THE TEACHING OF ZULU AS A FIRST LANGUAGE WITH SPECIAL
REFERENCE TO THE SPOKEN LANGUAGE, THE WRITTEN LANGUAGE
AND GRAMMAR IN KWAZULU JUNIOR SECONDARY SCHOOLS

by

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submitted in accordance with the requirements

for the degree of

MASTER OF EDUCATION

in the subject

DIDACTICS

at the

UNIVERSITY OF ZULULAND

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and

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JANUARY 1987

A C K N O W L E D G E M E N T S

My husband for his support and inspiration through the years of my studies.

G M P SIDAKI
MPUMALANGA : HAMMARSDALE

I declare that THE TEACHING OF ZULU AS A
FIRST LANGUAGE WITH SPECIAL REFERENCE TO
THE SPOKEN AND THE WRITTEN LANGUAGE AND
GRAMMAR IN KWAZULU JUNIOR SECONDARY SCHOOLS
is my work and that all the sources that
I have used or quoted have been indicated
and acknowledged by means of complete
reference.

G M P SIDAKI
MPUMALANGA : HAMMARSDALE
1987 JANUARY

SUMMARY

The purpose of this dissertation is to look into the teaching
of Zulu as a first language at Junior Secondary school level
with special reference to the spoken and written language
and grammar. It appears as though the teaching of Zulu in
Junior Secondary schools is not as effective as it should be,
the examination results are not as good as could be expected.

This study opened with an orientation to the problem.
Findings from literature, interviews and questionnaires were
related to the theory discussed in chapter two on the teaching
of a language.

The spoken language lays the foundation of all language
teaching and learning, it increases the pupils' vocabulary,
it helps children arrange their ideas logically, and makes
children appreciate the beauty of speaking their own
language.

The literature studied revealed that children are stimulated
to explore and elaborate their own thoughts through writing.
Writing enables the teacher to provide different learning
styles and needs.

This research revealed that a number of teachers of Zulu are
not adequately qualified to teach the subject. Teachers do
not receive adequate in-service education on the subject and
the syllabi are not prescriptive enough to give teachers the
necessary guidance. These factors contribute, to some extent
to the fact that the teaching of the subject is not receiving
the attention it deserves.

From the analysis of data on the field study conducted in
this research it was found that:

1.   The classes are very big so a limited number of pupils
        are involved in class discussions and it becomes
        difficult to give a lot of written work. Very few
        children are afforded a chance to practise the
        language in class.

2.   The highest academic qualification of the majority of
        teachers that teach Zulu is the matriculation examination,
        so it is unlikely that these teachers can teach the
        language efficiently and competently.

3.   Children are made to write a few compositions, opportunities
        for 'free writing' are not many. Very little is done to
        help children talk on topics of immediate interest and
        to communicate in as many situations as possible.

These findings led us to recommend that:

1.   Teachers should, from time to time, resort to group
        work so as to solve the problem of big classes. If
        a class is divided into small groups and works as
        such groups all the children should have the opportunity
        to practise the language.

2.   The teachers' academic qualifications should be high.
        Teachers should have done at least two courses in Zulu
        to be able to teach effectively at Junior Secondary
        school level.

3.   The pupils should be provided with the opportunity of
        developing a wide range of speech. Teachers must ensure
        that children are put into the position that they can
        express their emotions and observations in writing in an
        accurate and convincing manner.

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CHAPTER I

THE PROBLEM IDENTIFIED AND STATED. THE FIELD OF INVESTIGATION OUTLINED. THE METHODS OF RESEARCH INDICATED

1.1 INTRODUCTION

Zulu is the mother tongue of 6 058 900 speakers (South Africa 1985 : Official Yearbook of the Republic of South Africa p. 103). It is spoken predominantly in KwaZulu and Natal and is generally regarded as one of the most uniform Black languages in the Republic of South Africa. It is also the official language of KwaZulu, the homeland of the Zulu people.

According to the Official Yearbook of the Republic of South Africa (1984, p. 105):

> "The numerical superiority of its more than six million speakers together with its use as a colloquial language in the many multi-lingual Bantu communities found in all the industrial centres in the Republic has put Zulu well on its way to become Southern Africa's first and only lingua franca."

It is the vehicle of the culture of the Zulu pupils. Currie (1973, p.11) says that the mother tongue is:

> "the basis of much of his manners, a foundation of his humour, it may contribute to his sense of nationalism and to his idea of social class."

As Zulu is such an important subject at all educational levels in KwaZulu, as well as being spoken by so many people in the Republic of South Africa, more attention should be paid to the teaching of Zulu as a first language. There is a need for teaching the mother tongue at secondary school level even if pupils think that they have mastered it.

Masebenza (1982, p.26) confirms the statement that it
is often taken for granted that the mother tongue is
easy. He says the mother tongue has been shifted to
a position of "a step-child amongst other subjects."
People are bold to say:

> "It is my mother tongue. I have sucked it
> from my mother's breast and I know it."

This attitude means that "I need not expend any effort
on my mother tongue - it is unnecessary and unthinkable!"

According to Gurrey (1958, p.8) the importance of
careful language training to improve the thinking of
our pupils can hardly be overemphasized. It is not
every teacher who can play an important role in 'a
careful language training to improve the thinking of
our pupils'. Specialists are needed to teach the
mother tongue because children in junior secondary
schools:

> "have no idea of what they ought to achieve, no
> standards of language usage and no notion of
> what is valuable in language and literature."
> (Gurrey, 1958, p.13)

Gurrey (1958, p.13) continues to say that many pupils at
secondary school level:

> "have rough-and-ready command of language, and
> they are content with their limited proficiency
> not knowing that their intellectual growth may
> depend solely on an improvement in their use of
> and response to their mother tongue."

Since they can already converse in the language, they
often feel that they need not learn it as it is not an
economics language and they therefore do not need it.
In this respect Gugushe in Lanham, et al (1978, p.215)
has this to say:

"The combined lukewarm attitude towards the
study and the teaching of Bantu language,
militates against achievement of good results
in the secondary school, hence the rarity of
distinctions in passes in internal and external
examinations."

Gugushe in Lanham et al (1978, p.217) continues to say
that Black pupils lack motivation in the study of the
mother tongue and this is a major contributory cause to
poor achievement. Both the pupils and the teachers seem
to adopt the attitude that the mother tongue is not
important because it does not pay off in terms of
economic viability, as does English or Afrikaans.

Because of all these factors, research into the teaching
of Zulu as a first language has to be done.

1.2   DEFINITION OF CONCEPTS

1.2.1   The term "junior secondary school" will frequently
         be used to refer to pupils doing Standars 6,7 and 8
         in secondary schools, although strictly speaking
         standards 5, 6 and 7 belong to the junior
         secondary school.

1.2.2   The term "KwaZulu" is used to describe that part
         of the province of Natal, South Africa, which is
         set aside for occupation exclusively by the Zulu
         people.

         Thornington-Smith, Rosenberg and McCrystal
         (1978) give a historical background of the term
         KwaZulu. They say the allocation of land in
         Natal and Zululand between Black and White which
         took place mainly during the Nineteenth century,
         resulted in 48 principal blocks and 157 smaller
         being allocated to Zulus.

To simplify this complex and largely haphazard
pattern, the Government of the Republic in 1975
proposed the consolidation of these numerous
fragments into ten areas, four of which are large
and six relatively small. The ten areas comprise
33 161 square kilometres or 3 316 100 hectares.

When KwaZulu came into existence as a separate
administrative entity in 1972, in accordance
with the homeland policy of the South African
Government, its own Education Department was soon
set up. The Department is responsible for the
construction and maintenance of school buildings,
the provision of furniture and equipment, the
employment of teachers, the control of hostels,
inspection of schools and in-service teacher
training.

1.2.3   "Zulu" will be used to refer to the language used
by more than six million speakers in KwaZulu and
Natal as well as other Zulu speaking people
outside Natal.

1.2.4   "First language" is taken to mean the language
which a group of people acquire in their early
years and which normally becomes their natural
instrument of thought and communication.

1.3   STATEMENT OF THE PROBLEM

It appears as though the teaching of Zulu in the Junior
Secondary schools is not as effective as it should be.
One is puzzled why the examination results are not good,
why pupils seem not interested in the subject.

Are teachers incompetent? Or are the methods of instruction wrong and outdated? Are the syllabi wrongly drafted? Are both teachers and pupils not motivated to teach and learn the language?

The problems in connection with the teaching of Zulu as a first language in KwaZulu Junior Secondary schools are many and varied. The problems to be dealt with are: (i) the problem of teachers of Zulu, (ii) the problem of teaching the spoken or oral language, (iii) the problem of teaching the written language, (iv) the problem of teaching grammar.

The survey will look into : how some aspects of the language should be taught, especially the spoken language, with the aim of emphasizing the importance of the spoken language in communicating effectively.

The writer will also consider the importance of teaching grammar in context. The living modern language should be taught for effective communication and for motivating children in the language. This will also make children appreciate the structure of their language. The teaching of the written language is also essential in that children are able to put on paper their observations and feelings, as well as learning to systematise their thinking.

1.4 THE OUTLINE AND SCOPE OF THE INVESTIGATION

The problems outlined under section 1.3 above will be tackled from Junior Secondary school level. The problems with regard to the teaching of Zulu in junior primary, senior primary, senior secondary schools and colleges of education, will not be delved into, in this study. Further research will have to be undertaken on the teaching of Zulu at all educational levels so as to effect changes in the teaching of the subject.

This study is directed at the teaching of Zulu at Junior Secondary school level for the following reasons:

(i)   The writer was involved in teaching Zulu at this level for a very short time, in 1973 and 1974. Thereafter the researcher was transferred to a teacher training college.

(ii)   At the teacher training college the researcher had an opportunity of teaching Zulu to teacher trainees, that is, students doing the Primary Teachers' Course (a course that is being phased out. This was a two-year course done after Standard 8). It was observed that though these students had gone through the Junior Secondary school phase, a number of them still had many problems in writing good essays, understanding the basic concepts in grammar and in reading and appreciating prescribed books. Many of them would not stand up in class and talk freely on a given topic. For these reasons the researcher wished to investigate the teaching of Zulu at Junior Secondary school level.

The study will look into some problems that confront both teachers and pupils when teaching or learning the spoken or oral language, the written language and grammar. The academic and professional qualifications will also be considered.

The teaching of literature will not be taken into account in this study because this field merits its own investigation.

1.5   THE AIM OF THE INVESTIGATION

The basic aim of the investigation is to determine how the spoken, written and grammatical aspects of the language, are taught in Junior Secondary schools. After this investigation it is hoped that some of the problems that confront both teachers and pupils will be identified.

A subsidiary aim of this study is to determine the academic and professional qualifications of teachers and their expressed views about the teaching of Zulu in Junior Secondary schools.

The significance of this study is that it draws attention to the need to arouse and foster interest in the mother tongue, Zulu, which seems to be lacking.

Both teachers and pupils seem sometimes to be negatively orientated towards their own language.

Serious reflection shows that the problem may most probably lie with the methods of teaching Zulu and the professional and academic qualifications of teachers who teach the subject.

1.6   METHOD OF RESEARCH

1.6.1   General Method

A literature study will be done. The question-naire method will also be used. Personal interviews will be undertaken.

1.6.2   Survey Group

Questionnares will be sent to Principals of certain schools that is, urban and rural schools, after which some of the Principals will be interviewed.

Questionnaires will also be sent to some teachers teaching Zulu in Junior Secondary schools and some of these teachers will also be interviewed.

1.7 PROGRAMME OF THE STUDY

The Chapters will be arranged as follows:

(a)   Chapter II (i) The conceptual framework
                       regarding the teaching of the
                       spoken language, the written
                       language and grammar is dealt
                       with in this chapter.

              (ii) The importance of the mother
                    tongue is clearly emphasized.

              (iii) It also provides the context
                     within which to consider the
                     subsequent three chapters.

(b)   Chapter III will be devoted to the description
       of procedures followed in this investigation -
       in collecting data.

(c)   Chapter IV deals with the analysis and inter-
       pretation of data. Conclusions based upon the
       findings of the study as a whole will be drawn.

(d)   Chapter V gives a summary and recommendations.
       An outline of problems related to this study,
       which require further research will also be
       given in this chapter.

1.8 CONCLUSION TO THIS CHAPTER

Seeing that the problem has been sufficiently explained,
we shall proceed to analyse it in the subsequent chapters.
It will be necessary to explain the place of the mother
tongue in education in general and the place accorded to
Zulu in the classroom situation in particular. We shall
also consider the role of the teacher and of the pupils
in the teaching and learning of the mother tongue. This
will be done in the subsequent chapter, namely chapter II.

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CHAPTER II

A CONCEPTUAL FRAMWORK REGARDING LANGUAGE TEACHING WITH
REFERENCE TO THE MOTHER TONGUE

2.1   INTRODUCTION

This chapter provides the context within which the
teaching of the spoken language, the written language
and grammar will be considered. It will, however, not
be possible in this study to deal in great detail with
these aspects of language.

In this section the writer will discuss the role of
language, the principles involved in teaching language,
the role of the teacher in the teaching of language and
the role of the learner in the learning of the mother
tongue.

2.2   THE ROLE OF LANGUAGE

2.2.1   Language as a vehicle for thought

The mother tongue has an important role to play
in mental processes such as thinking, reasoning
and arguing. It is a medium through which man
thinks, dreams, discusses his ambitions, describes
his achievements, and shares his sorrows and
pleasures with others. Wilkinson (1975 p.58) says
that language is a system of symbols for
representing thought. It enables man to deal
with abstractions and generalizations and thus
to develop his thinking to a high level, as well
as to communicate with others.

Psychologists are not agreed though on the relationship between language and thought. Some feel that thought is dependent solely on the acquisition of appropriate forms of speech. Others are of the opinion that speech follows closely the development of cognitive abilities. There are those who say that thought precedes language. Furth as cited by Behr (1975, p.21) discovered the following about the relationship between language and thought: When he was working with deaf children he produced evidence that thought can occur without language. He found that the performance of severely deaf children on non-verbal intelligence test items was not much different from that of hearing children. In his view, up to 12 or 13 years of age, the basic ability of an individual to conceptualize and reason is largely independent on language and is mainly the outcome of the experience of living.

Borgers and Seaborne (1966, p.116) on the other hand say that according to the Sapir-Whorf hypothesis, language determines the forms of thought. The main idea of the Sapir-Whorf hypothesis is that the way people think is determined by the language they speak. Language determines the way in which members of a society view the world. In this instance the relation-ship between language and thought is expressed.

Even though there is a considerable degree of disagreement among psychologists concerning the relationship between language and thought, they do agree that there does seem to exist some form of relationship.

2.2.2 Language as a medium of cultural expression

The second role of language is that it is a tool through which the culture of a people is expressed. Brooks (1960, p.85) says:

> "Language is the most typical, the most representative and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as culture entities and to recognize that language enters into learning and use of nearly all other cultural element."

There is a link between language and culture and hence personality. Language is part of a community's culture and at the same time the most important medium through which that culture is expressed. Duminy and Sohnge (1980, p.52) have this to say about this link between language and culture:

> "Through his mother tongue he gains a whole cultural heritage, which will, to a great extent, determine his further thinking, feelings, desires, attitudes, etc. As soon as spiritual contact is made, through language, between adult and child, the child gradually and quite unconsciously starts to take over from the adult his system of thought and his habits of thinking and speaking. In this way he learns to use singular and plural forms, past, present and future tenses, feminine and masculine gender, etc. - all of which are acquired without deliberate instruction."

Language provides a basis for spiritual contact between an individual and his cultural heritage. An individual's assimilation of his language determines, to a great extent, his outlook, feelings, desires, attitudes, etc. In other words, language assimilation is culture acquisition.

Corder in Perren (1968, p.76) says that tradi-
tionally one of the main reasons for learning
a second language was to gain an understanding
of the culture of the people whose language it
was. Though their study is concerned with the
teaching and learning of a second language, as
such, the statement above emphasises that language
is bound with culture. If you study a language
you come to understand the culture of a people
who speak that language.

Religions and other cultural conventions have a
certain influence on language. Various types of
taboos are important examples. Some of us are
familiar, from Zulu, with taboos on certain words
dealing with sex and excretion. Let us consider
the case of "Hlonipha" language. In-laws often
require language avoidance of various kinds. The
dead are frequently not mentioned, or are mentioned
by periphasis. Gregersen (1977, p.162) gives good
examples of this role of the mother tongue in
education. He says that in Zulu the custom of
teknonymy occurs whereby a parent is not called
by his own name but rather 'father of so-and-so' -
'yisekabani' or 'ninakabani'.

Rehse as cited by Gregerson (1977, p.165) has
reported on a special language used by women
among the Zinza of Tanzania which they are taught
before marriage. This language apparently cannot
be understood by people to whom it has not been
formally taught.

2.2.3   Language as national bond

According to Ramone (1974) the function of
language is to bind and unite a society into a
homogeneous entity. This is the third function
of language.

Billows (1961, p.102) says:

> "Language is a social affair; it is
> the most important binding element
> in society. Language can hardly exist
> in solitude; human society depends for
> existence on language."

Duminy and Sohnge (1980, p.52) have also this to say about the role of the mother tongue in uniting a society:

> "...the use of the mother tongue is closely
> bound up with the national consciousness
> of a people. Such a group finds a unifying
> strength in its distinguishing culture, and
> that culture is carried and supported by
> the living language, which becomes a bond
> between members of the nation."

People speaking the same language share the same values and aspirations, in short, the same culture. They belong to one community.

2.3 PRINCIPLES INVOLVED IN TEACHING THE MOTHER TONGUE

2.3.1 Teachers must have faith in the mother tongue

Gurrey (1959) proposes that the first principle for the teaching of the mother tongue is that teachers should have faith in the mother tongue. They must have a strong belief that there is something worthwhile they are going to achieve through the teaching of the mother tongue. They must have a feeling that they are teaching the language because it is one of the subjects in the curriculum. Teachers must understand the value of language in general and that of the mother tongue in particular. This strong belief in the value of the language will need to be firmly based on a sound basis of reason and philosophy.

The teacher's faith in the subject will keep his work fresh and alive and will motivate the pupils in the subject.

2.3.2 Teachers must have a strong academic understanding

In addition to the faith in the subject, the teacher of the mother tongue must have a strong academic understanding and thorough professional training in the subject. The teacher must have studied the language in depth, and have acquired specialized knowledge in the subject. The knowledge of linguistics, the sociology and psychology of language will enable the teacher to understand why learners are studying the language, the use they expect to make of the language, the circumstances of social life in which they are going to use it, the particular language activities to be provided for, for example, speaking, writing and reading.

Teachers of the mother tongue should have a thorough grounding in education with specialisation in the subjects, field or level or standards in which they expect to teach. They should be familiar with all part - disciplines of pedagogics in order to understand what education entails. They will come to understand what their task is in relation to a developing, and learning child. They will understand what the ultimate aim of education is and thus have a steadfast faith in the worth of their work as teachers. They must also understand the methodology of the language, that is, the methodology of the subject in the levels or standards they are going to teach.

2.3.3   <u>Teachers must read widely on the subject</u>

Teachers of the mother tongue must read widely
on the subject. They must constantly read books
on linguistics, methods of teaching languages
especially the first language. They must also
read articles in journals and pamphlets on the
structure of the language as well as the methodo-
logy of language. This will keep teachers up to
date with the latest developments in the language
study and its methodology.

Teachers of the mother tongue must also be
involved in discussions about the mother tongue.
They must have searching minds, and not be
satisfied with the information they have at
their disposal.

2.3.4   <u>Teachers must have a thorough grounding in the
philosophy of their subject</u>

Teachers of the mother tongue must have a thorough
grounding in the philosophy of their subject.
They must understand what teaching a language
involves and means. They must also understand
the aims to be achieved through the teaching of
the mother tongue. This will enable them to
discover the true nature and value of the subject
that they teach and to build up faith in their
work.

2.3.5   <u>Teachers must have an understanding of their pupils</u>

Teachers of the mother tongue must have an
understanding of their pupils. They must under-
stand the phases of development, how pupils
think, and how they learn.

They must understand what the needs, aspirations, attitudes, capabilities, short comings and qualities of expression are. It would be interesting to know what their ideas and attitudes are, concerning the learning of the mother tongue. Teachers must sympathise with their needs and aspirations.

Teachers will need to keep on reading books, or any other publications on child growth and development, and on how children think and learn. Continuous observation and evaluation of pupils in class will also help teachers understand more about children.

This thorough understanding of, and interest in young persons will help teachers understand each child as a unique person who reacts to situations in his own way. Teachers will also be in a position to know what and how much of the language should be imparted to the pupils. They will also know how it should be taught.

2.4   THE ROLE OF THE TEACHER IN THE TEACHING OF LANGUAGE

2.4.1   The task of the language teacher

In order to execute his role properly, a teacher of a language needs to understand his task thoroughly. He must do some hard thinking about his aims and beliefs. He has to provide the best possible conditions for learning. Byrne (1976) says that the teacher is a means to an end, an instrument to see that learning takes place.

2.4.1.1   Selection of new material

The teacher has the task of selecting the new material to be learnt.

The teacher must choose enough and suitable
material to present to the pupils at a
specific teaching period. Whenever new
material is chosen the aim of each lesson
is taken into account. The teacher must have
a specific and a clear aim in his mind and
strive at achieving it. It is imperative to
take into account the pupil's level of
intellectual development, views and interests.
A teacher who considers these factors will
find his teaching successful and effective.

2.4.1.2 Presentation of new material

The new material to be presented must be
linked with what pupils have learnt. This
approach is valuable in that the pupils have
a background to help them understand the new
matter. The teacher must know how he is
going to pass on the new knowledge and what
the pupils will do in the lesson. Right from
the beginning of the lesson, until the lesson
is over, the teacher should get the pupils
employed actively. Application at the end
of the lesson is meant for the pupils to
express, apply or revise their new knowledge.

The role of the teacher is to make the
language easy for every child. The subject
must be interesting and relevant. The lesson
must appeal to the pupils.

2.4.1.3 Provide opportunity for practice and use

The teacher has the task of providing the
learners with maximum amount of practice which
must be both meaningful and memorable.

The pupils must be involved in the learning
of the language, it must not be the teacher
who is taking all the time. The main task
of the teacher of the mother tongue is not
instruction in any direct sense, but it is
the provision of abundant opportunity for
the child to use their mother tongue in each
of its four modes - listening, speaking,
reading and writing - and for all the varied
purposes, for example, practical, social,
imaginative and creative, which make up its
totality. Teachers should provide opportuni-
ties for children to use the language under
expect guidance and in situations which
develop ultimately their powers to be self-
critical about their own efforts. Children
should be guided to use the language they
are learning for the purpose of communicating
effectively and with confidence.

2.4.1.4 Create favourable atmosphere

The teacher has to provide a favourable climate
by providing a classroom atmosphere where
pupils know they can say what they think,
where it is not only their right but their
duty to have opinions and to defend them.
In short, the atmosphere should be such that
pupils feel free to talk, write or express
themselves. Loban et al (1961) say that
where a favourable atmosphere in the classroom
has been created, the pupil's ideas will not
be accepted automatically but will be examined
impartially and critically. Even in this case
the teacher must be asked to take into account
the levels of the interests and abilities of
his students.

During the early stages pupils must be asked
to discuss matters of particular concern to
them - the only ideas about which they can
be expected to have convictions that merit
defence.

