CHAPTER 6

Educating for Social Transformation

The decisive instrument for social transformation in the province is formal education, in general. For the citizens to acquire knowledge and skill to overcome underdevelopment and the language problems effectively, formal education become a sine qua non. The issue of language in education must be addressed to allow the people of the province to develop to their potential educationally, economically and politically. This has to do with the role of the indigenous languages and proficiency in the non-indigenous languages. There are languages and dialects, of course, which are still underdeveloped in terms of function and prestige and the dominant English language makes its preference a deviation from the national vision of treating official languages equitably and promoting indigenous languages. Language teaching in the province should take cognisance of the province's linguistic complexity.

This chapter will look at the relationship between language and cognitive development, the role of African languages as languages of learning and teaching, and the differences between L1 and L2 teaching. Next will be an overview of realities of L2 learning in the Northern Province with emphasis on fluency and accuracy in language learning. After discussing the R.D.P and education I will look at Outcomes Based Education (OBE).

6.1 Cognitive development

Cognitive development is one objective of formal education. This development includes perceiving, understanding, judging, problem solving and inferring, all of which are involved in learning generally and in using a language. Learning, producing, and comprehending language are also cognitive processes (Taylor and Taylor 1990:19).

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Kembo (2000) indicates the major task of formal education as the development of the pupils' cognitive abilities, i.e."their memory, their ability to generalize, to comprehend and grasp relationships such as cause and effect, to predict the consequences of events, to grasp the essential message of a speech or book, and to evaluate situations" (p.289). She goes on to say that schools should also develop the pupils' affective skills by helping them to develop positive attitudes to work and study, loyalty to their country, and tolerance to people who may differ from them. Social skills should also be developed, i.e. the ability to work together with other people, to communicate with them and to support those who need assistance. All these skills require a great deal of understanding by learners from their teachers and this type of understanding can best be achieved if both pupils and teachers communicate in a language they know very well, which is generally a mother tongue. The language education policy should cater for cognitive development as an object of formal education by considering education in the mother tongue.

6.2 The use of African languages as languages of learning and teaching.

In Chapter Two I mentioned that a UNESCO committee recommended that the language which should be used for instructing beginning learners should be the mother-tongue, where the mother-tongue is a vernacular. This conclusion was reached because cognitive development, affective development and social development occur more effectively through a mother-tongue. This implies the use of a first language for learning and teaching. Kembo (2000:289) asserts that learning in general occurs more effectively "if the required cognitive development has already occurred through the use of a first language as a language of learning" (289). She goes on to quote Cummins (1984) that "optimal first language education provides a rich cognitive preparation for the acquisition

of a second language and that the literacy skills already acquired in the first language provide easy transition to the second language medium education" (Kembo 2000: 289).

Based on this argument, speech communities should be introduced to education via their L1 as this will prepare them for education in general and for learning the second, third or other languages for inter-ethnic and/or international communication, as the situation may dictate. This will be mentioned in the policy recommendation in the next chapter.

Peoples' knowledge of the primary languages, or their proficiency in the languages of the province must be increased. Knowledge of and respect for one another's culture is equally vital for social transformation. This implies the meaningful recognition for minority language rights, and attitudes of tolerance. Actually it means the acceptance of the principle of multilingualism. School curricula should include components focusing on culture. For example, the cultural characteristics of people, how cultural differences arise, how they relate to power relations, the dangers of cultural stereotyping and cultural prejudices, the conflict potential of cultural differences, and how to deal with language conflict.

To develop a just and democratic society, the school programme should promote the recognition of cultural diversity in a positive way, should reflect the histories, experiences and cultural contributions of cultural and linguistic minorities, should develop positive cross-cultural attitudes, should reduce racial and cultural prejudices, domination and discrimination. These programmes can equip the student by providing him with the skills for meaningful participation in a multicultural society. People should

guard against the possible disadvantages of these types of programmes. There can be a danger of emphasizing cultural differences at the expense of commonality or by suggesting that cultural differences are innate.

If the learners' competence in the mother-tongue is inadequate, they will not have any advantage when the second language is introduced . Actually it will be difficult for them to acquire second language skills and this may lead to educational failure if the language of instruction is a second language. If education ignores the first language, and learners learn the L1 less than the second language, it will be further weakened by the switch to the second language and this could lead to language shift if the second language becomes too dominant over the first language.

