to assume that the nearer the foreign language is to our own the easier it becomes to learn. Differences in the vocabulary are an even greater snare than differences of grammatical structure because the former cannot be brought under definite rules. However, a language may be completely different from one's mother-tongue in many respects yet easier than it to study. It is a mistake to try and find an explanation for every Xhosa expression when one learns Xhosa speech. We must bear in mind that we cannot often speak by rule in any language. Language is often irrational even in its synthesis or the way in which it combines words into sentences. Hence there seems to be no explanation why English, for instance, uses 'houses' for plural of 'house' but 'mice' for plural of 'mouse' though the sounds are so similar.

3.2 The Situation in South Africa as a Country of Many Languages

South Africa is in a unique position in that she has a wide variety of nations and languages within her borders. The main division occurs between Whites and Blacks even educationally. In the majority of White schools only English and Afrikaans are compulsory languages, - one of which is

taken as a "second" language. A third language in these schools is optional and is likely to be one of the following: German, or French, or Latin, or lately an African language. In Black schools it has been, since the inception of Bantu Education over 20 years ago, compulsory to learn both English and Afrikaans in addition to the home language. Latin is also taught optionally as a fourth language in a few schools.

The many changes that are taking place in ever so many ways in South Africa over the last few years have necessitated certain trends in the whole educational structure of the country. South Africa may be said to have two main language groups among the Whites and seven among the Blacks, namely English and Afrikaans among the Whites and Xhosa, Zulu, South Sotho, Tswana, North Sotho, Venda and Tsonga among the Blacks. Because it is the official policy of the government that the Black nations of South Africa should one day attain complete independence and full sovereignty, it is obvious that any programme of foreign language study in this country should incorporate, wherever possible, all the languages of the Blacks. It can be expected that the success of the current dialogue or détente within or without South Africa's borders would have a positive influence on the teaching and learning of African languages as foreign languages in the states of Africa in general, and within South Africa in particular.

It appears reasonable therefore to assume that the situation in our country, which is not what one would have expected under normal circumstances, will soon change for the better

in as far as policy, attitudes, and general enthusiasm towards the learning of African languages by Whites is concerned.

3.3 Foreign Language Teaching and Learning as a Bridge Across Cultures and Between Different Language Groups

We have referred to this problem in general terms in Chapter One where, inter alia, we stated that understanding among human beings comes more naturally through speech. People communicate or draw to one another for whatever the purpose may be by talking to one another. (All languages in a given area are equally important to the inhabitants for the promotion of good-will and mutual understanding among them. If we agree that language is one aspect of culture and is used as a vehicle to carry the culture of a people from one generation to the next, then we should accept the fact that in a country like ours where several nations speak different languages, the teaching of foreign languages within our borders should be extensive so as to serve as an effective bridge across the cultures, and between the different language groups found in South Africa.

Because of South Africa's rapid growth in many spheres there is an increasing need for Whites in certain State departments and industries to know at least one African language. This is, of course, coupled with the growing realisation among the nations of South Africa of their interdependence.

While there does not seem to be any valid reason for supposing that one nation has more talent for languages than another, there nevertheless seems to be some prejudices and

attitudes in some groups or nations about the learning of certain foreign languages which affect their learning in one way or another. A vivid example of this situation in South Africa, and, for that matter, elsewhere is

the fact that many English speakers are not very keen to learn other languages especially localised languages like Xhosa, Afrikaans, etc. because they feel that their home language already serves as an international tongue so that it becomes obligatory for others to learn English instead.

A dominant race in a multi-racial community expects the others to learn its language and to make the necessary adjustments. This may lead to an unhealthy situation whereby the learning becomes hurried and parrot-like resulting in poor proficiency and frustrating failure in the language examinations. It should always be remembered that the understanding of a people's language and culture makes the learners more tolerant and more sympathetic towards the beliefs, traditions, prejudices, hopes, aspirations, and the civilization of the people whose language is being studied. Only in this way can language be used for cross-cultural communication.

The success of the policy of *détente* between Black and White will, to a large extent, depend on the White man's willingness to learn an African language. The Whites have yet to prove that they sincerely believe in mutual understanding and respect through language study as reported in

the press.

3.4 The Incidence, Occurrence or Frequency of Xhosa Teaching and Learning in South African Schools and Universities

The need to co-ordinate the teaching of African languages to non-Africans of South Africa becomes more apparent when teachers continually search for the most effective methods to use, the strongest aim or purpose of the whole undertaking, and the best means to attain confidence and skill in handling the situation with perseverance and courage as well as with good humour and enjoyment.

There are few private instances in South Africa of Xhosa being taught to Whites as a foreign language. Among those known are :

- (i) Various church organisations which have programmes in their missions, such as Catholics at Lumko near Lady Frere;
- (ii) private schools and commercial schools in the cities that teach Xhosa to adults employed in industry as well as to their own staff;
- (iii) some civil service departments, such as hospitals, teach Xhosa to their own staff.

As there is no co-ordination between the programme for teaching and learning foreign languages between the schools and the universities, we shall analyse the position at these two types of institution separately.

3.4.1 The Position at the Schools

There are in 1975 still very few high schools for Whites where Xhosa is taught as an examination subject in South Africa. We are here concerned with the schools in the Xhosa-speaking areas of the Transkei, the Ciskei, Border, the Eastern Cape, Cape Midlands, and the Western Cape including Boland. There are scores of White high schools in these regions.

The Joint Matriculation Board and all the Provincial Departments of Education decided in 1967 to put a recognised Bantu language on equal footing with other third or foreign languages such as French, German and others. This provided opportunity in high schools to those students who wished to learn an African language. However, there were difficulties, for example:

lack of suitably qualified teachers, lack of facilities, and the absence of know-how by school authorities aggravated by parent indifference.

The Transvaal Education Department also debated the feasibility of introducing an African language at some stage in the primary school as a spoken third language. (Vide the J.M.B. handbooks and the Reports of the Education Departments of the Provinces 1968-73).

It is interesting to note that it is schools in the cities that seem to be keen on offering Xhosa while those in rural areas situated among native speakers of Xhosa appear less interested. In the whole area covered by the investigation

there are not more than a dozen schools where Xhosa was taught formally in 1974. Port Elizabeth and district has the largest number of five schools, East London has two, and the following towns have one each: Grahamstown, Uitenhage, Paarl, Belville. The rest of the high schools do not have formal instruction in Xhosa. Most significant of all here are the high schools in the two Xhosa homelands that do not teach Xhosa at all.

In the Cape Province figures show that over the last five years the numbers of candidates in Xhosa in Matric have increased steadily while the number of failures has remained insignificant, and the average percentage pass oscillated in the fifties. The position in the other provinces is not much different according to the statistics reflected in their reports.

3.4.2 The Position at the Universities

The universities for Whites that offer Xhosa as a foreign language are the University of Cape Town, Stellenbosch University, the University of South Africa, the University of Port Elizabeth, and Rhodes University. For many years the study of African languages was placed under the Department of African or Bantu Studies. The main aim was to link, rightly so, the studies in culture with studies in the language under the umbrella discipline of Anthropology - whether this was called social anthropology or cultural anthropology or even physical anthropology is for us here immaterial. The result of this was that the emphasis was put on anything else but language. However, in the course

of time, these universities established, one by one, fully fledged departments of Bantu languages or African languages as the case may be, the last of which to do so, ironically enough, was Rhodes which lies closest to the Xhosa-speaking areas of the country.

African languages have been offered in the White universities in one way or another for about fifty years now. There was a time when it appeared feasible for any course in any African language to be offered merely on the availability of the following material :

- (a) prospective students
- (b) a dictionary of the language
- (c) a New Testament in the language. (Fivaz,

Inaugural Lecture, Rhodes University, 1974). This tendency has not completely disappeared if one looks at what languages some of these universities still offer, and what staff there is to teach them. Fivaz expresses the fear that the reason for the present unsystematic or absence of widespread systematic teaching about or of Bantu languages may be that some linguists or Bantuists used to feel that African languages have no rules and that they ought not to be reduced to writing. This becomes strange reasoning when we consider the fact that Xhosa has had a continuously developing written tradition dating as far back as the middle of the nineteenth century.

3.5 The Learners Involved

3.5.1 The High School Learners

Although we are concerning ourselves with the students in

the high schools and universities, the ideal situation requires that languages, home or foreign, be introduced in the primary school because young children who have keen auditory perception and memory plus fewer inhibitions are better able to learn and repeat foreign sounds quickly and accurately with greater ease and less self-consciousness, which factors are the problem of the older students. This would particularly favour South African White children where the natural method of physical contact with the native speakers could be used.

The numbers of students we have to work with here are relatively small because, inter alia, this subject is new and optional in the schools. The schools offering Xhosa are themselves still few. Some of the students come from the cities with little or no prior knowledge of Xhosa and others come from the country areas with fair or good knowledge of Xhosa before they enrol at school. We shall deal with boys and girls in standards VI to X in general and laying special emphasis on standards IV and IX.

From the information gathered from schools visited in our area of research during the period 1970-1974 the numbers of students taking Xhosa from standard six to ten were as represented in the following diagram :

	Std 6	Std 7	Std 8	Std 9	Std 10	Total
1970	462	108	84	56	42	752
1971	468	144	80	62	45	799
1972	496	140	94	61	47	838
1973	509	128	97	80	45	859
1974	483	156	94	71	58	862

It must be borne in mind that eleven high schools were visited. There was no selection made of which students could take Xhosa. It will be seen that numbers are high in standard six and suddenly drop from standard seven upwards. There are three reasons for this: The first is that in most schools visited Xhosa is compulsory in standard six and optional from standard seven upwards.

The second reason is that many schools, when introducing Xhosa as a new subject, offer it only in standard six. Its introduction follows that particular class up the school, so that it takes five years before it is being taught throughout the school.

3.5.2 The University Learners

We are here concerned with students who ought to have mastered the mechanics and skills of speaking, reading, and writing accurately, deductively and intelligently in their mother-tongue and who are now required to do the same in Xhosa. They have to learn to think abstractly in Xhosa as they do in their home language. Language students differ according to such factors as mental development, home environment, linguistic aptitude, and physical health condition. Although some students go slowly in their learning using small vocabulary to make sure that their work is correct, and others like to do things fast using a lot of vocabulary and making errors of forms, structures and pronunciation, yet all students of average mental ability may gain or benefit from foreign language study as they might in any other subject.

Not all students are sufficiently motivated to learn Xhosa for the first time at university. One possible reason for lack of motivation is that the more thoroughly educated the student is, the more complex his language needs become, and the more sensitive he becomes to fine discriminations in his own language, the harder it becomes for him to reach a satisfactory use of Xhosa or, for that matter, any foreign language.

The numbers we are dealing with here are not big at all. Xhosa has never really become a popular subject in White universities. The White universities usually offer more than one African language so that students majoring in a subject requiring an African language as its ancillary may have a choice to make. More problems arise in teaching sound control to those who begin to learn a foreign language with some fluency already gained in it. These students, it has been observed, are usually unwilling or incapable of unlearning their wrong forms and starting again at the fundamentals of the language and building up new habits within a limited vocabulary. Our teachers do much more in less time for those students who know no Xhosa or 'Fanakalo' whatsoever when they start to learn Xhosa at university.

There are five universities in South Africa including the University of South Africa itself where Xhosa may be studied by White students. Any student, irrespective of his or her Xhosa background, is free to enrol for Xhosa at each of the five universities. Over the period of five years from 1970 to 1974 we have established that enrolment for Xhosa at

these universities was as shown in the following diagram :

	1st yr	2nd yr	3rd yr	Hons.	M.A.	Ph.D	Total
1970	225	75	18	2	0	0	320
1971	244	86	17	4	0	3	354
1972	261	93	17	5	3	0	379
1973	217	54	17	5	2	3	298
1974	204	54	24	4	2	4	292

All students are free to read Xhosa in our White universities with or without prior knowledge of the language. It is noticed from the above diagram that student numbers in Xhosa drop sharply between the years and the biggest drop occurs after Course I. A possible explanation for this is that many students do not require more than one course in Xhosa to satisfy their curriculum requirements. Another possible reason for the drop-out rate is that many students, desiring to major in Xhosa soon realize in Course I that the language is in fact not as easy as they had imagined. The failure rate in Course I in some of these universities is high.

It would be interesting to note what Professor D. Fivaz of Rhodes University has observed about the position with the highest levels of learning of all Bantu languages in all South African universities. He says that

"a total of 114 masters and doctoral theses were presented in Bantu languages from 1919 to 1973 and 33 of these were at the doctoral level." (Fivaz, Inaugural Address, Rhodes

University, 1974, p. 34).

The student numbers in the four Cape universities for Whites show that there are more Afrikaans-speaking students learning Xhosa than English-speaking counterparts. Such a distinction is non-existent in the high schools. This is notwithstanding the smallness of the field of African languages in South Africa in relation to other disciplines.

3.6 Teachers and Lecturers involved

3.6.1 The high school teacher

In the schools where Xhosa is taught formally as an examination subject, the teachers teaching it are academically qualified in the sense that none of them has less than two university courses in Xhosa and most of them have done B.A. Honours in the language. They are otherwise fully trained teachers.

Most of these teachers have very little or no background of Xhosa life, having not lived among the Xhosa people and they have no experience of speaking Xhosa outside their university classroom; this being the only contact they have with the language. As a result, then, most of them are very poor in spoken proficiency and they tend to be over-confident and to overrate themselves. This could be clearly seen in their translated versions of the prescribed books given to their students. Many of the teachers occasionally consult the African assistants at nearby university departments of Bantu languages or teachers in African schools in the neighbourhood for difficulties in the language. There are a

number of cases where one or more students in a class have a better command of spoken Xhosa than the teacher. This may create problems in oral lessons.

The overall impression gained from the schools is that the majority of students taking Xhosa are initially extremely excited at the opportunity of learning an African language. Many of them are highly motivated to learn this new language and the problems encountered are at first enthusiastically tackled. But, alas, in most schools this gay and confident atmosphere is short-lived as the students soon discover that they are not finding the language as easy as they had anticipated, and some of their curious enquiries are not satisfactorily met by the teachers. One notices, for example, that moving from schools in small country towns to schools in the big towns and cities one discovers a corresponding decrease in the level of spoken fluency among the students. This situation is perhaps easy to explain if opportunities for contact with Xhosa-speakers on a personal basis are taken into account.

On the side of the teachers the overall impression is not very satisfactory. During the writer's visits to the schools it was found that many teachers felt that knowing Xhosa grammar was knowing Xhosa. They were so confident and over-rated themselves to such an extent that some of them had taken little trouble to seek the help of educated native speakers of Xhosa that may be found in their vicinity. The result is that their translations of the Xhosa books are not always accurate, in fact, some of the mistakes made may be

misleading to the students. Interviews with the students at the schools also showed that some of these teachers are found wanting in oral proficiency by students who come from the villages and farms surrounded by Xhosa speakers. The majority of these teachers, however, are very keen and interested workers. They would welcome the appointment of Xhosa-speaking teachers to assist in their task.

Many teachers in many schools visited had either just come from other schools or were planning to leave for other schools. The general aspiration of a fresh teacher from university is to teach Xhosa as a new subject so that he may use his initiative to build up the course from scratch. The principals are finding it difficult to get teachers to teach Xhosa. As a result of the scarcity of teachers of Xhosa some schools are forced to keep the numbers of students taking Xhosa down, others have to make Xhosa a subsidiary subject for non-examination purposes taught by an unqualified person, some schools are unable to introduce Xhosa for lack of teachers and for fear that Xhosa teachers may come and go when they do become available.

It would appear that in most areas the children are not encouraged to take Xhosa at schools by their parents or by other teachers. In those areas, the teacher of Xhosa receives very little sympathy and co-operation from the rest of the staff. There is one school where the teacher reported a positive move to discourage children from taking Xhosa. Some teachers in the whole area seem to find the task of teaching Xhosa tiring and full of frustrating moments

while others find it exciting, challenging and rewarding. The inadequacy of some of the teachers makes them feel insecure and they are convinced that they cannot teach Xhosa for a long while. The plight of the teachers is worsened by the fact that they feel that the syllabus for Xhosa is unreasonably demanding; they do not have the materials with which to work, and they do not know where to get help because even the inspectors of schools who come to inspect work in Xhosa are unable to advise for they themselves do not know Xhosa, or how to teach it.

Having examined the position at our schools, let us now see what would be the ideal situation for the programme to run smoothly at the schools.

3.6.2 Teachers' Qualifications and Training

Besides the academic and professional training which our teachers have received, it is still desirable for the teacher of a foreign language to have, above other teachers, what Gurrey calls

"special ability to teach patiently, ceaselessly, dramatically, graphically, and more colourfully".

(Cf. Gurrey, 1964, p. 1)

This means that the teacher becomes the instrument, the language transformer of the cold printed word, giving out the sounds, tones, rhythms, etc., which a language like Xhosa uses to express different meanings through using the same word. It is one of the characteristic features of Xhosa that different inflections indicate different meanings of one

selfsame word :

For example, (uyathetha wena) can be translated as any of the following depending on inflection:

"You are speaking", or "you dare to speak",
or "you can afford to speak".

For a teacher of a foreign language to be successful he must have vitality and enthusiasm to cope with the strenuous task of teaching his students the language, its pronunciation, its literature, as well as ensuring that they can write it grammatically. This means that he must be able to listen acutely and detect faults immediately, give expert advice to students. Whenever possible, teachers of foreign languages should be people who have been teachers of the language to those who use it as their mother-tongue, so that many of the successful methods which they have used in such lessons can be tried out in teaching the new language with the necessary adaptations. Students could be shown carefully how to apply what they have learned in their mother-tongue in their learning of the new language. Although not all habits and skills can be carried over in this way, students who have made a success of their mother-tongue studies stand a better chance of doing well in the foreign language.

In addition to knowing the subject matter and the basic know-how in teaching practice, the teacher of a foreign language must be equipped with, inter alia, the psychology and principles of teaching foreign languages. This necessitates

the inclusion of the programme for teacher training of studies of the civilization of the country whose language they teach. The teacher should then be willing to develop professionally an enthusiasm for teaching, and a love for children.

Not all countries and nations of the world are able to use mother-tongue speakers of the foreign language they wish to be taught. In the case of Xhosa in South Africa we have to rely on teachers who have studied Xhosa as a third language, and who have received no specialised training in the teaching of it. These teachers have to struggle against great odds to foster in the students a desire to learn a new mode of communication. Some of these students have no apparent interest in language study. It may happen, on the other hand, that some students who come to Xhosa classes full of enthusiasm are soon discouraged by unsympathetic and unskilled teachers.

It is quite interesting to note from a circular minute issued by the Transvaal Education Department to various educational instances and personalities in Transvaal education that this province proposes to conduct a series of "crash courses" for approximately 600 White primary school teachers who would learn both the content, and the method of teaching Northern Sotho in four weeks to go back ready to teach the language to standards three to five. This procedure compares well with that followed for African teachers who have had to prepare themselves quickly for the teaching of Afrikaans in the fifties. In the latter case the negative effects of that

programme have taken a long time to eradicate.

3.6.3 The University Teacher

The Department of African or Bantu Languages at university level may have White professors and lecturers who may or may not be orally proficient in the actual African languages they offer. If they know the scientific theory of the languages, the ability to speak, read and write them is regarded as of secondary importance. In addition to the White staff in these departments there are African members who are called by various names in the different universities. They may be called lecturers, professional assistants, instructors, language assistants, etc.