2.4.1.5 Improve the learner's attitude

Mackey (1965, p.333) says that the teacher
must be able to 'make good language learners
out of the persons he is teaching'. The
teacher may have to improve the learner's
attitude towards the language. The teacher
must motivate the pupils to realize the need
and value for learning the language, especially
the mother tongue. If the new material is
presented in such a way that it appeals to
the pupils, the pupils may develop a positive
attitude and love for the subject.

2.4.2 The teacher's qualifications

It is somehow believed that the qualifications of
the teacher, that is, academic and professional,
have a positive effect on his teaching. The
teacher is able to inspire children to appreciate
the language. To perform professional duties the
teacher must be professionally qualified, in some
cases unqualified or underqualified teachers are
given the mother tongue to teach because it is
felt that any teacher can teach it.

2.4.2.1 The teacher's role in acquiring theoretical training

Prospective teachers are expected to have a
thorough grounding in education with special-
isation in the subjects and levels in which
they expect to teach. They should be familiar
with all part-disciplines of pedagogics in
order to understand what education entails.

2.4.2.2 The teacher's role in acquiring practical-didactical training

Teachers - in - training should from time to time go out on teaching practice under the skilful guidance of a supervising teacher. During this period of teacher education, method teachers realize what the shortcomings are and students are helped to improve where they fall short. So practice teaching is a means of diagnosing and improving the performance of students.

Teachers who have already qualified as teachers need from time to time to undergo in-service education. This will help keep them up to date with the knowledge of the didactics of their subjects. During in-service courses teachers will receive guidance, in the form of seminars, tutorials and practical classes, as well as private discussion with and supervision by specialists in their fields of study.

2.4.2.3 Acquisition of adequate command of the language

Gurrey (1959, p.13) says that specialists for teaching the mother tongue will be of great help to children at Junior Secondary school. He goes on to say that these children

"... have no idea of what they ought to achieve, no standards of language usage, and no notion of what is valuable in language and literature. They have only a rough - and - ready command of language and they are satisfied with their limited proficiency."

Seeing that there is no curiosity in or
need felt for the language, a teacher
requires special skills to be able to
imitate and maintain progress in the use
of the mother tongue. He also needs an
intelligent interest in the language to
help the child to improve his oral and
written work, as well as to improve his
ability to express thoughts.

2.5 THE ROLE OF THE LEARNER IN THE LEARNING OF THE MOTHER TONGUE

2.5.1 Language usage

At Junior Secondary school level the child has
mastered - to a certain extent - the systems of
the language, that is, the grammatical structures
or grammatical patterns.

He can now perform certain specific and variable
roles as a language user, but he still has to
learn more about the language in order to
communicate effectively, learn various registers,
and learn how to use language in a specific
situation. This he can do if he practises the
language both inside and outside the classroom.

2.5.1.1 To develop a positive attitude towards language

Children at Junior Secondary school level
have to be motivated to develop a positive
attitude towards the mother tongue. The
teacher has an important role to play in
this respect, as already mentioned in 2.4.1
above. Children must come to realize the
value of acquiring language skills. They
should understand that the language they
have acquired up to this stage is not yet
adequate.

They still have to work very hard to reach
the expected standard of competence in the
language.

2.5.1.2 To practise the language

Children can communicate in the mother tongue
fairly well at Junior Secondary school level,
but they still have a lot of work to do in
learning the language. The learner still
has the task of learning to express himself
intelligently, reasonably, accurately and
without undue hesitation. In order to do
so he has to practise, that is, use the
language in its various modes. He must
listen, read, speak and write. Opportunities
must be created for the learner to use the
language, for example, he must be encouraged
to speak on various settings, to write on a
variety of subjects and also to read widely.

Cole (1933, p.221) says:

> "Children are not only to speak, but
> to speak well, both as to grammar
> and as to pronunciation. They must
> enlarge their vocabulary. They should
> learn, as far as their mental age
> permits, to think clearly; this is
> essential to clarity of expression."

2.6 THE TEACHING AND LEARNING OF THE SPOKEN LANGUAGE

2.6.1 Introduction

In this study the writer is not going to discuss
all the aspects of the teaching and learning of
the spoken language as laid down by the syllabi
for standards 6, 7 and 8. Reading and recitation,
for instance, will not be discussed in this study.

In this section the writer will discuss the aims of teaching and learning the spoken language, factors to be considered when teaching the spoken language and the methods employed to improve the manner of speaking. Some aspects of the spoken language in the classroom shall be discussed.

We shall now consider what the spoken language is. Van Schalkwyk (1980) regards oral communication as a two-way process by which certain information is conveyed or transmitted from a communication source to a receiver who in turn will react to this stimulus. The speaker uses visual and audible symbols which he expects his listener(s) to understand.

In speech-communication situation a person's personality is judged by his speech, pronunciation, enunciation, choice of words, mannerisms, voice quality, gestures, body movements, facial expression, attitudes and prejudices. (van Schalkwyk, 1980).

The spoken language has become very important. For the vast majority of people, the writing of the mother tongue is bound to be very occasional activity whereas the spoken language will occupy their waking hours and will have a profound effect, not only on their careers, but on every aspect of their personal lives.

2.6.2 <u>The aims of teaching the spoken language</u>

2.6.2.1 <u>To lay a foundation of all language teaching</u>

Oral work forms the foundation of all
language teaching and should be conducted
with the greatest care. Almost all the
lessons in any language are based on the
spoken word. A person finds it impossible
to think of any language lesson where
there is no speech, explanation or oral
communication involved. Pupils at Junior
Secondary school level are already at
home with their mother tongue, but this
does not mean that children should not
be helped with the spoken language.

2.6.2.2 <u>To increase their vocabulary</u>

The language command of the Junior
Secondary school children is not
adequate and perfect. These children
still have to acquire a lot of knowledge
about the language, the acquisition of
new words being one of the aims. As
children are encouraged to use language
purposefully, in various life situations,
and in speaking on any subject, they are
bound to acquire new words and to increase
their vocabulary, their language is
improved and developed.

2.6.2.3 <u>To help children arrange their ideas</u>
<u>logically</u>

Spoken language is a useful tool for
communicating ideas.

When human beings express their ideas, they must learn to arrange them logically so as to impress their listeners and convey the feeling that they know what they are talking about. Children have to be taught to choose their words wisely and say what they want to say in a precise, logical and dramatic way. The listener should get the impression that the speaker plans beforehand, what he wants to say and that he has also systematised his ideas.

2.6.2.4 To make children appreciate the beauty of speaking their own language

Children must be motivated to use language for various purposes and in a number of life situations. Opportunities must be created for children to speak on any subject and at any setting so that they realise that their language is rich in vocabulary, idiom and imagery. Children will then learn to appreciate the beauty of speaking their own languge. They will realise that it compares well with other languages.

2.6.2.5 To help children communicate in as many situations as possible

Spoken language aims at encouraging children to speak in as many situations as possible. Children must be given different topics to speak on, and be encouraged to speak in any situation. In doing this they get to know that their language can be used to express joy, sorrow, disappointment, disgust, appreciation, and so forth. They will also come to realise that language can be used in a casual manner as well as in a dignified and solemn manner.

The child must communicate in a wide variety of settings, must have the vocabulary, idioms and structures suitable for as many of the situations likely to be met in life as possible. The child must be able to select an appropriate register and talk effectively on it.

2.6.2.6 <u>To encourage the pupils to speak fluently</u>

Teachers should aim at encouraging the pupils to speak fluently, clearly and with ease, providing speech situations which will help pupils to acquire poise and confidence; developing in pupils the ability to convey to others observations and thoughts in an orderly and convincing manner, training the pupils to listen intelligently and think logically. The basic aim is not to produce public speakers, parliamentary debaters or professional story-tellers.

2.6.3 <u>Factors to be considered when teaching the spoken language</u>

2.6.3.1 <u>Language is situationally bound</u>

Here we want to stress that language has roots in social action and social relationship. Language is better understood in context. To stress this point Whitehead (1971, p.162) has this to say:

> "Language is a form of social activity which is very intimately bound up with social behaviour. People talk always in specific social situations, and their speech may serve a variety of functions, of which the communication of thought is only one."

Whitehead (1971) goes on to say that in order to understand the words we need to know who is present, who is speaking and who is spoken to, what actions are accompanying words and what effect follows them.

2.6.3.2 <u>Create an ideal audience</u>

Oral communication is a two-way process by which information is conveyed or transmitted from a communication source to a receiver who in turn will react to a stimulus. In communication a speaker always needs an audience. This audience is the receiver of information.

In the classroom the teacher and other children automatically become the 'audience! They listen to the conversation, speak and make comments. At times we may construct in the classroom a fictitious situation with an imagined audience and let the pupils talk. In this case we will be taking advantage of the fact that to some of the pupils - say in standard 6 - 'make believe' can still, at this stage, seem real enough to spur them onto animated speech.

Dobie (1976, p.331) notes that:

> "A most important stimulus element in any communication situation is the audience. A man only speaks when he has an audience to address, and the audience will stimulate him into making an utterance only if it is appreciative or is a potentially sympathetic audience."

2.6.3.3 The topic to be chosen

When choosing topics the teacher must choose them in such a way that they relate to what children have done, what annoys them, what frightens them, in short, what they know, think, and feel about certain aspects of their lives. Problems chosen by students or ideas emerging from books read individually offer the most practical material for speech or class - discussions. Reading may provide ideas for discussion.

The pupil must be given something to talk about, or given a wide range of choice. Examples of communication could be collected by the teacher, for example, advertisements, recordings of radio talks, newspaper cuttings, etc. These could be analysed by the class, under the guidance of the teacher, in terms of any redundancy, the type of language used, any attention-getting or deceptive devices and any truly worthwhile aspects. Any benefits or detrimental effects (of communication) to society which arise out of the study of these examples, would be discussed.

The topics chosen for discussion must be of interest to the pupils, so it would be a good idea to offer a class a choice of two or three approaches to the same subject, and add the rider that anyone who wants to write about something different may do so.

2.6.3.4 <u>The language expressing the information</u>

The language used must be exact. The child
should be taught, at school, to strive at
communicating in clear language. This
training will be exact and thorough only
if his teachers have high standards for the
expression of knowledge and thought. They
should use idiomatic language and an
appropriate language in a given situation.
They must be able to use expressive language
to clothe their ideas.

2.6.3.5 <u>The speaker's personality and purpose</u>

There are certain qualities that we expect
from a speaker. Loban (1961) says that
from a speaker we expect integrity, we must
be convinced that he speaks the truth as he
sees it. A degree of authority is required,
a certainity that in the limited field of
the moment he knows what he is talking about.
He must be able to show a healthy respect
both for himself and for others, admitting
their errors. He must be a man of courage
who will not waver by evading unpleasant
truths which must be stated to clarify the
issue. He must be a person who has a good
sense of humour and tact, and who voices
an honest opinion even if he knows it is
unpopular with the majority.

Vitality is another factor to be considered.
The speaker's manner must convey his belief
that he is saying something of importance
to both himself and his listener. A speaker
must be direct, precise and must economise
in the usage of words.

2.6.4   <u>Techniques employed to improve the manner of speaking</u>

> While the teacher is trying to help the pupils
> speak effectively and with confidence, he may
> realise that some of them fail to use their
> voices effectively and correctly. He will have
> to devise means to improve the manner of speaking.
> The techniques may be used by any ordinary teacher,
> not necessarily by a speech therapist. They are
> of value in correcting minor defects like the
> faulty use of voice and poor breath-control. We
> are now going to look at how these techniques can
> be employed in correcting these minor speech
> defects.

2.6.4.1 <u>Improving the use of voice and breath-control</u>

> Summers (1973) says that communication is
> hindered by poorly-produced vocal tone,
> lazily - formed consonants and distorted
> vowels. The teacher who is helping pupils
> speak fluently and effectively needs a
> simple working knowledge of the speech organs
> and their functions, together with an
> understanding of breath-control. This
> information can be gained from books and
> personal experiment. Therefore the teacher
> may construct simple exercises for breathing
> and flexibility of the jaw, lips and tongue
> for his pupils.

> The pupil's faulty use of his voice and poor
> breath-control may be due to shyness. When
> this fault is checked the child may produce
> some clear speech. The teacher must be very
> tactful when helping children to improve the
> way they speak, he must devise means of
> speaking, without embarassing them.

Gurrey (1958) suggests that this could be
done by setting the class to study the
problem of 'what is good speech'?, or to
investigate how actors can make themselves
heard from the back of the stage. The
class may be taken to the hall for a 'Mock
Public-Speaking Competition', with the
majority seated at the back taking notes of
the various speakers' voices and the way
these are produced, in an attempt to find
out how the voice can be made to carry to
the back of a hall without shouting. Short
reports might be produced by pupils in
small groups, and these reports could serve
as material produced for a discussion on
the subject in a next lesson. In this way
a class might become interested in problems
of good speech. When that is achieved,
some improvement in the speaking of many in
the class will often follow.

2.6.4.2 The use of voice-recording instrument

The voice-recording instrument, for example,
a tape recorder, is another effective aid
in dealing with poor speech of self-conscious
pupils and of those whose speaking does not
improve after other methods have been tried.
It is essential for these children to hear
their own voices and to discover their own
weaknesses. The class should first be given
some training in detecting faults of speech.
The revealing of weaknesses by the machine,
instead of a person, takes away the impression
of a pointing finger directed at the pupil.

Gurrey (1958) says that the objections might be that the pupils' ideas and comments on the techniques of voice production would appear to an expert to be very inexact and not sound enough to have good results. He says that these objections are not really relevant. However, the purpose of this is not to teach the technicalities but to arouse interest, to stimulate pupils' thinking about problems of speech, to direct the attention of our pupils to the problem, and to convince them that the techniques that have been worked out by experts really do improve speaking.

2.6.5   Some methods that may be used to teach spoken language

Children may be requested to take part in chain-story-telling, in which the theme is instigated by the teacher and each pupil has to add some development. They can conduct impromptu interviews with each other, one playing the role of a celebrity, the role of a reporter, etc., or they can be asked to visualise certain scenes, then describe them. Some aspects of oral composition may be impromptu speeches like radio and television interviews, role-play and simulations.

These forms of class activities ensure that communication is purposeful. They require an integrated use of language in which communicating one's meaning takes proper precedence over the mere elements of language - learning. In many cases such activities provide excellent opportunities to integrate skills, reading or listening to instructions; oral interchange, research - reading tasks; the preparation of personal notes, and so on.

The results of oral composition are gratifying;
the pupil feels that his learning activities are
approaching 'real life' language use.

These activities provide the participant with
practice in certain skills and at the same time
give him something interesting to talk about.
The learner is provided with an opportunity to
use every fact of the language - knowledge he
has, which will extend far beyond what he has
been 'taught'.

2.6.6 Conclusion to this section

The Junior Secondary school children have not yet
mastered all the language skills, so they need
guidance from the teacher. They must also be
made to appreciate the beauty of their language.
The Secondary School has the task of helping the
child to communicate in a wide variety of settings
and to have the vocabulary, idiom and structure
suitable to as many of the situations likely to
be met in life as possible and to realise immedia-
tely what is appropriate and what is not.

Children should be trained in the spoken language
so that they speak effectively, with authority
and the knowledge that in the limited field of
the moment they know what they are talking about.
The speaker's manner must convey his belief that
he is saying something of importance to both
himself and his listener(s).

In this section some aspects dealing with the
spoken language have been discussed. In the
next section, 2.7, some aspects of the written
language will be discussed.

2.7 THE TEACHING AND LEARNING OF THE WRITTEN LANGUAGE

2.7.1 What is written language?

Writing is a form of communication that has
received considerable emphasis in school, but
important as it is, it must be remembered that
it is secondary to language as spoken and heard.
Writing is derivation from speech and it
represents a visual symbolisation of sounds
emitted when words are pronounced (Hosking 1968).

Writing is a form of communication and as such
must have an audience in view. Communications
are addressed to someone. In writing unlike in
speech, the audience is not present. Thoughts
and observations are recorded either for a
specific or a general audience. The audience
envisaged will determine the register and the
degree of explicitness of the communication.

Byrne (1979) says that writing is a very
different activity from speaking. In the first
place speech takes place against the background
of a situation and at least some of the language
we use when speaking relates to that situation.
For this reason when we speak, it is not necessary
to be quite as explicit as we have to be in writing:
many references are clear within the situation.
The person we are addressing acknowledges what
we say in a variety of ways; perhaps by a murmur
or a grunt, but more commonly by asking questions
or making comments. We readily know how he is
reacting to what we say.

In writing it is important to organize sentences
carefully because we get no feedback from our
readers.

This feedback could have indicated to us whether the information conveyed had been understood by the person addressed. The advantage of writing is that we do not normally have to write quickly. We can rewrite and revise what we have written until we are satisfied that we have expressed what we want to express. The reader is more privileged that the listener because he can read at his pace and read as often as he likes.

2.7.2 **The aims of teaching and learning the written language**

2.7.2.1 **To stimulate pupils to explore and elaborate their own thoughts**

One of the objectives in writing is to stimulate pupils to explore and elaborate their own thoughts.

Hartog as quoted by Hosking (1968, p.135) says that:

> "... it is a slower and more deliberate process which provides an opportunity for critical reflection and deliberate 'accommodation' of ideas. As a means of integrating fresh knowledge and new experiences with past experiences, writing is of tremendous significance."

Writing is a technique of thinking. Through writing the writer comes to know more fully what has been incomplete and confused thought. He explores his thinking and struggles to discriminate among the various feelings and concepts which swirl about in his mind, uses words and finds the most fruitful relationships among his ideas.

2.7.2.2 The aims of the written language as outlined by Byrne (1979)

Byrne (1979) has outlined the aims of writing as follows:

(a) The introduction and practice of some forms of writing enable the teacher to provide for different styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are given a chance to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

(b) Written work gives some indication to the learners whether they are making any progress in the language. The marks scored indicate the progress the learner is making.

(c) Writing also provides variety in the classroom activities. It serves as a break from oral work and increases the amount of language contact through work that can be set out of class.

(d) Writing is, in almost all cases, needed for formal and informal testing. In general oral ability should be measured through oral tests, but in practice teachers are obliged by circumstances, such as the amount of time they have at their disposal and the number of students there are in class, to use some form of written tests.

Since the performance of the pupils in the examinations is often weighed in favour of written skills, teachers must create opportunities for writing so that the children's performance in writing will improve.

2.7.3 Written language and the syllabus

The syllabi for written language in standards 6, 7 and 8, lay emphasis on written composition, letters, summaries, language usage; for example, proverbs, idiomatic expressions, correct use of words and phrases, and so forth, as well as comprehension exercises. Children have to be assisted to write correctly. Children must be taught to express their thoughts in an orderly manner when writing in their home language. Children must be encouraged to write in standard language. Dialectical forms and unacceptable words, uncultured words and expressions have to be eliminated from the pupils' language.

2.7.4 Written language in the classroom

2.7.4.1 How to motivate children to write

Teachers sometimes complain that even when children are stimulated by an experience they do not always want to write about it. Children sometimes appear to have very little to write about. We shall now look at how teachers can motivate children to put their experiences down on paper.

Armitstead (1972) suggests that vocabulary can be explored and developed in discussion with pupils. Lists of quick words, harsh words, dignified words, rough words and slow words can be drawn up, either as spontaneous exercise or as a result of enjoyment of the words themselves. In all such cases the list arises out of current work and leads to written or oral work by the children, so that the words are swiftly put to use.

Pupils need to learn the various uses of the language and the appropriateness of each kind to different social situations. Children can explore the different uses of language by telling stories, describing scenes, giving directions, and so forth, in the language of different people.

Children can also explore figurative language. This can constitute another way of stimulating words, just for the fun of it. Most children can learn for the fun of it. Most children can learn about imagery from the careful observation of the words which convey youth, freedom, warmth and so forth.

2.7.4.2   <u>What to do with the pupils' written work</u>

Teachers have to consider seriously what to do with the pupils' written work. Teachers do all sorts of things with children's writing. They display it, sometimes the work is covered in corrections by the teacher, sometimes the child's work is untouched and the teacher's mark is left to an end and can be anything from a tick or a short comment "Good", "See me" to a long paragraph of a teacher's comments.

All these approaches indicate the attitude of the teacher towards the pupils' writing, and the result can be confusing to the latter and can lead to false impressions about writing. It is confusing, for instance, when the pupil sees many corrections made by the teacher and the comment at the end: "Good attempt". What does "good attempt" mean then when so much is shown to be wrong?

The teacher's aim when reading children's writing is to recognize what they have done, and to try to assess what they were trying to do. The following elements should guide him when assessing the work:

What is the content?
What are the child's feelings?
How is he using language?
How has he organized the material?

Armitstead (1972) stresses that when assessing pupils' work it is always desirable that the teacher talks with the child about things like: What he is trying to say, what he felt about it, whether he was trying to copy a style of writing he had read. This may not be practicable with every type of writing but should occur as often as possible, sometimes with the group.

Once the aims of the child have been identified and best ways of helping the child to achieve those aims have been satisfactorily established, the teacher must turn to the nature of the task which he set. In doing this it is important that the teacher first directs his attention to what he had asked the child to do. At the end the teacher has to insist on the original task that was given.

There must be a need felt for teaching a composition.
Teachers should not expect children to write compo-
sition after school hours all the time. Guidance
on the writing should not be regarded as an aspect
of written work that is designed to fill the
students' time or fill their exercise books. In
this respect Britton (ed) (1967, p.46) has this
to say:

> "Many teachers find composition an
> unrewarding subject. They think
> that the lessons must always be
> dull, grind and an uninteresting
> undertaking not realizing that every
> piece of fresh and natural expression
> reveals the mind and the outlook of a
> child; what he notices, responds to
> and delights in. So they go on
> teaching the mechanics of writing, the
> rules of grammar and the organization
> of material, with the result that the
> work they get is lifeless, flaccid,
> dull, with bald sentences and tilted
> phrases. They write badly; we have
> often been told, 'because they have
> nothing to say'."

The teacher must overcome the restrictive
attitudes if he is to get the pupils to put life
into their writing. In the first place he has
to convince them that they have something to say.
Secondly he has to release and bring to the
surface all the locked-up information about them-
selves and their lives which they have not thought
suitable for work in school. He must also prove
to them that he himself finds this material
significant and important.

The teacher must be equipped with appropriate
tools to get his pupils to write in his classes.
He may find that questioning is his best tool.
In questioning them he will prove that there is
an interest in what they tell him and where the
interest lies. As the teacher presses for more
details, the class begins to realize that they
have something to contribute and that their once
dull experiences are now seen in a new and
exciting light

Teachers must also consider the question of the
discussion of a composition to be written. To
some teachers it appears as though the teacher
is telling the class what to say - if a
composition is discussed in class. In a
discussion the pupils are telling the teacher
about themselves, and what they know about the
topic that is discussed. His aim has been to
open up the field of their knowledge which is
extensive and detailed, and at the same time to
lead them to be more exact and more sensitive in
their observation of life around them. In fact
he is leading pupils to be both aware and more
articulate.

Another tool that a teacher may use to help his
pupils write good compositions is to discuss
with them their marked written work. Successes
rather than failures should be discussed first.
All the pupils have to be encouraged to take an
active part in the discussion, considering what
has been achieved or if their essay is incoherent
or full of platitudes. The pupils could be asked
to improve it, with the teacher suggesting how
this could be done. The teacher should not tell
the pupils what is wrong with the passage
because by so doing:

> "... he is robbing them of the very process
> by which they learn, that is, by seeing
> how improvements can be made and of what
> these improvements consist." Britton (ed)
> (1967, p.51)

2.7.4.4   Comprehension tests

Comprehension tests are taught with an aim of
enabling pupils to understand the gist of
communication at a glance and to interpret its
meaning correctly.