The implication is that there should be a move towards strengthening mother-tongue education to lay down a strong literacy base on which L2 teaching can be based in cases where the mother-tongue cannot be used for higher education should the need so arise. The period of mother-tongue instruction in the primary schools is inadequate in this province and should be expanded. Beside mother-tongue instruction, indigenous languages should be taught as subjects as well.

There is a growing ill-feeling about people using or studying African languages even at some higher education institutions, for example the University of the North had a zero registration for first year students in Northern Sotho for the academic year 2001. But unless the African languages are accorded greater functional status, very little can be achieved as the economic value of these languages is more basic than other uses. Choosing a language for study or as LoL/T is already allowed by the government

because teachers and parents now have to make their choices. But unfortunately people make uninformed choices.

African languages should be used to teach school subjects, must be taught as subjects themselves, and be taught at institutions of higher learning to encourage people to study them seriously and to do research on the languages.

There is a need for citizens who are balanced culturally and educationally. This can be achieved by the greater use of the African languages as people who know their languages show a more positive self-image and respect for other people and their languages. The goals of first language study have been outlined by Kembo (2000) as follows:-

*"the development of pupils' skills in performing advanced language-based cognitive skills, such as reasoning, understanding, and explaining abstract concepts, more specifically, listening, reading, speaking and writing skills need to be fully developed; and school leavers should have the ability to comprehend complex texts, to produce such texts themselves and to interpret and evaluate them

* the development of linguistic skills in the standardised variety of the language (in other words, the acquisition of the ability to operate effectively in formal contexts and public life in the first language)

* understanding the linguistic character of pupils' first languages

* understanding the way in which language is used in social and public life

* understanding and appreciating the products of the first language community, including its literary products

* the development of pupils' ability to perceive information (language as a heuristic tool), to explore their own inner world, and to develop their creativity (something that can only occur in a language that is known extremely well), and

* understand the role of language in cultural life, including the development of an attitude of tolerance towards communities with different languages" (2000:290- 291).

This is fundamental to the individual and society and, moreover, the first language proficiency is vital to the success of pupils in other subjects as skills can be easily learned in a language that learners use to learn other subjects.

6.3 Learning the second language.

The section above indicated the role of the L1 in educational and social development but the need to learn a second or third language is always there in a multilingual context like the Limpopo Province. It might be important here to differentiate between L1, L2 and L3 and the different approaches to be followed in teaching the languages at each level.

First language acquisition initially takes place spontaneously, second language learning takes place both in formal environments like schools where learners acquire rules and units of the target language through guided instruction from teachers and through exposure to the language in everyday life. Foreign language or L3 learning only takes place in formal learning situations but the target language is not part of the everyday experience of the learners.

In Wilkins' words (1974:47) the term 'second language' refers to a situation where the

child is exposed to a 'structured language teaching situation'. The situation is limited in terms of length and duration of exposure to the language, and classroom practice is often incompatible with the actual or practical linguistic needs of the learner. Language attitudes towards cultural aspects of the L2 influences language learning . Wilkins (1974) affirms that "In one sense language cannot be learned without familiarity with features of the culture since language and culture are inextricably connected" (Wilkins 1974. 49). The black L2 learners in the province learn it with a few cultural features of the language. If learners, for any reason, dislike the speakers of their L2, they will develop negative language attitudes which will affect their motivation to learn the language.

Second language learning and third language learning have a similar goal: to enable learners to gain competence in the target language that resembles native proficiency. The learning processes, however, are different, and the assumptions about the teaching methods are also different.

For the most part, the Limpopo Province is rural. The second and or third languages like English and Afrikaans taught to most African language speaking learners are mostly only learned in school. The outside environment does not need learners to use the target languages and the language is therefore not reinforced in the immediate community. This leads to inefficiency in the acquisition of the target languages and it contributes to high failure rates if most subjects are learned and taught in a language which is being acquired as a third language. I need to expand on what L2 learning entails. This information will help one to look at the way L2 is learned in the province and gauge whether the L2 knowledge is adequate to be used in all high function

contexts as the dominance of English may imply.