3.6.4 Lecturers' Qualifications and Training

There is no doubt that one cannot be wholly interested in what one does not understand. In view of the adequate academic theoretical training which the White lecturer of African languages has received, he is qualified to teach his part and should enjoy it. Students also like teachers who are themselves sufficiently knowledgeable and who have a good understanding of the material and love their subject.

Although the teacher must learn to be alert to all errors and to correct them before they are actually learned, he should be very tactful and avoid too much correction in the midst of an absorbing practical session. The Black members of these departments vary in their academic qualifications. While they all possess some professional certificates of

teaching, they range from Senior Certificate pass to M.A. degrees in their academic qualifications in Xhosa. Some of them may not have had any specialised training in the task of teaching foreign students how to speak, read and write Xhosa, and appreciate the literature.

The teacher of foreign languages at a university, in order to remain an effective teacher, has, because he deals with critical students, to be a critic of his own methods and techniques first. He must often pause in his work and evaluate himself and his work by asking himself specific questions on the success or failure of his teaching procedures. He should be well acquainted with current methods of teaching foreign languages in general. He should be able to guide the students to a thorough control of a firm foundation for their later more rapid progress. Frequent student participation in the use of the language is vital and should be permitted by the teacher.

O'Connor says that in the beginning of a foreign language study the teacher has three key functions, namely :

"to serve as a model for the pupils' imitation;
to act as a judge of the pupils' accuracy; and
to serve as a manager, a stage director, an
orchestra conductor of the oral practice."

(O'Connor, 1960, p. 4)

The prerequisite among the qualifications of a foreign language teacher may be summarised as follows :

- (i) Fluency in the target language is a sine qua non

of his qualifications.

- (ii) He should be well acquainted with the prevailing conditions and style of life of peoples in his environment and society.
- (iii) He should be genuinely fond of and effective with students so as to be able to arouse and maintain their interest and enthusiasm.
- (iv) He should be a broadly educated, resourceful, and enthusiastic person.
- (v) Besides the complete knowledge of the language under study, he should also know the history, civilization, and culture of the country or area involved.
- (vi) He should have a thorough knowledge of the methods of teaching foreign languages and be able to apply them.

3.6.5 Status among other Staff

In most schools the principals are very sympathetic towards the teachers of Xhosa. These teachers receive no special recognition and their status is equal to that of the other teachers but they themselves tend to feel that they are not worth much because they teach a 'Bantu' language under adverse conditions. These teachers are usually very heavily loaded because it is difficult to find assistants. In most of the schools these teachers are solely responsible for Xhosa and nothing else. It would appear that chances for promotion are there although they question this because

someone with Xhosa qualifications has yet to be promoted. From information gathered during the visits to the schools, it would appear that the attitude of some of the parents and that of the other members of staff in some cases, leaves much to be desired.

In the universities again the situation varies from place to place. As far as the White members of these departments are concerned, they enjoy full academic recognition in all the universities. These departments are now fully fledged academic departments on their own and separate from African or Bantu Studies or Anthropology. Members can serve on bodies like the Senate, various committees and other controlling bodies. As far as the Black members are concerned, the situation appears fluid. Although they are now employed on a permanent basis, opportunities for promotion are limited. Free academic competition between them and their White counterparts is not deemed feasible. They are not being encouraged to feel free as bona fide members of the academic staff of the university and to serve as such. His status then remains what Healey terms,

"twilight status". (Healey, 1967, p. 79)

The whole question of differentiation between different peoples comes to play in this connection.

3.6.6 Facilities for Future Training

If Xhosa is to be taught effectively, there should be some move taken to provide the schools with the minimum aids necessary, such as gramophone records, tapes, film strips,

and other audio-visual aids. These are tragically lacking at the schools at the moment. An attempt should be made to secure an inexpensive language laboratory as well.

If Xhosa is to be taught in the primary schools as well, then these facilities must exist there and the primary school teachers-in-training must be told specifically what aids to use in the teaching of Xhosa, and how to use them. All universities have adequate facilities for the training of teachers. The high schools should be equipped with significant audio-visual aids and language laboratories for the teaching of Xhosa. The universities need to know how to train future teachers of Xhosa. This calls for specialised training incorporating, for the latter part, both the academic and the professional training. Academic training should be much longer.

3.7 Duration and Extent of the Course in the Schools and Universities

In most of the schools in the area covered by this research, Xhosa is offered to standards six to ten. In many of these schools this subject has recently been introduced and it is still being taken at lower grades than standard ten with the hope that ultimately it will be studied right up to that grade. Few schools wish to introduce Xhosa at a standard lower than six and still very few intend to keep it as a primary school subject only.

It appears that it is the aim of most schools to make Xhosa an examination subject. The syllabuses followed demand

that besides training in the basic skills of speaking, listening, reading and writing, grammar and literature should also be studied. This point will be treated fully in our next chapter. There are, however, a few schools where Xhosa is taken as a non-examination subject and where students may take part in conversation classes once or twice a week for short intervals. This is purely on an optional basis.

In the universities, Xhosa is offered on the same scale as any other foreign language with a department at the university. It may be taken for any number of years and may be a major subject in one's degree curriculum. Senior degrees are available in Xhosa in any of the two streams, namely linguistics and literature. A close study of the present structure of the syllabuses and pass requirements of these departments shows that the stress is heavily on linguistics for obvious reasons. It can be seen from figures already supplied that although these universities have produced and still do produce scholars with doctoral degrees, they still suffer from heavy drop-outs after first year and thus fail to supply the country with the necessary manpower needed in this field.

3.8 Tests and Measurements

We are here concerned with the whole process of testing or examining students and the assessment of evaluation done on their performance. Because most mistakes in students' writings are the result of misunderstanding and carelessness, then, besides correcting the forms of words Gurrey says :

"----- it is the pupils' mental habit that needs correcting, not the writing on the paper." (Gurrey, 1964, p. 149)

In diagnosing the causes of common mistakes the following should not be overlooked :

- (a) too little written work,
- (b) insufficient repetitions in exercises of new items of language,
- (c) too little correcting of written work by students or this being done carelessly,
- (d) too little application of the grammar, and
- (e) some physical defect on the part of students.

Mistakes are not only inevitable but can actually be useful in so far as they reveal the difficulties that are encountered by the students. Mistakes in tests and assignments also indicate where drill exercises are still needed. Frequent mistakes call for more work in teaching and learning whereas rare mistakes may indicate that the students are perhaps practising within a too narrow limit of vocabulary, and with an insufficient range of subject, situation or experience.

While it seems generally apparent that the spoken word should form the basis for beginning the study of a language, university teachers of foreign languages tend to place the stress on intellectual factors and claim that a student who can speak a language with great fluency is not thereby guaranteed any special success in his work for a degree unless his oral

proficiency is equally matched by a command of the written language, and a knowledge of formal grammar.

Written work should, therefore, be corrected so that the students may become aware of their own mistakes and feel responsible for them. The mistakes should just be indicated and not corrected, and the student must discover them and correct them so as to receive effective exercise in applying the grammar which he has learnt. This will enable the learners to write the foreign language with increasing ease and correctness.

Foreign language achievement in the classroom would vary among students depending on such factors as :

- (a) language aptitude
- (b) general intelligence
- (c) motivation
- (d) the opportunity the student has for learning
- (e) the adequacy of presentation of the material.

When we speak about tests and examinations we hope that the general attitude of mind towards language examinations is not that their effect lies on their testing the pupils' learning, but upon the teachers' teaching as well. Language is, to a large extent, a skill and as such its examination should be a test of ability to use the language. But the tendency is always to make the examination what West calls a

"knowledge examination or a sampling of facts"

(West, 1960, p. 96)

whereby the examiner asks a sample of vocabulary, a sample

of syntax and grammatical rules, etc. That our high schools and universities are not technical colleges to offer practical courses in languages is not a satisfactory excuse for this deficiency, for our technical colleges do not offer any courses in African languages. We have simply inherited the pattern of examinations and the testing of Xhosa as a foreign language has had to be fitted into it.

Fair evaluation of the work should assess all kinds of linguistic activity and give credit for each. There should, therefore, be assessment of listening, speaking, reading and writing activity. Such evaluation need not be limited to tests and examinations every month or term but should be a constant process wherein the students themselves may take part by evaluating their own work. Homework should afford the students the real opportunity to practise the written language and to consolidate what has been learned in the classroom.

The modern Languages Association of America has undertaken the preparation of two batteries of tests for the study of modern foreign languages. The first battery of tests covers proficiency in language skills (listening, speaking, reading, writing), structural analysis, culture, and professional preparation on a higher level. The second battery of tests covers the same language skills, but on middle and lower levels for grades seven to fourteen. These tests are used by centres of advanced learning and state departments. (Vide Libbich, 1964, p. 88). We also need standardised tests for Xhosa in our situation here.

A test of foreign language ability should reveal something of the speed and accuracy of linguistic skills, namely :

- (i) how fast can a student speak the language himself and at what speed is he able to follow the spoken language comprehensively,
- (ii) can the student write the new language at a reasonable speed and with sufficient accuracy.

Where a student gets stuck with a word in the target language he should feel free to insert the word translated into his home language and explain it in the new language. For speed testing, time should be fixed and only the minimum amount of work to be finished should be stipulated. For measuring accuracy, the degree of work should be fixed in quality and quantity with the maximum time determined and minimum mistakes stipulated on the results. Accurate spelling and faultless pronunciation without adequate speed in a new language are not very noteworthy achievements.

Problems of mispronunciation, wrong enunciation, and misspelling must be examined, areas of occurrence in language located, and, where possible, the reasons for the mistakes found. In the case of Xhosa mistakes in speaking, reading, and writing may be due to the following factors :

- (i) Influence of English or Afrikaans vowel system on Xhosa. The difference between the two systems.
- (ii) English or Afrikaans consonant combinations are not always the same as those of Xhosa.

- (iii) The difficulty in identifying and pronouncing Xhosa click sounds and their combinations.
- (iv) The difficulty in identifying certain typical Xhosa sounds.
- (v) The difficulty in knowing the source of some of the borrowed words.
- (vi) The fact that not all grammatical principles are final, e.g. not all Xhosa words have stress on the penultimate syllable, though this is usually true and accepted as a grammatical rule.

3.8.1 School Tests and Measurements

Teachers of Xhosa have indicated that they give both written and oral tests to their students throughout the course. The frequency of these formal tests, written and oral varies between two per term to once every two weeks. It would appear that some teachers hesitate in trying an extended period of exclusively aural-oral instruction because they distrust their own conversational fluency in Xhosa. This feeling may, in some cases, be experienced by a modest teacher in the presence of some more fluent student or students in his class. This may be understood when we take into account that most of our teachers of Xhosa seriously lack the opportunity to practise Xhosa with learned native speakers.

It is quite interesting to note that in the tests and

examinations in Xhosa in the Junior Secondary schools, the emphasis is heavily on oral language proficiency coupled with few fundamentals of grammar and no literature. This pattern is followed in all the provinces. The teaching in our higher secondary schools is so heavily influenced by the system of having external examinations that foreign language testing seems to take very little account of oral proficiency.

All the provinces are keen to present their standard ten pupils for the Joint Matriculation Board examinations in African languages (Lower Grade) but the same provinces also conduct their own standard ten examinations in these languages. The provincial examinations as well as internal examinations comprise written papers and an oral examination. For the purpose of this study, we shall concern ourselves with the Joint Matriculation Board standard ten examinations only in as far as they affect Xhosa candidates. While the Joint Matriculation Board conducts oral tests in a number of languages taken as second or foreign languages, no oral tests are at present being conducted and the marks for the written papers are being raised from a maximum of 300 to a maximum of 350 marks. Percentage pass requirements are the same as with the other subjects, namely $33\frac{1}{3}\%$ minimum.

Only the questions on composition and letter writing are set and answered in the target language in standard ten. Questions on language usage, comprehension and idiomatic expression may be set in Xhosa with a translated version into English or Afrikaans and the students may answer in Xhosa

and/or English or Afrikaans. Unusual technical terms may be explained in brackets in the students' home language. The mixing of media within a question and incorrect usage of Xhosa in a question where the student has opted to answer in Xhosa is not heavily penalised. This is in order to encourage students to answer in Xhosa whenever possible.

Let us now look at the standard ten results in Xhosa as found in the Cape Education Department reports for the five-year period of 1968-1972. We shall concern ourselves mainly with the distribution of percentage passes, number of candidates and average percentage pass. This information is illustrated in the following diagram :

YEAR	SUBJECT	PERCENTAGE PER SYMBOL *								NO. OF CAND.	AVERAGE %
		G	FF	F	E	D	C	B	A		
1968	A S	0	0	0	46	36	18	0	0	11	51%
1969	O	0	0	12	63	19	6	0	0	16	46,5%
1970	H	9	4	9	55	9	14	0	0	22	45%
1971		0	0	8	5	60	16	12	0	25	56,3%
1972	X	0	0	7	42	24	27	0	0	41	50,5%

* G = below 29%	F = $33\frac{1}{3}$ - 39%	D = 50 - 59%
FF = $33\frac{1}{3}$ %	E = 40 - 49%	C = 60 - 69%
	B = 70 - 79%	
	A = 80 - 100%	

These results show that over the five-year period the number of candidates increased from eleven in 1968 to 115 in 1972. These are students who sit for the standard ten examinations in Xhosa in the Cape Province. Of these students 2,6%

failed to get the minimum percentage for a pass; 42% passed in the 40-49% bracket and 18,6% obtained 60% and above. This indicates a heavy loading of passes on the minimum percentage pass level, namely, an aggregate of 40-49%.

N.B. For examples of question papers set for standard ten Xhosa (Lower Grade), see Appendix A at the end.

3.8.2 University Tests and Measurements

As the position of the University of South Africa is unique and different from the other universities, we shall concentrate on the four universities and include UNISA particulars where they differ. In these universities Xhosa is being tested both orally and in written formal examinations in the junior degree study years. In most cases the oral part of the examination precedes the written and counts for a certain percentage of the whole examination mark. Students have to satisfy the same conditions for a pass in Xhosa as in the other subjects studied, namely, 40% as minimum in a paper, and 50% as minimum to pass the course. Besides the oral test, the universities usually set three papers or more as the level of the studies advances. The system, approach, and manner of examinations differs to some degree from one university to another. While written examinations are conducted in the usual way with time and space specifications, oral tests in Xhosa are conducted variously by the different universities. Some use a panel of examiners while others use language laboratory tapes with no strictness being applied on time. There is a general tendency to

emphasize descriptive grammar or linguistics in Xhosa studies at the expense of the acquisition of the basic skills in the use of the language. A sub-minimum has to be gained in this section in order to secure a pass in Xhosa in some universities. This results in speakers of Xhosa not having an obvious advantage in the examination over non-speakers, especially in the first two years of the studies.

The following diagram shows examination candidates in Xhosa in the various levels of study in the five universities offering Xhosa to Whites over a period of five years - 1970 - 1974.

YEAR	COURSE I	II	III	HONS.	MASTERS	Ph.D
1970	225	75	18	2	0	0
1971	244	86	17	4	0	3
1972	261	93	17	5	3	0
1973	217	54	17	5	2	3
1974	204	54	24	4	2	4

Despite the fluctuating figures in the individual years, the general picture is that there is a big drop-out between the years. Over the five-year period investigated it was 68,5% between the first two courses; 74,3% between courses two and three; 78,5% between course three and Honours. This means, in the final analysis, that of all the students who

registered for examinations in the first year of Xhosa in the five universities, in South Africa in 1970 only 1,73% of them proceeded to post degree studies in the language.

There may be various reasons for the dropping out of so many students after each year of study. Some students fail the examination, or do not get the necessary sub-minimum. Other students only need one course in Xhosa to satisfy certain curriculum requirements. Some lose interest in studying the language.

N.B. For examples of question papers set for Final Year B.A. students of Xhosa in one of the universities in South Africa, see Apendix B at the end.

CHAPTER FOUR

AN ANALYSIS OF THE SYLLABUSES, LEARNING MATERIALS TEXTBOOKS, ETC.

4.1 Introduction

For any teaching and learning to take place effectively there has to be some syllabus which lays down the minimum amount of the subject matter to be covered in a year or during the whole course of study. There should also be suitable learning materials in the form of textbooks, notes, tapes, films, etc. These provisions have to be revised time and again to ascertain their relevancy.

4.2 The Syllabus Construction

It is clear by now that during learning ear-training precedes mouth training and therefore it can be expected that during the first stage of exposure to the unfamiliar sounds of a foreign language, the teacher would be more active while the students would be more passive. Throughout the early part of the beginning foreign language course the teacher must make sure that the students practise outside the class only those sentences or patterns of foreign language which they already know in pronunciation, rhythm, intonation, and written symbols. Other possibilities for worthwhile and safe homework would be the investigation of topics about the language itself - who speak it, and where and what, if any, are its dialects, etc ?

For the beginnings in the teaching of Xhosa and in the efforts to use it practically, little grammar should be prescribed

and it should be stated that such grammar should be taught informally to explain some forms and functions of words. In this way a good deal of grammatical information may be conveyed indirectly through examples and not directly through rules.

With the Valette/Disick model in view (Valette & Disick, 1972, pp. 44-46) the curriculum for the study of Xhosa by Whites should, whenever possible, be so drawn and so planned that anyone studying the language for any appreciable period of time should at least experience the following phases of development :

- (i) Receptive phase whereby the student is being introduced into the language, culture, and civilization of the people. He becomes aware of the similarities and dissimilarities with his own and becomes attentive with stimulation and encouragement from the instructor.
- (ii) Responsive phase which refers to the student's favourable attitude and acceptance of the foreign language. He becomes tolerant of the language, its speakers, their culture and civilization, and begins to find interest and enjoyment in the activities of his foreign language class.
- (iii) Appreciative phase in which the student voluntarily attaches value, worth, and importance to what he is studying in the new language. He likes to be involved in activities that might improve his language skills or increase his knowledge of the

foreign people and their way of life.

- (iv) Internalization phase whereby the student begins to shape his own attitudes, values, and style of life in relation to his foreign language experiences. The student may then decide to major in the foreign language because he finds the study rewarding and stimulating, and so he commits himself to probe deeper in the language.
- (v) The fifth and last phase to propose is that of characterization whereby the student chooses a career based on his foreign language study as a linguist, a teacher, a diplomat, etc. He finds that he has completely integrated foreign language values into his personal value system.

Coming closer home, we may state that the syllabus for Xhosa as a foreign language in South African high schools and universities should be so constructed that the following aspects are covered :-

- (a) Vocabulary : To train the student to understand a certain number of vocabulary items and to understand them with a fair degree of accuracy.
- (b) Structure and Morphology : To train the student to understand the meaning of a given number of structures and forms.
- (c) Reading and Comprehension : To teach the student to understand visually all the sentences which can be composed with the structures, forms and words he knows.

- (d) Pronunciation : To train the student to recognise the phonemic and melodic contrasts of Xhosa, such as :
- ithàngá = a thigh
 ithàngà = a pumpkin
 ithángà = a cattlepost
 etc. and to use these contrasts structurally, lexically and phonemically accurate himself.
- (e) Reading aloud : To train the student to read aloud with accuracy any text composed of structures, forms, and words he knows.
- (f) Audio comprehension : To enable the student to understand aurally all the sentences which can be composed using the structures, forms, and words he knows.
- (g) Accurate written expression : spelling : To teach the student to spell correctly the words he uses in sentences and to enable him to generate sentences which are structurally, morphologically, lexically, and orthographically accurate.
- (h) Natural Reaction speed : To train the student to respond orally in a natural way that a native speaker would do within a given time interval.