Van Schalkwyk (1980, p.186) says:

> "Comprehension exercises are designed
> to train the reader in the skill of
> understanding and interpretation."

In comprehension tests the reader has to grasp the central idea of the material as soon as possible, and then distinguish between the main ideas and the subsidiary ones. The learner has to learn to be critical and evaluate what he reads.

In a comprehension test the pupil is afforded a chance to deal with a variety of questions such as thematic questions, interpretive questions, stylistic questions, content questions and explanatory questions. Handling questions of this nature helps the learner to express his opinions precisely, clearly and coherently.

2.7.4.5   Expose pupil's work to other pupils

It is a good idea that the children's work is exposed to other children. The compositions should be read in class especially the ones that have been awarded high marks. When each reading is finished, the teacher may if he wishes, say a few words of comment or commendation; or if he prefers it may allow the class to offer their own criticism.

Some children, especially the weak ones, may be embarrassed if their work is exposed for criticism. A teacher may have to copy the faulty work onto the board before the lesson begins, in this way he can avoid revealing the child's identity. But inspite of all this, his identity may be revealed, either because of evidence in writing itself, or because the writer voluntarily betrays the fact that this is his work which is under review.

Gentle and tactful treatment of the work, with some indication of where its good qualities lie, will sometimes soften the offence. The teacher may have to use the work of another class in order to avoid any embarrassment and hostility. He must still keep the identity of the writers a secret. (Walsh 1965).

Each pupil in class must be made aware that he is capable of making elementary mistakes and gross errors and of being ambiguous. After that it is hoped that each child will become a self-conscious writer.

The advantage of exposing the pupil's work to others is that there is an excellent opportunity for comparing and contrasting points of view in writing, pupils may learn from others. For those whose papers are chosen, there is some degree of honour and this gives the teacher an opportunity to set up models for others to follow.

If the work of other students is exposed, the students are likely to be critical of what has been written, and they are genuinely interested in knowing what others in class have written. When written work is exposed to other children, children read as readers rather than as judges, so their comments are likely to be accepted by their peers unlike when the teacher acts as a judge, (Walsh 1965).

2.7.4.6   Continuous exercises

When children write they should be expected to use the language in context. They should not be required 'to fill in the missing words' because such exercises are meaningless to the learner.

Gurrey (1958) is of the opinion that it is essential for the teacher to select a piece of continuous writing. In this type of writing a specific topic has to be chosen. This helps the writer to know exactly what to write about. He says:

> "This gives the writer an even more definite task in expression, and one in which they can all see what they have to try to do - that is most helpful, especially to the weaker ones." Gurrey (1958, p.75)

Gurrey (1958) says that continuous exercises increase children's vocabulary and also develop their minds generally. Such exercises are more useful than the word - filling exercise that is divorced from some task of expression, and they are far more effective for increasing vocabulary than isolated sentence-completing.

Also, these exercises promote an active mastery of language in communication. This mastery is of great importance to school children, for it gives strength and confidence to their minds and characters. As children are trying to express in words what they have in mind, they will learn to use figurative language without any artificiality; their manipulation of sentence structures and patterns become an unconscious habit, and their feeling for linguistic 'form' develops as a natural habit of mind.

Hosking (1968) is of the opinion that if pupils are not involved in writing continuous prose, or a sequence of sentences, they fail to assimilate, use things like capitals, punctuation, and so forth.

2.8 <u>THE TEACHING AND LEARNING OF GRAMMAR</u>

In this section the value of and the need for teaching grammar will be discussed. Teaching the living language rather than drilling children in the rules of grammar will be emphasised.

2.8.1 <u>Why teach grammar?</u>

There are varying views on the value of teaching grammar. In the past some people have felt that the study of grammar is essential. It helps children speak the language correctly and write good compositions. Some recent studies however show that some people feel it is not necessary to study grammar. They argue that the knowledge of the structure of the language does not necessarily help the child write good composition. They say there is no time for such type of work, that is, the study of grammar. The emphasis should be on actively involving, at all stages, the pupil's own thoughts, feelings, experiences and motivations towards communication. It is felt that a lot of time should be spent on using language for communication.

On this shift of emphasis on the value of grammar we shall cite Whitehead's two publications. In his earlier one: <u>The Disappearing Dais</u> (1966) he had suggested that grammar should be taught to children not younger than fifteen years of age. He had this to say on this question:

> "... if we are honest with ourselves we
> shall have to admit that most grammar
> teaching at present is patently
> ineffectual, largely because the subject
> of grammar itself is too difficult for
> children below the age of about fifteen.
> We teach it, but our pupils do not learn
> it". Whitehead (1966, p.219)

Whitehead in a book edited by Bagnal (1973, p.151)
says that it would be difficult in 1973 to find
schools in England that still taught grammar.
There are no formal grammar lessons that are
taught. He says:

> "One will, of course, find classrooms in
> which from time to time incidental
> reference is made to the main parts of
> speech, usually in the context of a
> discussion of the pupils' own writing,
> and one can sometimes hear a lesson in
> which a teacher draws from recollections
> of his own grammar school tutelage some
> garbed definition which he dictates to
> his class as a nugget of wisdom they would
> do well to memorise, but anything more
> developed and systematised is certainly
> rare in the main body of the English
> secondary school."

Currie (1973, p.12) points out:

> "... that the simple notion of transfer
> between pupils' knowledge of grammar and
> their abilities to produce written English
> is not supported by evidence."

Currie is of the opinion that children should be
taught to use language for communication rather
than teaching the rules of grammar. He says there
is a strong belief among English teachers, in
schools and universities that there is no specific
transfer of training that takes place between a
knowledge of rules of grammar and an ability to
perform effectively in the skills of language.

Currie has quoted some works, for example, Hoyt
(1906), Rapeer (1913), Symonds (1947), Robinson
(1960) to emphasise that there does not seem to
be any direct relationship between the knowledge
of the rules of grammar and effective composition
writing.

We shall now focus on the views of those people who feel that there is some value in teaching grammar. Before we consider their views we shall define what grammar is.

Grover (1955, p.5) has this to say about grammar:

> "Grammar deals with work or functions of words; the way in which words are related to one another; the various changes that the words undergo to express different meanings. We can best understand these things by studying words in sentences, and especially by breaking up into its separate divisions."

Grammar is the study of the structure of a language. It is the study of the language as it appears at present. According to Eric Partridge as cited by Rathindranath Chattopadhyay : Forum XVII No. 1 January 1979 p.45:

> "Grammar is based on language - the particular language concerned - grammar has no existence apart from language; grammar is a set of rules codifying usage, not a code super-imposing on language and predetermining usage; in short, grammar must modify itself if language changes, language being made by man, not man for grammar."

Ward (1937, p.25) defines grammar as:

> "... an organized knowledge of the way in which a language expresses relations, that is, a statement of the form and function of every word in every context."

That we have pointed out what grammar is, we shall now proceed to consider the views of those who are in favour of teaching grammar.

Their argument is that the function of teaching and learning grammar is to assist the user of a language to write and speak correctly. They say that the grammatical knowledge should only be brought in when necessary to furnish the definite rules that are fundamental to the language concerned.

Gurrey (1958, p.100) for instance feels that:

> "... the study of the forms and structures
> of language can lead directly to a clearer
> and fuller understanding of what they have
> in mind to express, and of the forms and
> modifications of their own thought. These
> studies have a direct bearing on comprehe-
> nsion and the use of language in expression."

Thembela (1980, p.56) is also of the same opinion as Gurrey. He says:

> "Masisho-ke sithi ulwazi lohlelo lolimi
> luthintene kakhulu nokuqonda kahle
> nokulusebenzisa ulimi."

Languages differ in respect of their dependence upon formal grammar. It is felt that

> "Latin and Zulu, which are highly synthetic
> require a sound knowledge of grammar.
> Analytical languages such as English are
> less dependent on it. Mariannhill (1941,
> p.86).

2.8.2 The stipulations of the syllabus with regard to the teaching of grammar

The syllabi for standards 6, 7 and 8 lay down the various aspects of grammar to be dealt with, for example, formatives, Parts of Speech, Functions of words in sentences, Palatalization, coalescence, etc.

In these syllabi, it is stressed that:

> "Language study must be based on comprehension
> exercises to illustrate the use of the
> various parts of speech in sentences."
> Pamphlet IV from 1974, p.7

In the same pamphlet it is emphasised that when
studying the grammar of the home language, lessons
should not be of a formal nature, where possible.
It reads thus:

> "While some knowledge of the grammar of
> the home language is essential and a
> formal treatment cannot always be avoided,
> lessons should, whenever possible not be
> of a formal nature, but should proceed from
> the living language, i.e. the functional
> method should be followed."   (p.5)

The stress is on the teaching of the language in
context, in teaching the living language.

2.8.3   Teaching and learning the living language

How can we make sure that we teach grammar with
inspiration? How can the learning of grammar be
made useful to school children? We can make it
useful and interesting:

> "... if at every point possible it is closely
> associated with meaning, and only if the
> grammar is examined in and applied to language
> that arises or might arise in some real
> situation."   (Gurrey 1958, p.103)

If we are to teach a living language what approach
are we to adopt? Shall we proceed deductively or
is it wiser to proceed inductively, from the study
of examples to the forming of the definitions and
the rules?

It would be a good idea to proceed from the examination of particular cases to the formation of general rules. Our grammar lessons could be kept in touch with lessons in composition by using the inductive method.

Lessons could be very effective and interesting if a story or a paragraph forms the basis of teaching and the examples chosen are related to a central topic. The lesson would be interesting because whatever aspect that is taught is taught in context not in isolation.

If grammar lessons have been kept in touch with lessons in composition, or taught in context, grammar will be seen playing its natural role, that is, as an essential part of expression. The pupils will study and use language with some attention to grammar.

2.8.4 Disadvantages of teaching and learning grammar in isolation

The teaching and learning of grammar can be made fruitful if at every point possible it is associated closely with meaning.

To put it in Gurrey's language (1958, p.102)

> "... and only if the grammar is examined in and applied to language that arises or might arise in some real situation."

When we teach we must use language in real life situaions to refer to persons and events in a real world. This is the key to a sound and practical handling of grammar and language in schools.

If grammar is taught in isolation pupils always feel that their time is wasted on something they will never use in everyday life situations.

When the teacher is dealing with the study of grammar he must be very careful that he does not adhere to the theoretical aspect of the subject instead of applying the theory to the practical use of the language, in composition, and reading. He should guard against teaching the rules of grammar and expecting children to supply appropriate examples to varify the given rules. Such treatment of the language becomes meaningless and boring to the pupils.

2.9   CONCLUSION

This chapter outlines the conceptual framework for teaching and learning language, and the mother tongue in particular. Though in some sections in this chapter the element of the mother tongue has not been impicit, all that is discussed applies to the teaching and the learning of the mother tongue, as it is spoken (2.6), written (2.7) and the study of the structure or the grammar of the mother tongue (2.8).

The sources of references referred mainly to the teaching of English. The researcher had to use these because they can be applied also to the teaching of Zulu as the mother tongue.

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A DESCRIPTION OF THE RESEARCH INSTRUMENT AND ITS APPLICATION

3.1   INTRODUCTION

In this study the survey as the method of research has
been used. Mouly (1970, p.234) says that:

> "Surveys are oriented toward the determination
> of the status of a given phenomenon..."

In this study the researcher wished to find information
on the teaching of Zulu as a first language, with special
reference to the spoken language, the written language
and grammar, at Junior Secondary school level in KwaZulu.
Hence it was felt necessary to use the questionnaire, and
the interview research techniques. Two sets of question-
naires were developed so as to apply them to a sample of
respondents representative of principals of schools and
teachers of Zulu in KwaZulu schools. The responses would
be analysed so as to get a clear indication of the
presentations of the teaching of Zulu.

3.2   NEED FOR A REVIEW OF LITURATURE

3.2.1   To familiarise oneself with available sources

Before a research worker embarks on any study he
needs an adequate familiarity with the library
and its many resources. Only then will an
effective search for specialized knowledge be
possible. The search for reference material is
a time consuming but very fruitful phase of a
research programme. The researcher must know the
sources that are available in his field of inquiry,
know which of them he is likely to use and where
and how to find them.

3.2.2 To orientate oneself

The review of the related literature is an essential aspect of the research project. It forms one of the early chapters in a research report for orientating the readers. The researcher must put his problem in the light of what has already been done and said.

Mouly (1970, p.126) says:

> "the review of literature is a crucial step which invariably minimizes the risk of dead-ends, rejected topics, rejected studies, wasted efforts, trial-and-error activity oriented toward approaches already discarded by previous investigators, and-even more important-erroneous findings based on faulty research designs."

Research review enables the researcher to understand his problem and its crucial aspects better and ensures the avoidance of unnecessary duplication. It provides comparative data which is important for evaluating and interpreting the significance of one's findings and contributes to the scholarship of the investigator.

3.2.3 To serve as a source of hypotheses

The published literature is an essential source of hypotheses. It presents suggestions made by previous researchers and writers concerning problems that still need to be investigated, and it also stimulates the researcher to devise hypotheses of his own. While the researcher considers the designs, findings, and conclusions of other investigators, he gets insight which he can incorporate into an improved research design.

An experienced researcher, and especially a student working on a dissertation, should never think of undertaking a study without acquainting himself with the contributions of previous investigators.

In this study, too, literature on language and linguistics, and on methods of teaching languages, was reviewed and was consulted. Journals and pamphlets as well as dissertations relevant to this study were also consulted.

3.3 TYPES OF LITERATURE REVIEWED

3.3.1 Literature on language and linguistics

Since the researcher is working on the teaching of a language it became necessary for the researcher to first understand what the role of language is before the teaching of the language could be discussed.

In paragraphs 2.2.1; 2.2.2 and 2.2.3 it is explained what language is.

3.3.2 Methods of teaching language

A number of books on the teaching of language as first or second language were consulted. Books on the teaching of English as a first language and as a second or foreign language were referred to. It is regrettable that not enough books on the teaching of Zulu as a first language were available. Because of the scarcity of literature on the teaching of Zulu, literature on the teaching of English will be used on the assumption that the teaching of English and Zulu as mother tongue is similar.

3.3.2.1 Principles involved in teaching the mother tongue

Gurrey (1958) has outlined essential principles involved in teaching the mother tongue. He stresses that teachers should have faith in the mother tongue. They must have a strong belief that there is something worthwhile they are going to achieve through the teaching of the mother tongue. In addition to this, the teacher of the mother tongue must have a strong academic undertanding and thorough professional training in the subject. The teacher must have studied the language in depth, and have acquired specialized knowledge in the subject.

3.3.2.2 Teaching the spoken language

Gurrey (1958) has also given hints on how to teach the spoken language, and the written language as well as grammar. With regard to the spoken language he says that it should aim at encouraging children to speak in as many situations as possible. Children should be given different subjects to speak on, and be encouraged to speak in any situation. In so doing, children realise that their language can be used to express joy, sorrow, disappointment, disgust, appreciation and so forth.

Whitehead's work (1971) was also found
to be very useful in this study. He
points out that in order to understand
spoken words we need to know who is
present, who is speaking and who is
spoken to, what actions are accompanying
words and what effect follows them.
Here Whitehead is stressing that language
is situationally bound.

The writer found that the views expressed
by these writers also applied to the
teaching of Zulu as the mother tongue.

3.3.2.3 Teaching grammar

Whitehead (1973) and Currie (1978) have
given their opinions as to the teaching
of grammar. Refer to paragraph 2.8.1.
The emphasis is on the use of language
for communication rather than teaching
the rules of grammar.

3.3.2.4 Teaching written language

Armiststead (1972) has written on the
written language. He has given useful
hints on composition writing. He
emphasises the need for preparation
before a composition is written. For
instance the vocabulary that is appropriate
in a specific situation can be explored
and developed in discussion with pupils.
In doing this the teacher is helping
children to put words to use quickly.
He has also commented on what to do with
children's written work. For instance
it may be displayed, or read to the class,
especially if it is good work, or it
could be discussed with the whole class
or with individual pupils.

3.3.3 Journals and pamphlets

Journals give more up-to-date treatment of subjects than do books. Many subjects are discussed in more detail in articles than in books. An up-to-date brief overview treatment is also much more likely to be found in a periodical than in a book (Dreyer, 1983).

In this study, the journals and pamphlets were found to have precise articles on the teaching of language.

3.3.1 Educamus

Only a few articles will be cited in this study. In an article appearing in the December issue of 1980 Vol. XXXVI, No.10,27, Swart points out that formal grammar must be taught, but it must be taught in an informal way.

In an editorial appearing in the Educamus (1979, p.3) a need for effective methods for Black language is expressed. Without a proper and suitable method for teaching a first language, children lose interest, and initiative in and love for their mother tongue. This article goes further to emphasise the informal approach when teaching grammar. The teacher should deal with lesson content in such a way that the pupils discover the grammar rules on their own accord. The rules may then be arranged logically to give the pupil a schematic representation of the language structures and the way in which they function in his mother tongue.

3.3.3.2 English Teaching Forum

English Teaching Forum: an article by
Patridge as cited by Chattopadhyay (1979,
p.45) defines grammar. He says that it
is based on language, it has no existence
apart from language. Grammar must modify
itself if language changes, this happens
because language is made by man, not man
for grammar.

3.3.3.3 ELT documents, games, simulations and role-playing

In ELT documents, Games, simulations and
role-playing (1977) Sturtridge gives use-
ful hints on how to teach role-play and
simulations. He gives the aims of role-
playing, linguistic content involved,
that is, the nature of the language to
be employed and its usefulness to the
pupils.

3.3.4 Dissertations

Dissertations on the teaching of language were
found to be useful. A few of them are going to
be discussed very briefly.

3.3.4.1 Teaching and assessment of oral communication

(a) Problem investigated

Dobie (1976) investigated the role of
formal oral communication in the Secondary
School and also examined how effective
speech may be developed among pupils,
and later assessed.

A review of the situation in secondary
schools in England as regards the
teaching and assessment of speech,
formed the basis for a critical appraisal
of the syllabi and other agencies
providing for speech education in the
Republic of South Africa. Methods used
by teachers of English in Natal, in the
presentation of oral language lessons
were also surveyed.

(b) Recommendations

The recommendations that he put forth
were the following:

(i) The need for specialised education

Seeing that speech occupies a central
position in the curriculum Dobie felt
that all potential teachers of English
as first language should undergo some
specialised education in speech communi-
cation during their years of training.
It was also recommended that teachers
of English as first language should have
some kind of undergraduate qualification
in speech and communication.

(ii) The need for an audience

Because of the importance of response,
and an audience, in communication, it
is recommended that whenever possible,
pupils must be afforded a chance of
speaking to audiences, of for instance,
their peers, other pupils or even the
public.

(iii) <u>Testing should be criterion-based</u>

Dobie also recommends that the assess-
ment of speech should be criterion-
based. It is suggested that an evaluation
schedule should be devised within each
school or even by each teacher. The
teacher's task could be made easier if
he knew exactly what criteria are to be
used in assessment, and what qualities
are expected in an accomplished public
speaker at the secondary school level.
Pupils too, should be aware of the
criteria in terms of which they are to
be assessed.

(iv) <u>The need for refresher and in-service
courses</u>

Refresher courses and in-service training
courses were recommended for qualified
teachers who may not have had thorough
training in speech communication and for
any teachers of English as first language
who wish to attend. It would be more
desirable if these refresher or in-service
courses stressed methods of teaching and
testing spoken communication rather than
to stress content.

There were a number of points mentioned
in this study that need some consideration
which the writer of this particular study
is not going to mention. For instance,
Dobie made recommendation on the role of
listening comprehension, a minimum time
allocation, maximum experience in speech,
analysis of interaction, etc.

3.3.4.2   The teaching of Southern Sotho in
          Lesotho teacher training institutions :
          Ramone - 1974

   (a)   The problem investigated

         Ramone (1974) investigated the problem
         of teaching Southern Sotho as a subject
         in Lesotho teacher training institutions.
         The problem areas were found to be the
         problem of staffing schools with adequately
         qualified Sesotho teachers, the problem
         of Sesotho grammar, the problem of
         Sesotho orthography, and the problem of
         terminology.

   (b)   The purpose of the study

         The primary aim of the survey was to
         analyse the teaching of Sesotho in
         Lesotho teacher training colleges with
         a view to determine the problems that
         confront both the teachers and the
         students.

         The writer also desired to make teachers
         aware of their shortcomings in the hope
         that they would then try to become more
         effective and efficient as teachers.
         Another aim of this survey was to arouse
         and foster that interest in the mother
         tongue, Sesotho, which is lacking.

   (c)   His finding

         Teachers and students were found to be
         negatively orientated towards their own
         language. There was a very serious
         problem of the shortage of sufficiently
         qualified Sesotho teachers in the colleges.

Teachers were ill-equipped to handle
their subject with confidence and
efficiency. In addition to this there
was the problem of terminology. There
was no uniform terminology, hence it
was difficult to teach Southern Sotho
grammar effectively.

(d) Recommendations

(i) Academic qualifications

Ramone recommended that the teachers'
academic qualifications should be as
high as possible. He recommends that
a graduate who has majored in Sesotho
should teach it in a teachers' college.

(ii) Professional qualifications

The recommendation here is that the
teachers' professional studies should
include instruction in some of the
basic relevant principles of linguistics,
as well as a course in the structure of
the language which they are expected to
teach. Teachers are expected to preserve
and transmit that culture to the younger
generations. In order that they may
perform this task expected of them, they
need to have adequate professional and
academic qualifications.

(iii) The teaching of Sotho grammar

Concerning the problems encountered in
the teaching of Sotho grammar, Ramone
recommends that there should be a
uniform terminology.

The use of one and the same terminology
will help solve the problem of teaching
Southern Sotho grammar.

It was felt that if terminology or
orthography could be improved in Southern
Sotho, the teaching of grammar would be
much facilitated. Many points of misunder-
standing result from the fact that words
are wrongly written because of the
orthography is not practical enough.

(iv) The problem of orthography

It is recommended that the orthography
of Sotho be revised. Lesotho should
adopt the new orthography of the Republic
of South Africa since it has the backing
of language experts both in Lesotho and
outside, whereas Lesotho orthography
bears the condemnation of the experts.

3.3.4.3 The teaching of Xhosa as a foreign language

(a) The problem investigated

Gebeda (1974) investigated the teaching
and learning of Xhosa as a foreign
language in South African schools and
universities. The writer felt that it
is important to study foreign languages
for 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 South Africa there is a rapid growth in the industrial and commercial spheres, so 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.

We come to understand other people through the study of foreign languages. In order to understand the speakers of the language we are studying, we need to have a lot of the background experience and culture that the native speaker has, so as to give meaning to his language.

(b) <u>The aim of the Investigation</u>

The primary purpose of this study was to examine and establish the extent to which Xhosa as an African language is being taught as a foreign language in South African schools and universities so as to equip the students with the basic skills of listening, speaking, reading and writing the language.

People who might organise themselves into classes for the purpose of learning Xhosa in or outside a school or a university were excluded in the study.

(c) <u>The Findings</u>

The findings were that students were taught Xhosa at school by incompetent non-Xhosa-speaking teachers.