6.4 The realities of second language teaching in Limpopo Province.

English and Afrikaans are the two L2's or L3's taught to most African language speaking learners in the Province as shown earlier in Table 5.3. Generally, learners are not proficient enough in these languages mainly because the realities (which will be explained later in the chapter) of teaching these languages do not allow their adequate acquisition. Learners do not find these languages of immediate need in the communities in which they live, most of which are rural or semi-urban settlements without English or Afrikaans L1 speakers. The languages do not play a meaningful part in the lives of the communities from which learners come. Learners rarely meet situations which compel them to speak the ' L2'. Most learners do not have adequate exposure to these languages except in school classrooms, the radio and television.

One other reality, which I have observed, is that most teachers, who function as role models for the learners, are also L2 users with a limited proficiency in the languages. English, which is the preferred L2 and medium of instruction, is taught by teachers who have low professional qualifications in the language. Most of these teachers were trained at teacher training colleges by lecturers who are themselves not proficient in the language. The practical performance of teachers in class leave much to be desired. This might be because in their training not enough tuition was incorporated in the curriculum to provide them with the necessary professional knowledge.

Rammala (1993:20) argues that lecturers at teacher training colleges have inadequate professional standards. English language teaching trainers who supervised in practice

teaching in Lebowa were usually academic graduates and not professionals. A few of them had specialised in English literature but not English Language Teaching (ELT) or applied linguistics. (At Naphuno College of Education in Lebowa in 1992, only two of the nine lecturers in English had a B.A in English and the others had English at levels lower than the third year of university). In fact teachers of other subjects were even allowed to supervise teaching practice in ELT on the basis of their having done English at secondary school.

Such a lack of relevant knowledge and skills limit the supervisor's power in assisting the student teacher. Most supervisors depend on the general effect and impression of the lesson without basing it on any acceptable principles of language learning and teaching. Lecturers do not possess the necessary English subject knowledge, the skills and the methods to enable them to let accelerated, planned and organised intervention take place. They lack the knowledge of effective methodology and approaches to language teaching in particular. It therefore becomes difficult and sometimes impossible to achieve some of the objectives of the syllabus, for didactics and supervisors themselves are not conversant with the communicative approach that the syllabus advocates, and as Kembo (2000:287) has observed "proficiency in the ex-colonial languages remain inadequate, partly because the necessary cognitive skills needed for effective learning have not been developed", let alone the new Outcomes Based Education (to be discussed later in this chapter).

Lecturers who are acquainted with recent methods of language teaching are able to teach the theory but have problems with supervision since they have not been trained for supervision. Some of these lecturers have never taught before they became teacher

trainers, moreover there is no provision of in-service training for them in the province.

By observation, besides the low standards of teacher training there is a scarcity of physical resources in many schools, mostly rural schools. Some schools have no classrooms and pupils are taught in the open, some have a shortage of desks, insufficient space and poor lighting. All these realities make education extremely difficult. Pupils lack discipline, they show very little interest in learning.

Formal language teaching is generally aimed at 'correctness', i.e. accuracy as opposed to fluency and successful communication. In the history of language teaching the term *accuracy* refers to language teaching which will result in accurate L2 usage, rather than the use of language in the classroom for communicative purposes. Traditional syllabuses have always had a basis in the accurate construction of the target language. Accuracy is a relative term, based on a social judgement of the language used by a speech community. This does not imply that fluent language may not also be accurate language; it simply refers to a focus by the user, because of the pedagogical context created by the teacher.

Ellis (1985) asserts that learners will be more responsive to an emphasis on fluency. The distinction here is between what is good and bad in language teaching because each has its merits and demerits. Any language activity that is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity. Fluency may be distinguished as the ability to talk in coherent, reasoned and semantically diverse sentences, showing a mastery of the semantic and syntactic resources of the language. According to Ellis (1985) fluency is

to be regarded as natural language use. It can be seen as the maximally effective operation of the language system so far acquired by the learner. The aim of fluency activity is to develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in mother-tongue in normal life. This is not possible in the province because of lack of reinforcement and exposure to L1 speakers.

6.5 Education and teacher training as recommended in the RDP (1994)

The issue of teacher training is a necessary consideration when one studies the role of language in education. The words *change, transformation, reconstruction restructuring* and development are in vogue in South Africa today. These words are used in every institution in the country in politics, the economy, education, etc. The demand for change also affects teachers and the teaching profession. Therefore, in considering social transformation in the province, we have to consider the role of teachers as well.