While the methods of tackling these objectives may vary, they may, nevertheless be taught in any order or sequence.

In drawing up the programme for the teaching of Xhosa as a foreign language in our country several factors have to be

considered. Having determined the purpose of the undertaking and in arranging the curriculum we should ask ourselves the following :

- (i) In which grade or standard will Xhosa best be introduced?
- (ii) What will the objectives of the programme be?
For example, will the course be purely audio-oral?
If not, when will reading and writing be introduced?

Teachers themselves should prepare a list of structures, draw up an inventory of vocabulary items, and determine the cultural topics or centers of interest to be taught. These should be divided logically and for the grades into suitable exercises for speaking and listening, reading and writing. In drawing up the syllabus for Xhosa there are numerous items to be included for students and teachers especially for the high schools. The following are some of the minimum essentials for students beginning to learn a foreign language in post-primary schools :

- (a) a clear statement of objectives,
- (b) some division of contents,
- (c) a time schedule for a language period,
- (d) areas of vocabulary and activities in language usage,
- (e) reading material,
- (f) suggested teaching aids,
- (g) techniques and sample test items,
- (h) recommended reference material.

Vocabulary taught the students in the foreign language can

be divided into two major categories, namely, function words and content words. Function words are those small words that can stand alone with limited meanings such as pronouns, adverbs, etc., and they are few. Content words are words for things, actions, qualities, etc., and they are unlimited and meaningful.

Children should be given the vocabulary they need to make the situations they are talking about sound normal and natural to them. Such vocabulary cannot be exhaustive at any one grade. In selecting the vocabulary to be used one criterion is the authenticity of the language as it would be used by a native speaker. Words referring to things in the immediate environment should be preferred to those referring to distant concepts. At the beginning, it is desirable to present words which can be pictured or demonstrated easily so as to minimize the need for giving translated equivalents. In the case of Xhosa, this would refer to vocabulary compiled by the teacher from personal experience.

Planners of syllabuses should make certain that they start with the "here and now" of our school and community; that they have introduced concepts of customs and values of the foreign people that are within the experience of the learners; that the what, why, how and when of the syllabus are clearly indicated. Beginning students as well as beginning teachers appreciate extensive support until they are able to expand or create on their own. Finocchiaro says,

"----- in any case, it is always better

to err on the side of too much rather than too little on these matters". (Finocchiaro, 1964, p. 157).

4.3 The Joint Matriculation Board Syllabus

Of bodies conducting examinations in African languages for foreign students, the above board handles most candidates. It conducts examinations in White high schools in South Africa on a lower grade. The syllabus on this grade is to be regarded as the basic requirement for scholars who wish to sit for the university entrance examination. Although great stress is laid on the practical side, the bases for an academic orientation must not be overlooked. A fact that these languages differ so much in structure and vocabulary from the languages of the Whites, and therefore making considerable demands on the candidates, is mentioned. Teachers are warned to guard against burdening the student with grammatical facts which he will seldom need in practice.

The protection of the student in the syllabus instructions is hardly necessary because it is not offered to other students learning the foreign languages. It is doubtful if any grammar of Xhosa or of any language, for that matter, can be said to be unnecessary in the practical use of that language. This syllabus for the Lower Grade examination is geared towards achieving the following :

- (i) teaching the scholar to read, speak, and write Xhosa;
- (ii) encouraging the scholars' interest in the language

- and culture of the amaXhosa in order to understand them better as human beings;
- (iii) making the student conversant with the basic language structure as a means to the correct use of the language;
- (iv) introducing the scholar to the contribution which the structures of Xhosa can make to linguistics in general;
- (v) introducing the scholar to the literature of the amaXhosa in order to gain in that way a better understanding of their background and thoughts.

The Joint Matriculation Board requires that the total marks for papers one and two should be 150 each and 50 marks for oral examination. But because no oral tests are conducted, the total marks for the written papers are stepped up from 300 to the maximum of 350.

Paper one, Section A, comprises an essay and a letter set and answered in Xhosa. Section B contains passages to be translated from the home language to Xhosa and vice versa. There are also some Xhosa idiomatic expressions to be translated into the home language of the candidate. These may be substituted by Xhosa phrases or expressions that are to be used in full sentences.

Paper two has two sections. The first section contains questions from prescribed network asked in the home language of the candidates, and answered in either Xhosa or the students' home language. The second section comprises

questions on grammar and language set in English/Afrikaans and to be answered in the same or Xhosa.

The contents of these papers are simple and straightforward. For essay topics, subjects like :

- (i) (lphupha endilithandayo) - "My favourite dream".
- (ii) (Umnqweno wam) - "My ambition".
- (iii) (ldyasi endala ibalisa ngobomi bayo)
- "An old coat telling its life".

There is always a formal and an informal letter to choose from. Topics are simple such as, reporting a match to a friend, inviting someone for a visit, reporting lost articles or ordering items of clothing, etc. Passages for translation are simple and straightforward so that the student, by grasping the flow of ideas and their logical sequence, may guess the language used. Some passages are continuous tests, while others are separate sentences which are not related. For literature, two books are prescribed for intensive study of content for examination purposes. One book is prescribed for general reading exercises only. Over the last five years the following authors were, among others, studied :

- (i) Mafuya, B.B. - Bhota Nonceba (Novel)
- (ii) Sinxo, G.B. - Isitiya (Short stories)
- (iii) Mmango, A.M. - Law'ilahle (Drama)

4.4 Usability of Material for Listening and Speaking

Problems always arise when we think of what to prescribe for conversation content. Experience has taught that the type of topic for conversation should be determined by both the nature of the objectives of the course itself, and the level of development of the students. It should be remembered that for learning to listen to and to speak a foreign language, the teacher's speaking influences heavily that of the student.

If students are to grow in their awareness of the foreign language as another way to communicate, they must be given many opportunities to use the new language to express the same feelings, enthusiasms, preferences, thoughts, or desires that they are capable of expressing in their native tongue. Conversation in a foreign language should be regarded as a means of learning the language and testing the student's knowledge of it. Because what we speak we have to know perfectly and we must have it ready at a moment's notice, conversation requires quickness and presence of mind in the speaker. Many conversation classes are conducted in which none of the participants has much idea of what is supposed to be happening, and in which the instructor has little idea of how to obtain any specific result. This being the case, nonetheless, the conversation classes should not be too narrowly defined or standardised because that would tend to stultify both the best student in class and some instructors with a natural flair for stimulating conversation.

In the absence of suitable Xhosa books for use by foreign

students, the teacher may use self prepared material in a dialogue approach so as to cultivate interest and allow for repetition. Such a dialogue should be presented in its entirety. For beginners it should be first given in their home language and then in Xhosa. Facial expressions, gestures, pictures and props, and the teacher's involvement are essential. This dialogue should be done by the whole class for the mastery of pronunciation, intonation, expression and emotional mimicry. Each pair of students should aim at accurate, clear, and quick responses.

For lack of more suitable material in Xhosa, foreign students may also have to accept story-telling as a class activity. One of the conditions would be that no material should be taught in this way unless it is already an automatic part of the student's experience in his own language. We all know the vastness of experience which high school and university students have in their home languages, and so we can well appreciate the problems to be encountered both in telling Xhosa stories equal to their experiences in English or Afrikaans, or simple children's stories in Xhosa in relation to their knowledge of Xhosa already gained. The disturbing truth here is that the vaster the experiences the more complex becomes the language needed to express them. A compromise here would seem to be a carefully selected story and aids so that :

- (i) the meaning of key words or expressions is clarified,
- (ii) the mind of the hearer is kept going forward with

the story,

(iii) the ear of the student is kept alert for the next sound,

(iv) the pace of the telling and the manner of telling suit the group to create interest and enthusiasm,

(iv) a story already well known and well liked by the group in its native tongue becomes enjoyable when told in the foreign language, e.g. Jack and the Beanstalk, King Midas, etc.

Tapes for use in the language laboratory are meant to help listening, speaking and reading. They should be regarded as supplementary to books and means towards an end, and not an end by themselves. The language laboratory should be recommended for all institutions of learning offering foreign languages. These laboratories are not revolutionary devices but they are a more efficient way of making available to students the spoken sounds of a language in a form which they can imitate in comparative privacy, and can give themselves exercises for self evaluation at their own time and at their own pace. In this way the student is able to increase his oral fluency and aural comprehension.

In drawing up material for speaking lessons, attention should be paid to the importance of mimicry. Immediate oral imitation of an audible model should be attempted as soon as the students are able to say a few sounds. Selected words, monosyllabic, disyllabic, to polysyllabic, can be drawn up to be given as responses first by the whole class or by groups

within the class and later by students individually. It would be helpful to have short pieces of meaningful interesting material for memorization soon after the drills on mimicry. These pieces of material should be in the language that is authentic, intelligible, and within grasp by the student. Such material should be featured early in a beginner's book and not deduced from general learning material.

Books designed for listening exercises should have graded lessons both in degree of difficulty and in length. Lessons should be varied covering many situations of life that most of the students, if not all, would be familiar with. The language used should be colloquial, but not slang and unconversational. Some of the lessons should have a few questions placed at the end for oral exercises.

4.5 Usability of Reading Material

In learning to read a new language, the reading book is very important. We must have such language textbooks as would

"open windows on to a shrinking yet alien world" as it were. (cf. Pimsleur and Quinn ed. 1969, p.141).

The syllabus for reading material for the groups of students with which we are concerned here should take into account the following :

- (i) that learning to read a foreign language should be easier for someone who is already literate in another language, regardless of its nature;

- (ii) that reading will be difficult as long as the student does not have some degree of control over the grammatical system of the language;
- (iii) that the subject of reading materials should be of high interest and relate to the background of the learners;
- (iv) that reading materials in early language instruction should preferably avoid special language uses, such as literature, and focus on mundane, situationally related language.

For the student who speaks, reading is but another form of echoic behaviour. He needs books that are interesting but not difficult and which will help him to build up his vocabulary, develop his reading skill, and ensure his mastery of the language. Such reading books should have attractive visual aids, vocabulary drills, working exercises with appropriate themes taking into account such laws of learning as readiness, exercise, and effect. The number of exercises should decrease progressively with an increase in knowledge of the language.

There are words in any language which tend to go together most of the time and are apt to be learned together, such as numbers, days of the week, the months of the year, the seasons, times of the day, colours, the parts of the body, and many other groups, sets or chains. These words or clusters of words should not be learned as lists, but in context within a lesson.

If reading books are to be written for foreign students, the following criteria should characterise such books :

- (a) The child should at the earliest moment derive pleasure and a sense of achievement from his study.
 - (b) New words should be learned by practice in actual reading situations, and not memorised as vocabularies.
 - (c) The smaller the vocabulary, the greater must be its usefulness.
 - (d) The reading book must be suitable for the age of the child in respect of its subject matter.
- (cf. West, 1960, p. 20).

We may use these criteria for judging the existing books or let these serve as guides in the construction of the necessary books. Meaningful sentences should appear even before all the letters of the alphabet have been learned from the book. New words should be introduced in context gradually and slowly at regular intervals, and not in a mass. In such a book new words should be repeated a few times in the lesson. The suitability of the contents of such a book should affirm the assumption that each lesson in the foreign language would be interesting to the student if it were translated into his mother-tongue.

4.6 Usability of Writing Material

Students learning a foreign language need books which guide them in how to spell or write the language correctly. The

students' creativity and natural linguistic bents are important in learning to write a language. A student would need to know about two thousand words to be able to write something meaningful in the new language.

Dictation lessons, which seem unpopular nowadays, can be used by a resourceful teacher to check a number of aspects in one short exercise, such as grammar points, capitalization, punctuation, sentence grasp, and spelling. Students should be allowed ample time after each lesson to discuss their writing so as to learn from their mistakes. Learning a vocabulary and spelling from a dictionary serves little purpose because some dictionaries only give meanings of isolated words which cannot easily and conveniently be brought under general rules. A dictionary providing pronunciation as well as meaning, and giving information on the derivation of words would be very useful to a foreign student studying the language. At present Xhosa has no such dictionary. The ever-changing Xhosa orthography baffles foreign students of the language.

The syllabus for translating from the native to a foreign tongue and vice versa should aim at conveying knowledge of meaning, form and spelling. First compositions should be more or less free reproductions of what students have done, read, or listened to in class so as to give them an exercise in writing. Letter writing in Xhosa by foreign university students is not receiving proper attention. Written compositions and letters should be so corrected that students will learn from their mistakes and thus be able to apply the

grammar they have learned at a later stage. This will enable the learners to write the foreign language with increasing ease and correctness. Some of the common areas of difficulty in writing Xhosa seem to be the following :

(i) Clicks and click-combinations, e.g. :

c, ch, nc, gc, ngc, nkc

q, qh, nq, gq, ngq, nkq

x, xh, nx, gx, ngx, nkx

(ii) Consonantal combinations, e.g. :

ty, tyh, dl, hl, rh, kr, gr

4.7 Analysis of Available Learning Material

We have stated above what learning material would be suitable and essential in each category of language learning. Our situation here is not ideal but we are now looking at available Xhosa literature that is being used by students learning Xhosa as a foreign language. Before the study of literature can be done in the foreign language, the school reader becomes a popular book. We make a great use of this book when learning Xhosa in White schools and universities in South Africa. While these books are not intended for use by foreign students, their graded short lessons provide the vocabulary, grammar, and other exercises which help the students to improve their ability to use the language.

Whereas we recognise that Xhosa has no special books designed for use by foreign students, any books which have to be used

for reading by foreign students have to be either simplified versions or abridged versions of the books of literature. These books, necessary as they may be, would most probably be regarded by native speakers and others as watered down literature because, to them, they would be less vivid, less interesting, less penetrating, and less precise. This means that simplified series of books, which we do not have in Xhosa in any event, can be useful for teaching reading but not for appreciating literature, or for developing a love of reading. Various series of Xhosa school readers, which were written for Xhosa schools, are being used in these schools and universities.

There are many books available in English for the study of African linguistics or descriptive grammar. The reason for teaching this subject at our universities, and for making it compulsory, seems to be to see how far descriptive linguistics can be applied to the classroom in the teaching of foreign languages.

Alongside the school reader, these institutions use various grammar books written in English, a self-instruction course for Xhosa, Xhosa phrase books, and certain learning material prepared by the teacher at each school or university. Most of the locally prepared learning material seems to be good and serves the interests of those concerned. If this material could be shared by all the other centres, the results would be more encouraging. At present there is no contact among the teachers of Xhosa at these centres of learning.

4.8 Summary of Problems and Difficulties Experienced by Foreign Students Learning Xhosa

It would seem that a cross-section of the points raised by those interviewed could be recorded in an inventory system as follows :

- (a) Lack of prior knowledge of Xhosa.
- (b) Insufficient time to learn in class.
- (c) Inadequate facilities for learning.
- (d) Xhosa being too different from students' home language.
- (e) Lack of opportunity to practise with native speakers.
- (f) Lack of motivation and interest to learn a "Bantu" language. The home and community are not fully co-operative.
- (g) Xhosa sounds and spelling can be very strange.
- (h) Lack of suitable learning material for foreign students.
- (i) The emphasis is placed on complicated grammar or linguistics at the expense of language skills of speaking, reading and writing.
- (j) Students feel discouraged because they consider that they are not good enough language scholars and this "undeveloped" language seems difficult to master.

4.9 Summary of Problems and Difficulties Experienced by Foreign Teachers of Xhosa

The following points were raised by teachers of Xhosa as a foreign language with regard to their areas of difficulty :

- (a) Tonal differences between Xhosa and English or Afrikaans, which leads to spelling difficulties.
- (b) Lack of vocabulary with which to work on the part of both student and teacher.
- (c) The department of Education or the examining body prescribes difficult books which have to be translated by the teacher when teaching students.
- (d) There is no recourse centre or any person to give help and guidance in times of difficulties. Inspectors are unable to advise.
- (e) Lack of co-ordination and co-operation among the schools which offer Xhosa.
- (f) There are not sufficient aids and facilities for the teaching of the language. There are no appropriate literature and reference books.
- (g) Student ignorance and lack of background of Xhosa can, at times, be discouraging.
- (h) At certain places there is a lack of interest and enthusiasm in the subject by the students, staff, and community.
- (i) There is a lack of opportunity to bring students into contact with native speakers of Xhosa.
- (j) There is a great need for learning material which is especially meant for a foreign student of Xhosa.

It seems apparent that if the task of teaching Xhosa as a

foreign language could be tackled in a more organised manner within the universities and colleges at which teachers are trained, and the necessary literature is produced on which to base the syllabus, then teaching and learning Xhosa as a foreign language would become a venture in which the energies of the educational authorities, the teachers, and the students, are happily harnessed.

CHAPTER FIVE

ANALYSIS OF TEACHING METHODS AND TEACHING AIDS

5.1 General Introduction

The major aim and goal of foreign language teaching from the tutor's point of view is to make the student learn all the elements of the new language, if possible, such as words, structural patterns, inflections, tone, rhythm, and pronunciation at first, then later he should be made to use the new language constantly in a variety of contexts and purposes, such as in dialogue, stories, plays, etc. In order to achieve this the student has to be trained. The end result of all methods employed will be when that new language has, to some measure, become a manageable medium of thought, communication and expression.

An important part in acquiring and using a foreign language is played by the so-called 'feeling for language' without which the acquisition of a foreign language is thought impossible. (Cf. Belyayev, 1963, p. 81). This feeling for language could be anything from an emotional condition, or an intellectual sensation to some kind of sensitivity to different links and relationships. In as much as everybody has a feel for his career, a swimmer for water, a musician for melody, etc., so must a student of languages have a sensory reflection of language. The essential difference, therefore, between teaching the native tongue is that the study of the latter is based on an assumed feeling of confidence in the learner whereas the opposite is often the case in the study

of the former. (viz. the foreign language).

While no foreign language can be taught effectively without aids, to make no use of any aids at all, and to make frequent use of numerous aids is equally detrimental to the study and tends to make the language appear more difficult than it need be. (Cf. Filipovic, 1972, p. 68). The language teacher proceeds correctly in developing all four skills, viz. listening, speaking, reading, and writing when, in order to secure the assimilation by students of a new foreign word, he pronounces it aloud, writes it boldly on the board, and requires students to pronounce and write it correctly themselves. In this study, then, we are interested and will foster only those methods that seek to accomplish proficiency in the basic skills of language in listening and speaking, reading and writing.

5.2 Methods in General

One can hardly teach a foreign language effectively without gestures, mime, action and expression. Let me give examples of the use of these in a class taking Xhosa as a foreign language,

for example with gestures and mime one can point to something, beckon to someone, show direction, and even indicate movement such as

- | | | |
|---------------------|---|--------------|
| (<u>nganeno</u>) | - | "hither" |
| (<u>ngaphaya</u>) | - | "thither" |
| (<u>jika</u>) | - | "turn", etc. |

With actions and speech expressions the teacher may imitate a number of situations, such as

- (ukuqhuba imoto) - "to drive a car"
 (ukusenga inkomo) - "to milk a cow"
 (ukugawula umthi) - "to chop a tree"

The opposites can be clearly contrasted, such as

- (hamba) - "go"
 (hlala) - "sit", and also
 (vula ucango) - "open the door"
 (vala ifestile) - "close the window"
 (thetha) - "speak"
 (thula) - "be quiet", etc.