This might result in the fact that students leave school speaking a peculiar kind of Xhosa which is not very different from "fanakalo" or the mine-language. Students at the school are often tempted to use their home language in a Xhosa class against the teacher's instructions, because for some their Xhosa is too poor to try it out. In some instances the teacher's Xhosa is too poor to be understood by students.

(d) Recommendations

It would be a good thing if a learner started learning the language as early as he could. A child learns a new language without resistance, without self-consciousness, without analysing it, without comparing it to his mother tongue and without realising that the new language does not express ideas in the same manner as his mother-tongue. It was observed that there was no special training of teachers of Xhosa as a foreign language in teacher-training centres. So there is a need for a regular in-service training of teachers of foreign language so as to help the seasoned teachers to synthesize their own training and professional capabilities with the new information and techniques they are learning.

He also recommends the establishment of foreign language liaison committees. These should see to the structure of the curriculum, to explore study facilities at school, college and university, to examine the foreign language teacher-training programme, etc.

(e) The work discussed above has no direct
    bearing on the teaching and learning of
    a first language or mother tongue, but
    this work was found helpful in clarifying
    the researcher's mind on the present
    study. A few ideas from the study could
    be applied, in a modified way, to the
    present study, for example, principles
    of learning and teaching a language.

3.4 SURVEY GROUPS

3.4.1 A sample as a basis for research

Research is in most cases conducted on the
basis of a sample from which the research worker
derives certain generalization applicable to the
population from which the sample is taken (Mouly
1970).

Mouly (1970, p.175) says that:

> "... sampling is both necessary and
> advantageous. Taking a total census
> is costly and often difficult."

Sampling frequently results in more adequate
data than a census. The major reason for
sampling is to reduce expense - in time, effort,
and money-and the factor of cost must be
balanced against the adequacy of the data that
are obtained.

3.4.2 The size of the sample

The size of the sample is determined by the
nature of the survey, the instrument to be
used, and the means of access to the population,
as well as to the particular sampling design.

For instance, if the sample is to be contacted
by questionnaire, the sample might be larger
than if interviews are to be conducted. In all
cases, the size of the sample should be in line
with the degree of precision required (Mouly,
1970).

In this study two samples were selected. One
was from the principals of schools and the other
consisted of teachers who taught Zulu at Junior
Secondary school level.

3.4.2.1 Principals of schools

There were five hundred and fifteen
secondary schools in KwaZulu in 1984,
that is 327 Junior Secondary schools
and one hundred and eighty eight Senior
Secondary schools. Fifty (50) principals
were selected for the study. This
constituted 10 percent of the population
of principals, which is quite acceptable.
According to Gay (1976, p.77) a minimum
number of respondents acceptable as
representative of the population,
involving a large population, is 10%,
and for a small population it is 20%.

TABLE I: SAMPLE OF SCHOOL PRINCIPALS CHOSEN

	TOTAL NUMBER OF PRINCIPALS IN KWAZULU	10% SAMPLE CHOSEN
High Schools	188	20
Junior Sec. Schools	327	30
	515	50

In this study cluster sampling together with stratified sampling were used. (This is to be explained later). Principals were chosen from certain circuits. It was ensured that principals from rural areas, urban schools and those schools that lie in-between were chosen.

Stratified random sampling technique requires the universum to be divided into several sub-groups or strata, according to age, sex, place of residence, etc. The population is divided into homogeneous groups.

A random sample is then assembled for every group or stratum. This technique is effective when the strata can be so well identified that a high degree of uniformity between all the members of every sub-group is ensured, accompanied by a high degree of divergence between one stratum and another.

The sample is then drawn on a proportional basis. Each sub-group of the larger sample must correspond in its representation of members to the pattern of the universum. For this reason it is important for the researcher to be sure of the exact numerical ratio of his sub-group units to the universum. The advantages of stratified random sampling are the following:

(a)   It enables the researcher to make use of whatever previous information he has of the universum. Since the sampling ensures that specific sub-groups in the large sample are represented, it is more efficacious.

(b)   It enables the researcher to select his
        samples from every sub-group in different
        ways and different proportional relation-
        ships.

Cluster sampling: In this technique a group that
is naturally consorted provides the sample. For
example rural secondary schools might be taken
as a cluster sample, and from this one, or more
than one school could be selected.

Principals of Junior Secondary schools as well
as those of Senior Secondary schools with standards
6, 7 and 8 classes were involved in the research.
These were from rural, urban and in-between
areas. In this way it was ensured that the
sample came from all the strata so that it was
representative of the population of principals.
A few principals were chosen from each stratum.
The cluster sampling technique was combined
with the stratified random sampling method.

3.4.2.2   Teachers of Zulu

        The sample of teachers who teach Zulu
        in standards 6, 7 and 8 came from
        circuits which have rural as well as
        urban schools, this sample consisted
        of teachers who teach standards 6, 7
        and 8 in Junior and Senior Secondary
        schools. Cluster sampling coupled
        with statified sampling was employed
        to get a sample representative of the
        universum.

3.5 QUESTIONNAIRES

3.5.1 What is a questionnaire?

Behr (1983, p. 149-150) defines a questionnaire as:

> "... a document normally distributed through the post to be filled out by the respondent himself in his own time. On occasion questionnaires are completed by the respondent under the supervision of the investigator."

Behr (1983) goes on to say that it is estimated that the questionnaire technique as a research instrument is used in more than half of the total research studies in education. If it is properly used it collects information from widely spread sources. Questionnaires may be used to seek factual information and at times can yield information concerning opinions, attitudes and interests.

3.5.2 Types of questionnaires

3.5.2.1 The structured questionnaire

The structured form of questionnaire, also known as the closed form, makes use of preformulated questions. The respondent is required

> "to place a tick, make a mark or draw a line alongside one of several provided possible answers. Behr (1983, p.150).

This type of questionnaire has the advantage that it facilities answering and makes it easier for the researcher to code and classify the responses. It also minimises the risk of misinterpretation.

It keeps the respondent on the subject
in question. It takes the minimum of
the respondent's time, as a result it
has a high scope for returns and
increases validity because of its
representativeness of the returns.
Its main disadvantage is that somehow
the respondent may be forced to respond
in a certain way, thus not reflecting
his feelings. The respondent may select
answers which are not precisely in
keeping with his views.

3.5.2.2   The unstructured questionnaire

The unstructured or open-ended question-
naire enables the respondent to respond
freely, he is free to give his own
reasons. The disadvantage associated
with this type of questionnaire is that
the tabulating and interpreting of the
responses is time-consuming and also
difficult to do and tend to be more
subjective in nature.

3.5.3   Justification for the use of the questionnaire

In this study the writer wanted to obtain
information regarding the teaching of Zulu as
a first language in Junior Secondary schools.
It was felt that a questionnaire should be
developed and applied to teachers of Zulu and
the principals. This would help in determining
how Zulu is taught in these schools.

It was decided to use the questionnaire as a
research instrument because:

(a)   of the large number of teachers involved in this study

(b)   of the wide distances between schools from which the samples of teachers of Zulu and principals came.

3.5.4   Decision on the type of questionnaire used

The researcher has to decide whether to use a structured questionnaire or an unstructured one. Deciding on open or closed questions is determined by the purpose of the survey, the respondent's level of information on the particular topic being investigated, the ease with which the material can be communicated and the researcher's knowledge of the respondent's situation. (Behr 1983, p.151).

In this study it was decided to use questionnaires that are basically structured with one or two open-ended questions. The reasons for using a structured questionnaire are stated in paragraph 3.5.2.1 above. The open-ended questions have been added so as to offer a free choice of responses and an opportunity for the respondents to air their views.

3.5.5   Criteria for a good questionnaire

There are certain criteria which a researcher should bear in mind when preparing a questionnaire. These criteria, if taken into consideration, ensure the validity and reliability of a questionnaire as a research instrument. The most important of these are the following:

3.5.5.1 A questionnaire should be concise

The questionnaire must be as short as possible. It should not take much of the respondent's time. Mouly (1970, p.258) says

> "... a questionnaire should not take more than half an hour of the respondent's time."

If too many questions are asked, the respondent becomes tired and bored. As a result the questions appearing towards the end of the questionnaire are either left unanswered or answered haphazardly. The researcher should always bear in mind that the completion of a questionnaire is a courtesy asked of persons, and hence it should be so constructed that the required data is obtained with the minimum of the respondent's time.

By making the questionnaire brief, the researcher is trying to make every effort to achieve a high rate of returns and is trying to use an instrument that is going to yield significant information.

3.5.5.2 A thorough understanding of the field study

Mouly (1970, p.245) says that an essential thing in the construction of a suitable questionnaire is to attain a thorough grasp of the field, of the objectives of the study, and of the nature of data needed.

3.5.5.3 A good format

The format should be made as attractive as possible by means of a clear type and a suitable layout. The attractiveness of the format encourages high response and thus higher returns of questionnaires.

Mouly (1970, p.259) says

"If the questionnaire reflects quality, many people expect similar adequacy in the overall study and are willing to contribute to its success."

3.5.5.4 The questions should be presented in a definite order

A well-designed instrument will motivate the selected sample to respond. The well designed questionnaire leads the respondent from one question to the next. The questionnaire should start with simple factual questions which can be answered without much difficulty. Complex or awkward questions should come towards the end. Mouly (1970) says that questions on the same subtopics should come together to give order and to enable the respondent to orientate himself to the trend of thought. So the questions must be in a sequence that follows an organization that makes sense to the respondents (Asher, 1976).

3.5.5.5 The cover letter

The questionnaire should be accompanied
by a cover letter which bears the
investigator's name and title and his
relation to the study. This letter
should make clear the purpose and the
importance of the study, and the use
to be made of the data, in this way the
respondents will be convinced of the
worthiness of the study and be encouraged
to co-operate. The cover letter should
also clearly state the deadline date by
which the completed questionnaire has
to be returned. The cover letter must
be brief, courteous and forceful; it
must appeal to the recipient so that
he will agree to co-operate.

The writer of this work too had to write
a cover letter. The letter together
with the copies of the questionnaires
were sent to the respondents. It was
felt that the cover letter should be
addressed to the principal who would
then inform the teachers teaching Zulu
to standards 6, 7 and 8 in his school,
and ask them to complete the question-
naire.

The contents of the letter appear in
the appendix C.

3.5.6 Criteria for good questions

While it is essential to take into account the
factors to be considered when preparing a
questionnaire, it is equally important to
consider criteria of a good question.

3.5.6.1 Suitability of language

The language used in the questions
should be chosen so that the vocabu-
lary and sentence structure are simple.
The words used should be well within
the range of ready understanding by
the respondents. The questions should
relate to the respondent's current
level of information so that they can
respond easily.

Simplicity and brevity are required in
the framing of a question. The language
must be clear, and direct and subscribe
to the basic rules of effective commu-
nication.   (Mouly, 1970).

3.5.6.2 Singleness of purpose

Great care must be taken to ensure that
the questions are unambiguous and are
clearly worded. Words or terms that
might give rise to misinterpretation
should be avoided. Each question should
be restricted to a single concept.

3.5.6.3 Free from leading questions

Leading questions should not be asked,
that is, those that suggest an appropriate
response or make it easier to respond
in one way rather than another. No
question should influence respondents
to be unduly helpful by attempting to
anticipate what a researcher wants to
hear or find out (Tuckman 1972, p.197;
Asher 1976).

3.5.7 Validity and reliability of the questionnaire

It is essential that a measuring instrument is valid. Unless a test has this important characteristics, it is useless.

Validity can be defined as the degree to which an instrument measures what it is supposed to measure, that is, how well the instrument measures what it is supposed to measure.

There are various factors to be considered in order to determine the validity of a research instrument. These are content validity, construction validity and concurrent validity, to mention some of them. In this study content validity is the factor that will be taken into account. The questionnaire must be valid for a particular purpose. The contents of a measuring instrument can be passed as valid if the constituent items are representative of the subject field covered by the test and a particular population involved in the survey.

Reliability involves the consistency, dependability or stability of the instrument in measuring whatever it measures.

It must be understood that no test can be valid without being reliable. A test may, however, have a high degree of reliability without being valid, that is, without measuring what it is intended to measure.

3.5.8 Selection of questionnaire items

3.5.8.1 Introduction

The question set aimed at assessing the teaching of Zulu with special emphasis on the spoken language, the written language and grammar.

The researcher tried to structure the
questions in accordance with the
accepted criteria which are discussed
in section 3.5.6 above.

In this study two sets of questionnaires
were prepared. One was designed for
principals and the other for teachers
who teach Zulu. The items in the two
questionnaires will be discussed
separately.

The researcher will now give a justi-
fication why these questions have been
included in the questionnaire. Appendix
A shows the questionnaire that was
administered to the principals of
schools.

3.5.8.2 A discussion of questionnaire items in this study

(a) Questionnaire 1 : for principals

The researcher in this study felt that
it would be helpful to get the opinion
of principals on the teaching of Zulu.
It was felt that the teachers' responses
alone would not give enough strength
concerning how the subject is handled.
As leaders in the didactic situation;
it is assumed that the principals are
in a position to assess whether or not
most of the subjects are taught effect-
ively and successfully. They are likely
to detect problems, if there are any.

The questions appearing on the question-
naire were not directly related to
chapter 2 which is a conceptual frame-
work of this study. The principals
were merely requested to give their own
opinions on the teaching of the language
in their schools.

Question 1: The principal was requested
to state the qualifications of the
teachers, that is, academic and profess-
ional. It is believed that the teachers'
qualifications have a positive effect on
their performance in the didactic
situation (par, 2.4.2).

Question 2: The respondents were asked
to state which of the teachers mentioned
in 1.1 rendered excellent service, good
service, satisfactory service or unsatis-
factory service. The researcher in this
study would be interested in ascertaining
whether the teacher's qualifications had
any bearing on his performance in class.

Questions 3 & 4: The respondent was
required to give reasons why certain
teachers gave satisfactory to excellent
service and why others gave unsatis-
factory service.

Question 6: This item was designed to
point out which aspect of the language
seems to receive more attention. In
question 7 to 9 the respondent had to
state why he thought certain aspects
of the language receive the attention
they received.

For the purpose of this study the
responses would give an indication as
to whether teachers realise which
aspects of the language are more
important than others when teaching
and learning Zulu.

(b) <u>Questionnaire II</u> : for teacher of Zulu

This questionnaire is designed for
teachers teaching Zulu at Junior
Secondary school level. The questions
that are asked relate to chapter 2,
which is a concepting framework of this
study. The questions in the question-
naire assessed how certain aspects of
Zulu are taught at Junior Secondary
school level. There were general
questions that were intended to seek
academic and professional qualification
of Zulu teachers. These were background
questions. The rest of the questions
13.1-15.8 threw light on the teaching
of the spoken language, the written
language and grammar.

Appendix B shows the questionnaire that was administered
to teachers of Zulu.

<u>General questions</u>

These ranged from 1 - 12 : They were intended to give
background information, and they were to throw some
light on the qualifications and experience of teachers.

<u>Question 1</u>: The respondent was requested to state
whether or not he/she was a male or female. It would
be interesting in this study to know the percentage of
female teachers compared to male teachers.

Question 2 and 3 : These were designed to determine the academic and professional qualifications of teachers of Zulu. The qualifications of a teacher, in some instances, have a bearing on his performance in school work. An explanation of qualifications is given in paragraph 2.4.2.

Question 4 : It was necessary to determine the type of teachers assigned to teach the subject, as already mentioned, academic qualifications and specialized training in the subject have, in most cases, a direct bearing on the effective and successful teaching of the subject. It is assumed that a teacher with specialized training and high qualifications in the subject is able to inspire children to appreciate his subject.

Question 5 and 8 : These were designed to find out the teacher's experience as a teacher, to determine how long he had been teaching Zulu at any school level and especially at Junior Secondary school level.

An experienced teacher is supposed to know what his task is. He is likely to select the learning material and present it to the pupils much better than a teacher who has just qualified as a teacher. It is expected of him to be able to provide opportunities for practice and use of the language under expert guidance, and in situations which develop ultimately the pupils' powers to be self-critical about their own efforts.

Question 10 : The respondent was to indicate why he became a teacher of Zulu. The researcher would get a clue as to whether the respondent is teaching Zulu because he is highly qualified to teach it, or because he has an interest in the language, though he may not be highly qualified in it. The researcher might discover that some teachers were forced to teach Zulu even though they were not interested to teach it.

Question 11.1 - 11.4 : Here the respondent was asked
if he would have preferred to teach subjects other
than Zulu and if so, for what reason.

The researcher wanted to determine whether teachers
teaching Zulu are really interested in teaching the
language. A teacher who has no interest in the mother
tongue is not likely to teach the language effectively
and successfully. He cannot possibly improve the
learner's attitude towards the mother tongue. He
cannot motivate the pupils to realise the need and
value of learning the language (Mackey 1965, p.333).

(ii)   Items relating to spoken language

        Items 13.1 to 13.8 were based on the teaching
        and learning of the spoken language. The
        literature studied reveals the importance of
        the spoken language. Oral language forms the
        foundation of all language teaching. Almost
        all the lessons in any language are based on
        the spoken work. A person finds it impossible
        to think of any language lesson where there is
        no speech, explanation or oral communication
        involved.

        In this study it was imperative for the researcher
        to construct question on the teaching and learning
        of the spoken language.

Question 13.1 : The researcher desired to determine
if the teachers of Zulu realised that the spoken
language occupies the central position in the curriculum,
as stated on paragraph 2.6.2.1.

The literature read reveals that the language command
of the Junior Secondary school children is not yet
adequate and perfect. These children still have to
acquire a lot of knowledge about the language, one of
the aims being the acquisition of new words. When
children use language in a variety of situations, and
speak on any subject, they are bound to acquire new
words thus increasing their vocabulary. The teacher's
response to this question would reveal whether he is
aware of what is discussed above.

Question 13.4 : The respondent was required to indicate
how convinced he was of the fact that the spoken
language in class is essential in laying a foundation
of all language teaching. More is said about this in
paragraph 2.6.2.1.

Question 13.5 and 13.6 : These referred to some forms
of class activities that is, impromptu interviews and
role-playing. These activities ensure that communica-
tion is purposeful. They are essential to the spoken
language lessons in that they provide excellent
opportunities to integrate skills like reading or
listening to instructions, oral interchange, research-
reading tasks, the preparation of personal notes, etc.
In these activities the child feels that he is approach-
ing 'real life' language use. Here children have
something interesting to talk about and are provided
with opportunities to use all the language knowledge
they have been taught. This is further discussed in
paragraph 2.6.5.

Question 13.7 : Required the respondent to indicate
to what extent he found it necessary and worthwhile
that pupils prepare their speeches for oral work
beforehand, for example, at home.

Ballard (1921) and Gurrey (1958) are agreed on the above. They feel that it gives pupils ideas on the topic. Even those children who have nothing or very little to say about the topic get some ideas out of the discussion. In addition to this, the pupil's ideas on the topic are systematised, and arranged logically. An appropriate vocabulary to a specific situation is acquired and used effectively.

Question 13.8: The respondent had to indicate to what extent he was convinced that it is effective and necessary to discuss a composition before it is written.

It is felt that the teacher is opening up the field of their knowledge. More of this is discussed in paragraph 2.7.4.3.

For the purposes of this investigation, it is assumed that the discussion of the topic will help the pupils get ideas on the topic, systematise their thinking and provide them with an appropriate vocabulary to be used in specific situations. Every child realises that he has something to offer on the topic.

(iii) Items relating to written language : In this questionnaire questions on the teaching and learning of the written language were also included. These are items 14.1 to 14.7.

Writing is important in the classroom, it stimulates the pupils to explore and elaborate their own thoughts. Byrne (1978) says that written work gives some indication to the learners whether they are making any progress in the language.

Language also provides variety in the classroom activities. It serves as a break from oral work and increases the amount of language contact through work that can be set out of class.

The chief aim of written language is that, in almost all cases, it is needed for formal and informal testing.

From what has been stated above the researcher felt compelled to include questions on the teaching and learning of the written language. The discussion of items follows.

Question 14.1 : The literature studied reveals that good compositions written by pupils should be read in class. The writers of the compositions are motivated to continue with the good work. On the other hand the other members in the class, who are not very good at writing composition, pick up some ideas and skills for effective writing, from the compositions read in class. So item 14.1 required the respondents to indicate whether or not they read good compositions to their classes. The respondents would throw some light on what the position is in their classes. It would become evident whether teachers are aware how important it is, from time to time, to read good compositions written by other children.

Question 14.2 : The teachers had to state to what extent they felt children find the writing of compositions as something worthwhile.

Britton (1967, p.46) says that:

> "Many teachers find composition an
> unrewarding subject. They think
> that the lessons must always be
> dull grind and uninteresting
> undertaking."

If some teachers have this attitude they may influence their children negatively towards the writing of compositions.

In this investigation the teachers' response was expected to indicate to what extent he inspires and motivates his pupils with regard to composition writing. The pupils may find the writing of a composition as something not worthwhile if they do not get enough encouragement and guidance from their teachers. Topics that do not appeal to the pupils may also influence the pupils negatively.

Question 14.5 : related to the teaching of comprehension tests. The aims of teaching comprehension tests are stated in paragraph 2.7.3.4.

In this study the researcher wanted to find out if the opinions of the teachers of Zulu co-incide with those in the literature studied.

Question 14.7 : has a bearing on 2.7.3.6. This relates to the need felt for the teacher to select a piece of continuous writing. Gurrey (1958, p.75) states what the advantages of this are. In this study it was assumed that the teacher's response to this question would reveal how much he knew about the significance of giving continuous exercises instead of giving children isolated sentences or 'fill in' exercises. These do not allow children to use the language in context.

(iv)   Items relating to grammar

Questions 15.1 - 15.8 : are related to the teaching of grammar. In chapter 2, paragraph 2.8.1, it is explained why it is necessary to teach grammar. Questions 15.1, 15.2, 15.6, 15.7 and 15.8 relate directly to the ideas expressed in 2.8.1.

Question 15.1 : refers to the fact that grammar has a
direct link with comprehension and use of language.
Gurrey (1958, p.100) and Thembela (1980, p.56) support
this fact.

Question 15.3 : has a bearing on the teaching and
learning of the living language (par. 2.8.2). If
grammar lessons are kept in touch with lessons in
composition, grammar will be seen as an essential part
of expression. The pupils will study and use language
with some attention to grammar.

The researcher in this study was interested in determin-
ing if teachers are aware of the principle explained
above whereby grammar lessons are related to composition.
This makes grammar lessons interesting. It gives them
some life.

(v)   Question 16

        This question in open-ended. The respondent was
        expected to comment on whether the pupils he
        teaches show any interest in the subject. He
        had to state reasons why they show an interest.

        In this study it was felt that the teachers had
        to be given a chance to comment on their
        observation concerning the teaching and learning
        of Zulu.

3.6   THE PILOT STUDY

In this study, after the initial questionnaire had
been drafted, a pilot study was conducted. A question-
naire for teachers of Zulu and that for principals
were given to a small group of teachers and principals
who were representative of the test population for
which the questionnaires were intended.

The reasons for a pilot run were the following:

(a)   To show up flaws and ambiguities and to deter-
        mine whether there were any amendments needed.

(b)   To identify problems to be encountered by the
        respondents in the handling of the questionnaire.

(c)   To determine whether the respondents could
        complete the questionnaires within the specified
        time.

After the pilot run, it was felt that some items needed
rephrasing to make sure that they were interpreted
correctly.