The teacher's role today is determined by a variety of informal and conflicting forces and expectations that are difficult to trace to their source. Fortunately the government of the day has produced a document, the Reconstruction and Development Programme (RDP: 1994) which is an integrated guiding policy framework that focuses on various aspects including the teaching profession. I will only refer to aspects that deal with education broadly and teacher education specifically.

6.5.1 The development of human resources.

'The challenge that we face at the dawning of a democratic society is to create an education and training system that ensures that people are able to realise

their full potential in our society, as a basis and a prerequisite for the successful achievement of all other goals...' (RDP. par.3.1.5. p.59).

The implication of the paragraph above is that teachers play a significant role in ensuring that 'people are able to realize their full potential'. We need teachers of good quality. Structural improvements like increasing the number of schools, giving out stationary and textbooks to pupils are important but cannot surpass the transformation of the human resource in the form of producing and grooming competent teachers. It is common in this country for people to blame the lack of material resources as a cause of failure. But even those who have the resources may fail equally. This implies that what we lack is inner resources such as persistence, commitment and singleness of purpose. (Ramogale, 1998). It is true that material scarcity impinges negatively on good performance but it is fallacious to assume that the availability of material resources gives rise to excellence. If competent teachers are produced, we will not point at the lack of facilities as the cause of poor performance in our schools and other institutions. A good curriculum and a good policy cannot be properly implemented without better prepared (trained) teachers. The preparation of dedicated and well informed teachers is the springboard for the development of our human resources.

The resuscitation of the culture of learning and teaching, which is one of the aims of the RDP, also revolves around well motivated and prepared teachers. Such teachers can inspire their charges (learners) to develop inquiring minds and emotional stability. The culture of learning logically devolves from the culture of teaching and is mostly dependent on it.

6.5.2 Education and training

In my opinion a country or province that is proud of its human richness and diversity rather than perceiving it as a problem, must in its transformation begin with the very young by breaking down the barriers that have been erected between children of different races and languages. The children have to be given a fair chance to learn to understand, work and live with their counterparts from other languages and races. Teachers should stress to their learners the principle of unity in diversity and give them proper technical and vocational training. To achieve this we require non-racial teacher education institutions so that non-racial and non-sexist values can be inculcated into prospective teachers.

6.5.3 Co-ordination of formal and non-formal education.

'A progressive system of education and training is one that is integrated and enables learners to progress to higher levels from any starting point. Such a system enables learners to obtain recognition and credits for qualifications and credit towards qualifications from one part of the system to another' (RDP.1994, Par. 3.3.7. p.62).

This implies that education, training and other forms of planned formal and non-formal learning should be interspersed with work throughout life. This can be done through the recognition of prior learning, i.e. taking into account the experiential knowledge that the learner brings to the learning task. Education should be made available over the individual's whole life time at appropriate stages related to his own needs and aspirations. It should alternate with work and similar experiences. This strategy can work

provided it evolves from the provision of a basic education, and primary and higher levels of formal schooling which are flexible enough to allow people to have exits at some points and still allow those who wish to remain in the system to do so in the style of the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA), which is the national statutory body promulgated in terms of the South African Qualifications Act of 1995.

6.5.4 Adult basic education and training

'All children and adults must be able to read, write and count in a development-oriented country. To achieve this, the RDP suggests a national literacy or adult basic education programme which will involve employers, trade unions, and all levels of government'. (RDP.1994, Par. 3.3.9.1. p.63)

The importance of adult basic education was alluded to earlier in the discussion of recurrent education. Tanzania's president Nyerere was committed to education-in-development practice and he put it thus:

'Adult education should promote change, at the same time as it assists men to control both the change which they introduce and that which is forced upon them by cataclysms of nature... In that case, the first function of adult education is to inspire both a desire for change and an understanding that change is possible' (Nyerere in Hall and Kidd 1978:17-18).

According to Fordham (1993) the idea of adult education as a tool for social transformation has long been influential in South Africa's liberation movement. It was

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even echoed by Steve Biko in his court testimony in 1976, when he linked black 'consciousness' and ideas about 'conscientization' derived from Paulo Freire (Biko 1979.28, and Freire, 1972). The adult literacy project pursued by Biko and the South African Student Organisation (SASO) was designed to help "Blacks grapple realistically with their problems...to develop...an awareness of their situation and to be able to analyse it, and to provide answers for themselves. The purpose behind it really being to provide some kind of hope.." (Biko 1979: 26-27).