An advanced class may be asked to criticise the acting and to improve on it. At convenient times short dialogues and conversations between a few characters will add interest in addition to encouraging extempore speaking. In learning a new language it always helps to turn the classroom into a real life situation by allowing the students to play-act or dramatise simple incidents which are culturally relevant to the language being studied, such as, in our case, grinding the mealies on a grindstone for girls, and milking a cow for boys. Students can learn the following in a practical manner:

- (ukuqokelela iincwadi)- "to collect books"
 (ukucoca igumbi) - "to clean up a room"
 (ukuvula idesika) - "to open the desk", etc.

Gurrey, speaking specifically of primary school pupils, feels that listening to or hearing a foreign language should come first followed by speaking it and then should come the reading and finally the writing of it. (Cf. Gurrey, 1964, p. 17).

But, nevertheless, there is the problem of those prolific readers who, because of their love of reading, will want to read first before speaking the foreign language. This problem was observed by the writer and others to be quite common among White university students learning Xhosa in South Africa.

The classroom should more or less be a

"cultural island stuffed with film-strips,
language films, tape recorders, etc."

(Libbich, 1964, p. 55) all to be used in the presentation of the new language. This might help to ensure the integration of sight and language, sound and language, emotion and language, action and language, and the attainment of the necessary synchronization of language and sense experience.

In Libbich we read and infer that the teaching methods of foreign languages in many parts of the world after World War II have drastically progressed from the era of "chalk and talk" (Libbich, 1964, p. 107) through the happy time of the tape recorder and gramophone, through the period of the fascinating film-strip to the present glorious times of the magnificent language laboratory. Despite all the craze for language laboratories and the expressed fears that with this discovery all teaching might turn out to be automatic by the turn of the century, we still sincerely believe that the teacher will always be the sine qua non of successful language teaching, and that his place can never be completely taken over by any invented machine.

As general background information on teaching methods of foreign languages we reiterate Gauntlett's inventory of eight approaches published in 1957, some of which are significant for their own sake, and others for still being in vogue.

- (a) The Grammar-Translation method or, as he describes it, the classical method, which treats languages as dead.
- (b) The Natural method which advocates that a pupil must learn a foreign language as he learns his mother tongue.
- (c) The Psychological method which emphasizes the association of ideas and the habit of mental visualisation.
- (d) The Reform or Phonetic method which bases its techniques on the argument that the first thing to master is the sound system of the new language.
- (e) The Direct method which advocates a complete ban on the use of the student's mother tongue in learning a foreign language.
- (f) The Oral method or approach which favours only the oral side of one's language training.
- (g) The Reading method which lays emphasis on reading as the sole aim of language training.
- (h) The Eclectic or Compromise method which, as the words themselves imply, claims to make use of the best in a number of methods and techniques

mentioned here.

Some of the principles embodied in these methods appear quite useful even today but others, however, cannot be acceptable to most of us.

5.3 Aids in General

Teaching aids can help the foreign language teacher to brighten up the classroom and bring more variety and interest into language lessons, for example, pictures, drawings, flannel board, models, writing board, cards, etc. While clear actions, and gestures to accompany the words used, can clarify the meanings of the words.

Language lessons based on oral aspects should have a practical and not a theoretical character. The period must be occupied not by conversations on characteristics of the language under study but by the speech activity of students in the language. The students' knowledge of the language should be tested informally sometimes even for no marks. All this has to be done in class. When we speak about aids to language learning activity we include, besides the usual classroom aids, everything else that the students may do to enhance their learning of the language.

Knowing words in isolation serves little useful purpose, and words must, therefore, be taught and learned in context. The contribution of visual materials used in the foreign language class can be said to have the following advantages :

- (i) They encourage student participation and response

and aid greatly in clarifying concepts without the use of the mother tongue.

- (ii) They afford the means for stimulating meaningful repetition and aid in the building of good language skills.
- (iii) They facilitate the rapid substitution of one concept for another within the basic vocabulary.
- (iv) They help in explaining concepts which exist outside the classroom and also aid to evoke some interest in foreign culture and people.

While using visual aids or any aids at all in the teaching of a new language, it is important for the teacher to avoid having the student freeze away for fear of being corrected every time he opens his mouth. Students should be free to learn by trial-and-error as well and even to guess a response when they are not certain of the answer, and to be corrected soon thereafter in the same lesson. Shy students may cease to make an effort if they are promptly corrected. It becomes worse with a university student who appears unable to handle a language which he somehow considers to be "inferior" (my own experience, for example) such as Xhosa. This attitude stems from the popular phrases 'developing nations and their developing languages - formerly underdeveloped', which we read and hear so much these days.

Another major function of the teacher as he handles aids in a foreign language is to adjust the content and activities in the

class to student readiness and level so that errors may be reduced to a minimum. This entails innumerable listening and reading and speaking spells which relate to everyday situations. The teacher, in doing so, should also pay attention to the interests of the particular age group of students with which he is working.

Aural aids in the form of conversations or voices, radio, gramophone, tape recorder, the language laboratory, etc., can help the teacher to improve his own grasp of the foreign language if he is not a native speaker.

Audio-visual aids, such as films, television, motion pictures, with comments, etc., can stimulate children to speak the language as well as to read and write it.

We shall not, however, discuss all these aids in our study but I will select some, combine others under one treatment, and leave out the rest.

5.4 Specific Methods and Aids Used to Acquire Listening and Speaking Knowledge of the Language

5.4.1 Methods

It appears that mastery of the sound system of a language is essential for efficient reading, writing and appreciation of literature. Whenever we read any language we believe that there is always some external as well as internal vocalizing so that it becomes quite difficult to read even silently a word that you have not at least heard before. This is found to be the case with some White students from the larger cities

and towns, who have never heard Xhosa. The language laboratory gives such students added opportunity for concentrated listening and speaking.

The learner's first impressions of the Xhosa language should be received through the ears. The tape recorder which brings the foreign language speaker into the classroom can both fascinate a university student who hopes to be able to speak Xhosa in three weeks, and frustrate him when he realizes that after six months he still cannot converse naturally in the language. Although the emphasis at the beginning should strongly be on listening and speaking, no devaluation of written work or literature is implied for this should come much later.

Each lesson in a foreign language should be preceded by some short introductory conversation in the language itself to facilitate the change-over of cultural climate, and to adapt the ears of the pupils to the different sound-system. At this point one is reminded of Ausubel's model of cognitive organisation for learning which assumes the existence of

"a cognitive structure"

that includes conceptual traces and Van Parveren's reference to "trace systems" that account for the organisation of memory. (vide : Duminy's article, 1967, p. 195). The presentation of the lesson must always be in natural speech forms of the new language, for example:

present tense continuous:

(ndiyababona abantwana)

"I am seeing the children"

(bayasebenza)

"They are working"

(ayazithanda iincwadi)

"(The boys) are fond of the books".

It is important for beginners to use a picture or drawing for each sentence that is spoken. Our examples in the above paragraph can be presented graphically. Reading and writing even surrounding the pictures should be avoided. The visual approach at this delicate stage of language study is unfortunately unpopular in our high schools and universities as it is considered childish.

Following on this, an acceptable piece of printed text should be mastered acoustically first before other exercises can be done with it. Slow dictation exercises with repetition of the same phrases, although boring to others, can still be used. Students taking Xhosa at Rhodes University seemed to like dictation exercises for spelling purposes. Here again, exceptional patience and persistence is needed by the teacher to keep repeating correct sentences and correcting pronunciations, and to do this throughout a lesson with good humour. This is so because the students depend on the teacher for learning to pronounce the new language by imitating his speech. That is why native speakers of a language are important to such a class.

Classroom play production in a foreign language is an ambitious class activity. Dramatising stories from the School Reader in the new language may be the obvious procedure. The

Stewart Xhosa Reader series have beautiful lessons that can be dramatised at any level of language development by the students. Stories from history, folklore, and other sources may be selected with an eye always to oral language improvement. In view of the fact that this provides purposeful oral practice it should be done thoroughly. Parts of the story should be performed by groups and criticism for improvement should be invited from other classmates. Language improvement alongside improvement in action should be watched.

Students' notes for oral composition in the foreign language should be thorough and possibly revised by the teacher. Less able students may learn off by heart the opening remarks and their concluding summaries. The subjects for speaking must be matter-of-fact in nature, such as:

(incwadi endiyithandayo)

"the book I love"

(umdlalo endiwucaphukelayo)

"the game I hate"

(iholide endiyinqwenelayo)

"the holiday I wish for",

and for advanced students, such topics as:

(limviwo zezikolo)

"school examinations"

(iyunifomu yesikolo)

"school uniform"

(ikamva lam)

"my future career".

To support this exercise, models of isolated figures and objects or even people, may be useful. The shopping habits of the AmaXhosa may be illustrated by the teacher through the use of the popular objects of their purchase, staple foodstuffs and monetary coins. In this situation commercial Xhosa language may be learnt.

Accepting that learning material should be processed visually, aurally and functionally, it follows, therefore, that foreign words may be seen written on the board, read out to students, apprehended by ear and may then be reproduced by the students orally. This procedure should apply at all stages of foreign language learning.

Whenever possible, one of the best ways of developing oral proficiency is to let the students have direct conversation with native speakers of the new language. These native speakers may be graduates employed by the institutions themselves, designated variously to do the teaching. An ideal manner of achieving the best results would be to place the students in the country where the language (Xhosa) is being spoken and to expose them to those Xhosas who are unable to speak either English or Afrikaans. During such outings among the Xhosas, the students would also gain an insight into the culture of the people in the fullest sociological or anthropological sense. In learning to speak a foreign language the hierarchy of the stages of development as set out by

Pimsleur and Quinn in 1969 seems to be:

- (a) Firstly, learn to pronounce sounds.
- (b) Secondly, learn to assemble the sounds to produce words from vowels and consonants: a, e, i, o, u and b, c, d, f, k, etc., to form

i + nko + mo = inkomo
(a beast)

u + si + ba = usiba
(a pen)

i + li + so = iliso
(an eye)

- (c) Thirdly, and lastly, learn to assemble the words to produce sentences, e.g.

Themba + thanda +inja = UThemba uthandainja
(Themba loves a dog)

Nomsa + sela + amanzi = UNomsa usela amanzi
(Nomsa drinks water)

Lunga + funda + incwadi = uLunga ufunda incwadi
(Lunga reads a book)

(Cf. *ibid*, 1969, p. 79).

5.4.2 Aids

5.4.2.1 The Gramophone, Record Player, and the Tape Recorder

The gramophone, the record player, and the tape recorder have an indisputable value as aids to learning foreign languages especially in areas or countries where the learner cannot hear very much native speech in the new language. These tapes and records contain extensive sound information and are useful

for keeping model interviews, model conversation patterns, in addition to other valuable language material which needs to be retained orally. These are valuable aural aids for pronunciation drills, enunciation exercises and proficiency workshops. More still needs to be done for the teaching of Xhosa as a foreign language in this country in this respect because, although Xhosa-speakers are found in most parts of South Africa, the life style or pattern here is such that most White students wanting to learn Xhosa have, for obvious reasons, had no earlier contact with the language at all even in the predominantly Xhosa-speaking areas.

5.4.2.2 The Still Picture

One of the greatest advantages of using a still picture in foreign language teaching is that the action is frozen and so the student is able to look at it and talk about a particular detail of it for as long as he likes. The picture is given or provided, but the language has to be found by the student himself. The more interesting the picture, the more vigorous the language-finding activity which it stimulates, will tend to be. For this kind of exercise, of course, the younger the student the less chance there is of boredom.

5.4.2.3 Television and Radio

Television and the radio can also be used effectively in teaching foreign languages. Those students who already have an understanding of Xhosa, for example, can listen to some Xhosa programmes of the South African Broadcasting Corporation.

At present not all countries have television, South Africa being one of those which don't, but not all countries with television have foreign language programmes which are televised. This, however, is likely to be a very popular medium of teaching foreign languages in the future because of its added advantage of bringing into the classroom the necessary foreign background and situation.

5.5 Specific Methods and Aids used to Acquire Reading Knowledge of the Language

5.5.1 Methods

In a book edited by Mathieu we read Pierre Delattre's comments wherein he cites three habits which must be acquired before making use of a book in the study of a foreign language.

These are:

- (i) Psychological habits which refer to relating sound to meaning without interposing a visual symbol of the sound.
- (ii) Physiological habits of good pronunciation.
- (iii) Grammatical habits should come last, i.e. the habits of correct morphology and syntax.

(Cf. Mathieu (ed.) pp. 7-9).

These habits will be acquired with much more ease if the student's first acquaintance with the new language was live from a native speaker affording him the opportunity of observing all that can be seen of the lips, tongue, jaws, etc. This is particularly important for reading.

Reading without understanding is not reading at all. The simple attribution of sound to a written text is not a true process of speech activity. At high school and university levels phonetic accuracy and expressive intonation which leave semantic content out of account is not "reading". This warning is directed specifically at students and teachers of foreign languages. Let us grant that there are many concepts which occur naturally in the mind of a White student as he reads Xhosa which, though quite common, are not typically Xhosa and for which Xhosa has limited vocabulary, e.g.:

(imarike)

"the market place"

(ukhenketho)

"touring"

(ezobugcisa)

"technology"

It is particularly important to try, when teaching a foreign language, to avoid any use of the native tongue of the students by the teacher or the students despite all the difference in conceptual interpretation of the texts. Use of bilingual textbooks and dictionaries or phrase-books, as well as reading texts annotated in the student's native tongue should be discouraged or allowed to a very small extent in the course of the study, even although it is quite useful to beginners. Exercises on formal knowledge of grammar and syntax translated from the native tongue into the foreign language or vice versa serves little purpose if the emphasis is not placed on comprehension. Our students, however, are still apt to do translation-reading. This becomes the case when a student tries to

interpret all grammatical rules applied in the sentence he is reading and to justify his interpretation by translating the sentence in his mind into his home language to see if it makes any sense to him at all.

Before students can read appreciably, it is necessary to let them learn the sentence patterns of the new language and its word order regulations, especially if their mother-tongue differs markedly from the foreign language being studied as the case is, for example, between Xhosa and English or Afrikaans. Early stages of reading should not be coupled with pronunciation drills. Comprehension questions after reading should come later and these usually benefit the slower reader. Learning to read a new language, even with a good knowledge of the spoken language, is at first a serious difficulty for many students. For demonstration purposes, the teacher should read a passage in Xhosa and let the students read afterwards. Explanation of words and other meanings must mainly be in Xhosa.

The following aspects of reading must be attended to in a foreign language reading lesson :-

- (i) perception of words;
- (ii) determining the meaning of words;
- (iii) determining the meaning of sentences with a variety of syntactic structures;
- (iv) silent reading of text, and
- (v) reading of text aloud.

5.5.2 Types of Reading

5.5.2.1 General

Reading skills are the more important when one takes into consideration the fact that through books one is able to get information for various purposes. Literature or a people's writings, for example, are the embodiment or reflection of their way of life in all facets. To know and understand a people, therefore, it is necessary that one does not only speak their language but read it so as to gain an insight into their past, present, and future history. For some people reading offers a great deal of entertainment.

Sometimes the students get through the eye what they fail to comprehend through the ear. Therefore, reading may reinforce their speaking. In teaching students to read a foreign language, the aids used should assist them to master the skills to read aloud, together, and silently as individuals. They should be able to grasp the gist of a passage when reading. They should be able to deduce information or ideas from what they have read. Lastly, reading should enable the student to find facts and information in books and other printed matter.

5.5.2.2 Reading aloud is not quite popular among high school and university students learning Xhosa as a foreign language because of their age and academic standing in other subjects. This is a painful price we have to pay for introducing foreign language studies so late in a pupil's school life. Very little reading aloud, if any at all, over and above that taking

place in language laboratory drills, is being done. Where this is carried out, reading aloud, together with the use of any suitable aids, should be aimed at giving the student an exercise in expressing himself properly with special attention being paid to tone, rhythm, and stress.

5.5.2.3 Reading aloud in chorus refers only in our study here to reading into a tape in the language laboratory by a group of students. Learning to read a foreign language in this way requires careful control so that some of the voices are not so loud as to disturb other students, and, secondly, that students do not select any words, grammatical forms, or constructions at random.

5.5.2.4 Rapid silent reading which our students have already mastered in their mother-tongue must be developed in Xhosa as well. This facilitates the learning of new words and the quick grasp of meaning. To find out whether the student reads with understanding or not, simple questions on the contents of the text may be asked. Only when students can deduce information or ideas from what has been read in the new language is their interest in the language as such sharpened, and a habit of reading the language fostered.

5.5.3 Aids to Reading

5.5.3.1 The Chalkboard

The chalkboard is a useful aid for a lesson on reading for it can be used for writing down key words, phrases, and sentences which students need to repeat in order to perfect their reading. Even the first words that students have to learn to read must

be meaningful. Notices and labels must be tagged to the articles in class, written in Xhosa and in full sentences, e.g.:

(le yitafile)

"This is a table"

(londolozani iincwadi zenu)

"Keep your books safe"

(Imingwazi apha)

"Hats here"

5.5.3.2 The Sentence Cards, Flannel Board, Pictures, Charts, etc.

Sentence cards for a flannel board, pictures, and other charts and maps, which are very useful aids for teaching languages among small children, are not popular with the group with which we are concerned. If, however, there are any suitable maps, cards, charts and pictures which depict the people, land, activities, and other aspects of life of the people whose language is being studied, these should be put up on the walls of the classroom permanently so that the students keep on reading the comments and descriptions attached to them. Among these aids could be some shorts showing the names of the days of the week, dates of the month, months of the year, etc. in Xhosa. The weather-board written in the new language could become a useful reading aid. Students in turn could know how to read:

(Kushushu namhlanje)

"It is hot today"

(Kungana ngomso)

"It may rain tomorrow"

(Kukho iqwele)

"Temperatures have dropped", etc.

5.5.3.3 The Reading Textbook

There should be textbooks designed for reading exercises by foreign students in all the grades. At present, Xhosa has no such books which could be ideal aids for reading when properly written and graded. For the teaching of Xhosa as a foreign language, then, use is made of the various series of Xhosa School Readers, especially the first three booklets.

5.5.3.4 The Language Laboratory

As an aid to all oral work in the learning of a foreign language the language laboratory is of great value. Though oral skills are essentially the basis of foreign language study wherein the language laboratory plays a major role, the snag here is that our educational system has been so gravitated in the direction of the printed word that students acquire most information in their other subjects from the printed page. To work with their mouths and ears exclusively, as in the language laboratory, or to rely on their sense of hearing for the stimulus to which they are to respond, is to them a strange and unfamiliar experience.

Enthusiasm and curiosity is noticeable among the teachers of Xhosa in the schools and universities. Language laboratory facilities, where they are available, should be made use of above and beyond assigned class hours. In this way the language laboratory would afford the student the opportunity to follow up work already covered at his own time and pace. Considerable progress is being made elsewhere to improve the listening and recording quality of language laboratory

equipment. We, in South Africa, still have to provide for and exploit more fully this technique. The material at our few language laboratories is often observed to be either poor in quality because it was recorded by incompetent informants, or by someone with a poor voice projection, or it has been inferiorly recorded. As many voices as possible must be used on tape in order to give the student the necessary practice to follow varied speech habits and stylistics. In the case of Xhosa, various voices representing various dialects of Xhosa may be used. This would certainly make interesting study for advanced students of Xhosa. Reading to imitate dialectical speech would be a useful exercise.