The questionnaire for teachers was sent to Ukusa High
School, a high school which has Junior Secondary classes,
in the Mpumalanga circuit. In this study this school
has been regarded as urban because it is in the township.
Another school that was involved was Luthayi Junior
Secondary School also in the Mpumalanga circuit. It
is also urban. It was felt that two more schools from
the rural area should also be involved in the pilot
study since the actual study would include both rural
and urban schools. These schools were Indala High
School which has Junior Secondary classes and Conco
Junior Secondary School in the Pholela Circuit.

The questionnaire for principals was given to principals
from Indala High School, Gabigabi Junior Secondary
School, Luthayi Junior Secondary School and Msimunde
High School.

TABLE 2 :   CIRCUITS, SCHOOLS AND TEACHERS CHOSEN FOR A PILOT STUD'

QUESTIONNAIRE II

URBAN			RURAL		
CIRCUIT	SCHOOL	NO. OF TEACHERS	CIRCUIT	SCHOOL	NO. OF TEACHERS
Mpumalanga	Luthayi	2	Pholela	Indala	2
	Ukusa	3		Conco	2

TABLE 3 :   CIRCUITS, SCHOOLS AND PRINCIPALS CHOSEN FOR A PILOT STUDY

QUESTIONNAIRE I

URBAN			RURAL		
CIRCUIT	SCHOOL	PRINCIPALS	CIRCUIT	SCHOOL	PRINCIPALS
Mpumalanga	Luthayi	1	Mpumalanga	Gabigabi	1
Edendale	Msimude	1	Pholela	Indala	1

The respondents who had taken part in the pilot study would
not be involved again in the application of the final
questionnaire.

3.7   THE FINAL QUESTIONNAIRE

After the pilot run it was realized that there were
questions that needed to be rephrased and restructured
so that they could be understood better by the respondents.
They are now going to be discussed.

3.7.1 Questionnaire I

This was the questionnaire designed for princi-
pals. The questions in the initial draft were
open-ended because it was felt that the
respondents should be allowed to state their
opinions on the teaching of Zulu. After the
pilot run it was felt that open-ended questions
had to be structured because of vague responses
received. It was assumed that principals are
very busy, so they might find filling a
questionnaire time consuming especially when
they had to provide their own responses. In
order not to take too much of their time, possible
answers were given but the respondents were still
afforded a chance to indicate their responses
other than those listed on the questionnaire.

In the initial draft, in question 1.4, the
respondents were to give their own reasons why
they felt certain teachers rendered unsatisfactory
service. In the final questionnaire possible
responses were given.

Question 7 was rephrased and split into 8 and 9.
Originally the respondents had to state which
aspects of Zulu seemed to receive more attention
from teachers. They were then to give reasons
why this was the case. In the final question-
naire possible answers: were given. The
respondents had to rank the responses with 1
indicating the most relevent and 6 or 7 the
least relevant.

3.7.2 Questionnaire II

After the pilot run it was discovered that
questions 12 and 13.6 needed some attention.

Originally question 12 read as follows : How many teaching periods do you have in Zulu per week?. This was interpreted by some respondents to mean all the teaching periods the teacher had in all the standards and sections in which he teaches Zulu. It was rephrased to read as follows: "How many teaching periods do you have for Zulu in each class (section) per week?"

Question 13.6 had to be rephrased in order to refer to one specific activity, impromptu interviews, simulations etc. The change was deemed necessary as too many activities had been implicated in one question.

3.7.3   The broad outline of the final questionnaire

The questionnaire is based on the conceptual framework, on the teaching of Zulu as a first language in Junior Secondary school in KwaZulu as indicated in chapter two.

The items in the questionnaire assessed how certain aspects of Zulu are taught at Junior Secondary school level. There were general questions that were intended to seek academic and professional qualifications of teachers teaching Zulu. There were also those questions that sought to determine the teachers' teaching experience in general and their experience in teaching Zulu. This has been explained in 3.5.8.2 (a).

There were questions, that is 13.1 - 13.8, that were designed to determine the extent to which the spoken language is emphasised in class. More is said about this in section 3.5.8.2 (b).

Most of the questions are structured, that is, questions 1 - 15.8. This has been done to make the questionnaire as brief as possible and to take the minimum of the respondent's time.

Question 16 is unstructured. The researcher felt that the respondents should be given an opportunity to express their feelings on the teaching of Zulu.

3.8   ADMINISTERING THE QUESTIONNAIRES

3.8.1   Permission

Permission to conduct research in KwaZulu schools was sought from the authorities at Head Office in Ulundi. The researcher also communicated with the Circuit Inspectors and Principals of schools that were to be involved in the study. This was done so as to get their support. Letter of request or permission (at Appendix D).

3.8.2   Administering the questionnaire

In this study the researcher decided to use the questionnaire as the main instrument of research because of the two reasons mentioned in 3.5.3 i.e.

(a)   of the large number of teachers involved in the study.

(b)   of the wide distances between schools from which the samples of teachers of Zulu and principals of schools come.

The reasons mentioned in 3.5.3 compelled the researcher to send questionnaires by post to all the respondents. Two sets of questionnaire were posted to the principal, namely, one copy of questionnaire 1 for the principal and three copies of questionnaire II for teachers of Zulu assuming that in some cases there is a teacher for each of the standards, that is, 6, 7 and 8.

A cover letter explaining the purpose of the study (refer to paragraph 3.5.5.5) accompanied the questionnaires. Further, a stamped, self-addressed, envelope was included to enable the questionnaire to be returned without cost to the individuals.

3.9   THE PERSONAL INTERVIEWS

3.9.1   What is a personal interview

According to Behr (1983, p.144) the interview is "a direct method of obtaining information in a face-to-face situation" Mouly (1970, p.263) refers to it as

> "a conversation carried out with
> the the definite purpose of
> obtaining certain information."

It is designed to gather valid and reliable information through the responses of the interviewee to a planned sequence of questions.

3.9.2   Types of interviews

3.9.2.1   The structured interview

The structured interview is also known as the standardised interview (Behr 1983, p.145). In this type of an interview the procedure to be followed is determined in advance. The researcher needs to prepare an interview schedule in which the pattern to be followed, the wording of questions and instructions, and the method of coding or categorising of the answers are planned to the last detail.

The preparation of an interview schedule is exacting and time consuming but it has the advantage that it minimises errors due to differences in techniques of different interviews.

3.9.2.2 The unstructured interview

In this type of interview the series of questions to be asked are prepared beforehand, but the interviewer can use his discretion and depart from the set questions as well as their order of presentation as the situation demands.

The main disadvantage of this technique is that it becomes difficult to compare the data obtained from the various respondents so as to arrive at reliable generalisations (Behr 1983, p.146).

3.9.3 Justification for the use of the interview

The interview has certain advantages over the questionnaire. An interview is more flexible, it can permit the investigator to pursue leads that appear fruitful. The respondent can be persuaded to elaborate on points which have not been made clear enough or have been partially avoided by him. Questions that have been misunderstood can be clarified. The investigator is always in command of the situation throughout the investigation.

In an interview the interviewer is able to establish greater rapport and thus stimulate the respondent to give complete and valid answers.

It permits the canvassing of persons who are
essentially illiterate for questionnaire
purposes or who are reluctant to put things in
writing. It also promotes a higher percentage
of return. It permits the investigator to help
the respondent clarify his thinking on a given
point so that he will give a correct answer
instead of a false one.

In an interview the investigator may detect signs
of evasiveness, non-co-operation and other
irregularities in the respondent.

By allowing for the operation of the interviewer's
personality in overcoming reluctance and
resistance, the interview often results in
successful contact with people who would refuse
to participate under less compelling circumstances
(Mouly 1970, p.266).

In the case of the unstructured interview the
investigator is able to pursue a given lead in
order to gain insight into the problem and to
obtain more adequate answers. It therefore often
leads to significant insights in unexpected
directions. This flexibility can lead to by-
products which were not expected in the original
plan of the study but which often have greater
significance than the outcomes of the initial
design.

3.9.4 Decision on the personal interviews

In this study the researcher felt that it would
not be enough to use the questionnaire only as
a researcher instrument. The interview was used for
the reason that it has certain advantages over
the questionnaire. These are mentioned in
(par. 3.9.3). It was also used in order to
support the validity of the questionnaire and
in general to enhance the value of the study.

3.9.5 <u>The weakness of the interview</u>

    3.9.5.1 <u>The interview   bias</u>

This weakness is a result, largely, of the fact that the interview is flexible at times, especially if the unstructured type is used. Since the interviewer is allowed to vary his approach to fit the occasion, he is likely to complicate the interpretation of his results as well as project his own personality into the situation and thus influence the responses he receives.

The respondent tends to orientate his answers toward the sociable and courteous rather than simply toward the truth. This happens if the interviewer is a pleasant person. On the other hand if the investigator has an unpleasant manner, the respondent is likely to evade questions or even to disagree in order to annoy the interviewer.

    3.9.5.2 <u>The interview as a research technique is costly</u>

This research technique is expensive especially if the survey covers a wide geographic area (Mouly 1970, p.267). In addition to this it is also costly in terms of time and effort since it calls for telephone calls, long waits and travel.

3.9.6 <u>The important points to be borne in mind when conducting the interview</u>

There are certain points which a researcher should bear in mind when conducting the interview.

These points, if taken into account, ensure the validity and reliability of the interview as a research instrument. The most significant ones are discussed below:

3.9.6.1 Establishing rapport with the interviewee

The initial task of the investigator is to establish rapport with the interviewee. The interviewer should put the interviewee at ease through gaining his confidence. The person interviewed must be given the impression that he is in possession of information or knowledge which is needed for research and which no one else can give. The interviewer should explain the manner in which responses will be recorded, and if a tape recording is to be made, the respondent's consent should be obtained.

3.9.6.2 The interviewer must be pleasant and restrained in his manner

This technique of research calls for a person who is pleasant and restrained in his manner. He must be prepared to listen to his interviewees, he must also avoid giving hints by facial expressions, tone of voice or use of implied questions which suggest the answers he would prefer to be given.

3.9.6.3 Interviewing requires training and practice

Interviewing call for training and practice before any research worker can use this skill properly and effectively.

A researcher needs to use this skill
only after he has had an opportunity
to observe a skilled interviewer at
work, and has had a rehearsal with a
frank colleague using an ordinary or
video tape recorder, if possible.

3.9.6.4 The interviewer has to be in control of the situation

While the interviewer is being permissive,
he must nevertheless take control of the
situation so as to make sure that the
interviewee does not digress from the
main topic. There is no need for a
debate or an argument in a research
interview.

3.9.6.5 Questions

Questions should be so phrased that
they are easily understood. One
question should be put at a time.
Questions that are likely to embarrass
the interviewee should be avoided.

3.9.7 Validity and reliability of the interview

Validity here refers to the separate items as
well as the overall operation (Mouly 1970, p.272).
Validity is promoted by the fact that the inter-
view permits a follow - through on misunderstood
items and inadequate responses.

The validity of the interview may be affected
by the interviewer's very presence.

His presence affects the responses he gets. If
special care to avoid such bias is not taken,
the results can be misleading. The validity
of the interview seems to be directly proportional
to the competence of the interviewer.

The reliability of the interview also must be
considered from the standpoint of the individual
items, it may be possible to obtain reasonable
consistence in certain items, but a similar
consistency can hardly be expected in other
matters.

3.9.8 Conducting an interview

The researcher in this study decided to use
personal interviews as well for the reasons
mentioned in par.3.9.4. There were 18 teachers
and 10 principals that were interviewed. A
list of the persons interviewed appears in
Appendix E.

Letters were written to principals of schools
without telephones requesting them to set aside
a few minutes for an interview, but where
there are telephones, the respondents were
phoned and an interview appointment was made.
The purpose of the interview was outlined briefly.

At the appointed meetings, the researcher once
again briefed the respondents as to the purpose
of the interview. It was attempted to make the
respondents feel at ease.

3.10 CONCLUSION

In this chapter it is stated how the survey groups were
chosen, and what research instruments were used in this
study. The importance of the review literature was also
pointed out. The administration of the questionnaire
was described. The results will be analysed and inter-

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ANALYSIS AND INTERPRETATION OF DATA

4.1   INTRODUCTION

In chapter III the procedures for collecting data in
this study were described. In this chapter the data
that has been collected will be analysed. A table
indicating the distribution of responses will be
prepared. The answers of all respondents will be
analysed so as to determine the position in connection
with the teaching of Zulu as a first language.

4.2   PROCESSING OF DATA

The basis of this research is the teaching of Zulu as
   first language, with special reference to the spoken
language, the written language and grammar. This
teaching of the language is focussed at Junior Secondary
level, that is standards 6, 7 and 8.

The questionnaire and interview were used to collect data
from teachers of Zulu and principals of schools. The
purpose of this was to determine how Zulu is taught. The
data collected will give some indications as to whether
the way in which teachers teach Zulu differs from that
recommended by authorities in the teaching of a first
language. Chapter II in this study points out how some
aspects of the spoken language, the written language and
grammar may be handled.

The data collected needs to be analysed so as to come to
a conclusion about the teaching of Zulu in KwaZulu Junior
Secondary schools. In order to do this there is a need
to look into the distribution of responses. Here it will
be assessed how each respondent has reacted to each item.
All the responses to each question will be expressed in
the form of a percentage, that is, numerically.

4.2.1   Distribution of responses

A table showing the distribution of responses
appears in the Appendix G.

4.2.2   Analysis of the answers of respondents

4.2.2.1   Responses of teachers of Zulu

In each case, the nature of the
responses will be numerically presented,
and comments will be offered where
necessary.

1.   General questions

(a)   Sex of the respondents

Of the 98 respondents, 48 (48,9%) were
men and 50 (51%) women.

(b)   Academic qualifications

80,6% of the teachers involved in the
study had standard 10 as their highest
academic qualifications, 12 (12,2%) had
junior degrees, most probably B A, 2
(2,04%) had standard 8 and 4 (4,1%)
indicated that they had at least one
degree course, although this percentage
could be higher as not all had volunteered
this information.

(c)   Professional qualifications

The survey revealed that 37,8% had PTC.
This is a two year course that has been
offered in Black teacher training
institutions, after standard 8.

It is being phased out now (1986),
though there are colleges that still
offer it for a year. 31,6% had TSTC -
this is a post matric two-year course
that has been offered and is being
phased out. 14.3% had STD - this is
also a two-year post-matric course
offered at universities only and is
being phased out. A new STD course
at colleges of education is a three year
course. 1,02% had UED, 4,1% had PTD -
a three year course offered at colleges
for teachers who wish to teach in
primary schools. 10,2% of the teachers
had no professional certificates.

(d)   Academic qualification in Zulu

Of the 98 teachers involved in the
survey, 10,2% had studied Zulu up to
First year University course. 5,1%
had studied Zulu up to second year
university course and 11,2% had studied
Zulu up to third year University course.
In all there were 26 teachers (26,5%)
who had done Zulu at University level.
73,5% had matric Zulu as their highest
academic qualification.

(e)   Teaching experience of the respondents

More than half of the teachers (69,4%)
had not taught for more than six years.
18 (18,4%) had taught for about 7 - 10
years whereas 12 (12,2%) had taught for
over ten years. This indicates that
less senior teachers are involved in
teaching at Junior Secondary school
level.

(f)   Teaching experience in Zulu

The majority of the respondents had
not taught Zulu for more than six
years. 16,3% had taught Zulu for
about seven to ten years and 9,2% had
taught the subject over ten years.
This indicates that the less senior
teachers are entrusted with the
responsibility of teaching Zulu.

(g)   Interest in Zulu

41,7% of the respondents expressed the
view that they would prefer to teach
subjects other than Zulu. The majority
wanted to gain more experience in
teaching other subjects. There were
teachers who said that teaching one
of the other subjects, through the
medium of English, would improve
their own command of English. Four
teachers stated clearly that they do
not like to teach Zulu. One of these
had specialised in Mathematics and
Science; one in Commercial subjects;
one recently qualified in Home
Economics, the fourth one had not
done Zulu as one of his teaching
subjects.

51% of these teachers were satisfied
with the teaching of Zulu. 5,2% did
not respond to this question.

(h)   The number of teaching periods in Zulu

It was felt that teachers had to
indicate the number of periods they
devoted to Zulu.

10,4% said they devoted six periods
per week to Zulu, 64,5% said they had
seven periods per week in each class.
14,6% said they used eight periods for
Zulu and 2.08% spent seven or eight
periods per week in Zulu. 8,3% did
not respond to the question. The last
two groups do not seem to be sure of
the number of periods they devote to
Zulu in their classes. The number
stipulated in the syllabus is seven
periods.

II. Answers on the spoken language

(a) The need for oral work at Junior
     Secondary school level

     The figures shown in appendix G in the
     summary of the responses show:
     60% of the respondents very much
     favoured oral work while 20% often
     found the need, making a total of 80%
     who felt the significance of teaching
     the spoken language at Junior Secondary
     school level, with 8,6% rarely, and
     2.8% never using it. 8,6% of the
     respondents did not respond to this
     question.

(b) Enjoyment of lessons in oral work

     Out of the 35 teachers who responded
     to this question, 87,7% indicated that
     they felt lessons in oral work are
     always enjoyed by their pupils. 11,4%
     felt that pupils seemed to occasionally
     enjoy these lessons, and 2,8% expressed
     the view that these lessons are not
     enjoyed.

We may safely conclude that lessons in the spoken language are enjoyed by the majority of the Junior Secondary school children.

(c)   Out of the 35 respondents involved in the study 80% said that they were convinced that the spoken language lessons frequently help to increase the vocabulary of the pupils at Secondary school level. 11,4% were of the opinion that the spoken language occasionally played an important role, and 8,6% felt that the spoken language seldom had an effect on increasing the vocabulary of the pupils.

The majority of the teachers, that is, approximately 91% were of the opinion that the spoken language plays an important role in increasing the vocabulary of the pupils at Junior Secondary school level.

(d)   The spoken language lays the foundation of all teaching

Of the teachers who responded to this item 85,7% stated that they were convinced that the spoken language was always essential in laying a foundation for all language teaching. 11,4% felt that the spoken language occasionally lays the foundation. Of the 35 respondents who responded to this question 2.8% felt that the spoken language seldom laid the foundation for all language teaching.

(e)   <u>Involving pupils in impromptu interviews</u>

Some of the respondents, that is, 34,3%
responded by saying they frequently
involved their pupils in impromptu
interviews, 28,6% occasionally found it
necessary to involve children in this
activity. 11,4% seldom found time for
such an activity and 25,7% never found
time for such an activity.

(f)   Some teachers of Zulu, that is, 17,1%
always found it worthwhile to involve
the pupils in role-playing. 22,8%
often found it worthwhile, 42,9% seldom
found it worthwhile and 17,1% never
found it worthwhile.

(g)   <u>Preparing speeches before hand</u>

Of the 35 respondents who responded
to this item 62,9% indicated that they
felt that it is frequently necessary
and worthwhile that pupils prepare
their speeches for oral work before
hand. 17,1% said that they occasionally
felt the need for this, 5,7% seldom felt
that speeches need to be prepared before
hand. 14,3% of the teachers said that
they never felt the need for preparing
the speeches before hand.

The majority of the teachers, that is,
about 80% of the teachers occasionally
or frequently felt that it is essential
that pupils prepare their speeches
before hand.

(h) Discussion of composition

Out of 35 respondents who responded to this question 65,7% stated that they were convinced that it was always effective and necessary to discuss a composition before it is written. 20% of the respondents felt that it is often advantageous to discuss a composition before it is written. It can be concluded that the majority of the teachers, that is, about 85% were often or always of the opinion that the discussion of a composition was quite essential.

III Answers on the written language

(a) Good compositions read in class

Out of the 32 respondents who responded to this question 65,6% said that they frequently read good compositions written by some of their pupils in class. 25% responded by saying they occasionally read good compositions, 6,3% said they seldom read them and 3,1% said they did not read the compositions to the class at all.

(b) The writing of composition appreciated

About half of the respondents, 43,8% expressed the view that their pupils frequently appreciated writing compositions. 37,5% were of the opinion that their pupils occasionally enjoyed writing compositions.

6,3% said that their pupils never
enjoyed writing composition.

(c) The pupils writing on topics of their
    own choice

Of the 32 teachers involved in the
study 46,9% stated that they felt
that Junior Secondary school children
are frequently capable of writing on
the topic of their own choice. Of the
32 respondents who responded to this
question 28,1% were of the opinion that
Junior Secondary children are occasion-
ally capable of writing on topics of
their own choice. 15,6% felt that
children can rarely write on topics of
their own choice and 9,4% felt that this
is never possible.

(d) Stereotype topics

Not very many respondents, that is 12,5%,
felt that they always had to rely on
stereotype topics for Zulu compositions.
21,9% responded by saying they felt
compelled often to rely on such topics.
50% expressed the view that they felt
they usually had to rely on such topics.
on the other hand 15,6% felt they were
never forced to rely on stereotype
topics.

(e) Comprehension test exercises

Many teachers who answered this question
(71,9%) indicated that they always found
it worthwhile to make children write
comprehension exercises.

6,3% seldom found it worthwhile to
make children do these exercises.

(f) The teacher designing his/her own
     language exercises

Out of 32 respondents 28,1% found it
necessary always to design their own
language exercises instead of using
exercises available in the language.
28,1% found it seldom necessary to do
this. 9,4% relied on the exercises
from the books. They never found it
necessary to design their exercises.

(g) 'Fill in the missing words' language
     exercises

About a quarter of the respondents
(28,1%) expressed the feeling that
they felt that these exercises always
help to improve the child's competency
in the language. 34,4% felt that the
child's competency in the language was
often improved. 37,5% of these teachers
felt that such exercises seldom improved
the child's competency in the language.

IV Answers on grammar

(a) The study of grammar has a direct bearing
     on the comprehension of the language

More than half of the respondents,
namely 67,7% said they were convinced
that the study of grammar always has
a direct bearing on the comprehension
or understanding of Zulu.

29% responded by saying that they were
of the opinion that the study of grammar
often had a direct bearing on the
comprehension of the language. Only
3,2% was convinced that this was seldom
the case.

(b) The study of grammar and the correct
     use of the language

The majority of the teachers, that is
77,4% said that they believed that the
study of grammar always has an influence
on the correct use of the language.
16,1% of these Zulu teachers were of
the opinion that this was often the
case, whereas 6,5% felt it was seldom so.

(c) Relating grammar lessons to composition
     or literature

Less than half (38,7%) responded to
this question by saying they always
found it practicable to relate grammar
lessons to composition or literature.
38,7% often found it practicable and
22,5% seldom found it so.

(d) Competence of the Junior Secondary
     school children

There were teachers who said that their
pupils were very good in grammar. These
constituted 12,9% of the respondents.
29% of the respondents expressed the
opinion that their pupils were good,
while 54,8% felt that the competence
of their pupils in grammar was average.
3,2% responded by saying that the
competence of their pupils was below
average.

(e) <u>Enjoyment of grammar lessons by the pupils</u>

Almost a quarter (22,5%) of the respondents felt that the lessons in grammar were always enjoyed by their pupils. 38,7% said these lessons were often enjoyed and 38,7% felt they were seldom enjoyed by their pupils.

(f) <u>Grammar and the correct writing of the language</u>

Many teachers, constituting 58,1%, always felt they taught grammar to their pupils so as to help them write the language correctly. 29% responded to this question by saying they often felt that was the case, 9,7% said they seldom felt that the study of grammar has a bearing on writing Zulu correctly. 3,2% of the respondents said that they were never of that opinion.