Lately there has been debate in the country about the link between adult basic education and social transformation. This is in line with the education-in-development practice of Nyerere as quoted above. Nyerere took adult education as a movement from liberation to development. These coincided with international adult education which started promoting the democratisation of research through the idea of participatory research , where research, learning and action are intertwined (Fordham 1993:4-5). In dealing with this issue, starting from the background of group experience, themes like poverty, segregation, disease, floods, etc, are used to motivate and increase understanding and develop the people's capacity to change and improve the quality of their own lives. The following three areas from Lenyai (1995) illustrate the importance of adult education:

Health

In this province children die from a variety of diseases such as cholera, malaria, malnutrition and Aids. Through adult education rural communities can be enlightened about how diseases are communicated and how they can be controlled from spreading rapidly. We have problems of large families and children whose parents do not want

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them because they can't support them. Family planning education require adult education approaches as well. The eruption of HIV has caught every sector of the community and to spread information to all people about HIV and AIDS adult education, offered in the language that people know well, is a necessity.

Literacy

Adult education must promote literacy, as cited earlier. The importance of this can be gauged by the many adults that received voter education prior to the 1994 general elections. The voter education drive has made people realise the serious need for literacy projects in the province.

Community development

This aspect seems to be the most vital as it concerns everybody in the community. It is so because the problems of underdevelopment are largely community problems. Community development is an activity designed to create conditions of economic and social progress for the whole community with its active participation and fullest possible reliance upon its initiative. People should do for themselves in the spirit of 'masakhane'. The best language to use in the planning and discussion of all these with the community is its mother-tongue.

6.5.5 Teachers, educators and trainers

According to Lenyai (1995), in his unpublished speech at Naphuno College of Education one of the problems in the preparation of teachers in the Province is what may be called educational 'disjunctions'. The educational enterprise is divided into separate exclusive parts. There is a dichotomy between the preparation of the college-trained primary

school teachers, the secondary school teachers and university-trained teachers. This disjunction does not augur well for teacher education and education in general because standards in the different institutions differ. Teacher education has to be co-ordinated among all teacher training institutions. This co-ordination will help in identifying the priorities on which it should focus at each level.

In his parliamentary talk on March 14, 2000, Education Minister Kadar Asmal said that there was enormous competition for national funds, but education had been identified as a priority and allocated 21% of the budget for the 1999-2000 financial year. He said that if the country did not improve the quality of the public education it offered to its citizens, private institutions would always be ready to exploit the situation. He said it was only through the social institutions that the nation's principal values and the key to its identity could be conveyed to successive generations.

In part, the department's vision is clear. They are concerned with transformation. The minister also mentioned that by June 2000, the council on higher education would have a report on the future size and shape of the higher education system. This will bring together experts at institutions of higher learning to run programmes that will take this country to international levels. The Universities of the North and of Venda are both in a bad shape and need to be reconfigured to provide excellence in education.

The improvement of teacher education in this Province will require, inter alia, distance education. The main advantage of distance education is that it is able to reach large numbers of teachers quickly and cost-effectively; and it can improve the quality of teachers without removing them from schools.

6.5.6 Further education and training

"Students learning within formal institutions, workers in industries, the out-of-school youths and adults should be exposed to balanced and flexible curricula which should open learning paths consistent with the goals of lifelong learning". (RDP 1994, par.3.3.12.2. p. 66).

Lenyai (1995) remarked that the South African system of education has primarily been geared to preparing pupils for study at university. In this way our education system has created a syndrome of the so-called 'educated unemployed'. These people range from school leavers who shun away from manual labour jobs, to trained technicians, artisans and university graduates who cannot be employed in the labour market because there are no jobs or they posses irrelevant qualifications. This warrants a need to incorporate into our education programmes education and training which is job-oriented.

6.5.7 The Outcomes Based Education and Curriculum 2005

The South African government is committed to transforming the education of the citizens, and to be consonant with the broader national vision concerning education. The Department of Education regularly reviews the curriculum. The department prefers the Outcomes Based Education system. To implement it the department had prepared a curriculum called Curriculum 2005 which addressed the eight learning areas (Natural Sciences, Economic and Management Sciences, Human and Social Sciences, Language, Literacy and Communication, Arts and Culture, Life Orientation, Mathematical Literacy, Mathematics and Mathematical Sciences, and Technology), (*Media in Education Trust in Sowetan, 20 May, 1997*). The integration of knowledge and skills is one of the key principles of the new curriculum. Previously there was a rigid

division between theory and practice, and knowledge and skills. This is rejected by OBE.