While reading in the language laboratory the mistakes made by the students can be corrected instantly by the language master at the control desk without interruption to the rest of the group. Language laboratories can, however, be a lot more unsuitable if and when the tapes are inadequate, the machines faulty, the recordings faint, and the funds for maintenance are insufficient. The language laboratory may be found to be wanting if it is expected to fulfil requirements other than its basic function of helping to develop and maintain the speaking and listening, as well as reading skills, and when it is used without the co-ordination and integration of classroom activities and materials.

The major values of a language laboratory for high school and university students in foreign language studies are numerous and may be summed up as follows :

- (a) It allows the student hours of individual contact with the foreign language, hours which the teacher personally cannot supply.
- (b) It gives the student a sense of privacy in study or isolation as he listens and repeats, which is of particular advantage to the shy student who would otherwise be reluctant to try his skills in class.
- (c) It provides good speech models (often of native speakers) which furnish the standard for oral practice. (Xhosa dialects as models to compare and contrast could be used).
- (d) It allows the individual student to work at his own pace or to catch up on any work he may have missed earlier on.
- (e) It makes it possible for the student to hear his own voice, correct his own mistakes, and be motivated to make more exact attempts after objective self-appraisal.
- (f) It may bring to the group a new kind of cultural enrichment impossible to have in a conventional classroom.

According to our own experience with the language laboratory many schools have no language laboratory facility at all. A few have language laboratories but in some all the machines have been and still are out of order, and in others there is

no Xhosa material for the laboratory and no one seems to know how to get it. Those schools and universities which have language laboratories, whether old and antiquated or new and modern, tend to keep for use old tape material which was recorded many years ago, either by Lumko Institute or by the institutions themselves.

In the language laboratories, in the universities in particular, students are not always supervised and when they do get supervision, it is by a non-native speaker whose command of the language is questionable. In some cases it would have been difficult even for a native speaker of Xhosa to supervise and give personal attention to twenty students at a time, as often happens to be the arrangement.

All in all, then, a lot of thought has to be given to the planning and use of our language laboratory facilities so as to obtain maximum benefit out of them. It would be beneficial to do this collectively or jointly among all those involved in the teaching of Xhosa as a foreign language.

5.6 Specific Methods and Aids Used to Acquire Written Knowledge of the Language

5.6.1 General

Under this heading we discuss writing as referring to creative writing in the form of compositions and translation work from the home language to the new and vice versa. We are also concerned here with transcribing as a form of writing and the written exercises in the learning of grammar in the target

language. The direct link between the vocabulary of a foreign language and the thought-processes of students is a must among the top priorities of learning foreign languages.

In order successfully to reveal to students the semantics of foreign words, the teacher must have a good knowledge of the psychological characteristics of the process of forming concepts, of the difference between concepts and ideas or perception, and of the different kinds of interrelations between concepts. Students can only acquire a language as a means of communication when it is directly linked with their thinking and when students are able at will to use the acquired words and grammatical constructions to express their own thoughts.

As soon as reading has got under way, writing may be introduced. Syllables and letters must be given attention when learning to write but this must be done within meaningful phrases or short sentences. In the case of English, Afrikaans, and Xhosa, the letters of the alphabet are more or less the same but the pattern or system of combining them differs considerably. This means that similar sounds may be represented by different symbols in these languages, e.g.:

"g" in Afrikaans - garing = "rh" in Xhosa (irhali)
 "ch" in English - chalk = "tsh" in Xhosa (itshokwe)
 "c" in English - mercury = "ky" in Xhosa (imekyuri)

Gurrey says that the beginnings of writing a new language should normally be reproduction or transcription. (Gurrey, 1964, p. 62). This, of course, is better done from words

written on the board than from print. Seeing that the popular view is that writing a foreign language should come later in the learning programme, sentences for writing exercises should have been practised orally first. The present-day stress on oral work, pattern drills, and language laboratory work might lead to a neglect of a very important foreign language teaching aid, literature, and it is quite clear that though teachers of languages are trained in many ways, they get very little training in how to discuss properly the works of literature so as to bring out their literary value and give students an opportunity to react as individuals to the material they are studying. Some of the ways in which literary texts may be used as part of foreign language courses are :

- (i) To give instances of the use of grammar.
- (ii) To increase students' vocabulary and provide a basis for discussion through use of the language itself.
- (iii) To illustrate the effective and highly expressive use of language designed to make a special kind of communication.

Another important point to remember in learning to write a foreign language is that it appears that it is not always common to have the same idea or concept expressed or interpreted identically in any two languages so that it is quite unsafe to try to force the use of one language idiom into another. To illustrate this idea, let us take some examples

from the languages we are concerned with here:

- | | | | |
|------|-----------|---|-----------------------------|
| (i) | Xhosa | - | (<u>ubuso ngobuso</u>) |
| | English | - | "face to face" |
| | Afrikaans | - | (van aangesig tot aangesig) |
| (ii) | Xhosa | - | (<u>esenzweni</u>) |
| | English | - | "red handed" |
| | Afrikaans | - | (op heterdaad) |

The phrases in all three languages express the same phenomenon but through the use of different concepts.

5.6.2 Kinds of Written Exercises

5.6.2.1 Transcribing

Transcribing in the new language makes the students look at the words to note their inflections and structures. As they write them down they are learning both sentence structure and meaning, e.g.:

(baleka inja)

"run from the dog"

(UThemba ubaleka inja)

"Themba is running away from the dog"

(UThemba usukela inja)

"Themba is running after the dog".

Thus the student learns something about the subject, the verb, and the object of a sentence and how these stand in relation to one another in a sentence. The students must, of course, know the meanings of the sentences they are transcribing. On top of the simple sentences copied from the writing board, the students may then be allowed to add objects, adverbs,

adjectives, etc., to see if they can augment the sentences or extend them correctly, e.g.:

(USipho uthanda UNizopho (kakhula)), adverb.
"Sipho loves Nozipho (very much)"

(uHani uthetha isiXhosa (esimnandi)), adjective
"Hani speaks (beautiful) Xhosa"

(uLunga ufunda incwadi (yonke imihla)), adverb
"Lunga reads a book (every day)".

Among written exercises to transcribe that may be given to the students are cases where students have to fill in some word left out in a sentence, e.g.:

(wayi ----- inyoka ngentonga).
"He ----- a snake with a stick".

(uThemba ----- umbhoxo esikolweni).
"Themba ----- rugby at school.

(uNomsa ----- iti ekomityini).
"Nomsa ----- tea into the cup".

The standard or degree of difficulty of such sentences will be determined by the present amount of vocabulary the students already have in the new language.

5.6.2.2. Question and Answer

When the students have gained some rudiments of the target language they can then be given some graded 'question and answer' exercises whereby answers are embodied in the questions themselves. The questions should contain words for answers but all the information, and the questions, should also call for entirely new sentences. Such exercises should, however,

be preceded by oral drills and should cover areas of interest to the students.

5.6.2.3 Short Explanations

Students with a fair command of the language should be allowed to write short explanations or descriptions of, say, (isikolo sam) - "My school", (inja yam) - "My dog", (abahlobo bam) - "My friends". These should be preceded by oral preparation and once these short exercises have been mastered, free compositions in the new language can be done. It is observed that the above simple topics do not impress university students learning Xhosa because they say such topics make them feel childish and stupid for they wrote on such topics in their home languages when they were in the lower primary schools.

5.6.2.4 Translation

Translation may be defined as the transference of thoughts from one language to another. In translating any text as a means of teaching a particular language, it is not the words or sentences that must be translated but the thoughts, concepts and statements as wholes. If this cannot be achieved, translation should not be done at all. The biggest challenge to the students is that concepts and objective contents of one language do not always coincide with those of another, and least of all between Xhosa and English or Afrikaans as previously demonstrated.

If there is translation to be done from the home language to the new and vice versa, the tendency is for the teacher to

adopt a translation method of teaching right from the outset. Attempts should be made to prevent the common conscious transmutation of the home language phraseology whenever attempting to speak or write the new language. Common errors in this respect are with such phrases as :

(UMama (wam)) - "My mother"

(uyise (wakhe))- "his father"

(ndiyagodola (banda)) - "I am cold".

This transmutation is caused by the habit of thinking first in the mother-tongue before the same idea is expressed in the new language. That is why foreign students of Xhosa whose home language is English will use the words placed in brackets in the above examples.

It does not seem right to use translation as a means of conveying the semantics of foreign words nor as a means of testing students' comprehension of foreign speech and writing, as we are prone to do. On the other hand, however, translation, whereby students express the same ideas in two different languages, cannot be dispensed with in language teaching because it represents the kind of comparison of the foreign and native languages which ensures the conscious acquisition of the foreign language.

5.6.3 The Teaching of Grammar

Grammar may be defined as the science of language study that described how words work together in a sentence, that is, the various ways in which they are related to each other, and the

part that each plays in expressing meaning. Grammar forms an integral part of language and the one who speaks a language correctly speaks it grammatically. But in learning to speak, read, and write a foreign language, strict adherence to formal grammar in the beginning stages retards progress and the best approach may well be to learn only basic grammatical rules which are necessary at that particular stage of linguistical development. For example, students need not make sure that they are speaking in the present subjunctive, or continuous past perfect before they begin to speak.

There is always the problem of what grammar to teach first especially to a university student learning a foreign language because he already knows so much of his own mother-tongue grammar. In our case there is a lot of Xhosa grammar that differs completely from English or Afrikaans grammar which could make interesting study to such a student.

In the teaching of grammar, therefore, it is important to distinguish between gaining the knowledge of grammatical rules on the one hand, and having the practical skills involved in using appropriate grammatical constructions in speech or writing, on the other. The teaching of grammar should then be largely carried on through the ample use of model sentences and very numerous examples through the direct method. Construction sentences, sentence completion, and question and answer drills may be used. Teachers of foreign languages have to establish for their students correct language usage

and not accurate grammatical knowledge as such.

5.7. Aids to Writing

5.7.1 General

Xhosa is a phonetic language in the sense that there is a high logical relationship or correlation between its sounds and the graphic images that characterise them. Therefore as soon as aural stimuli have been responded to, the spelling in written exercises becomes something less of a problem. This relation or correlation is strengthened by the simplicity of the vowel system of Xhosa which causes a lot of trouble for instance in English. The vowels a, e, i, o, u, in Xhosa, in whatever combination with consonants they may be found, will always be pronounced the same.

5.7.2 Cards and Charts

The students could make their own birthday cards to be used during the birth dates of the classmates. Varied sentences may be written on them, such as:

- | | | |
|--------------------------|---|------------------------|
| (<u>izolo elinye</u>) | - | "day before yesterday" |
| (<u>ngomsomnye</u>) | - | "day after tomorrow" |
| (<u>kwiveki ezayo</u>) | - | "Next week", etc. |

to indicate when some dates are due. Students should be free to write anything to one another on this occasion and the teacher should also read the messages so as to direct the learning. This exercise is likely to be enjoyed by the

younger students. There may also be a chart used for "Thought for the Week", or "Read and be wise", which one sometimes finds in some classrooms at our schools. Those done in Xhosa will stimulate the skill of writing something sensible.

5.7.3 Pictures and Drawings

Students will have to compile picture dictionaries for themselves for the learning of Xhosa. They may paste pictures in a scrapbook or paint them or draw the pictures in the books themselves. Underneath each picture there must be a short caption to describe the picture, e.g.:

(intombazana ikha amanzi) - "A girl fetching water"

(Amadoda asela utywala) - "Men drinking beer"

(Abantwana baya esikolweni)- "Children going to school".

Students could write more about the pictures and drawings to describe all that they imagine to be taking place.

----- oOoOo -----

CHAPTER SIXCONCLUSION AND SUGGESTIONS FOR THE FUTURE6.1 The Scope of Foreign Language Study

Foreign language study is one continuous process embodying all aspects of the language. It is therefore hardly necessary to make a distinction between the practical and the theoretical study of a language; between learning to understand, speak, read, and write it on the one hand, and studying its history and etymology on the other.

"None of the two spheres is less scientific than the other". (Cf. Sweet, 1964, p. 1).

Different peoples use varying amounts of gestures in their conversation. These gestures and facial expressions are essential non-verbal elements that are part of the language of communication, and provide strong background to speech. These elements should not be left out in the study programme of a language.

The way a White student goes about learning an African language in South Africa today will inevitably be influenced by how his family, his school, his contemporaries, and the community as a whole in which he lives, feel about the idea of learning an African language and their attitude towards the speakers of the language being studied. Mutual understanding and respect between the White and the Black peoples of South Africa cannot be brought about only by studying one another's languages at school and university. In fact, for

such studies to be meaningful and significant, harmony and acceptance has to exist among the non-school-going populations first, or at the same time.

At present, the universities in South Africa are the best equipped institutions of learning to handle foreign language studies. Native speakers assisting at South African universities at present have to be graduates and are responsible for, among other things, reading and translation exercises, compositions, language laboratory sessions, etc. The schools have not got this privilege as yet. Students taught Xhosa at school by incompetent non-Xhosa-speaking teachers may leave school speaking a peculiar kind of Xhosa which is not much different from "fanakalo" or the mine-language. Students at the schools are often tempted to use their home language in a Xhosa class against the teacher's instructions, because for some of them their Xhosa is too poor to try it out, while for others the teacher's Xhosa is too poor for him to understand them.

Because of the fluid situation in South Africa about the teaching and learning of Xhosa as a foreign language and the rapid changes all around, our conclusions and suggestions for the future may appear to be misleading, or at times even misinformed because it is difficult at this stage to predict what will transpire next in this particular field. Our suggestions and recommendations will hold good for the primary schools as well, in view of the fact that we are taking into account the possibility that a fully fledged programme of teaching

Xhosa in White schools will affect the primary schools as well.

6.2 The Learners and the Teachers

6.2.1 The Learners

It is common knowledge that children are good and quick learners of languages and the earlier they commence learning the new languages at school, the better. This means that after approximately three years at school, most pupils, if not all, have grasped the learning processes, have mastered to a fair degree their home language, and are ready to start learning a foreign language. A child learns a new language without resistance, without self-consciousness, without analysing it, without comparing it to his mother-tongue, and without the mental shock of discovering that the new language does not express ideas in the same manner as his mother-tongue.

Having realized that learning a new language is a long process requiring constant practice over many years, the major inadequacy of our system involving Xhosa may be said to be the teaching of too little of the language too late. This is because most students commence learning this language in standard nine. Students in their first year at university should be put into two streams, viz. those who have studied Xhosa in matriculation should be in one stream, and those who have not in the other.

The writer's personal experience as a professional assistant at a White university is that the average White South African

undergraduate does not place proficiency in an African language high on his list of educational priorities. This also brings into consideration the problem of values. Students are motivated to invest time in something which has at least potential value. For example, they would react with interest if they were made aware that a working knowledge of Xhosa would secure them a good position in, inter alia, African schools, African Affairs Departments, industries with African labour, the South African Broadcasting Corporation, etc.

6.2.2. The Teachers

At the present time there is no special training of teachers at our teacher-training centres, to teach foreign languages, beyond the handling of second languages. This means, therefore, that there must be regular in-service training of teachers of foreign languages where an opportunity will be afforded the seasoned teachers to synthesize their own training and professional capabilities with the new information and techniques they are learning. In order to assist teachers there should be foreign language liaison committees to see to the structure of the curricula; to explore study facilities at school, college, and university; to examine the foreign language teacher training programme, and to consolidate and systematise all research work on foreign language teaching and learning.

Most of the teachers who teach Xhosa in White schools admit themselves that they have anything but a thorough knowledge of the language. Their lot is made more pathetic even by the

lack of aids like records, tapes, films, etc. This condition makes it too difficult for them to have insight into the language and to act as interpreters of the foreign culture. Regular meetings between these teachers, educational officers from the department, and university departments of Xhosa, to review language teaching on materials, methods, testing, etc. would afford the teachers an opportunity of learning from one another's successes or failures.

If it is not possible to bring a native speaker into the actual teaching situation as it seems the case with Xhosa at the schools, Xhosa material to be taught may be discussed regularly by a committee which should have native speakers among its members to provide insight into the customs, mores, and values of their people. Such a committee could serve a number of schools in an area.

Teachers of a particular grade in foreign language teaching can assemble once weekly or so at a convenient centre in an area for intensive briefing for the work to come. The specialist may suggest follow-up activities at the session. But, if this cannot work, a roving Xhosa-speaking specialist could be attached to a university or college to visit a fixed number of schools in the vicinity once or twice a week to teach the students, brief the teachers, and suggest follow-up work.

To compromise with the situation, it is not difficult to find in Xhosa-speaking areas Whites who are not trained teachers but who are very fluent in spoken Xhosa, e.g. farmers and

shopkeepers and who may render invaluable service to oral classes of Xhosa in the White schools.

6.3 The Subject Matter

We have had to contend with some criticism of our university courses in Xhosa from students themselves who considered that these courses are so heavily loaded with linguistics and other theory that successful students who leave university after three or four years of study, are not anywhere near being proficient speakers of the language. They cannot use it practically in communicating with the native speakers. One reason for this is that it is possible for a teacher to teach the grammar of a language that he has no real command of. On that score, West has this to say,

"Grammar-reading is the resort of the teacher who does not really know the language he is teaching".

(West, 1960, p. 85).

The other reason could be that because it is not easy to test fluent speaking ability or writing ability, grammar is popular with examiners for its questions are easy to set and correct.

In this exposition, we have been trying to suggest that in learning a foreign language the practical skills of listening, speaking, reading, and writing should receive prompt attention. These skills should be taught with methods that strengthen their co-ordination and interrelationship. Training in listening and speaking, for example, should continue long after the pupils have started reading and writing.

Studies in literature should be developed later for deeper appreciation of the aesthetic value of literary art. It should not be assumed that language skills can always be taught along with the study of literature.

While it is possible for one to study and know other people's language better than some of its native speakers, it often suffices to those with linguistic talent who study systematically under favourable circumstances to achieve the ability to converse on ordinary topics with such fluency and correctness as to be understood and to write and read the language fairly accurately.

6.4 Teaching Aids and Methods

6.4.1 Methods of Teaching

To avoid teaching Xhosa that is different from the language spoken by the Xhosa people, teachers of Xhosa in White institutions should emphasize the most useful words and structures that constitute basic everyday communication among the people. South Africa is in a fortunate position in that native speakers of all the languages found within her borders can be used to teach their languages to other groups for better results than the case is now.

For the teacher in the foreign language classroom, we may suggest the following Do's and Don'ts :

- (1) Don't talk too much. Give the students a chance.
- (2) Insist that a student's answer be distinctly heard by every student every time.

- (3) Always aim at perfect pronunciation yourself because you set the standard.
- (4) Go back to the student who made the mistake or failed to answer and get it from him correctly before you move on.
- (5) If by chance you call on two students in succession and get the wrong answers from both, this is already too much incorrect "Xhosa". Either get the correct answer by calling on someone you know who will get it right, or give it at once yourself. Then have it repeated by the entire class.
- (6) Don't go on to the next point until you get a response at normal speed and with acceptable intonation.
- (7) Pose certain questions to certain students according to your expectations of their ability to give a correct answer.
- (8) Make sure about the objectives of the course you are teaching and check yourself frequently that you are working towards them.
- (9) Avoid giving students artificial sentences in weird tenses for an exercise and always allow repetition of correct answers.
- (10) Give assignments loudly, clearly, prominently and fully and give as little translations to be done as possible. Prefer contextual translation exercises from home language to the new.