(g) <u>Grammar gives a useful terminology for teaching Zulu</u>

Half of the respondents (58,1%) said they always had the feeling that they teach grammar because it gives them a useful terminology for teaching Zulu. 29% of the teachers involved in the study said that they often felt that was the case, while 9,7% said that they seldom had that feeling. 3,2% said they were never of that opinion.

(h) <u>Grammar is taught because it teaches</u>
<u>children to speak correctly</u>

Responses to this question stood as
follows: 64,5% of the teachers who
responded to the question said they
were always of the opinion that they
taught grammar so as to teach their
pupils to speak correctly. 22,6% was
often of that opinion while 12,9%
seldom felt the same.

4.2.2.2 <u>Responses of the principals</u>

A table showing the distribution of
responses appear in the Appendix H

Of the 50 principals who responded to
question two, four stated that their
teachers give unsatisfactory service.
Forty six principals responded by
saying their teachers give satisfactory
to excellent service.

The variables were to be ranked in the
order of importance, with number one
indicating the most important and the
last number which in some cases is 5
or 6 or 7 indicating the least important.
The responses were expressed in
percentage.

(a)   <u>Why a teacher may render satsifactory
to excellent service</u>

<u>Table 4 :   Principals' views on teacher performance</u>

Responses ranked	Academic Qualification	Professional Qualification	In-serv. Education	New Teacher%	Experience %	Positive Attitude %
1.	6	10	4	2	14	64
2.	22	8	-	8	44	26
3.	40	20	10	4	14	6
4.	20	46	4	12	16	-
5.	4	16	54	22	4	2
6.	8	0	28	52	8	2
Total	100%	100%	100%	100%	100%	IOO%

From the responses above it can be concluded that
principals were not agreed on the reasons why a teacher
may render satisfactory to excellent service.   Table 4
shows how these statements were ranked by various
principals.   What is clear is that a positive attitude
towards the subject was ranked by 64% of the respondents
as number one.   The fact that a teacher is experienced
in teaching the subject was ranked as number 2 by 44% of
the principals and academic qualification was ranked third
by 40% of the respondents.   The fact that a person has
recently qualified as a teacher was ranked number last.

(b)   <u>Why a teacher may render unsatisfactory service</u>

<u>Table 5 :   Principals' views on teacher performance</u>

Responses ranked as	Academic Qualification	Professional Qualification	New Teacher	No interest	No in service education
1.	14	4	6	70	4
2.	24	40	16	10	18
3.	48	24	4	12	10
4.	12	28	14	8	44
5.	2	4	60	-	24
	100%	100%	100%	100%	100%

Table 5 gives a summary of the responses to the question why a teacher may render unsatisfactory service. From this table 'no interest' was ranked as number one by 70% of the respondents, and 'no proper professional qualification' as second by 40% of the principals. Academic qualification was ranked third (48%), whereas 'no in service education' was regarded as fourth (44%). The fact that the teacher has recently qualified as a teacher was ranked as last by 60% of the respondents.

(c)   <u>Why a teacher may pay more attention to the written language</u>

<u>Table 6 :   Principals' views on why more attention is paid to written work</u>

ses as	More interest	Easy to teach	Improves use of language	Systematises thinking	Exercises available	Time saving	More work done
	18	-	30	16	10	-	24
	10	12	22	24	30	-	12
	16	12	8	8	26	8	22
	6	10	24	10	22	10	16
	18	20	6	14	4	24	10
	14	32	8	14	2	20	8
	18	14	2	14	6	34	8

From the table above it is clear that the respondents varied greatly on the factors they attributed to a teacher paying more attention to written work.

(d)   The reasons why a teacher may pay more attention to grammar

Table 7 :   Principals' views on why more attention is paid to grammar

Responses ranked as	Emphasis on grammar	Grammar easier to teach	Grammar too long	More books on grammar	Spoken language improved	Written language improved
1.	30	10	18	2	18	20
2.	6	4	28	34	18	16
3.	12	6	32	16	14	18
4.	8	14	4	24	24	28
5.	30	10	16	12	18	12
6.	14	56	2	12	8	6
	100	100	100	100	100	100

When table 7 is studied it becomes clear that the responses are greatly varied. It is not easy to determine the statements that has been ranked by the majority of the respondents as number one, two, etc. It is, however, evident that 56% of the principals ranked the fact that the teaching of grammar is easier as number six or last. So the majority of the respondents are not of the opinion that the teaching of grammar is easier than the teaching of the other aspects.

(e)   The reasons why a teacher may pay more attention to the spoken language

The principals of schools were asked to indicate the aspect of the language that seemed to receive more attention from their teachers. The responses were widely distributed so it is not easy to determine the aspect that receives more attention.

(g)   The teaching of certain aspects of the spoken language

The respondents were asked to state whether they found it helpful and effective to teach things like impromptu interviews, simulations, chain-story telling, etc. at Junior Secondary school level. Their responses were distributed as follows:

Table 10 :   Principals' views on the effectiveness of teaching certain aspects of the spoken language

Frequently	Occasionally	Seldom	Never	Do not know	No response
28	54	6	6	2	4

Of the fifty principals who responded 28% felt that it is frequently helpful and effective to teach these activities. 54% of the respondents occasionally found it helpful to do this. Of the 50 principals who responded 6% said they seldom found it helpful and another 6% never found it effective. One respondent was frank and said he did not know. Four percent of the respondents decided not to respond to the question. This may imply that they were not sure as to how to react to this question. It is clear from these responses that the teaching of these aspects of the spoken language is regarded as necessary by the majority of the principals that is, 82%.

4.2.3   <u>General summary of the results</u>

    4.2.3.1   <u>The views of the teachers of Zulu</u>

       I. <u>The spoken language</u>

On the whole the responses to the
questions on the spoken language
indicate that the majority of the
teachers realise the value of teaching
the spoken language. They feel that
it is imperative to teach this aspect
of the subject at Junior Secondary
school level. They also realise that
the spoken language lays the foundation
of all learning.

The teachers are of the opinion that
the lessons in oral work are enjoyed
by their pupils in most cases. In
question 16, that is, an unstructured
question, a number of teachers who
responded said Zulu is liked by their
pupils as a subject. Pupils are able
to communicate freely and effectively
in Zulu lessons since it is their
mother tongue.

The majority of the teachers said the
spoken language increases the vocabulary
of their pupils, so it contributes towards
developing and refining the language of
the pupils.

A large number of teachers (refer to
par. 4.2.2.1 'g') felt speeches to be
presented in class by the pupils need
to be presented before hand.

Quite a number of teachers felt that topics for written composition should be discussed before these are written.

It can be concluded that it appears as though the basic principles of teaching the spoken language are understood by the majority of the teachers. However, the question arises whether these basic principles are put into practice.

II. The written language

From the responses shown in section 4.2.2.1 III it appears as if written work receives the attention it deserves.

Good compositions written by some of the pupils are often read to the pupils. The writing of compositions is often enjoyed by the majority of the children.

Most of the teachers, about 75% felt it is imperative that children write often or always comprehension tests. Many teachers were convinced that the exercises on the books prescribed for language had to be supplemented by exercises designed by the teachers themselves.

III. Grammar

About 90% of the teachers felt that grammar is taught so as to help children understand the language. The majority of teachers felt that children are able to use the language correctly and to speak it more correctly if they have been taught grammar.

They were also of the opinion that
children tend to write the language
correctly if they have studied grammar.

The figures shown in appendix G show
that about 60% of the teachers felt
that their pupils seemed to enjoy
lessons in grammar.

The findings are that about 40% of the
teachers were of the opinion that
pupils seemed to be good to very good
in grammar. About 55,2% of the teachers
felt their pupils are average in grammar.

IV. <u>General liking for Zulu</u>

Of the 98 teachers who responded to
question 16, 93 teachers said their
pupils showed a liking for Zulu. When
asked to comment on this, three of
these 93 teachers preferred not to.
The majority of the teachers said their
pupils show a liking for the subject
because they are able to communicate
effectively in the language. They
also manage to pass tests and examina-
tions. They feel free to express
themselves because it is their mother
tongue. There were teachers who said
children showed a liking for Zulu
because they motivate their pupils and
convince them of the significance of
Zulu.

There were only five teachers who said
their pupils did not show any liking
for Zulu. Three teachers said children
regard Zulu as easy because it is their
mother tongue.

They concentrate more on other subjects rather than on Zulu. One teacher said children do not like Zulu because "it is not an international language. They cannot use it when communicating with people of other racial groups. It is not used in work places." The fifth teacher simply said "They are not interested in Zulu, especially grammar."

4.2.3.2 The views of principals

From the responses to the questionnaire it was evident that the order in which principals ranked the satisfactory teaching of the subject was (1) a positive attitude (2) experience (3) academic qualifications in Zulu (4) professional qualifications.

The majority of the respondents felt that a teacher who shows no interest who is not properly qualified, academically and professionally, in Zulu may tend to render unsatisfactory service.

When principals of schools were asked to state why a teacher may pay more attention to written work, the spoken language or grammar, they gave varied responses. This indicates the uncertainty on the part of the principals. They cannot be agreed on the reasons why a teacher may pay more attention to the written language, the spoken language or grammar.

The responses of the principals give
the impression that the three aspects
of the language receive the same
attention from their teachers. One may
also conclude that the principals are
not sure of what the position is.

4.2.3.3   Conclusion

The responses of the principals give
the impression that each principal has
his own ideas on the teaching of Zulu.
This may be attributed to the fact that
not all principals have a thorough
grounding in the teaching of Zulu.
They do not seem to know exactly what
should be done.

The results of the questionnaire sent
to the teachers of Zulu give the
impression that the spoken language,
the written language and grammar receive
the attention they deserve from the
teachers.

The views of the teachers of Zulu and
the principals interviewed on the
teaching of Zulu will be considered in
par. 4.2.4. It is hoped that these
will also throw some light on the
position of Zulu at Junior Secondary
school level.

4.2.4   Findings from interviews

    4.2.4.1   Findings from teachers

      I.   The spoken language

      (a)   The need for the spoken language

The teachers interviewed realized the
need for the spoken language in class
even at Junior Secondary school level.
The reasons given in favour of oral
work were that 'it helps students
arrange their facts logically', that
class discussions 'keep children
relevant on the topic'. It was also
expressed that children are able to
improve their use of the language and
develop their vocabulary. They are
able to 'expose' their ideas in a
convincing manner. They develop
confidence which may be of help as
well when the child has to use a
foreign language.

There was a feeling that there is a
need for the spoken language so as to
make sure that children use 'standard
Zulu. This will eliminate the tendency
for children to use colloquial Zulu,
to use certain dialects of Zulu or use
slang in class, which is found especially
in urban areas. These practices can
only be corrected in class, as it is
not easy to eliminate them outside the
classroom.

(b) <u>Nature of the spoken language</u>

There were teachers who said in practice it was not really necessary to let the pupils do prepared or unprepared speeches, interviews, role-playing, description of scenes, etc. because all lessons are based on the spoken language. It is sufficient if children discuss poems and prescribed literature books during the periods for oral work.

There were teachers who said that whilst they appreciated the ideas of oral language teaching in class they found it very difficult to involve their pupils in such an activity. Classes are too big so a few pupils talk at a time. There are those who never get involved. It is very difficult to make sure that all the pupils in class ever get a chance of talking because of congested classes. These teachers were of the impression that the spoken language is of benefit to only a few children, especially if children are to be involved in activities such as interviews, role-playing, describing scenes, etc.

(c) <u>The need to discuss composition</u>

There were teachers who said there is no need for this in higher classes. This can be done in standard 6 only. The standard 7 and 8 pupils are old enough to prepare compositions on their own.

There were of course teachers who
favoured the idea of discussing
composition. They said this is good
practice because the teacher could be
able to check whether the pupils were
keeping to the subject matter. Poor
children also get good ideas from others
which somehow improve their compositions.
One teacher said he discusses composi-
tions because he has found that this
improves the skills of composition
writing of the pupils. He said he
does this especially with classes that
are going to write external examinations.

(d) Topics for discussion

The majority of teachers interviewed
felt that topics for composition
should, in most cases, be those that
related to practices and customs valued
by the Zulu in the olden days. This
would help children to value their
customs and traditions. One teacher
said this would help "ukuvuselela
ubuzwe babo."

Most of the teachers interviewed felt
that topics that relate to the children's
daily lives would give problems. They
would not have the proper vocabulary,
children would fail to use proverbs
and idiomatic expressions as expected.
The researcher is not of the same
opinion.

Children can use colourful language,
appropriate idiomatic expressions to
express their feelings, likes, dislikes,
their opinions, etc. It has become
common knowledge that topics for Zulu
composition should be of a specific type.

II. The written language

(a) Nature of written work

The aspects of work done are predominantly exercises, where pupils have to do idioms, proverbs, correct use of words and phrases, synonyms, antonyms, figures of speech, precis writing and the writing of composition.

While the question of written work was discussed it became apparent that in some cases children were not interested to write and cover the required number of lines in composition. So it may be assumed that some children are not interested in writing composition or they are not motivated well on this aspect of the language.

(b) Reading good composition in class

One teacher said he found it useful to read good compositions to his classes because even the weak ones may "copy and get the right approach" in composition writing. He said he normally does this with the classes that will write external examinations. He got this idea when he was marking examination scripts for candidates writing external examinations. Good compositions as well as bad ones were read to the markers. This made him realise good points and weak ones as well.

Another teacher said she reads good compositions so as to help the weak ones improve their short-coming. She does this when she is "doing remedial work." There were teachers who said they never did this with their classes.

(c) <u>Types of topics for composition</u>

The question of the type of topics that are
usually given when writing compositions was
discussed. The majority of teachers felt
that in most cases they felt compelled to
use topics that are at times termed
"stereotyped." They normally use topics
that relate to customs and traditions, for
example, "Umshado wesiZulu", "Umemulo
kadadewethu", "Mhla ngeduka ezinkungwini",
etc.

The feeling was that topics that relate to
everyday life, and to the experiences of
children especially in the townships or
communities that are rapidly developing,
would compel the pupils to use a lot of
foreign words. One teacher said children
would tend to use "ulimi olulula, olungenaso
isigqi."

The feeling was that children would lose
the customs, values inherent in their
language. Some teachers also said that
examiners tend to use topics that test the
children's understanding of their traditions,
culture and practices that were valued in the
olden days.

III. <u>Grammar</u>

(a) <u>A liking for grammar</u>

The teachers interviewed expressed the view
that most children do not like grammar. The
teachers who said their pupils liked grammar
said they normally explain it clearly to the
pupils.

When they have understood it, they start to
like it. Teachers who have done a course
or more in Zulu at University level were
amongst those teachers who said their
children enjoyed grammar lessons.

(b)   The method of approach

Some teachers said they teach the rules of
grammar and let the pupils give examples to
verify the rules. Thereafter an exercise to
test whether the aspect has been understood
is given. There were those teachers who said
that in most cases they started by analysing
examples and with the help of children they
then formulated the rules. They said in some
cases they use the inductive approach together
with the deductive method.

Ten teachers interviewed said that it was
not always practicable to relate lessons in
grammar to literature and compositions.
They tended to go straight to grammar. They
never referred to literature or composition
when teaching, did not seem to be convinced
themselves of what they were saying.

One teacher said that she is puzzled by the
fact that children easily forget the rules
of grammar. She attributed this to the fact
that children tended to memorize the rules.
She is the teacher who said she starts from
the rules to the examples.

Another teacher who said she teaches Zulu
in standards 6, 7 and 8 pointed out that
grammar is never mastered by the pupils.
Each year she has to start afresh even if
she had done a certain aspect with the
pupils in the previous year.

One teacher interviewed said the pupils
tended to perform badly when they were
tested in grammar. This teacher said her
pupils generally did not enjoy lessons in
grammar. The tendency was that grammar
received very little attention from pupils
because very little knowledge of grammar is
assessed in external examinations in
standard 8.

4.2.4.2 Findings from principals

(a) Teachers assigned to Zulu classes

There were principals who said they assigned
teachers, who showed an interest in teaching
Zulu, to the Zulu classes. They took into
account the fact that the teacher preferred
to teach Zulu. A few principals interviewed,
that is four, said they tended to give Zulu
to the least qualified teachers with the
understanding that every teacher can handle
Zulu since it is the mother tongue. Those
principals had a problem of suitably
qualified teachers, so the least qualified
ones were given Zulu.

A few principals said some teachers,
especially those that had Matric Zulu, tended
to make children memorise the rules of
grammar. One principal said he recommended
that a teacher should have at least one
course in Zulu. Such a teacher can teach
the subject with confidence especially
grammar, literature and poetry.

Another principal said he preferred that
teachers who have at least one course in
Zulu should teach Zulu.

In addition to this qualification he/she
must have been brought up in a rural area,
not in the township. Such a teacher is able
to handle aspects like "imibala yezinkomo",
proverbs and idioms, aspects that relate to
Zulu customs and traditions, with confidence.
Teachers brought up in rural areas are able
to teach with confidence because they have
been exposed sufficiently to the traditional
Zulu customs. So they are able to transfer
their knowledge of the culture to the pupils.

(b)   The written language

The general feeling was that this aspect is
not receiving the attention it should.
Principals have to keep a close watch on
teachers so as to make sure that written
work is attended to. Compositions are
seldom written unless the principal lays
down the number of compositions that are to
be written and checks this. In most cases
children are made to write 'fill in exercises'
or explain what certain idioms or proverbs in
Zulu mean.

Some principals complained that they had
very big classes so it was not possible for
a teacher to give children a lot of written
work as this meant a great deal of marking
to be done.

(c)   The spoken language

The majority of principals said this aspect
is very important in any language. The
periods for the spoken language were
devoted to discussing literature, language
usage, proverbs, idiomatic expressions,
synonyms, etc.

Very little time was devoted to debates,
interviews, description of scenes, expression
of the child's experiences. One principal
said such activities were relevant in foreign
language, not necessarily so in Zulu because
children have mastered the language and are
fluent in it.

(d)   Grammar

Most of the principals interviewed felt that
university qualifications were a recommendation
if a teacher is to teach Zulu effectively.
Some principals who incidentally had a course
or more in Zulu, felt that the study of the
language is scientific and complicated. So
there was a need for teachers who are highly
qualified to teach Zulu.

Teachers who were not highly qualified in
Zulu tended to make children memorize the
rules of grammar. The rules had to be
memorized as they appeared in textbooks like
Nyembezi's book : Uhlelo LwesiZulu or Ndlovu
et al : IsiZulu A Books I and II.

4.2.5   Summary of the views of teachers and principals

4.2.5.1 The views of teachers

(a) The spoken language

Teachers interviewed felt that in theory
it is a good thing to pay attention to the
spoken language for it lays the foundation
for all teaching. The main problem was that
there is not enough time to pay attention to
this important aspect of the language.

Teachers did not make children speak on
topics of various types, that is, use various
registers. Some teachers interviewed said
that they let children orally do the language
exercises that appear in language books. In
most cases they let them discuss prescribed
books. They said they rarely had time for
impromptu discussions, role-play, simulations,
etc.

A number of activities in the spoken language
could not be attended to because of the lack
of time and the large classes the teachers
have. For instance there were respondents
who felt that things like, describing an
accident, or chain-story telling, would
involve very few pupils in class and the
rest of class would not participate.

(b)   The written language

It became clear that some written work is
done. Children are made to complete various
kinds of exercises on different aspects of
the language, that is, language usage,
grammar or literature.

Compositions are written but not sufficient.
The reasons is that classes are too big, so
the teacher does not have enough time to
mark the pupils' work. Children are rarely
or never given a chance to write on their
daily experiences, describe scenes, write
biographies, except writing on, for example:
"impilo yesicathulo", "imbongolo ibalisa
ngempilo yayo", "umgcagco wesiZulu" and
similar topics. So some pupils do not enjoy
writing compositions (refer to par. 4.2.2.1
III (b)).

(c)   Grammar

It was expressed that this aspect of the
language receives more attention from a
number of teachers. A few teachers said the
tendency is to neglect this aspect because
it is not stressed in the external examina-
tions in standard 8.

Many teachers said they normally proceded
from the examples to the rules when they
taught the rules and made the children give
examples after one or two examples had been
given by the teacher. Ten of the teachers
interviewed said it was not always practicable
to relate grammar lessons to literature and
composition.

The general feeling was that children tend
to memorise the rules of grammar. Each
year the teacher has to start afresh instead
of adding to what has already been taught
even if children had done a certain aspect
the previous year.

The majority of teachers felt that they taught
grammar so as to enable children to speak and
write the language correctly and effectively.
From the research it became apparent that
lessons in grammar were not really enjoyed
by a large number of pupils. It was observed
by the majority of teachers that children do
not perform well in grammar.

4.2.5.2 Views of principals

The principals tended to assign the least
qualified teachers to Zulu. There were
respondents who felt that highly qualified
teachers should be assigned to teach Zulu
at Junior Secondary school level.

Lessons in grammar and written work were not always done as expected. There was a feeling that children were made to memorise the rules of grammar as they appeared in language books. Not enough written work was given to the pupils. The bulk of the work consisted of "fill in exercises" rather than creative meaningful ones.

4.2.5.3   The examiner's reports

The researcher intended to get the views of the examiners concerning the performance of pupils at standard 8. These reports are compiled by examiners after each external examination. It is unfortunate that the researcher could get only two reports, that is, the 1984 and 1985 reports. So the findings based on two reports may not be valid. Nevertheless a few points highlighted in the reports will be put forward.

The examiner gave the impression that the performance of children was not very good. His comments are as follows on certain aspects of the language :

(a)   Composition

"1.1   Nokho-ke bezikhona nalezo lapho
        abahlolwa bebenza izindaba zabo
        zingabi mnandi ngokuba belule izingeniso
        baxove ukulandelana kwezinto abaloba
        ngazo.

1.2   Nokuphaphalaza bekwandile - endaweni
        yesomiso kube 'yisimo'.

1.3   Inkulumo mpikiswano phakathi kwabantu
       ababili abaningi ibachithile.

1.4   Ukulotshwa kwencwadi yomsebenzi
       bambalwa kabi abakwazile.

1.5   Isibingelelo nosuku encwadini yinhlanhla
       ohlolwayo ekubhale kahle.

1.6   Indatshana yokuhlola ukuzwisisa
       isiZulu - abaningi abezwanga kahle
       eminye imibuzo ebuziwe."

This indicates that there is something wrong
with composition writing. Candidates do not
seem to be sure of what to write. One gets
the impression that children are not always
given an opportunity to write a variety of
compositions.

(b)   Grammar

The comments on this aspect are as follows:

"2.1   Lapho kufuneka khona ulwazi lohlelo
        lwesiZulu abahlolwa bakhombisa
        ukudideka nakuba abanye beyiphendule
        kahle lemibuzo.

2.2   Bekukhona abangahlukanisi phakathi
        kwezingcezu zenkulumo kanye nezifengqo.

2.3   Izenzukuthi ubungafunga ukuthi abahlo-
        lwayo kabakhulumi sona isiZulu
        emakhaya."

These comments too show that there are some
problems in the teaching and learning of
grammar at Junior Secondary school level.

(c) Prescribed books

Comments on the prescribed books (though
this is not the object of this study) also
indicate that there is something wrong with
the teaching and learning of Zulu. The
report reads as follows:

"3.3   Bakhona - ke abebezixoxela okwabo nje
         okungekho ezincwadini - kakhulu
         izinkondlo.