Even though the curriculum focussed on the outcomes of learning, i.e. what learners should know and be able to do at the end of a process of learning (both critical and specific outcomes), its implementation strategy had been found wanting and a new curriculum is to be formulated and called curriculum 21.

The OBE stresses two types of outcomes:

a. Critical outcomes.

The full name of these outcomes is Critical Cross Field Outcomes. The South African Qualifications Authority (SAQA) has defined seven critical outcomes. These outcomes state the essential abilities that all aspects of learning should lead towards. They appear as follows:

i. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

ii. Work effectively with others as a member of a team, group organisation, community.

iii. Organise and manage oneself and one's activities responsibly and effectively.

iv. Collect, analyse, organise and critically evaluate information.

v. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.

vi. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.

vii. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.(*Media in education trust,20 May 1997:3)*

b. Specific outcomes.

Specific outcomes are context specific. They describe the competence which learners must demonstrate in particular areas of learning. These outcomes serve as the basis of assessing the progress of learners. It is not necessary to list the outcomes in this dissertation as they differ according to learning areas and time and space do not allow a full listing.

The eight learning areas listed above stress the importance of the integration of knowledge and skills. OBE set out to produce people who are rounded, unlike the previous approach (explained earlier), which produced people who are either irrelevantly qualified or lack specific skills required by the work situation. Learning area number 3 (Human and Social Sciences) stresses the importance of sound judgements in a culturally diverse and democratic society which is a direct contradiction of the racist apartheid government. Learners will learn about relationships between people, and people and the environment. Learning area 4 (Language, Literacy and Communication) stresses human development and the importance of life-long learning with language as an important tool. In a multilingual context like the one found in the Northern Province, languages should be learned to enable people to make easy contact and interact with one another. This learning area also encourages learners to have access to information and lifelong learning which has been identified as one important aspect of social transformation.

A study of culture includes studying its expression through the arts, modes of life, heritage, knowledge and belief systems. Learning area 5 links art with culture, which will promote the ability to make and create meaning and understanding of our diverse

culture. All the learning areas, taken by learners in any acceptable combination, can transform and/or develop the individual and create an atmosphere in the community of socially and educationally balanced citizens.

Teachers in the field will need to study the new curriculum and come up with programmes that suit their respective environments specifically. Distance education has already been recommended for purposes like this. The Department of Education, teachers' unions and organisations can also assist through in-service training and regular courses to feed teachers with the new approach to teaching in the style of the Outcomes Based Education.

There are institutions of higher learning which have already laid down programmes to assist teachers in this regard, so that they remain relevant to their professional expectations. The Limpopo Province Education Department should lay out a plan on the retraining of teachers to suit the OBE. At local levels needs analysis should be conducted to find out empirically what the Limpopo Province needs, that can be achieved through OBE. All methods and approaches of teaching and learning are recommendable only when appropriate to the context.

The South African Democratic Teachers Union (SADTU) is also committed to transforming the education of the country by implementing curriculum 21. Its deputy president Edwin Pillay mentioned that the Union planned to train a core of teachers in all nine provinces to address the shortcomings of curriculum 2005, including the newly introduced Outcome Based Education (OBE) system. Sadtu's Curriculum Development Capacity Building Project would also place support systems around clusters of schools

to sustain the professional development of teachers. He said that the project aimed to offer accredited training in OBE and to provide, through its culture of learning, teaching and service (Colts) programme, effective management and teaching in a conducive environment with the necessary learning materials. Sadtu has also launched a campaign to provide HIV/Aids life skills training to grade one to four teachers. The campaign includes the introduction of an Aids education programme into school curriculum (Gopher:/gophr. anc. org.).

Sadtu shows their commitment to educational transformation in the country as a whole. The next chapter will suggest practicable ways of achieving these objectives, as well as an improved teaching profession which could transform the learners and the country in general.

In this chapter I explained the role that language can play in education and stated that effective formal education is one better means to achieve social transformation. The next chapter proposes a policy that displays how language can be used in education to pursue social transformation.

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