- (11) For beginners move from hearing to speaking, to reading and then to writing and co-ordinate all four phases towards the end.
- (12) Give grammatical rules descriptively and not prescriptively, i.e. explain the grammatical structures they have used and don't give them the structures to use or rules to follow.
- (13) When instructions are given in the target language itself, be sure you give one instruction at a time and, most important, be sure that the language used and the instruction itself is at the student's level.
- (14) Encourage the students to answer in full sentences every time they do an exercise so as to familiarise themselves with sentence patterns in Xhosa.
- (15) Make your exercises of comfortable length, covering a specific subject, and related to what is being currently taught in the classroom.

For students whose knowledge of the language is poor, as is often the case with those studying Xhosa, reading should follow the pattern of first getting the pronunciation and meaning of new words and phrases in a particular lesson followed by questions on what the students read about to provide them with some setting and background. For the beginners some of the questions may be translated. The third stage should be the actual reading with the teacher's aid where possible. This should be followed by comprehension questions on the text read and lastly, the students should read aloud in turn as a

follow-up on pronunciation and understanding. This suggests that pace is important in learning a foreign language. This should neither be too fast nor too slow in order to allow just enough time for the student to form definite associations with what he remembers and to avoid loss of continuity.

Since individuals differ in ability to learn, large numbers of students in a class may be grouped according to their levels of proficiency already gained for tutorial work. Seeing that numerous structures in a foreign language have to be memorised to be retained, the element of individualization can be brought into the system of testing and evaluating students' performance in the foreign language by letting them pass or fail by terms, and not by whole years. Language requirements for graduation in a foreign language could be defined in terms of overall achievement, not in terms of course years. (Cf. International Journal of American Linguistics, Part II, Volume 32, No. 1, 1966, p. 167).

Some of the conclusions reached on method of teaching and learning a foreign language may be reduced to the following propositions :

- (a) The process of acquiring a foreign language should have both an intuitive and a conscious character. There must be the natural feeling for language and an effort to assimilate it.
- (b) The decisive factor governing the full assimilation of a foreign language is linguistic practice, i.e. speech in the foreign language in all its forms and

basic processes.

- (c) The process of teaching foreign languages in schools and universities must be based on the principle of the organic unity of the foreign language with thought. The basic principle of such teaching being that of thinking in a foreign language.
- (d) Unity of foreign language and thought cannot be secured through translation except where translation is employed as a technique to explain the characteristics of thought in a foreign language.
- (e) When students try to speak the new language, they must concentrate on the thought to be expressed and not on the linguistic characteristics of speech. They must try to make their speech in the foreign language not simply reproductive, but productive and creative.
- (f) These proposals serve only as scientific foundations for various methods, procedures, and devices which may yet be discovered or established by educationists and teachers.

6.4.2 Teaching Materials and Aids

We have stated that at the moment we do not have appropriate materials in Xhosa for teaching it as a foreign language. We have, however, mentioned a number of aids which could be used with a great deal of improvisation on the part of the teacher.

This gives the teacher added responsibility and liberty to experiment in the teaching situation some of his plans for better teaching.

For the time being, nevertheless, we would encourage more use of available audio-visual aids including trips and visits to areas of native speakers of Xhosa so as to expose the students to the language and culture they are studying. The radio could be made more use of in this regard; thus bringing into every class the voice of a specialist, or native speaker through the radio or tape recorder. Tapes or records of prescribed work and recorded by a qualified native-speaker teacher could be labelled, catalogued and properly stored.

One university in South Africa is starting to use abridged versions of Xhosa books with long columns of words translated into English and Afrikaans at the bottom of each page. This seems to help the student but is condemned by other linguists who consider that in this way the students are only getting watered-down, diluted literature. The problem here is prescribing work beyond the comprehension of the students and in some cases, of the teachers as well. Literature should be studied only by those who may derive something out of it.

It seems to give our young students certain status and a feeling of greatness to have done so and so's book or books, no matter how.

The language used in the Xhosa school readers that are used so much in our White schools and universities is not suitable for foreign students. University students reading with difficulty

from a Sub A Xhosa reader, often asked themselves if they would ever know the language. This destroyed their self-confidence. Teachers and lecturers should compile and print special texts for their students. The universities who are already producing their own learning materials, planning their own syllabuses, and drawing out their own entire teaching programmes independently of one another, could consolidate their efforts, co-operate with the schools and present a better performance for the benefit of all who learn and teach Xhosa as a foreign language.

The language laboratory is one of the most useful aids or techniques for teaching a foreign language. All our universities have this facility but most of our schools have not. It is pleasing to note that for those who have language laboratories, and I believe that the others will soon have them too, courses are being given periodically on how to run and maintain this facility at various centres in South Africa.

The language laboratory should serve the purpose of over-learning what has already been drilled orally in the classroom. The element of time is important in the language laboratory. More difficult drills will certainly occupy the student for a longer time but to avoid stagnation and fixation, each language laboratory period should not exceed 25 minutes in the high school, and 40 minutes in the university.

If this facility is not used properly, it may not yield the desired results. Some of the proposals for using a language laboratory in the teaching and learning of a foreign language

are the following :-

- (i) It should be used mainly for providing extensive individual practice and for testing the listening comprehension skills.
- (ii) Materials and methods used in the language laboratory must correlate closely, and at every stage of instruction, with those of the classroom.
- (iii) Foreign language teachers must be deeply involved in planning for the choice, placement, scheduling, and use of language laboratory equipment.
- (iv) At least with first and second year classes laboratory practice should be scheduled for fairly brief but frequent periods with qualified language instructors in full control at all times.
- (v) There should always be training given to teachers of foreign languages in the use of the language laboratory as we have stated above.

6.5 Conclusion

To conclude, it ought to be clear by now to those concerned that the venture of learning and teaching Xhosa as a foreign language to Whites in South Africa is not without problems. It would appear that its success will depend largely on what the learners, teachers, parents, and the politicians make of it. In the midst of numerous changes taking place in South Africa nowadays, the challenge for our educators is to provide better teaching by well informed exponents, using all the

knowledge, skill, and techniques which are available to ensure that the teaching of Xhosa as a foreign language meets inter alia the requirements of our times.

In view of the fact that this is a relatively new field and, to a great extent, still unfolding, a great deal of what has been said in this conclusion is necessarily tentative and might well have to be altered at a later date.

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APPENDIX A (1)

SENIOR CERTIFICATE/SENIOR SERTIFIKAAT

XHOSA LOWER/LAER

(First Paper)/(Eerste Vraestel)

Two hours/Twee uur

DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYSCAPE OF GOOD HOPE
KAAP DIE GOEIE HOOPSENIOR CERTIFICATE EXAMINATION
SENIOR SERTIFIKAAT-EKSAMENWrite on the front cover of your answer-book, after the word
"Subject" -

XHOSA LOWER (FIRST PAPER)

Skryf op die voor-buiteblad van u antwoordeboek, teenoor die
woord "Vak" -

XHOSA LAER (EERSTE VRAESTEL)

Above each answer write the number of the question:
Skryf bo-aan elke antwoord die nommer van die vraag:

- N.B. Candidates are warned that marks will be deducted for slovenly work as well as for mistakes in spelling, word-division, punctuation and paragraphing.
- L.W. Kandidate word gewaarsku dat punte afgetrek sal word vir sowel slordige werk as spelfoute, foutiewe woordverdeling, swak interpunksie en verkeerde indeling in paragrawe.

SECTION A / AFDELING A

1. Write an essay about one and a half pages in Xhosa on ONE of the following topics:

Skryf 'n opstel van ongeveer een en 'n halwe bladsy in Xhosa oor EEN van die volgende onderwerpe:

- (a) Iphupha endilithandayo.
 (b) Imoto endala ibalisa ngobomi bayo.
 (c) Amaxesha onyaka.
 (d) "Ukubambisa isisila sehobe." Cacisa ubunyani bala mazwi ngokuzekelisa ngebalana.

/30/

PLEASE TURN OVER / BLAAI OM ASSEBLIEF

2. Write a letter in Xhosa on ONE of the topics below. Inclusive of the address, salutation and conclusion, your letter should be about a page in length.

Skryf 'n brief in Xhosa oor EEN van die onderstaande onderwerpe. Met inbegrip van die adres, aanhef en slot, moet u brief ongeveer 'n bladsy beslaan.

- (a) Bhalela umhlobo wakho umbalisele ngomdlalo obe uphakathi kwesikolo sakho nesinye.
- (b) Ufuna ukufunda kwesinye isikolo. Bhalela intloko yeso sikolo ucele indawo. /15/

SECTION B / SECTION B

3. Translate either the English or the Afrikaans passage into Xhosa.

Vertaal óf die Engelse óf die Afrikaanse stuk in Xhosa.

A boy whose business it was to tend some goats, as night came on collected them together and began to take them home. But one of the herd, a she-goat, refused to take any notice of the boy's call, and continued to nibble the grass that grew on the rock where she stood. At last the young goat-herd lost his patience, and, picking up a stone, flung it at the goat. It struck one of her horns, which broke off in the middle. Being frightened at what he had done, and fearing his master's anger, the boy fell on his knees in front of the goat and implored her not to say a word about the damage he had done, for he had no idea of aiming so well.

The goat said, "If my tongue were altogether silent, my horn would be bound to tell the tale."

'n Seun wie se werk dit was om bokke op te pas, het, toe dit aand word, hulle bymekaar gemaak en huis toe begin jaag. Maar een van die trop, 'n ooi, het geen ag geslaan op die seun se geroep nie en het aangehou om te kou aan die gras wat groei op die krans waar sy staan. Uiteindelik het die jong bokwagter ongeduldig geraak, 'n klip opgetel en die bok daarmee gegooi. Dit het een van haar horings getref, wat in die middel afgebreek het. Beangs oor wat hy gedoen het, en uit vrees vir sy baas se woede, het die seun op sy knieë voor die bok neergeval en haar gesmeek om nie 'n woord te rep oor die skade wat hy aangerig het nie, want hy het geen bedoeling gehad om so goed te mik nie.

Die bok sê toe: "Al sou my tong heeltemal swyg, sal my horing tog die storie vertel."

4. Translate into English or Afrikaans:

Vertaal in Engels of Afrikaans:

Ngexesha leholide, uTom, inkwenkwe yaseKapa, uhambe nabazali bakhe, waya kuchitha iholide kuloSipho eMbokothwana. UTom lo ke ube engazi nto konke ngezilo. Ngaphandle kwenja nekati ube engazi silo simbi. Ube ecinga ukuba inyama iyabunjwa njengesonka. Ubisi lona ube ecinga ukuba lwenziwa ngugqira njengeyeza. EMbokothwana ke ubone izilo ezininzi, wazithanda kakhulu, ebuza imibuzo emininzi ngazo - imibuzo ebonakalise ukuba akazi nto ngezilo.

Amakhwenkwe akwaMashiya ayiphawula le nto, ayihleka kakhulu. Ayihleka ngakumbi ngenye imini akuva le nkwenkwe yaseKapa incoma ubuhle bezi zilo, isithi ifuna ukuthenga idonki, iye nayo eKapa, iyifuye. Wathi uSipho kubaninawa bakhe, "Inene, phambi kokuba uTom abuyele eKapa, ndiza kumfundisa ubukhwenkwe." /20/

5. (a) Translate into English/Vertaal in Afrikaans:

- (i) Nanziya iinkomo zisitya ingca ende eluhlaza emadlelweni.
- (ii) UThami walithwala iqanda lakhe entloko, wenyuka intaba.
- (iii) Ndifuye iigusha ezininzi ukuze ndifumane imali ndakucheba.
- (iv) Bafazi hlakulani; makhwenkwe yalusani iibhokhwe; bafana xhelani le nkomo.
- (v) Ndithanda inyama ethambileyo kuba andinamazinyo. (10)

(b) Translate into Xhosa/Vertaal in Xhosa:

- (i) Ask for a pumpkin from one of those women over there.
Vra een van daardie vrouens vir 'n pampoen.
- (ii) Let us not make fire before the cattle settle down.
Laat ons nie vuurmaak voordat die beeste gaan lê nie.
- (iii) I know you want some mealies, Thami. Here you are.
Ek weet jy wil mielies hê, Thami. Hier is dit.
- (iv) Sipho called Lizawe outside because he did not want Nothemba to hear.
Sipho het vir Lizawe na buite geroep, want hy wou nie hê Nothemba moet hoor nie.

(v)/.....

- (v) Who is the man who does not know that mothers love their children?
Wie is die man wat nie weet dat moeders hulle kinders liefhet nie?

(10)
20

6. Choose any FIVE of the following and use each in a good Xhosa sentence to show that you know its meaning:

Kies enige VYF van die volgende en gebruik elkeen in 'n goeie Xhosasin om te toon dat u die betekenis daarvan ken:

- (a) ukutya izithende.
(b) ukubetha ngezikaTshiwo.
(c) ukufa isiqaqqa.
(d) iliwa libheke umoya.
(e) inxele likaKhetsekile.
(f) ukuba ngundaba-mlonyeni.
(g) amaphuth' ahlathinye.

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APPENDIX A (2)

SENIOR CERTIFICATE/SENIOR SERTIFIKAAT

XHOSA LOWER/LAER

(Second Paper)/(Tweede Vraestel)

Two hours/Twee uur

DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYSCAPE OF GOOD HOPE
KAAP DIE GOEIE HOOPSENIOR CERTIFICATE EXAMINATION
SENIOR SERTIFIKAAT-EKSAMENWrite on the front cover of your answer-book, after the word
"Subject" -

XHOSA LOWER (SECOND PAPER)

Skryf op die voor-buiteblad van u antwoordeboek, teenoor die
woord "Vak" -

XHOSA LAER (TWEEDE VRAESTEL)

Above each answer write the number of the question.Skryf bo-aan elke antwoord die nommer van die vraag.

N.B. (a) The answers to Section C and D may be given in English or in Afrikaans or in Xhosa. No mixture of media is, however, allowed in answering any one question except that technical terms in English or in Afrikaans may be used in an answer in Xhosa.

(b) At least 25 marks must be obtained in Section B.

(c) Candidates are warned that marks will be deducted for slovenly work as well as for mistakes in spelling, word-division and paragraphing.

L.W. (a) Die antwoorde op Afdeling C en D kan óf in Afrikaans óf in Engels óf in Xhosa gegee word. Geen vermenging van voertale word egter by die beantwoording toegelaat nie, behalwe dat tegniese terme in Afrikaans of Engels gebruik kan word in 'n antwoord wat in Xhosa gegee word.

(b) Minstens 25 punte moet in Afdeling B behaal word.

(c) Kandidate word gewaarsku dat punte afgetrek sal word vir slordige werk sowel as vir foutiewe spelling, woordverdeling, interpunksie en indeling in paragrawe.

PLEASE TURN OVER/BLAAI OM ASSEMBLIE

SECTION C / AFDELING C

N.B. The questions of Section C deal with two prescribed books. On each of these books two questions are set, numbered (a) and (b). Answer EITHER questions 1(a) and 2(b) OR 1(b) and 2(a).

L.W. Die vrae van Afdeling C handel oor twee voorgeskrewe boeke. Oor elk van hierdie twee boeke word twee vrae, genommmer (a) en (b), gestel. Beantwoord nou óF vrae 1(a) en 2(b) óF vrae 1(b) en 2(a).

1. B.B. MAFUYA - Bhota Nonceba

EITHER / óF (a) Briefly relate how Funeka ill-treated her sister Nonceba and explain the reasons for this action on Funeka's part.

Vertel kortliks hoe Funeka haar suster Nonceba sleg behandel het en verduidelik die redes vir hierdie optrede van Funeka. /20/

OR / óF (b) Carefully read the passage below and then answer the questions that follow :

Less die onderstaande stuk noukeurig deur en beantwoord die vrae wat daarop volg:

Kwakucacile ukuba le ntokazi iyangcangcazela ngumsindo, yathi kwakanye, "Nonceba!"

Lowo wayebizwa waxhuma wema ngeenyawo selengcangcazela kucaca nje ukuba limyile. Yaqhuba ke yathi, "Yintoni le ndiyiva ngawe? kanti unje? Hi?", yatsho le ntokazi inyathelela phezulu ukuya kuye. Kobukeleyo yayibonakala njengegeza kanye. "Kudala ndikuxelela ukuba siya kuze sihlangani. Namhlanje ke uza kundazi, ntondini!" Ngalo lonke eli xesha iyamngomba ngamanqindi uNonceba. Yena wema nje kuphela ukuba ahlanganisele ubuso bakhe. Wayengalili mpela. Kuphela nje wayesithi, "Uxolo, mama, O yini, mama uyandibulala! Ndixolele."

(i) Ngubani lo wayengcangcazela ngumsindo? (2)

(ii) Yintoni le yenziwa nguNonceba? Cacisa. (6)

(iii) Wayebonwe ngubani uNonceba esenza le nto iku (ii)? (2)

(iv) Lo mfana kuthethwa ngaye apha ngubani? (2)

(v) Wahluhlwa njani uNonceba kulo mfana uku (iv)? (4)

(vi) Wayeyintoni uyise kaNonceba? (2)

(vii) Saba yintoni isiphelo sikaNonceba? (2)

2. G.B. SINXO - Isitiya

EITHER / óF (a) Describe the outstanding features/ qualities of Noqebeyi in the story "Iqhayiya lesikolo sakhe."

Beskryf die uitstaande eienskappe/ge-aardhede van Noqebeyi in die storie "Iqhayiya lesikolo sakhe." /20/

OR / óF (b) Carefully read the passage below and then answer the questions that follow:

Lees die onderstaande stuk noukeurig deur en beantwoord die vrae wat daarop volg:

Ngenye imini uThembekile waya edolophini, esekuchwayitani okukhulu kuba esiya kuthengela umfazana wakhe impahla yokunxiba Kwaba lixsha elide engabuyi, wada waxhala uNomfanelo engazi ukuba ubangwe yini na namhla ukuba angabuyi.

Kwathi ehleli njalo kwee thu amadoda amakhulu amabini, uSwelindawo noSonwabo, bekhatshwa ngamakhosikazi amabini omthandazo, uNonenti noNomanaji. Kwa oko lwabetha uvalo lwakhe. Bafika bambikela ezimbi kunene, zokuba umyeni wakhe ugilwe nguloliwe, wafa kwa oko.

- (i) Nika isihloko ekuthatyathwe kuso esi sicatshulwa. (2)
- (ii) Ngubani lo waya edolophini ngenye imini? (2)
- (iii) Wayesiyi kwenzani? (2)
- (iv) Bangaphi abantu abafika kuNomfanelo? (2)
- (v) Ngobani amagama abo? (4)
- (vi) Babeze kwenzani kulo mzi? (2)
- (vii) UNomfanelo wafumana mntwana mni? (2)
- (viii) Wathi ngubani igama lakhe? (2)
- (ix) Nika intsingiselo yeli gama liku (viii) ngentla. (2)

/20/

SECTION D / AFDELING D

3. Re-write the following sentences, changing each of the words in italics into the corresponding singular form:

Skryf die volgende sinne oor en verander terselfdertyd die skunsgedrukte woorde na die enkelvoudsvorm:

- (i) Siyazi ukuba sibakhulu kunabo. (4)
- (ii) Izidenge zinamandla ngaphezu kwenu. (3)

PLEASE TURN OVER/BLAAI OM ASSEBLIEF

APPENDIX A (3)

JOINT MATRICULATION BOARD
GEMEENSKAPLIKE MATRIKULASIERAAD

MATRICULATION EXAMINATION
Matrikulasie-Eksamen

XHOSA (LOWER GRADE) : FIRST PAPER
XHOSA (LAER GRAAD) : EERSTE VRAESTE:
(150 Marks/Punte)

(Time/Tyd: 2½ Hours/Uur)

N.B. Neatness and clear presentation will count in the candidate's favour.