 3.4   Abaningi kubonakalise ukuthi lezizi-
         ncwadi okuhlolwa ngazo kabakaze
         bazibone nakwamadala ejudeni."

CONCLUSION

The overall view indicates that there is a problem of
staffing Junior Secondary schools with teachers who are
adequately qualified to teach Zulu. The examiner's
reports indicate that there are some short-falls in the
teaching of Zulu. One gets the impression that everything
is going well, but a closer look indicates that there are
problems in the teaching of the subject. Much is still to
be done to improve the teaching of the language.

REFERENCES

4.4.1   Department of Education and Culture :   Reports
        of the Examiner on the work of candidates.
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        November 1984 and 1985.   Subject Zulu.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

5.1   INTRODUCTION

In the foregoing chapters we have dealt with the
teaching of Zulu as a first language at Junior
Secondary school level with special reference to
the spoken language, the written language and
grammar.   The problems in connection with the
teaching of Zulu as a first language in KwaZulu
Junior Secondary schools are many and varied.   It
appears as though the teaching of Zulu in Junior
Secondary schools is not as effective as it should
be, the examination results are not as good as could
be expected.

Chapter II outlined the conceptual framework regarding
the teaching of the spoken language, the written
language and grammar.   In this section of the study
certain approaches to the teaching of the aspects of
the language mentioned above were briefly sketched.
The approaches mentioned here were to be compared with
those adopted by teachers of Zulu with the aim of
determining what the position is in schools in KwaZulu.
The conceptual framework used was based mainly on the
experiences in the teaching of English as the first
language on the assumption that the teaching of
language is similar.   The use of English as a source
of reference was occasioned by the fact that there are
no written sources of references in the teaching of
Zulu.

In chapter III the following were outlined : the type of literature reviewed in this study, the survey groups and research instruments used to gather data in this study. In chapter IV the data collected through the questionnaires and interviews was analysed and interpreted so as to find out what is prevailing in schools concerning the teaching and learning of Zulu.

The teaching and learning of the spoken language, the written language and grammar was summarised with a view to offering possible solutions as the writer deemed it necessary.

5.2   PUPILS AND TEACHERS

5.2.1   Pupils

5.2.1.1   Summary

The pupils at Junior Secondary school level have mastered to a certain extent - the systems of the language. They can perform certain specific and variable roles as language users, but they still have to learn more about the language in order to communicate effectively. (refer to par. 2.5.1). The learner has the task of learning to express himself intelligently, reasonably, accurately and without undue hesitation. He needs to use the language in its various modes.

The survey revealed that some children concentrated more on other subjects rather than on Zulu. They regarded Zulu as easy because it is their mother tongue. (refer to par. 4.2.3.1 (iv).

5.2.2   Teachers

5.2.2.1 Summary

The survey pointed out that the bulk
of the teachers of Zulu have matric
as the academic qualifications and
P T C and J S T C as professional
qualifications (refer to Appendix G).
This raises the question of the
efficiency and competence of such
teachers. It is not likely that these
teachers have studied the language in
depth.

The survey reveals that there were a
few teachers (about 10%) who were
assigned to teach Zulu despite the
fact that they had no professional
qualifications to teach. This gives
an indication that the subject is
neglected. It is given to any
teacher. In addition to the teachers
not qualified to teach, there were a
few teachers who had either trained
to teach science subjects or commercial
subjects, but were assigned to teach
Zulu. The teachers pointed out that
they were not interested in teaching
Zulu.

Some teachers who had trained to teach
Zulu expressed the view that they
would prefer to teach subjects other
than Zulu. The reason given was that
they either wanted to acquire experience
in teaching other subjects or they felt
that Zulu is not an "international
language."

They could not use it when communicating
with other racial groups in South Africa.
So they felt that it would be better if
they taught English or subjects that are
taught through the medium of English.

With regard to the efficiency of
teachers, there were conflicting views,
the principals with the exception of
five said teachers rendered satis-
factory to excellent service. The
examiner's report indicated that the
subject did not receive the attention
it deserved.

5.2.2.2   Recommendations

Firstly the teachers' academic
qualifications should be as high as
possible. Since Zulu is taught at
degree level, it would be fit and
proper to have teachers who have done
at least two courses in Zulu to teach
at Junior Secondary school level.
Secondly, the teachers' professional
training programme should include the
study of basic relevant principles of
linguistics and the structure of the
language they are going to teach. We
need such teachers because it is
assumed that they are likely to teach
the subject with confidence and
efficiency. They are likely to develop
a positive attitude towards the subject
because of the confidence and thorough
preparation they have received in the
subject.

Thirdly, universities and colleges
responsible for training teachers of
Zulu should conduct a thorough
investigation into whether teacher
education is adequate. Teacher
education should be such that the
young teacher enters the profession
feeling confident and adequately
prepared.

Fourthly, the teacher-pupil ratios
should be taken into account if
teachers are to perform their duties
effectively and successfully. Many
teachers complained of the size of
the classes. Mother tongue classes
are traditionally big for they are
compulsory for all pupils.

5.3 THE TEACHING OF THE SPOKEN LANGUAGE

5.3.1 Summary

In section 2.6 and its subsections we discussed
the teaching and learning of the spoken
language. The aims thereof were outlined in
par. 2.6.2. It was stressed that the spoken
language lays the foundation of all language
teaching and learning, it increases the
pupils' vocabulary, it helps children arrange
their ideas logically, and makes children
appreciate the beauty of speaking their own
language, etc.

It was gathered from the survey that the
teaching of the spoken language seemed to
receive the attention it deserved, although
some teachers interviewed did not seem to be
quite sure what the teaching of the spoken
language involves.

The periods for oral work were, for example,
devoted to discussing prescribed books or
completing orally exercises on language usage
and grammar. Very little was done to help
children talk on topics of immediate interest
and to communicate in as many situations as
possible. The reasons given for this was that
the size of the classes made it difficult to
involve all the children when communication
lessons on a variety of situations, thoughts
and experiences were taking place.

5.3.2   Recommendations

It is recommended that, firstly, teachers of
Zulu should have specialised training in speech
if they are to teach the spoken language
effectively. They must have some training in
the techniques employed to improve the manner
of speaking. Secondly, the syllabus should
spell out the pedagogic and didactic purpose
of this aspect of the language, and how this
is to be achieved. The specific aims of the
spoken language should be stated clearly in
the syllabus. This will enable teachers to
know what they have to teach and what learning
results they should expect their pupils to
achieve. Thirdly, children should be provided
with a lot of experience in speech. They should
be involved in debates, speech contests and
other forms of literary competitions. This is
essential in that all people need a thorough
training in speech. As children grow older
and are employed in positions of greater
responsibility, they will need to have been
exposed to these activities.

These activities call for communicating with confidence and in a convincing manner. The pupils will also be convinced of the signifi- cance of their mother tongue. Fourthly, the method of assessing the spoken language at Standard 8 by external examiners should also be scrutinized.

5.4 THE TEACHING OF THE WRITTEN LANGUAGE

5.4.1 Summary

The written language should not in fact be regarded as more important than the spoken language. The written language is subordinate to speaking. Speaking is the primary form of linguistic communication. It is used by everybody in everyday life. Good writing is dependent on the ability to speak well. Children who cannot speak effectively will also be restricted in their writing (Hosking 1968, p.129).

In order to promote good writing it is essential to improve and develop the skills of speaking in children. The written communi- cation of a child who has not been trained or guided properly in the correct usage of speech, will be of a low standard as compared to the work of the child who has been exposed to a wide level of speech experiences.

In par. 2.7.2 the aims of teaching and learning the written language were pointed out. Through writing children are stimulated to explore and elaborate their own thoughts. Writing enables the teacher to provide different learning styles and needs. The learner is in a position to determine if he is making any progress in the language.

The findings from the survey were that children
were made to write a few compositions and do
more of 'fill-in-exercises' in the language.
The opportunities for 'free writing', recording
pupils' observations, thoughts and experiences
were not very many. Some teachers complained
that they had big classes to teach, so it was
difficult for them to give a lot of written
work regularly as it was not easy for them to
mark all the work.

5.4.2   Recommendations

Teachers must make sure that they afford children
the chance of developing a technique of observing
and feeling and of putting on paper and accurately
their feelings and observations.

5.4.2.1   Emphasis on the spoken language

More emphasis should be laid on the
spoken language. Good writing is
dependent on the speech code. If the
child is poor in speech his written
expression will be poor as well
Hosking (1968, p.138) says:

> "Errors in writing tend to
> disappear once acceptable
> speech patterns have been
> established."

5.4.2.2   The nature of exercises

Children must get an opportunity to
write as much as they can. They must
write the 'fill-in language exercises'
as well as continuous, meaningful
exercises.

The writing of continuous exercises helps the child to learn the correct use of punctuation and to enjoy writing, as well as training him and sharpening his perception and ability. Children should not repeatedly be given dull exercises which do not develop language ability and use to a large degree, such as explaining proverbs, idioms, substituting words for phrases, filling in the missing words, etc. They should rather be afforded the opportunity to express their thoughts and experiences on paper.

5.4.2.3 Topics

The topics for compositions, for instance, must relate to what children know, think, or feel about this, that and the other as it impinges upon their lives. Topics should not be unimportant and far removed from the pupils' real interests and needs, as then the pupils do not feel the need to select appropriate words. Such topics do not stimulate observation and thought. The pupils must have something to communicate about if they are to write effectively. Far-fetched topics will not stimulate communication and children cannot then write freely and fluently.

5.4.2.4 Discussion of composition

In some instances the composition to be written needs to be discussed in class before it is written.

The discussion helps the child to acquire ideas which relate to the topic at hand. Unfamiliar words, phrases, or technical terms are discussed. So the writing of composition becomes far easier and interesting. The teacher should not go to the extent of working with the class on an agreed scheme. Children must be left on their own to produce the final work.

5.4.2.5   Communicating thoughts to an audience

Children must be made aware that whenever they are writing compositions, in particular, they have something to convey to other people, that is, to an audience. They have to convey their thoughts and observations as clearly and completely as possible. The audience for which thoughts or observations are to be communicated will determine the register to be selected for the written communication. The pupils will then tend to be very careful when selecting the contents, words, phrases or idiomatic expressions to use in their communication.

5.5   THE TEACHING OF GRAMMAR

5.5.1   Summary

Paragraph 2.8.1 stresses the fact that there are varying views on the value of teaching grammar. There is a school of thought that believes that the teaching of grammar helps children to speak the language correctly and to write good compositions.

The other school of thought argues that the knowledge of the structure of the language does not necessarily help children to write good compositions. The emphasis should be on actively involving, at all stages, the pupils' thoughts, feelings and experiences and motivation towards communication. It is felt that a lot of time should be spent on using language for communication.

The results of the survey pointed out that most of the pupils do not enjoy grammar lessons and they are not very competent in this aspect of the language. The examiner's reports also pointed out that some children seemed to have problems with the learning of grammar.

5.5.2   Recommendations

5.5.2.1   Method

The teacher must in some cases proceed inductively. Pupils should be able to examine particular cases or examples and proceed to form general rules. Grammar should be taught through "guided discovery" techniques which involve the use of inductive methods. In this way children will develop a love for grammar and leave the Junior Secondary school with a considerable knowledge of grammar. Lessons could be more effective if a story or a paragraph forms the basis of teaching and the examples chosen are related to a central topic. This makes the lessons interesting because whatever is taught is taught in context not in isolation.

The lessons in grammar also become
meaningful to the pupils. Where
there is an indication that grammar
lessons are not enjoyed, it shows
that when grammar is taught children
are not ready for it. The methods
used for teaching grammar do not make
children see meaning in learning
grammar. This may be so because the
lessons are taught in isolation. If
the study of grammar is not approached
correctly, grammar remains a "difficult
aspect of Zulu" throughout the child's
career.

5.5.2.2 Time to be devoted to grammar

It will be a good thing if not too
much time is wasted on the rules of
grammar, that is, describing the
function of a word or clause, instead
of teaching pupils to use words or
phrases with greater ease and flexi-
bility. The emphasis must be on how
to express their thoughts with more
precision and accuracy. A lot of
stress should be laid on listening,
speaking, reading and writing, and on
the acquisition of a wide linguistic
experience, rather than on grammatical
descriptions. Grammar is not studied
so as to master the language. The
language must be mastered before
grammar is studied.

5.5.2.3 Grammar and the correct use of the language

Some people are of the opinion that
the teaching of grammar eliminates
practices such as the use of dialects.

This was revealed by respondents from areas like Pholela and Umzumbe Circuits. In these areas there is a lot of Baca/ Xhosa influence.

Through the teaching of grammar it was felt that these influences could be eliminated. We cannot hope to help children use a "standard language" instead of dialects of Zulu by way of lessons in grammar. The use of a dialect is to a large extent dependent on social influences at home and school rather than on the study of the grammar of a language.

5.5.2.4 <u>Retention of grammar in the syllabus for Zulu</u>

Grammar must be retained in the syllabus for Zulu firstly, for the reason that it provides a useful terminology to facilitate discussion about language. Secondly, when pupils are adults, for example, when they are at university the grammatical description of the language may be found useful, especially if Black languages are studied. Thirdly, some of the clever children, come to understand and appreciate the structure of their language.

5.6 <u>GENERAL RECOMMENDATIONS</u>

5.6.1 <u>In-service training courses</u>

Most of the teachers interviewed reported that they had not had an opportunity to attend in-service training courses.

The Umlazi In-service Training Centre, the only
one in KwaZulu, does not include Zulu in its
Programmes. In-service training courses are
essential in that teachers are kept up to date
with the knowledge of the didactics of their
subjects. Teachers receive guidance in the form
of seminars, tutorials and practical classes as
well as private discussion with and supervision
by specialists in their field of study.

5.6.2   Subject Committees

Effective subject committees, departmental and
those organised at circuit level, for Zulu are
recommended. These could look into the teaching
of Zulu. They could give a lot of guidance to
the teachers, determine problem areas in the
teaching of the subject and find the necessary
help from specialists in the subject. They
could also look into the syllabuses for Zulu
and make recommendations where possible.

5.6.3   Zulu Teachers Subject Societies

In addition to act independent of the Depart-
mental Subject Committee, teachers of Zulu must
form themselves into subject societies which
will involve them in the development of the
language (Thembela, 1978).

5.6.4   Syllabi

The syllabi should outline clearly the general
aims of teaching Zulu and the specific aims of
teaching each aspect of the language. They
should give the pedagogic and didactic purposes
for teaching the subject. They should also
indicate how these purposes could be achieved.

This will enable the teachers to know why they
have to teach and what learning results they
can expect their pupils to achieve.

5.7   THE NEED FOR MORE RESEARCH

The present research merely drew attention to the
teaching of certain aspects of the spoken language, the
written language and grammar. It has not been possible
to deal with the three aspects in details in one study
like this. The writer hopes that this is only one of a
few of a series of research projects to be done on the
teaching of Zulu. It is hoped that this research will
stimulate many more of a similar nature. The following
may be possible fields of research on the teaching of
Zulu in KwaZulu:

(i)   The preparation of teachers of Zulu in colleges
         of education and universities.

(ii)   The teaching of the spoken language at primary
         and post-primary schools.

(iii)   The teaching of the written language at primary
         and post-primary schools.

(iv)   The influence of other languages on Zulu.

It is hoped that such further research into the teaching
of Zulu will improve the teaching of the language.

5.8   CONCLUSION

A number of teachers of Zulu are not adequately qualified
to teach the subject, teachers do not receive adequate
in-service education on the subject and syllabi are not
prescriptive enough to give teachers the necessary
guidance.

These factors contribute, to some extent, to the fact that the teaching of the subject is not receiving the success expected.

All those concerned with the teaching of Zulu as a first language should come together and ensure that the subject receives the attention it deserves. They must make sure that it is accorded the same status as English or any other language. It must be pedagogically, didactically, socially and culturally accountable.

5.9   REFERENCES

5.9.1   Hosking, G A 1968 :
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5.9.2   Ramone, P 1974 :
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         SOUTHERN SOTHO AS A SUBJECT IN LESOTHO TEACHER
         TRAINING INSTITUTIONS.
         M.ED dissertation. Pretoria : University of
         South Africa.

5.9.3   Thembela, A J 1978 :
         FOUNDATIONS OF THE TEACHING PROFESSION
         Natal African Teachers' Union. Durban : Time
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APPENDIX A

QUESTIONNAIRE I

(To be completed by Principals of Schools)

You are requested to answer this questionnare honestly and truthfully. You should not write your name anywhere on this questionnaire. Your identity will not be revealed under any circumstances, so you need not fear to answer truthfully.

1.   Of the teachers of Zulu you have, how many have :

       1.1   B.A. + teacher's certificate ....

       1.2   B.A. only ....

       1.3   B. Paed..................................

       1.4   SSTD + degree courses ....

       1.5   STD + degree courses ....

       1.6   STD without degree courses ....

       1.7   Matric + J S T C ....

       1.8   Matric + P T C ....

       1.9   Std 8 + P T C ....

       1.10   Matric only ....

       1.11   Other (Specify) ....

2.   Please indicate who of the above render:

       2.1   Excellent service ....

       2.2   Good service ....

       2.3   Satisfactory service ....

       2.4   Unsatisfactory service ....

3. The following statements explain why a teacher may render satsfactory to excellent service. Please rank these statements in order of their importance. Use numbers 1 through to 6 with 1 indicating the most appropriate statement and 6 indicating the least important.

3.1 Academic qualification in Zulu ....

3.2 Professional qualification in Zulu ....

3.3 Attending in-service training courses from time to time ....

3.4 He/she has recently qualified from college/ university so he/she has new ideas ....

3.5 He/she is an experienced teacher ....

3.6 He/she has a positive attitude towards the teaching of Zulu ....

3.7 Please state any other reason that contributes towards the teacher rendering satisfactory to excellent service.

....

....

....

4. The statements below point out why a teacher may render unsatisfactory service. Please rank these statements with 1 indicating the msot appropriate statement and 5 the least appropriate.

4.1 Not properly qualified professionally in Zulu

4.2 Not properly qualified academically in Zulu .

4.3 He/she has recently qualified as a teacher ..

4.4 He/she has no interest in Zulu ....

4.5 He/she has not attended enough in-service training courses ....

4.6 Any other reason? Please state:

....

....

5. On the whole do you find it helpful and effective to teach things like impromptu interviews, simulations, role-playing, chain-story telling at Junior Secondary school level?

	Frequently	Occasionally	Seldom	Never
Impromptu interviews				
Simulation				
Role playing				
Chain story-telling				

6. Please rearrange the three sections of Zulu according to the attention each receives from your teacher(s)

Grammar

Spoken language

Written language

7. A teacher may pay more attention to written language for certain reasons. Rank the reasons given below. Use numbers 1 to 7 with 1 indicating the most relevant reason and 7 the least relevant.

7.1 He/she is more interested in it ....

7.2 It is easy to teach ....

7.3 He/she is interested in it ....

7.4 It systematises the child's thinking .....

7.5 Exercises that are suitable for written work are readily available in the textbooks

7.6 It is time - saving ....

7.7 It is an indication that there is a lot of work going on ....

7.8 Are there any other reasons? Please state:

....

....

8. The following statements show why a teacher may pay more attention to grammar. Rank the statements from 1 to 6 with 1 indicating the most relevant statement and 6 the least relevant.

8.1 More emphasis was laid on grammar when he/she trained as a teacher ....

8.2 He/she finds teaching grammar easier than other aspects ....

8.3 He/she finds that the syllabus for grammar is too long ....

8.4 There are more books available on grammar ...

8.5 He/she feels grammar helps to improve the spoken language ....

8.6 He/she feels grammar helps to improve the written language ....

8.7 Please state other reasons:

....

....

9. A teacher may pay more attention to spoken language because of the reasons explained below. Rank the statements in terms of their importance. Use numbers 1 to 5 with 1 indicating the most appropriate statement and 5 the least appropriate.

9.1 It is easy to teach ....

9.2 Pupils are actively involved in the use of the language ....

9.3 It trains the pupils to use the spoken language fluently and effectively ....

9.4 It helps in developing self-confidence in the child ....

9.5 It is a requirement in the examination (oral examinations) ....

9.6 Please state other reasons:

....

....

....

APPENDIX B

QUESTIONNAIRE II

(To be answered by teachers of Zulu in Standards 6, 7 and 8)

You are requested to answer this questionnaire honestly and truthfully. You should not write your name anywhere on this questionnaire. Your identity will not be revealed under any circumstances, so you need not fear to answer truthfully. Use a tick (✓) in the chosen space.

1.   Are you a female? .... [ ]

                male? .... [ ]

2.   State your highest academic qualification
    .   Std 10 .... [ ]

                B A degree .... [ ]

                B A or B Sc (Hon) .... [ ]

                Other (specify) .... [ ]

3.   State your professional qualification, e.g.
                L P T C .... [ ]

                P T C .... [ ]

                J S T C .... [ ]

                S T D .... [ ]

                Other (specify) .... [ ]

4.   State your highest academic qualification in Zulu
                Matric Zulu .... [ ]

                Zulu I .... [ ]

                Zulu II .... [ ]

                Zulu III .... [ ]

                Other (specify) .... [ ]

5. How long have you been teaching?

Less than a year ....

1 - 3 years ....

4 - 6 years ....

7 - 10 years ....

More than 10 years ....

6. How long have you been teaching Zulu in the Junior Secondary school? ....

7. State other teaching experience and time, e.g.

Primary school teacher (4 years)

....

....

....

8. In which classes do you teach Zulu?

Std. 6 ....

Std. 7 ....

Std. 8 ....

9. Which other subjects and in which classes do you teach? e.g.

History : Std 6 and 8

Biblical Studies 8, etc.

....

....

....

10. Tick (✔) the most appropriate statement from among the following that explains why you became a teacher of Zulu.

10.1 I was amongst the teachers in this school who were highly qualified to teach Zulu ....

10.2 I was willing to assist with its teaching because there were not enough teachers to teach it ....

10.3 I was asked agains my will to teach it .....

10.4 I had no other alternative subjects to teach

10.5 Even at school I was interested in Zulu ....

11. 11.1 Would you prefer to teach another subject rather than Zulu? Yes .... No. ......

11.2 Why? ....

....

....

11.3 Which subject(s) is/are it/they? ....

....

....

11.4 What is your highest qualification in that (those) subject(s)? e.g.

Matric ....

B A I ....

B A II ....

B A III ....

Other (specify) ....

12. How many teaching periods do you have for Zulu in each class (section) per week? ....

You are requested to answer either a section on the Spoken language, the Written language or grammar, that is, 13.1 - 13.8 or 14.1 - 14.7 or 15.1 - 15.8. Choose the section you like best.

13.   SPOKEN LANGUAGE

13.1   How often do you find it profitable to teach
        the spoken language / oral work at Junior
        Secondary school level?
        13.1.1   Frequently .... ☐
        13.1.2   Occasionally .... ☐
        13.1.3   Seldom .... ☐
        13.1.4   Never .... ☐

13.2   Do your pupils enjoy lessons in oral work /
        the spoken language?
        13.2.1   Yes, always .... ☐
        13.2.2   Occasionally .... ☐
        13.2.3   Seldom .... ☐
        13.2.4   Never .... ☐

13.3   Do you feel that the spoken langauge in the
        classroom plays a role in increasing the
        vocabulary of your pupils, at Junior Secondary
        school level?