L.W. Netheid en duidelike aanbieding sal in die kandidaat se guns tel.

SECTION A / AFDELING A

1. EITHER: Write an essay in Xhosa, of about a page and a half in length on ONE of the following subjects:

OF: Skryf 'n opstel in Xhosa, van ongeveer een-en-halwe bladsy, oor EEN van die volgende onderwerpe:

- (a) Umsebenzi endiwuthandayo.
- (b) Ukuhambela kwam eTranskei.
- (c) Imini endingasoze ndiyilibale.

OR: Write a dialogue in Xhosa between two friends who are both interested in farming:

OF: Skryf 'n dialoog in Xhosa tussen twee vriende wat albei baie in boerdery belangstel. (50)

2. Write ONE of the following letters in Xhosa. The letter must not exceed one page in length, including the address(es), salutation and conclusion:

Skryf EEN van die volgende briewe in Xhosa. Die brief moet nie meer as een bladsy lank wees nie, ingeslote die adres(se), aanhef en slot:

- (a) Imali yakho iphelile. Bhalela uyihlo ucele ukuba akuthumele i-R10. Mxelele isizathu sokufuna kwakho le mali.
- (b) Kukho iimpahla ozithengileyo ngeposi. Zakufika, ufumene into yokuba azilunganga. Bhalela umphathi wevenkile ucele ukuba akubuyisele imali yakho. (25)

SECTION B / AFDELING B

3. Translate into English / Vertaal in Afrikaans:

Kumnandi kakhulu ukuhlala ekhaya. Sivuka ekuseni sisebenze. Amakhwenkwe avuka aye kusenga iinkomo. Amanye abopha iinkabi zeenkomo aye kulima okanye aye kuhlakula okanye aye kuvuna emasimini. Amakhwenkwe ashiyeke ekhaya avulela impahla engabotshwanga nengabotshwayo ayikhaphеле emadlelweni. Umsebenzi wamantombazana wona kukupheka, ukutshayela izindlu, ukuvasa zonke izinto ezimdaka, ukutyabeka nokusinda izindlu. Ancediswa kuwo wonke lo msebenzi ngoonina. Enye into ethandwa ngamantombazana kukucula nokuhleba! Umsebenzi wamadoda kukudla, ukutshaya, ukusela, nokuzula apha esithubeni! Akhona phofu amadoda nqo. (15)

4. Translate into Xhosa / Vertaal in Xhosa:

One day I went with some friends of mine to town. It was on a Saturday because we do not have an opportunity during the week. There were many people in the streets, going to and fro, and looking at the things being sold in the shops. First, we went to buy something to eat, as we had not eaten at home. We found a place where we got meat and bread and also a very nice cup of coffee. After that we went to look for some clothes. The ones we liked were too expensive. We could not buy them because of the price. At midday we returned home by bus.

Op 'n dag het ek saam met 'n paar vriende van my dorp toe gegaan. Dit was 'n Saterdag, want gedurende die week kry ons nie geleentheid nie. Daar was baie mense in die strate wat heen en weer geloop het, besig om na die goedere te kyk wat in die winkels te koop is. Eers het ons gaan kos koop, want ons het nie tuis geëet nie. Ons het 'n plek gevind waar ons vleis, brood en 'n lekker koppie koffie gekry het. Daarna het ons na klere gaan kyk. Dié waarvan ons gehou het was te duur. Ons kon hulle nie koop teen daardie prys nie. Middag het ons per bus terug huis toe gekeer. (15)

5. Translate into Xhosa / Vertaal in Xhosa:

- (i) His father is beating the child with a stick.
Sy pa slaan die kind met 'n stok.
- (ii) I have bought the chief's horse.
Ek het die kaptein se perd gekoop.
- (iii) Twenty people will arrive.
Twintig persone sal aankom.
- (iv) Do you know that person who is speaking?
Ken jy daardie persoon wat praat?

(v) /

- 5. (v) I did not see my father at home.
Ek het nie my pa tuis gesien nie.
- (vi) He has built large houses.
Hy het groot huise gebou.
- (vii) We shall cross a wide river.
Ons sal 'n breë rivier oorstee.
- (viii) A hungry person likes food.
'n Mens wat honger is hou van kos.
- (ix) We stay in my father's village.
Ons woon in my pa se kraal.
- (x) He built his house again.
Hy het sy huis weer gebou.

6. Translate into English / Vertaal in Afrikaans:

- (i) Isicaka siyitshayele indlu.
- (ii) Nali ihashe lakho, elam lingaphandle.
- (iii) Ixhego lineminyaka elikhulu.
- (iv) Ngubani na la ndoda ithetha noyihlo?
- (v) Ndazifuna iinkabi, kodwa andazifumana.
- (vi) Amantombazana amakhulu adlala nabantwana.
- (vii) Kukho abantu abalungileyo, nabangenjalo.
- (viii) Naliya ihashe lakho emasimini.
- (ix) Musani ukudlala endlwini, yiyani ngaphandle.
- (x) Sikholisa ukuthenga isonka evenkileni. (15)

7. Column (A) contains Xhosa idioms. Column (B) contains an English translation of the idioms in (A), but not in the same order. Re-write these idioms, but match the items in (A) with the corresponding translations in (B):

Kolom (A) bevat Xhosa idiome. Kolom (B) bevat 'n vertaling in Afrikaans van die idiome in Kolom (A), maar hulle is nie in dieselfde volgorde nie. Skryf weer hierdie vertalings neer, maar plaas hulle langs die ooreenkomstige idiome in (A):

Column (A)
Kolom (A)

Column (B)
Kolom (B)

(i) ikhotha eyikhothayo

There is nothing new under the sun
Daar is niks nuuts onder die son nie

(ii) /

Column (A) <u>Kolom (A)</u>	Column (B) <u>Kolom (B)</u>
(ii) <u>ungundaba-mlonyweni</u>	to be comforted om getroos te word
(iii) <u>akuhlanga lungehlanga</u>	you cannot have two bulls in one kraal twee bulle kan nie in die- selfde kraal bly nie
(iv) <u>akukho qaga liziv' ukunuka</u>	he is the talk of the town almal praat van hom
(v) <u>ukukhotha amaxeba</u>	if you want something, ask for it as jy iets wil hê moet jy daarvoor vra
(vi) <u>indlovu ayisindwa ngumboko wayo</u>	he is dead hy is dood
(vii) <u>ukucela kooxhongo</u>	one good turn deserves another een hand was die ander
(viii) <u>ulele kobandayo</u>	each man must do his share elkeen moet sy eie deel doen
(ix) <u>umntwana ongakhaliyo</u> <u>ufel'embelekwani</u>	take to one's heels weghardloop
(x) <u>akukho nkunzi zikhonyayo</u> <u>buhlanti bunye</u>	no man sees his own faults niemand sien sy eie foute raak nie.

(15)

APPENDIX A (4)XHOSA (LOWER GRADE) / XHOSA (LAER GRAAD): 2

JOINT MATRICULATION BOARD - GEMEENSKAPLIKE MATRIKULASIERAAD

MATRICULATION EXAMINATION
MATRIKULASIE-EKSAMENXHOSA (LOWER GRADE) : SECOND PAPER
XHOSA (LAER GRAAD) : TWEEDE VRAESTEL

(175 Marks/Punte)

Time/Tyd)(2½ Hours/Uur

- N.B. (a) The answers to Sections C and D may be given either in English or in Afrikaans or in Xhosa. No mixture of media is allowed in answering.
- (b) At least 25 marks must be obtained in Section D.
- (c) Candidates are warned that marks will be deducted for slovenly work as well as for mistakes in spelling, word-division, punctuation and paragraphing.
- L.W. (a) Die antwoorde op Afdeling C en D kan óf in Afrikaans óf in Engels óf in Xhosa gegee word. Geen vermenging van voertale word in die beantwoording toegelaat nie.
- (b) Minstens 25 punte moet in Afdeling D behaal word.
- (c) Kandidate word gewaarsku dat punte afgetrek sal word vir slordige werk sowel as vir foutiewe spelling, woordindeling, interpunksie en indeling in paragrawe.

SECTION C / AFDELING C

1. NDAWO, H.M. UNolishwa
- (i) Yithi gqaba-gqaba ngesizathu esenza ukuba uNolishwa aziwe naseNooitgedacht. (4)
- (ii) Wakhutshwa yintoni uNolishwa esikolweni? (4)
- (iii) Chaza ngokufutshane ukuba wayeyephi na uNolishwa mhla kwafika abayeni kowabo? (8)
- (iv) Impahla kaNolishwa yafunyanwa phezu komlambo. Ingaba wayezeyelisele emlanjeni kusini na? Chaza. (9) /25/

N.B./

N.B. On each of the following two books, two questions are set numbered (a) and (b). Answer the (a) question on any ONE book and the (b) question on the REMAINING book (i.e. if you have answered 2(a) you must answer 3(b) or vice versa).

L.W. Oor elkeen van die volgende twee boeke word twee vrae, genommer (a) en (b), gestel. Beantwoord vraag (a) oor EEN boek en vraag (b) oor die OORBLYWENDE boek (d.w.s. as u vraag 2(a) beantwoord het moet u vraag 3(b) beantwoord of omgekeerd).

2. DAZANA, S. Ukufika kukaMadodana

EITHER / OF (a) Describe briefly the difficulties encountered by Madodana in his thirst for education.

Beskryf kortliks die moeilikhede wat Madodana in sy dors na onderwys teengekome het. (25)

OR / OF (b) Read the following passage and answer the questions following it:

Lees die volgende stuk en beantwoord die vrae wat daarop volg:

Langena kwakhona ityala. Kwacelwa uDub'legeqa nguSihlalo ukuba atsawule imibuzo eyibhekisa kuMkhumbuzi.

Dub. Kanene ulipolisa likaRulumente?

Mkhu. Ewe, Nkosi, ndililo.

Dub. Andithi kanene, njengomntu kaRulumente ulindeleke ukuba ulwe nezinto ezichasene nomthetho, kwanokuba wena ngokwakho ungenzi zinto zokukhohlisa nokulahlekisa abantu?

Mkhu. Ewe Nkosi.

Dub. Ungumntu oqeshelwe ubulimi na wena njengoMavuso lowa?

(i) Eli tyala lixoxwa apha lelantoni? (4)

(ii) Chaza unobangela weli tyala. (4)

(iii) Nkohlakaloni le yenziwe nguMkhumbuzi? (4)

(iv) Lo Dub'legeqa uthetha apha ngubani? (4)

(v) Chaza ngokuzeleyo izifundo ezafundwa ngabantu kweli tyala. (9) /25/

3. GUYBON B. SINXO Imfene kaDebeza

EITHER / OF (a) NOMADEMFU. Kukho iqhalo apha elithi; utywala buyayikhupha inyaniso, umntu avele nokuba ebezifihlile, abe yiloo nto ayiyo, ewe, liphume ikakade lakhe.

Explain the truth of this statement with special reference to Sithubeni in the short play iRinirongo.

Verduidelik die waarheid van dié bewering met besondere verwysing na Sithubeni in die kort toneelstuk Irinirongo.

OR / OF (b) Read the following passage and then answer the questions following it:

Lees die volgende stuk en beantwoord die vrae wat daarop volg:

UMNQWAZEMFENE. Kwaqala kwalunga! Nantsi impi yakwaGosani isiza. Iza egqireni. Indumasi yethu seyinkulu ngoku. Yabonani ke, andisayi kunuka mkakhe, noko ilali le ikuloo nto. Angathi laa mfo sikhe sanuka umkakhe angabe aphinde abe nento nathi, singangenelwa nto ke. Kaloku amagqobhoka abathanda kakhulu abafazi. Kukho elaa bali bekhe saliva - ndiya kunuka uDebeza, umshumayeli.

UNOMBANDEZELO. Kwo, abanakungakholwa, bhuti.

- (i) Nika isizathu sokuba kuyiwe egqireni yimpi kaGosani. (4)
- (ii) Lo mfo kuziwe ngaye apha uyakholelwa emagqireni? (4)
- (iii) Kungani ukuba lithi eli gqira liza kunuka uDebeza? (4)
- (iv) Abantu belali baranela bani ongaba ligqwira? (4)
- (v) Chaza okwenzeka kuGosani akunyangwa. (9) /25/

SECTION D / AFDELING D

4. (a) Write the following sentences in full, and in each blank space fill in the correct form of -dwa.

Skryf die volgende sinne volledig oor en vul dan die korrekte vorm van -dwa in die oop ruimtes in.

- (i) Ndifuye amahashe
 - (ii) Xelela abafana
 - (iii) Ndiza kubiza uThemba
 - (iv) Sibone iintsana
 - (v) Umama uthathe isitya
 - (vi) Bafana selani utywala
 - (vii) Usana luza kusela ubisi
 - (viii) Mna ndazi kuTsolo
- (16)
(b) /.....

4. (b) Give the plural of the following nouns:
Gee die meervoud van die volgende naamwoorde:
umThembu, umXhosa, umSuthu, inkomo, intsimi,
inkwenkwe, ubuhlanti, ummi, um-Indiya. (9) /25/
5. (a) Rewrite the following sentences in the passive:
Skryf die volgende sinne in die passief (lydende vorm) oor:
- (i) Lo mfo uza kuthuma aba bantu.
 - (ii) ULizo uthabathe isitya sikamakhulu.
 - (iii) Isilo sitya inyama eluhlaza.
 - (iv) Imvula izalise yonke imilambo.
 - (v) Amakhwenkwe abhabhise iimpuku ezininzi ngonoxhaka. (10)
- (b) Give the rules for the formation of the imperative in Xhosa in both positive and negative.
Give examples.
Gee die reëls waarvolgens die bevelvorm in Xhosa gevorm word in sowel die positiewe as negatiewe vorm. (15) /25/
6. Describe the grammatical function of the underlined -ba in each of the following sentences:
(a) in each of the following sentences:
Beskryf die grammatiese funksie van die onderstreepte -ba in elk van die volgende sinne:
- (i) Abantu bathanda ukuthetha ngabanye.
 - (ii) Abona bantu ndibafunayo abakho. Undibizele bambi.
 - (iii) Yiba yindoda mfo wam.
 - (iv) Abafana abahlanu, abafo abamnyama bona, baza kufika.
 - (v) Musa ukuba inyama yamadoda, kwedini. (20)
- (b) qithi, vu, thu, tsi, wambu.
Complete the following sentences using the correct ideophone selected from the list above:
Vul die korrekte klankbeeld uit die lysie hierbo in in die volgende sinne:
- (i) Khanithi phantsi ndibize ubawo.
 - (ii) Ngale mpela-veki siza kuthi eMthatha.
 - (iii) Wamthi ngengubo.
 - (iv) Bathi entabeni sebezimbele izinqe.
 - (v) Yathi phantsi inqawa yexhego. (5) /25/

7. (a) Complete the following as indicated in the top line:
Voltooi die volgende na die voorbeeld van die eerste reël:

- | | | |
|-------|---------------------|----------------|
| (i) | Abantu mabahambe | mabangahambi |
| (ii) | indoda ma-hamba | ma-hamba |
| (iii) | izinja ma-luma | ma-luma. |
| (iv) | usana ma-thetha | ma-thetha |
| (v) | imfazwe ma-pheliswa | ma-pheliswa |
| (vi) | umntu ma-hlala | ma-hlala. (10) |

(b) Form adverbs from the following parts of speech:
Vorm bywoorde van die volgende rededele:

ikhaya, umlambo, uTsolo, umthi, umalume
(5)

(c) Show how you have formed the adverbs in (b) above.
Toon aan hoe u die bywoorde in (b) hierbo gevorm het.
(10)

/25/

APPENDIX B (i)

EXAMINATIONS NOVEMBER 1973

XHOSA III

Paper 1 - Linguistics

Time: 3 hours

Marks: 100

Sub-minimum: 40

Answer four questions

1. Explain why generative phonologists make use of the distinctive feature rather than the phoneme as the basic unit of phonological description. With particular reference to Xhosa, give examples of Jacobson's features and explain why he postulates the features he does.
2. "Subordinate verb forms of relative and participial varieties are very similar in Nguni." Discuss this statement with relevant examples from Swati, Xhosa, and Zulu.
3. Grammatical interpretations by Doke, Jordan, and Lanham of Nguni Adjectives and Relatives differ markedly in terms of the degree of abstraction of the linguistic theory implicitly or explicitly followed.

Answer any TWO:

- (a) "The more abstract the interpretation, the more diffuse the evidence invoked." To what extent is this true of the three main kinds of interpretations thus far offered?
- (b) Outline the different grammatical facts accounted for in each of the alternative interpretations.
- (c) Give the TG syntactic derivations for the following forms:

zisezikhulu (they are still big)
 abantu abangabanga nyulu (people who did not become pure).
4. In what way does Greenberg's classification of African languages differ from older classifications? To what extent are the criticisms that have been levelled at Greenberg's classification justified?

5. (i) Discuss the contention that the solution to the so-called stative verbs in Xhosa is not so much a semantic as a syntactic one.
- (ii) Outline the different grammatical interpretations of Xhosa "identificative copulatives" offered in terms of the Doke model, a constituency /phrase structure/ approach, and TG grammar.
6. "Current TG interpretations of Bantu concord differ markedly from traditional analyses." What motivates the more abstract modern interpretation, and what kinds of rules are required to account for the facts of concord in Xhosa?
7. Answer (a) OR (b):
- (a) An important insight of transformational-generative grammar is that the same or similar surface forms may have quite distinct underlying sources. Discuss this with reference to Xhosa and English data in the realms of phonology, syntax, and lexicon.
- (b) "The form of any grammar of Xhosa, particularly with reference to the property of 'levels of representation', is constrained by certain universal properties of human languages as complex forms of symbolic communicative systems." Explain.
8. "Genetic relationship does not imply either uniform change within the phonological system of a language, or closely matching changes between the phonological systems of 'sister' languages."

Answer (a) OR (b):

- (a) With reference to the above statement, discuss the postulated changes that relate the synchronic Xhosa phonological system to that of the reconstructed system of Proto-Bantu.
- (b) Contrast Sotho and Xhosa diachronic phonology.

APPENDIX B (ii)

EXAMINATIONS NOVEMBER 1973

XHOSA III

Paper 2 - Literature

Time: 3 hours

Marks: 100

Subminimum: 40

Answer any four questions, in Xhosa or English

1. "Sisilana in Ukuphila excels as a poet for youth." Discuss the validity of this assertion with reference to the form and content of his poetry in this volume.
 2. "In U-Ntabaziyaduma Tsotsi is not merely writing a love story but is trying to make virtue triumphant over vice." Substantiate this statement in relation to her character portrayal in the novel in question.
 3. "Ke kaloku uNtaba wayefike kowabo ukuthi thaphu kuka-Celizapholo ngale yeDwarha. Kwakuvakala okokuba ekupheleni kwayo, xa inyanga ithwasile, utitshala lowo wayefundisa naye uHombakazi wayeza kuphuma, kuba wayefumene isikolo kowabo. Njengoko noNtaba wayenaso isiqinisele sobutitshala, wasel' engena apho kowabo, yakuba inyanga ihlangene."
U-Ntabaziyaduma
Explain how the occurrence of "coincidence" in this passage and elsewhere in this novel is crucial in the development of the plot.
 4. To what extent do you think that Mmango succeeds as a writer of either tragedy, comedy or tragicomedy in his Law' ilahle?
 5. Discuss the significance, influence and role of the inyanga (herbalist or witchdoctor) in traditional Mpondomise society as reflected in Mmango's development of plot in Law' ilahle.
 6. "Some Xhosa literary critics express the view that Xhosa poetry draws its liveliness and essence chiefly from rhythm but it dies as soon as it attempts to adopt rhyme." Now far is this statement true of Sisilana's poetry?
 7. Discuss the development of EITHER
 - (a) the Xhosa novel from the time of the first individual contributions to newspapers by Africans themselves down to the present
OR
 - (b) Xhosa poetry from the time of the composition of the early hymns to the present.
-

APPENDIX B (iii)

EXAMINATIONS NOVEMBER 1973

XHOSA III

Paper 3 - Language

Time: 3 hours

Marks: 100

Sub-minimum: 40

Answer all questions

1. Bhala isincoko esibude buliphepha lonke elinesiqingatha lencwadi yakho yeempendulo, ngenye kuphela yezi ntloko zilandelayo:

- (a) Idolophu, mhlawumbi ifama, endikhulele kuyo.
- (b) Ukuhlalisana ngoxolo kwabantu elizweni.
- (c) Imfuneko yokwazi iilwimi zabanye abantu ohleli nabo.
- (d) Isandla sihlamb' esinye. (30)

2. Funda esi sicutshulwa silandelayo uze uphendule imibuzo engezantsi:

UNandi waluthabatha ubisi nge-emele waluthwala entloko, nanko esiya kwivenkile ekude kufuphi nekhaya lakhe. Uthe esahamba njalo zakhawuleza ukufika iingcinga kuye wavakala esithi, "Le emele yam njengokuba izele lubisi nje iya kundenza isityebi. Ndiya kuzuza iisente ezingamashumi amathathu kunovenkile. Ingxowa yam iya kuzaliswa yimali, ndaye ndiya kuthenga amaqanda angamashumi amabini anane. Ndiya kugoduka nawo amaqanda lawo ndiwafukamise enkukwini. Ngethutyana elingephi aya kuqanduselwa, ndize ndifumane amantshontsho angaphezu kweshumi elinambini. Ndiya kuzinika inkxamleko ngokuwakhulisa ndiwayebisele iKrismesi, ze ndiwathengise kunovenkile xa aziinkuku, ndize ndizuze ixabiso elihle ngazo, ndizithengele ilokhwe entle ngaloo mali, kunye nezihlangu ezihle.

- (a) Umgama ongekude kufuphi ngamanye amazwi ungakanani?
- (b) Wafikelwa ziingcinga zini ngobutyebi esahamba njalo?
- (c) Kungani ukuba le ntombi icinge ukuthengisa iinkuku ngexesha leKrismesi?
- (d) Ukuzinika inkxamleko ngento kukuthini?
- (e) UNandi ulindele impumelelo kuyo yonke into ayenzayo? Njani? Chaza.
- (f) UNandi lo ngumntu onjongo ziphakamileyo nothanda izinto ezintle. Chasa okanye uxhase.
- (g) Kutheni na le nto uNandi athengisa izinto zakhe evenkileni? (24)

3. Translate the following passage into idiomatic Xhosa:

Things are not what they were in the land once ruled by the great chief Dlomo. People say the young man now in power is not like his father at all in his ability to rule over his people. When we begin to look more closely at his ways we see much that makes him quite a different personality from his father. The very manner in which he conducts court cases, for example, is quite different. With him it is very rare that an accused ever get away with a fine lighter than a whole beast. Thrashings too are a very common way of punishment with him. Young people forget that corporal punishment rarely ever builds loyalty and respect between the people and a haughty chief. On the contrary, it is a sure way of breaking up the tribe in much the same way that it does with a family. Indeed the "rod never builds a home".

As for insobriety, it is his worst weakness. A home of standing and stability will sometimes produce an offspring quite unworthy of such a home.

(30)

4. Use any eight of the following idiomatic phrases in sentences to show you understand how to apply them correctly, and give a translation into English of the sentences you have constructed.

-dla ubomi	-enza owenkawu	-chitha imali
-dlana indlebe	-enza nelimdaka	-chan' ucwethe
Phemb' ushiya	-cela amehlo	Izandla ezimhlophe
Umvundla	-cela izandla	Iminwe emide.

(16)

APPENDIX C (i)

A. SCHOOLS TO WHICH QUESTIONNAIRES WERE SENT :-

1. Umtata High School, Umtata
2. Transkei Hoërskool, Umtata
3. Butterworth High School, Butterworth
4. Clifton Park High School, East London
5. De la Salle College, East London
6. George Randall High School, East London
7. Dale College, King William's Town
8. St Andrews College, Grahamstown
9. Cillier Hoërskool, Port Elizabeth
10. Framesby Hoërskool, Port Elizabeth
11. Grey High School, Port Elizabeth
12. Westering High School, Port Elizabeth
13. Woodridge High School, Thornhill
14. Brandwag Hoërskool, Uitenhage
15. Gymnasium Hoërskool, Paarl
16. Bellville High School, Bellville

B. UNIVERSITIES TO WHICH QUESTIONNAIRES WERE SENT :-

1. The University of South Africa, Pretoria
 2. University of Cape Town, Cape Town
 3. University of Stellenbosch, Stellenbosch
 4. University of Port Elizabeth, Port Elizabeth
 5. Rhodes University, Grahamstown.
-

APPENDIX C (ii)THE UNIVERSITY OF FORT HARE
QUESTIONS TO THE UNIVERSITIES

The Teaching and Learning of Xhosa as a Foreign language in South African Universities. Efforts being made to help students acquire speaking, reading, and writing proficiency.

1. When was Xhosa introduced as a subject in your university?
2. What is the average drop-out in numbers between Courses I and 3?
3. How often do you have post-graduate students in Xhosa?
4. What is the degree of proficiency in Xhosa of White staff in your department?
5. Do you find interest in Xhosa higher among males or females in your class, and what could be the reason for the difference?
6. What do you find to be the chief motive to study Xhosa among your students?
7. Do you think that the books you are using are suitable? (If not, what would you recommend?).
8. What methods and aids do you use to help students gain speaking fluency in Xhosa?
9. What methods and aids do you use to help students gain reading proficiency in the language?
10. What methods and aids do you employ to enable your students to acquire writing ability in Xhosa?
11. What are the major problems and difficulties that you encounter as a teacher of Xhosa to Whites?
12. What do you think are the major problems and difficulties encountered by the students in your classes?

Appendix C (ii) continued

13. Have you any suggestions to make regarding future training of teachers of Xhosa in White Institutions in South Africa?

N.B. Your comments may be written on separate sheets of paper. Your candid opinions will be appreciated.

Thank you very much for your kind co-operation.

C. Z. GEBEDA

UNIVERSITY OF FORT HARE.

JULY 1974

APPENDIX C (iii)QUESTIONS FOR QUESTIONNAIRE TO HIGH SCHOOLS :

The Teaching of Xhosa as a Foreign Language to Stds IX & X
in South Africa.

A. THE PUPIL

- (1) When was the subject introduced
- (2) Average number of Std X pupils per year
- (3) Average number that come from rural areas, villages,
and small towns
- (4) Average number from big towns and cities
- (5) Average number of boys
- (6) Average number of girls
- (7) Language qualifications of pupils:
 - (a) Proficiency in spoken language: Good, fair, poor
 - (b) " " writing the language: Good, fair, poor
 - (c) " " reading the language: Good, fair, poor.
- (8) Higher proficiency grade occurs among boys, girls
- (9) Method of selecting pupils into Xhosa classes:
 - (i) Free choice of pupils or
 - (ii) Selection by standard of present proficiency, or
 - (iii) By the discretion of the Headmaster.
- (10) Average pass per year in Std X

B. THE TEACHER

1. Teacher-training in the Language:-

- (a) University degree/s ... (Please state)
- (b) Matric plus professional certificate (state).....
- (c) Proficiency in Xhosa:-

PLEASE TURN OVER

1. (c) continued :-
 - (i) speaking proficiency good, fair, poor.
 - (ii) reading " good, fair, poor.
 - (iii) writing " good, fair, poor.
2. Experience in Teaching Xhosa Language, in years
3. Any childhood contact with Xhosa yes/no
4. You and your work : Your interest in the work:
 - (a) Very happy with Xhosa language or high,
 - (b) not very motivating job. moderate,
 - (c) Just tolerating the subject. low.

C. THE SUBJECT (XHOSA LANGUAGE)

1. Do you offer Oral Literature in :-
 - (a) folktales
 - (b) praise songs
 - (c) riddles
 - (d) proverbs and idioms.

If yes, how much of each genre
2. Written Literature :
 - (a) Prose work offered:
 - (i) No. of novels/novelettes per class
e.g. (give title)
 - (ii) No. of short stories/essays per class
e.g. (give title)
 - (iii) No. of biographies/readers per class.....
e.g.....
(for school readers please state stds
.....
 - (b) Drama work:
 - (i) No. of drama works per class..... e.g.....
.....
(c)/.....

2. (c) Poetry:

(i) No. of poems/anthologies e.g.

3. Do you have any peculiar difficulties and problems in choosing suitable books to prescribe for your pupils?

If so, please state

D. TEACHING METHODS

1. When teaching Xhosa Literature, have you found the:

(a) discussion method - most useful

just useful

useless?

(b) Lecture/telling method - very effective

just effective

with no effect?

(c) Induction/deduction method - very fruitful

just fruitful

fruitless/futile?

(d) Project/work method - suitable (very suitable)

just suitable

not suitable?

(e) Any other useful teaching technique you have

devised? Please explain

.....

2. Do you have to translate some extracts of the work into English?..... Yes/no

If yes, how much of the book?.....

- 3. Do you give individual attention to pupils?
Often seldom never
- 4. How often do you bring in the help of a mother-tongue speaker? Always..... sometimes never
- 5. How many periods per week are allotted to Xhosa on the school roster?.....
- 6. Do you use the language laboratory for teaching Xhosa language? If so, how
- 7. Which area of Xhosa language do you enjoy teaching most?
.....
- 8. Which area of Xhosa literature do your students enjoy learning most?.....

E. TESTS and EXAMINATIONS

- 1. How often do you give class tests in Xhosa language?.....
- 2. How long are the examination papers in Xhosa language?
(in hours)
- 3. Do you conduct any oral examinations?.....
- 4. In which medium are the questions asked?.....
- 5. In which medium are the answers to be given?.....
- 6. Are the questions on:
 - (a) Contents of the books, or
 - (b) Critical analysis of extracts, or
 - (c) on both aspects?.....

F. GENERAL REMARKS ON :

- 1. Your assessment of pupil problems and difficulties
in learning Xhosa

APPENDIX D

SOME OF THE LATEST DEVELOPMENTS IN THE FIELD OF AFRICAN LANGUAGES TEACHING IN SOUTH AFRICAN WHITE SCHOOLS

(a) As gevolg van vertoë om die onderrig van Bantoetaale ook op primêreskool-vlak aan te bied, het die T.O.D. in 1973 met 'n verkenningsprojek in 14 primêre skole begin om vas te stel watter rigting ingeslaan moes word.

Die betrokke onderwysers kon die Bantoetaal wat hulle onderrig het vlot praat, maar akademiese skoling en opleiding in die vak was nie 'n voorvereiste nie. Die doel was dan ook om o.a. vas te stel -

- met watter mate van sukses hierdie onderwysers met een lesperiode van 15 minute per dag st. 3-leerlinge kon leer om die gewone omgangstaal te verstaan en hulleself mondeling daarin verstaanbaar te maak;
- of die leerlinge die taal kon leer hanteer sonder om dit ook te leer lees en skryf;
- of die leerlinge die taal kon leer praat sonder enige formele grammatika-onderrig;
- watter hulpmiddels 'n nuttige bydrae lewer;
- hoe dié lesperiode met die minste ontwrigting in die dagprogram ingepas kon word;
- watter probleme ondervind is (met moontlike oplossings);
- of die feit dat daar nie lees- of skryfwerk was nie, vordering versnel of vertraag het;
- of leerlinge op hierdie vlak (st. 3) gereed is vir die aanleer van 'n vreemde taal.

Na ses maande het dit reeds geblyk dat die leerlinge se vordering in baie gevalle bo verwagting goed was; dat hulle in hierdie stadium 'n vreemde taal redelik maklik leer praat; dat dit nie nodig (of wenslik) is om dit te leer lees en/of skryf nie; dat die onderwyser se entoesiasme 'n bepalende faktor kan wees; dat die gebruik van gesofistikeerde apparaat nie noodsaaklik is nie.

Dit was ook baie duidelik dat waar die onderwyser se benadering toegespits was op die praktiese gebruik van die taal die leerlinge vinniger geleer het. Bandopnames van lesse beklemtoon die feit dat leerlinge korrekte uitspraak en toon makliker aanleer as volwassenes.

(Sommige onderwysers meen dat 15 minute per dag te min is. Daar dien egter op gelet te word dat, indien die mondelinge aktiwiteite deeglik beplan is, 15 minute per dag voldoende behoort te wees, en dat die gevaar van vermoeienis in gedagte gehou moet word.)

Die projek was so suksesvol dat daar besluit is om gedurende die tweede helfte van 1974 dosente op te lei in die beginsels en moderne tegnieke van vreemdetaalonderrig, die hantering van die taallaboratorium, die videobandprojektor en die skryf van programme, sodat hulle weer intensiewe indiensopleiding van onderwysers (een uit elke primêre skool in Transvaal) kan onderneem.

Dit behoort dan moontlik te wees om in 1976 met die onderrig van 'n Bantoetaal in feitlik elke primêre skool van die T.O.D. te begin en dit dan uit te brei na st. 4 en 5.

Die T.O.D. het dit dus goed gedink om vanaf 1975 2½ uur per week opsy te sit vir die onderrig van 'n Bantoetaal in die primêre skool.

(b) TRANSVAAL EDUCATION DEPARTMENT

NORTHERN SOTHO AS SUBJECT IN THE PRIMARY SCHOOL: COURSE FOR
TEACHERS

1. The introduction on a voluntary basis of Northern Sotho as a subject in the primary school as from January 1976 has been approved in principle.
2. The teaching thereof will commence in 1976 in standard 3, in 1977 in standard 4 and in 1978 in standard 5, so that Northern Sotho will be taught by 1978 in primary schools in standards 3, 4 and 5.
3. The aim of the teaching will be to enable pupils to understand everyday Northern Sotho and to make themselves understood in the spoken language, while the reading of Northern Sotho will not be the aim, but will serve merely as an aid.
4. A course for primary school teachers who are to teach Northern Sotho as stated in paragraph 3, is to be held at the Dennehof Hostel, Onderwyskollege, Potchefstroom during 1975.
 - 4.1 The course, which will last for four consecutive weeks, is to be held during 1975 consecutively for eight groups of approximately 80 teachers each.
5. Attendance
 - 5.1 One representative from each primary school must attend the course.
 - 5.2 Each principal must nominate according to the usual procedure a suitable teacher who is to attend the course.

(c) XHOSA VIR DIE LAERSKOOL

Die Onderwysdepartement van Kaapland beoog om vanaf 1976 Xhosa as nie-eksamenvak op beperkte skaal in die laerskool in te voer, beginnende in 1976 met St. 3 om te eindig met St. 5.

Die doel van die kursus is om kinders vanaf St. 3 tot St. 5 in die laerskool te leer om Xhosa te praat, m.a.w. om slegs aan die kommunikasie-aspek aandag te gee. Hierdie doel word verder beperk deurdat nie die hele taal as uitgangspunt geneem word nie, maar slegs 'n beperkte deel daarvan, beide wat struktuur en woordeskat aanbetref.

Vir die bereiking van hierdie doel word die volgende in ag geneem:

Beskikbare tyd: Een uur per week, verdeel in twee periodes van 'n halfuur.

Indeling van materiaal: Daar word normaalweg gewerk met 36 skoolweke per jaar. Hiervan is 32 weke as basis geneem vir die indeling van die stof om voorsiening te maak vir bykomende hersiening en moontlike ander aktiwiteite. Hierdie 32 weke word dan in 8 eenhede verdeel van 4 weke elk om die volgende patroon te volg:

Elke eenheid bestaan uit 3 dele:

1. Ongegradeerde situasie : 1 week
2. Gegradeerde situasie : 2 weke
3. Hersiening : 1 week

Die ongegradeerde situasie word noodsaaklik geag om voorsiening te maak vir lae frekwensie-strukture asook strukture wat in kommunikasie-situasies 'n hoë frekwensie het, maar 'n moeilike grammatikale graad het of idiomaties van aard is. Hierdie tipe situasie word aangebied as 'n afgeronde geheel en word bloot geoefen en geleer as 'n vaste uitdrukkingswyse.

Die gegradeerde situasies het as tema veral kontaktsituasies en hierdie materiaal word soos volg aangebied:

1. Klankoefening: Slegs daardie klanke wat in die situasie voorkom word geoefen, met besondere aandag aan "vreemde" klanke en intonasie. 'n Hulpmiddel wat hier aangewend kan word is liedjies, bv. op Afrikaanse of Engelse wysies, maar met Xhosasinne, asook tradisionele Xhosa-liedjies.
2. Woordeskat: Prente en transparante sal vir elke eenheid voorsien word. Mimiek en marionetpoppe kan help om die handelinge uit te beeld. Die woordeskat oefeninge bevat slegs woorde wat in die eenheid gebruik word.
3. Struktuur: Dit word voorsien dat slegs aan die volgende aspekte aandag gegee sal kan word binne die tyd wat toegelaat word vir die drie jare vanaf St. 3 - 5:

Onderwerpe en voorwerpe:

Eerste en tweede persoon se skakels.

Naamwoordklasse met onderwerp- en voorwerpskakels.

N + besitskakel + Naamwoord.

N + besitskakel + Voornaamwoord van 1e en 2e pers. en Klas 1 en 2 alleen.

Adjektief, w.o. slegs die adj. stamme en die bekendste relatiefstamme soos mdaka, buhlungu ens. en ook kleure, maar nie volledig t.o.v. alle klasse nie.

Saamgestelde onderwerpe en voorwerpe met na.

Demonstratief (met Eerste posisie).

Werkwoorde:

Teenwoordige tyd

Perfektum

Toekomende tyd

A-verlede tyd

Imperatief

Identifiserende Kopulatief + Naamwoord

Definiërende Kopulatief met relatiefstamme, adjektiefstamme en die lokatief, bv. bamdaka, bahle, basekhaya.

Assosiërende na + naamwoord : ndinewotshi.

Infinitief, veral met uitdrukkings soos funa + uku.

Bywoorde:

Lokatief, ook ku, kwa en lokatiefklas + kwa.

Tyd

Wyse

na + naamwoord

nga + naamwoord

Van hierdie totaal is tans nog slegs 'n tentatiewe indeling gedoen vir St. 3:

1e en 2e pers. onderwerpskakel, enkv. en mv.

Teenwoordige tyd, lank en kort.

Imperatief, enkv. en mv.

Lokatief

Onderwerpskakels van Klas 1, 2, 9 en 10.

Definiërende kopulatief met adj. en relatiefstamme.

Possessief met skakels van Klas 1, 2, 9 en 10 en voornaamwoorde van eerste en tweede pers. en Klas 1 en 2.

Moontlik Infinitief.



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