        13.3.1   Yes, frequently .... ☐
        13.3.2   Occasionally .... ☐
        13.3.3   Very seldom does .... ☐
        13.3.4   Never .... ☐

13.4   Do you regard the spoken language in class as
        being essential in laying a foundation of all
        language teaching?
        13.4.1   Yes, frequently .... ☐
        13.4.2   Occasionally .... ☐
        13.4.3   Seldom .... ☐
        13.4.4   Never .... ☐

13.5   Do you find time for activities like impromptu
        interviews?

        13.5.1   Yes, frequently ....
        13.5.2   Occasionally ....
        13.5.3   Seldom ....
        13.5.4   Never ....

13.6   How often do you find it worthwhile to involve
        your pupils in role-play, for example, playing
        the role of a film star, a famous soccer player
        etc.?
        13.6.1   Always ....
        13.6.2   Often ....
        13.6.3   Seldom ....
        13.6.4   Never ....

13.7   Do you find it really necessary and worthwhile
        that pupils prepare their speeches for oral
        work beforehand, for example, at home?

        13.7.1   Yes, frequently ....
        13.7.2   Occasionally ....
        13.7.3   Seldom ....
        13.7.4   Never ....

13.8   How often do you find it effective and necessary
        to discuss a composition before it is written?

        13.8.1   Always ....
        13.8.2   Often ....
        13.8.3   Seldom ....
        13.8.4   Never ....

14. THE WRITTEN LANGUAGE

14.1   Do you read good compositions written by some
       of your pupils in class?
       14.1.1   Yes, frequently ....
       14.1.2   Occasionally ....
       14.1.3   Seldom ....
       14.1.4   Never ....

14.2   Do most of your pupils find the writing of
       compositions as something worthwhile?
       14.2.1   Yes, frequently ....
       14.2.2   Occasionally ....
       14.2.3   Seldom ....
       14.2.4   Never ....

14.3   Is it practicable for the Junior Secondary
       school children to write on topics of their
       own choice?
       14.3.1   Yes, frequently ....
       14.3.2   Occasionally ....
       14.3.3   Seldom ....
       14.3.4   Never ....

14.4   How often do you find yourself forced to
       rely on stereotyped topics for Zulu
       compositions?
       14.4.1   Always ....
       14.4.2   Often ....
       14.4.3   Seldom ....
       14.4.4   Never ....

14.5   How often do you really find it worthwhile
        to make children write comprehension exercises?

        14.5.1   Always .... ☐
        14.5.2   Often .... ☐
        14.5.3   Seldom .... ☐
        14.5.4   Never .... ☐

14.6   How often do you find it necessary to design
        your own language exercises instead of using
        exercises from the books?

        14.6.1   Always .... ☐
        14.6.2   Often .... ☐
        14.6.3   Seldom .... ☐
        14.6.4   Never .... ☐

14.7   How often do you feel that language exercises
        that require the pupils to 'fill in the missing
        words' help to improve the child's competency
        in the language?

        14.7.1   Always .... ☐
        14.7.2   Often .... ☐
        14.7.3   Seldom .... ☐
        14.7.4   Never .... ☐

15. GRAMMAR

15.1 How often are you convinced that the study of grammar has a direct bearing on the comprehension or understanding of the language?

15.1.1	Always	
15.1.2	Often	
15.1.3	Seldom	
15.1.4	Never	

15.2 How often do you feel that the study of grammar has a direct influence on the correct use of the language?

15.2.1	Always	
15.2.2	Often	
15.2.3	Seldom	
15.2.4	Never	

15.3 How often do you find it practicable to relate lessons to composition or literature?

15.3.1	Always	
15.3.2	Often	
15.3.3	Seldom	
15.3.4	Never	

15.4 On the whole, what is the competence of the Junior Secondary school children in grammar?

15.4.1	Very good	
15.4.2	Good	
15.4.3	Average	
15.4.4	Below average	

15.5   How often do you find the lessons in grammar
        interesting and really enjoyed by the pupils?

      15.5.1   Always ....

      15.5.2   Often ....

      15.5.3   Seldom ....

      15.5.4   Never ....

15.6   How often do you feel that you have to teach
        grammar to your standard 6, 7 and 8 pupils
        because it teaches them to write correctly?

      15.6.1   Always ....

      15.6.2   Often ....

      15.6.3   Seldom ....

      15.6.4   Never ....

15.7   How often do you get the feeling that you have
        to teach grammar because it gives you a useful
        terminology for teaching Zulu?

      15.7.1   Always ....

      15.7.2   Often ....

      15.7.3   Seldom ....

      15.7.4   Never ....

15.8   How often are you of the opinion that you have
        to teach grammar because it teaches your pupils
        to speak correctly?

      15.8.1   Always ....

      15.8.2   Often ....

      15.8.3   Seldom ....

      15.8.4   Never ....

16. On the whole do your pupils show any liking for Zulu?

Yes ....   No ....

Why do you say so? ....

....

....

....

APPENDIX C

A COVER LETTER TO PRINCIPALS AND TEACHERS OF ZULU

Dear Sir/Madam

Kindly complete the enclosed questionnaires. The questionnaires
are on the Teaching of Zulu as a first language in KwaZulu Junior
Secondary schools with special reference to the spoken language,
the written language and grammar. The survey is for an M. Ed.
degree. The intention is to determine how these aspects of the
language are taught and what improvements can be made, should a
need arise.

You are requested to complete this questionnaire honestly and
truthfully. You should not write your name anywhere on this
questionnaire. Your identity will not revealed under any
circumstances. Your responses will be kept confidential and
they will be used only for statistical purposes. The study
is purely academic. It has nothing to do with any education
department in the country.

There are two sets of questionnaires enclosed. One copy of
Queastionnaire I is intended for the principal and Question-
naire II for teachers of Zulu in standards 6, 7 and 8. Each
questionnaire does not take more than 15 minutes to complete.

Enclosed is a self-addressed envelope. Please use it when
returning the questionnaires.

Thank you.

Yours sincerely

_____

G M P SIDAKI

APPENDIX D

Mpumalanga College of Education
Private Bag X1004
HAMMARSDALE
3700

The Secretary
Department of Education and Culture
Private Bag XO4
ULUNDI
3838

I am doing some research on the Teaching of Zulu as first
language in KwaZulu Junior Secondary schools. I am
registered with the University of Zululand. I kindly ask
for permission to conduct this research.

I intend using questionnaires and conducting interviews.
Questionnaires will be sent to fifty principals and another
set of questionnaires to one hundred teachers teaching Zulu
to standards 6, 7 and 8 pupils. About twenty teachers of
Zulu will be interviewed.

The purpose of this survey is to determine what the position
is concerning the teaching of Zulu. It is hoped that any
recommendations that would be put forward would improve the
teaching of the language.

I shall supply the Department with a copy of my dissertation.

Thank you.

Yours faithfully

G M P SIDAKI

APPENDIX E

CIRCUITS AND SCHOOLS CHOSEN FOR RESEARCH

CIRCUIT	SCHOOLS	NO. OF TEACHERS
Edendale	KwaPata Junior Secondary	2
	Laduma High School	2
	Langalakhe Junior Sec.	2
Hlabisa	Bukimvelo Junior Sec.	2
	Ezifundeni Junior Sec.	2
	Ikusasalethu Junior Sec.	2
	Mawombe Junior Secondary	1
	Ndimande Junior Secondary	1
	Mbopha High School	2
	Nkodibe High School	2
KwaMashu	Isibonelo High School	2
	Inhlakanipho High School	2
	NqabakaZulu Junior Sec.	2
	Phembisizwe Junior Sec.	1
Mpumalanga	Amatshezulu Junior Sec.	2
	Gabigabi Junior Secondary	2
	Isibukosezwe High School	3
	Isiphesihle High School	2
	Kwanobhala Junior Sec.	2
	Nogconjwa Junior Sec.	2
	Phezulu High School	3
Nkandla	Golozela Junior Secondary	2
	Mphemba High School	2
	Mthiyaqhwa Junior Secondary	2
	Ngono Junior Secondary	2
	Nkandla High School	2
	Nomangci Secondary School	2

Nongoma	Bongokuhle Junior Sec.	2
	Hambangendlela Jun. Sec.	2
	Phumanyova Junior Sec.	2
	PhumzuZulu High School	2
	Sibusiso Junior Secondary	2
Umlazi North	Embizweni Junior Secondary	2
	KwaShaka High School	2
	Makhumbuza Junior Secondary	2
	Zwelibanzi High School	2
Umlazi South	Igagasi High School	2
	KwaMgaga High School	2
	Ogwini High School	2
	Umbelebele High School	1
Umzumbe	Elwazini High School	2
	Induna Junior Secondary	2
	IsiqungasamaCele Junior Sec.	2
	Mabuthela High School	2
	Mqhakama High School	3
	Ncomani Junior Secondary	2
	Nonkwenkwane High School	2
	Nokweja High School	3
	Sizwile Junior Secondary	2
	TOTAL	98

APPENDIX F

TEACHERS INTERVIEWED

CIRCUIT	SCHOOL	NO. OF TEACHERS
Pholela	Indala High School	2
	Ntabende High School	2
	Dlangani Junior Sec.	1
	Mandlezizwe High School	1
Edendale	Georgetown High School	2
	Amakholwa High School	1
Mpumalanga	Phezulu High School	2
	Ukusa High School	1
	Isiphesihle High School	1
	Gabigabi Junior Secondary	2
	Isibukosezwe Junior Sec.	2
	Amatshezulu Junior Sec.	1
	TOTAL	18

PRINCIPALS INTERVIEWED

CIRCUIT	NO. OF PRINCIPALS
Edendale	2
Mpumalanga	4
Pholela	4
TOTAL	10

APPENDIX G

DISTRIBUTION OF RESPONSES

ITEM	VARIABLES	DISTRIBUTION OF RESPONDENTS TO EACH ITEM					
		1	2	3	4	OTHER	TOTAL OF RESPONDENTS
1.	Sex	NUMBER OF RESPONSES AND % OF RESPONSES					
		50	48	-	-	-	98
		51%	48,9%	-	-	-	+/- 100%
2.	Academic Qualifications	79	12	2	5	-	98
		80,1%	12,2%	2,04%	5,1%	-	+/-100%
3.	Professional qualifications	-	37	31	14	16	98
		-	37,8%	31,6%	14,3%	16,3%	100%
4.	Academic qualification in Zulu	10	5	11	72	-	98
		10,2%	5,1%	11,2%	73,5%	-	+/-100
5.	Experience in teaching	16	23	29	18	12	98
		16,3%	23,5%	29,6%	18,4%	12,2%	+/-100
6.	Teaching experience in Zulu at junior secondary school	16	22	35	16	9	98
		16,3%	22,4%	35,7%	16,3%	9,2%	+/-100%
7.	Other teaching experience	Primary Coll.					
		19	1	-	-	-	20
		19,4%	1,02%	-	-	-	20,4%
8.	Classes taught						
9.	Other subjects taught						
10.	Why a teacher of Zulu	12	29	4	2	41	98
		12,2%	29,6%	4,1%	2,04%	41,8%	100%
11.1	Interest in Zulu	41	52	5			98
		41,8%	53,1%	5,1%			100%
11.2	Why he/she prefers to teach or not to teach Zulu						
11.3	Subjects preferred						
11.4	Academic qualifications in those subjects						
12.	Teaching periods for Zulu	6	7	8	7&8		
		10	64	14	2	8	98
		10,2%	65,3%	14,2%	2,04%	8,5%	100%
13.	SPOKEN LANGUAGE						
13.1	Need for oral work	21	7	3	1	3	35
		60%	20%	8,6%	2,8%	8,6%	100%
13.2	Enjoyment of lessons in spoken language	30	4	-	1	-	35
		85,7%	11,4%	-	2,8%	-	100%

		DISTRIBUTION OF RESPONDENTS TO EACH ITEM					
ITEM	VARIABLES	1	2	3	4	OTHER	TOTAL OF RESPONDENTS
13.3	Vocabulary increased	28 80%	4 11,4%	3 8,6%	- -	- -	35 100%
13.4	Lays foundation for all teaching	30 85,7%	4 11,4%	1 2,8%	- -	- -	35 100%
13.5	Involving pupils in impromptu interviews	12 34,3%	10 28,6%	4 11,4%	9 25,7%	- -	35 100%
13.6	Role-playing	6 17,1%	8 22,8%	15 42,9%	6 17,1%	- -	35 100%
13.7	Preparing speeched before hand	22 62,9%	6 17,1%	2 5,7%	5 14,3%	- -	35 100%
13.8	Discussion of composition	23 65,7%	7 20%	4 11,4%	1 2,8%	- -	35 100%
14. 14.1	WRITTEN LANGUAGE Compositions read in class	21 65,6%	8 25%	2 6,3%	1 3,1%	- -	32 100%
14.2	Composition writing appreciated	14 43,8%	12 37,5%	4 12,5%	2 6,3%	- -	32 100%
14.3	Writing on topics of their choice	15 46,9%	9 28,1%	5 15,6%	3 9,4%	- -	32 100%
14.4	Stereo typed type of topics	4 12,5%	7 21,9%	16 50%	5 15,6%	- -	32 100%
14.5	Comprehension tests	23 71,9%	7 21,9%	2 6,3%	- -	- -	32 100%
14.6	Teacher designing his/her own language exercises	9 28,1%	11 34,4%	9 28,1%	3 9,4%	- -	32 100%
14.7	Fill in the missing words language exercises	9 28,1%	11 34,4%	12 37,5%	- -	- -	32 100%
15. 15.1	GRAMMAR Grammar and understanding of the language	21 67,7%	9 29%	1 3,2%	- -	- -	31 100%
15.2	Grammar and the correct use of language	24 77,4%	5 16,1%	2 6,5%	- -	- -	31 100%
15.3	Relating grammar lessons to composition or literature	12 38,7%	12 38,7%	7 22,5%	- -	- -	31 100%
15.4	Competence of pupils in grammar	4 12,9%	9 29%	17 54,8%	1 3,2%	- -	31 100%
15.5	Is grammar enjoyed by the pupils	7 22,5%	12 38,7%	12 38,7%	- -	- -	31 100%
15.6	Grammar and writing correctly	18 58,1%	9 29%	3 9,7%	1 3,2%	- -	31 100%
15.7	Grammar and terminology for	18 58,1%	9 29%	3 9,7%	1 3,2%	- -	31 100%
15.8	Grammar and speaking the language correctly	20 64,5%	7 22,6%	4 12,9%	- -	- -	31 100%

APPENDIX H

:atements are ranked from number 1 to 5 or 6 or 7, with number 1 indicating the most important or 6 or 7 the least important.

VARIABLE		NUMBER OF RESPONDENTS WHO RANKED THE STATEMENTS AS NUMBER:							
		1	2	3	4	5	6	7	Total
Table 4)	Academic qualification in Zulu	6% 3	22% 11	40% 20	20% 10	4% 2	8% 4		100% 50
	Professional qualification in Zulu	10% 5	8% 4	20% 10	46% 23	16% 8	- -		100% 50
	Attending in-service training courses	4% 2	- -	10% 5	4% 2	54% 27	28% 14		100% 50
	Has recently qualified as teacher	2% 1	8% 4	4% 2	12% 6	22% 11	52% 26		100% 50
	An experienced teacher	14% 7	44% 22	14% 7	16% 8	4% 2	8% 4		100% 50
	A positive attitude	64% 32	26% 13	6% 3	- -	2% 1	2% 1		100% 50
(Table 5)	Not properly qualified professionally	14% 7	24% 12	48% 24	12% 6	2% 1			100% 50
	Not properly qualified academically	4% 2	40% 20	24% 12	28% 14	4% 2			100% 50
	Has recently qualified as teacher	6% 3	16% 8	4% 2	14% 7	60% 30			100% 50
	No interest	70% 35	10% 5	12% 6	8% 4	- -			100% 50
	Has not attended enough in-service course	4% 2	18% 9	10% 5	44% 22	24% 12			100% 50

		Frequently	Occasionally	Seldom	Never	Do not Know	No Response
	Impromptu interviews	28% 14	54% 27	6% 3	6% 3	2% 1	4% 2
	Simulation	24% 12	58% 29	6% 3	6% 3	2% 1	4% 2
	Role-playing	28% 14	54% 27	6% 3	6% 3	2% 1	4% 2
	Chain story telling	20% 10	62% 31	6% 3	6% 3	2% 1	4% 2

VARIABLE	NUMBER OF RESPONDENTS WHO RANKED THE STATEMENTS AS NUMBER:							
	1	2	3	4	5	6	7	Total
Grammar	36%	40%	22%	2%				100%
	18	20	11	1				50
Spoken language	48%	8%	42%	2%				100%
	24	4	21	1				50
Written language	12%	50%	36%	2%				100%
	6	25	18	1				50

(Table 6) **Written language**

VARIABLE	1	2	3	4	5	6	7	Total
More interest	18%	10%	16%	6%	18%	14%	18%	100%
	9	5	8	3	9	7	9	50
Easy to teach	–	12%	12%	10%	20%	32%	14%	100%
		6	6	5	10	16	7	50
Improves teacher's use of language	30%	22%	8%	24%	6%	8%	2%	100%
	15	11	4	12	3	4	1	50
Systematises thinking	16%	24%	8%	10%	14%	14%	14%	100%
	8	12	4	5	7	7	7	50
Exercises readily available	10%	30%	26%	22%	4%	2%	6%	100%
	5	15	13	11	2	1	3	50
Time-saving	–	–	8%	10%	28%	20%	34%	100%
	–	–	4	5	14	10	17	50
A lot of work is being done	24%	12%	22%	16%	10%	8%	8%	100%
	12	6	11	8	5	4	4	50

(Table 7) **Grammar**

VARIABLE	1	2	3	4	5	6	7	Total
Emphasis on grammar when teacher trained	30%	6%	12%	8%	30%	14%		100%
	15	3	6	4	15	7		50
Teaching of grammar easier	10%	4%	6%	14%	10%	56%		100%
	5	2	3	7	5	28		50
Syllabus for grammar too long	18%	28%	32%	4%	16%	2%		100%
	9	14	16	2	8	1		50
More books on grammar available	2%	34%	16%	24%	12%	12%		100%
	1	17	8	12	6	6		50
Grammar improves spoken language	18%	18%	14%	24%	18%	8%		100%
	9	9	7	12	9	4		50
Grammar improves written language	20%	16%	18%	28%	12%	6%		100%
	10	8	9	14	6	3		50

9 (Table) **Spoken language**

VARIABLE	1	2	3	4	5	6	7	Total
Easy to teach	18%	18%	–	20%	44%			100%
	9	9	–	10	22			50
Pupil involvement	58%	16%	20%	–	6%			100%
	29	8	10	–	3			50
Spoken language and fluency in the use of language	6%	40%	28%	20%	6			100%
	3	20	14	10	3			50
Develops self-confidence	8%	26%	46%	20%	–			100%
	4	13	23	10	–			50
A requirement in the examination	8%	8%	4%	38%	42%			100%
	4	4	2	19	21			50

APPENDIX H

.atements are ranked from number 1 to 5 or 6 or 7, with number 1 indicating the most important or 6 or 7 the least important.

	VARIABLE	NUMBER OF RESPONDENTS WHO RANKED THE STATEMENTS AS NUMBER:							
		1	2	3	4	5	6	7	Total
Table 4)	Academic qualification in Zulu	6%	22%	40%	20%	4%	8%		100%
		3	11	20	10	2	4		50
	Professional qualification in Zulu	10%	8%	20%	46%	16%	-		100%
		5	4	10	23	8	-		50
	Attending in-service training courses	4%	-	10%	4%	54%	28%		100%
		2	-	5	2	27	14		50
	Has recently qualified as teacher	2%	8%	4%	12%	22%	52%		100%
		1	4	2	6	11	26		50
	An experienced teacher	14%	44%	14%	16%	4%	8%		100%
		7	22	7	8	2	4		50
	A positive attitude	64%	26%	6%	-	2%	2%		100%
		32	13	3	-	1	1		50
(Table 5)	Not properly qualified professionally	14%	24%	48%	12%	2%			100%
		7	12	24	6	1			50
	Not properly qualified academically	4%	40%	24%	28%	4%			100%
		2	20	12	14	2			50
	Has recently qualified as teacher	6%	16%	4%	14%	60%			100%
		3	8	2	7	30			50
	No interest	70%	10%	12%	8%	-			100%
		35	5	6	4	-			50
	Has not attended enough in-service course	4%	18%	10%	44%	24%			100%
		2	9	5	22	12			50

		Frequently	Occasionally	Seldom	Never	Do not Know	No Response
5	Impromptu interviews	28%	54%	6%	6%	2%	4%
		14	27	3	3	1	2
	Simulation	24%	53%	6%	6%	2%	4%
		12	29	3	3	1	2
	Role-playing	28%	54%	6%	6%	2%	4%
		14	27	3	3	1	2
	Chain story telling	20%	62%	6%	6%	2%	4%
		10	31	3	3	1	2

VARIABLE	NUMBER OF RESPONDENTS WHO RANKED THE STATEMENTS AS NUMBER:							
	1	2	3	4	5	6	7	Total
Grammar	36%	40%	22%	2%				100%
	18	20	11	1				50
Spoken language	48%	8%	42%	2%				100%
	24	4	21	1				50
Written language	12%	50%	36%	2%				100%
	6	25	18	1				50

(Table 6) Written language

VARIABLE	1	2	3	4	5	6	7	Total
More interest	18%	10%	16%	6%	18%	14%	18%	100%
	9	5	8	3	9	7	9	50
Easy to teach	-	12%	12%	10%	20%	32%	14%	100%
	6	6	6	5	10	16	7	50
Improves teacher's use of language	30%	22%	8%	24%	6%	8%	2%	100%
	15	11	4	12	3	4	1	50
Systematises thinking	16%	24%	8%	10%	14%	14%	14%	100%
	8	12	4	5	7	7	7	50
Exercises readily available	10%	30%	26%	22%	4%	2%	6%	100%
	5	15	13	11	2	1	3	50
Time-saving	-	-	8%	10%	28%	20%	34%	100%
	-	-	4	5	14	10	17	50
A lot of work is being done	24%	12%	22%	16%	10%	8%	8%	100%
	12	6	11	8	5	4	4	50

8 (Table 7) Grammar

VARIABLE	1	2	3	4	5	6	7	Total
Emphasis on grammar when teacher trained	30%	6%	12%	8%	30%	14%		100%
	15	3	6	4	15	7		50
Teaching of grammar easier	10%	4%	6%	14%	10%	56%		100%
	5	2	3	7	5	28		50
Syllabus for grammar too long	18%	28%	32%	4%	16%	2%		100%
	9	14	16	2	8	1		50
More books on grammar available	2%	34%	16%	24%	12%	12%		100%
	1	17	8	12	6	6		50
Grammar improves spoken language	18%	18%	14%	24%	18%	8%		100%
	9	9	7	12	9	4		50
Grammar improves written language	20%	16%	18%	28%	12%	6%		100%
	10	8	9	14	6	3		50

9 (Table) Spoken language

VARIABLE	1	2	3	4	5	6	7	Total
Easy to teach	18%	18%	-	20%	44%			100%
	9	9	-	10	22			50
Pupil involvement	58%	16%	20%	-	6%			100%
	29	8	10	-	3			50
Spoken language and fluency in the use of language	6%	40%	28%	20%	6			100%
	3	20	14	10	3			50
Develops self-confidence	8%	26%	46%	20%	-			100%
	4	13	23	10	-			50
A requirement in the examination	8%	8%	4%	38%	42%			100%
	4	4	2	19	21			50

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